![UTS University of Technology Sydney]

UTS Student Partnership Agreement 2025–2027

Student Partnership Agreement 2025–2027

'Partnership and collaboration are core values at UTS. It is only through partnerships that our communities can thrive economically, socially and culturally. It is through the cultivation of close working relationships between students, staff and other key stakeholders that we can achieve our common goal of being a leading public university of technology recognised for our global impact.'

Professor Andrew Parfitt
Vice-Chancellor and President of the University of Technology Sydney

Introduction

The UTS Student Partnership Agreement 2025-2027 (the agreement) outlines a collective approach to student engagement at UTS.

UTS, ActivateUTS and the UTS Students' Association, working together as part of UTS's inclusive culture, set out in this agreement their combined approach to student engagement with the university's broader governance framework. This agreement constitutes a statement of mutual intentions with respect to student engagement. It does not affect any university rules, policies or other governance arrangements, but rather seeks to support and encourage a student voice in their implementation and review.

Purpose

This agreement supports the UTS 2027 strategy, its vision and values, and promotes an understanding between students and UTS about the university's activities that impact the whole UTS community.

UTS, ActivateUTS and the UTS Students' Association are proud of UTS's vision to be a leading public university, defined by our commitment to social justice and support for the economic, social and cultural prosperity of our communities.

As UTS embarks on the next phase of its strategy, this agreement seeks to engage our student community, empower our student leaders and deliver on mutual obligations between staff and students.

Through the agreement, UTS commits to:

- continuing a meaningful dialogue with students in line with the [Student Rights and Responsibilities Policy](#)

- recognising the role that student representatives play and the importance of seeing students as genuine partners in creating and developing meaningful change

- supporting the continued engagement of students throughout their time at UTS.

The agreement also details agreed priorities for 1 October 2024 to 1 October 2026 and identifies opportunities for student engagement. To ensure continued relevance, the agreement will be reviewed bi-annually under the stewardship of the Student/Council Liaison Group (SCLG), a committee of the UTS Council. An Action Plan will be prepared so that the projects contained within the agreement can be tracked at the SCLG. The Action Plan should include a RACI framework to drive accountability and ensure that necessary parties are consulted and informed.

Inclusive governance

Inclusive governance at UTS requires students and staff to work together. The positive working relationship between students and staff is essential to the realisation of our strategy.

In line with the Student Rights and Responsibilities Policy, UTS seeks to help its students become effective contributors in their communities, leaders in their chosen field and responsible global citizens. The work of preparing lifetime learners and future leaders starts from the beginning of each student's journey at UTS. By partnering with students, UTS ensures that students are given a voice in the university community and an opportunity to shape their student experience.

Successful partnerships, as fostered in this agreement, depend on mutual respect, integrity, meaningful interaction, open collaboration and an agreement on common goals and values, acknowledging that diversity is a strength. In order to facilitate meaningful and effective partnership, UTS commits to co-creating an expanded onboarding program for students taking on formal representative roles and providing opportunities for handovers between representatives between terms.

UTS also commits to explore ways to ensure meaningful representation of International students. This will include a review of the Terms of Reference of Faculty Boards to consider mandating that one of the four student roles should be an International student (just as one is currently an undergraduate and one a postgraduate).

Part A: Student representation at UTS

Formal student representation

Students at UTS are formally represented on boards and committees by elected and appointed members (hereafter student leaders) who advocate for and represent the views of the student population. There are student leaders across a wide range of bodies at UTS, including the university's governing body, the UTS Council.

Key student leaders from UTS Council, Academic Board, ActivateUTS and the UTS Students' Association work closely together on the Student/Council Liaison Group (SCLG), a committee of the UTS Council. The SCLG is a body for student leaders to work with Council members and senior management to ensure that the student perspective is included as part of the university's decision-making.

Opportunities for student representation are outlined by individual board and committee terms of reference, which are reviewed and updated from time to time.

The following table outlines current student representation on UTS Boards and committees.

Board/committee	Representation
UTS Council	One elected undergraduate and one elected postgraduate student
Academic Board	As outlined in Rule G3, General Rules, ten student members in total: • one student elected by and from students from each faculty (eight in total), and an alternate • one postgraduate research student elected by and from the postgraduate research students of the university, and an alternate, and • one Indigenous undergraduate or postgraduate student, elected by and from the UTS Indigenous student body. One ex-officio position: President, UTS Students' Association.
Academic Board committees	Institute for Sustainable Futures Institute Board: Two higher degree by research students, elected by and from the HDR students of the institute. Teaching and Learning Committee: One undergraduate student elected by and from the undergraduate students of the university and one graduate coursework student elected by and from the graduate coursework students of the university. Course Accreditation Committee: Two coursework students elected by and from the students of the university. Higher Degree Research Committee: Two graduate research degree students elected by and from graduate research degree students of the university. Research Committee: One graduate research degree student, elected by and from graduate research degree students of the university.
Faculty boards	Faculty boards must have a minimum of four students elected by and from the students of the faculty, at least one of whom shall be a postgraduate student, and at least one of whom shall be an undergraduate student. These elected student representatives fill positions on faculty boards in: • Arts and Social Sciences • Business • Design, Architecture and Building • Engineering and Information Technology • Health • Law • Science • TD School.

Board/committee	Representation
Student/Council Liaison Group	The Student/Council Liaison Group (SCLG) is a forum for UTS students, members of Council and UTS senior management to discuss matters of UTS policy and governance relevant to the student body. The SCLG consists of the following student positions: • two student members of Council • President, Students' Association or nominee • International Students' Officer of the Students' Association • President, ActivateUTS or nominee • student representative of ActivateUTS clubs • a UTS student elected by and from the UTS Housing Student Resident Advisory Committee • an Indigenous student representative • the elected student members of Academic Board, one from each faculty • the elected postgraduate research student member of Academic Board. The group has the power to co-opt members as appropriate, including additional members to represent international students, postgraduate coursework students and postgraduate research students, and to invite other participants for particular matters.
Graduate Research Students' Appeals Committee	An appeals committee will include graduate research students of the university who have been enrolled at UTS for at least one year, appointed from panel members nominated by the deans of each faculty (under Rule 17.2.1(2), Student Rules) and appointed by the Chair of Academic Board.
Internships Appeals Committee	Each appeals committee will include a student member (under Rule 17.3, Student Rules) who has been enrolled at UTS for at least one year and who has completed, or partially completed, internship course requirements.
Indigenous committees	• Vice-Chancellor's Indigenous Strategies Committee: One Indigenous student representative to be appointed by the Vice-Chancellor (in consultation with the Chair) following a call for expressions of interest. • Indigenous Research Committee: One Indigenous HDR student to be appointed by the Chair in consultation with the Director of Research and Academic Programs, Jumbunna following a call for expressions of interest. • Indigenous Teaching and Learning Committee: Two undergraduate or postgraduate coursework students (one Indigenous, one non-Indigenous), to be appointed by the Chair in consultation with the Associate Dean (Indigenous Teaching and Learning) following a call for expressions of interest.

Student leader roles and responsibilities

Student representation at UTS is an ongoing commitment between UTS, faculty boards, the ActivateUTS Board and the UTS Students' Association to work together to ensure decisions, processes and functions best support students throughout their time at UTS.

UTS will support student leaders to fulfil their role and responsibilities, while student leaders will fulfil their role appropriately by providing quality advice and reliable representation of the student voice.

The Governance Support Unit will also work with student leaders to ensure students are represented on all relevant UTS boards and committees and are supported and trained to ensure they are well-informed and equipped to advocate effectively on behalf of students.

Other forms of student involvement

In addition to UTS's formal representative positions, students are encouraged to shape their experience by:

• providing honest, constructive feedback in the Early Feedback Survey and Student Feedback Survey, which monitor coursework subject and teaching quality (refer Feedback Survey Policy)

• participating in focus groups and other feedback opportunities, such as external surveys or policy review processes

- liaising with their student representatives on Academic Board, faculty boards, the ActivateUTS Board and the UTS Students' Association to make their voices and experiences heard

- approaching academic and professional staff, including faculty deans, associate deans (teaching and learning) or equivalent, academic liaison officers or the Deputy Vice-Chancellor (Education and Students).

Part B: Collaborative priorities

UTS, ActivateUTS and the UTS Students' Association will agree a set of collaborative priorities every two years. The priorities will be presented to the SCLG on a bi-annual basis and will be informed by:

- the UTS strategy and its values

- short, medium or long-term priorities or initiatives identified by UTS, the ActivateUTS Board and the UTS Students' Association

- opportunities to collaborate or seek formal student input as part of existing projects

- the results of UTS and national feedback surveys

- sectoral and university priorities or concerns.

The key priorities identified for 2025 to 2027 are aligned to the four domains of the Student Experience Framework - Belonging, Wellbeing, Partnerships and Academic Engagement – as these are the keys to student success. Individual projects are grouped under each domain in the tables below.

1. Partnerships

Project	Responsibility	Outcomes	Rationale
Development of elected student leaders' capability, support and training.	GSU DVC(ES)	Create a comprehensive handover package, including support and orientation/induction for new student leaders to equip them for their role and connect them with key staff and other student leader contacts. Work with the DVC(ES) to develop connections between student leaders.	Strengthen the capability of student leaders to represent their peers effectively, allowing them to meaningfully contribute to the strategic direction of UTS. Strengthen student leaders' capability for external engagement and create opportunities to present at external conferences.
Strengthen engagement with the wider student body to nominate and stand for election across Academic Board, its committees, faculty boards, the ActivateUTS Board and the UTS Students' Association Student Representative Council (SRC).	GSU MCU DVC(ES)	Work with ActivateUTS and UTSSA to develop strategies for raising awareness of elections and encouraging students to nominate and engage. Ensure there is adequate promotion of elections and adequate opportunities for students to be informed about the candidates e.g. through the facilitation of election information sessions and availability of candidate statements on voting platforms. This should ensure there is greater clarity around the scope and responsibilities of roles for potential nominees.	Increase engagement with student leadership positions across UTS and develop quality leaders who are empowered to effectively contribute to university decision-making.

Project	Responsibility	Outcomes	Rationale
Co-design a new Student Voice Framework with students and key University stakeholders.	DVC(ES) Director, Student Experience	Create mechanisms to capture student feedback on key systems, processes and experiences to be leveraged for service improvement. Build trust that student feedback is used to make change by effectively closing the loop on feedback. Consider forming policy co-creation workshops to include student voice in relevant policies.	Leverage student voice to identify priority areas for action and to drive improvements to the student experience. Elevate UTS's national reputation as an institution that has a strong commitment to students as partners in shaping the student experience.
Encourage and promote environmental sustainability initiatives	MCU UTSSA ActivateUTS	SCLG members will work with UTS Sustainability on current and future initiatives to deliver a more environmentally conscious campus. Continue to develop ActivateUTS policies, ensuring clubs and societies adopt sustainable materials and practices. Increase awareness of the Students' Association Bluebird Pantry, reducing food wastage and supporting students who need it most.	To have UTS-wide support of the Sustainability Policy, which provides a framework for embedding sustainable practice at UTS across four key areas: teaching and learning, research, facilities and operations, and partnerships and engagement. Sustainability is one of the university's values under the UTS 2027 strategy. It is important to recognise UTS's role in educating future leaders and in shaping sustainable values and behaviours.
Recognise the role of the Students' Association engaging in activism on campus	UTSSA Senior Executive	Acknowledge the Students' Association as the student union and its campaigns on student issues. Engage with the Students' Association by genuinely listening and responding to feedback in good faith. Support students engaged in demonstration efforts as set out in the Campus Policy.	As a student union, the Students' Association has an obligation to advocate on behalf of the student body to ensure quality student experience.
Work with student leaders to identify key people they can contact for advice, concerns, consultation or feedback.	GSU MCU VC's office	Create a communications strategy and protocol, and provide the names, positions and email of key staff a student leader may find helpful to contact.	Student leaders require clear guidance on the appropriate people to raise an issue with or seek consultation for a specific concern, project or idea.

Project	Responsibility	Outcomes	Rationale
Strengthen communication and relationship between student leaders and senior staff.	DVC(ES) Leadership Deans Associate Deans (Teaching and Learning)	In November/December of each year, outgoing and incoming student leaders to meet with the DVC(ES) leadership team and, following this, their respective Dean and Associate Dean (Teaching and Learning). For example: • outgoing and incoming SCLG members to meet with the DVC(ES) leadership team informally in November/ December following elections • outgoing and incoming Academic Board and faculty board members to meet with their Dean and Associate Dean (Teaching and Learning) as a local leadership team. • Consider additional mechanisms such as forums or an advisory group to provide more opportunities for international student representation and advocacy.	Between the election's end and the start of Autumn session in the new year, new student leaders are not given guidance on their role. Informal meetings will allow incoming student leaders to meet outgoing student leaders and key senior staff they will be working with. They also provide a forum for outgoing student leaders to discuss their achievements over the past term. Local leadership meetings with Academic Board and faculty board student members and their respective Dean and Associate Dean (Teaching and Learning) also provide an opportunity to meet informally and allow for introductions.

2. Wellbeing

Project	Responsibility	Outcomes	Rationale
Work to provide a safe and inclusive environment for students and engage with student leaders on projects in response to priority student needs.	UTSSA DVC(ES) GSU (Misconduct and complaints team) RNA team Student Services Unit	Work collaboratively on UTS's response to the National Student Safety Survey (NSSS) results to: • Explore the introduction of annual or bi-annual requirement of completing Consent Matters module • Review the content of the Consent Matters module • Expand and develop training for student leaders, including ActivateUTS clubs, for sexual harassment and sexual assault disclosures • Implement strict service standards for the reporting of sexual harassment or sexual assault. This should include the following: • Ensure we have case managers that are adequately trained in sexual assault and sexual harassment response and operate under the principle of 'trauma-informed' care and that all other staff are aware of referral processes. • Increased transparency around time frames for all reporting processes • Clearly explain the standard of proof used in misconduct procedures • Implement transparency and accountability mechanisms into the reporting and investigating processes for sexual harm • Clearly communicate processes to both complainants and students who have been reported against. • Increase scrutiny and accountability of student and staff leadership to prevent perpetrators from protection in positions of power • Giving students and those reported against an equal chance to speak to their reports. • Report performance data and trends from the Student Services Unit at each quarterly SCLG meeting, including wait times for counselling and medical appointments • Explore a central point of contact for support services and harness student leaders as communicators • Explore the expansion of multilingual counsellors • Explore availability of 'out of hours' counsellors and consider	In response to the NSSS results, UTS is committed to working on the elimination of sexual harassment and sexual assault. As such, student leaders are powerful advocates and communicators in this space who can play a vital role. Working as partners, student leaders on SCLG are committed to collaborating on UTS's response and working on outcomes as part of this response.

		expanding the number of sessions students can access • Explore feedback mechanisms for these services to ensure they are meeting students' needs. There is also a need to consider a process for reporting serious incidents of violence or abuse on campus that are not of a sexual nature. This should be co-designed with students. Consider the provision of cultural competency training to equip staff and student leaders to support the student body.	
Provision for emergency accommodation	Director, Student Services Unit	UTS will assist students in dire need of short-term emergency accommodation with support of staff in the Student Services Unit.	UTS should be able to assist with short-term emergency accommodation for students in dire need.
Support students experiencing food insecurity	UTSSA ActivateUTS DVC(ES) Facilities Management	Continue to support and promote the UTSSA Bluebird Pantry and free food services. Investigate a more permanent place for the UTSSA's free food services, that better accommodates the strong student demand. Ensure that food services are not unnecessarily cancelled and that appropriate notice is given in the event that a cancellation is required due to a UTS event. UTS and ActivateUTS to continue to explore opportunities with vendors to provide affordable food options at all outlets on campus.	UTS acknowledges that there is significant student demand for free and discounted food services on campus due to cost of living pressures.
Inclusive spaces	DVC(ES) Facilities Management	Explore the integration of universal design principles in physical spaces and digital platforms. Ensure continued access for students to a range of inclusive spaces for quiet study, group work and social engagement. Consider opportunities to convert under-utilised space into multifunctional rooms for study groups, student meetings, workshops etc.	UTS values diversity and wants to ensure that its physical spaces and digital environments are accessible to all students.

Working collaboratively to promote and support student wellbeing	DVC(ES) SSU ActivateUTS UTSSA	Student wellbeing is at the heart of student success. Student leaders will work with UTS and the UTSSA and ActivateUTS to promote wellbeing initiatives to students. The services and supports offered by UTS are supplemented and re-enforced by the activities of our student Clubs and Collectives as well as the comprehensive student-led wellbeing initiatives such as the ActivateUTS Wellbeing Reps and the UTSSA free food services and Food Pantry.	Recognising that supporting student wellbeing is a joint responsibility and we can partner to ensure our spaces are welcoming and inclusive and students can access a diverse range of wellbeing supports.

3. Belonging

Project	Responsibility	Outcomes	Rationale
Review and develop student programs that are inclusive and accessible	ActivateUTS DVC(ES) Provost	Develop a strong sense of community and enrich the student experience with an inclusive approach	There are a wide range of students who remain uninvolved due to mainstream programs offered that cater to most of the student cohort
Support the Students' Association and ActivateUTS to deliver quality student services	UTSSA DVC(ES) CSJI	Engage in productive discussions regarding annual and long-term funding. Work together to create a safe and accessible campus within the context of an ongoing commitment to ensuring students from equity backgrounds feel safe and supported on campus. Work with the Centre for Social Justice and Inclusion on the promotion of the complaints portal for the reporting of allegations of discrimination and the accurate collection of this data in line with the Student Complaints Policy.	Adequate support enables the Students' Association to deliver essential student services that the UTS community relies on. Working towards positive social change, it is imperative that UTS understands and supports students from equity backgrounds.

4. Academic Engagement

Project	Responsibility	Outcomes	Rationale
Engagement with the Early Feedback Survey (EFS) and Student Feedback Survey (SFS)	DVC(ES) Student leaders Chair Academic Board	Harness student leaders to encourage their cohorts to complete the EFS and the SFS. Work with Academic Board student members to understand UTS survey results and quality improvement plans. Consider, in the context of the development of a new Student Voice Framework, whether current survey instruments are fit for purpose or could be made more effective.	The authenticity and robustness of feedback forums is improved with a higher student participation rate.
Engaging subjects and compassionate educators	DVC(ES) Education Portfolio (EP)	Encourage all new academic staff to complete a workshop on engaged teaching that is inclusive and accepting of diversities within the classroom.	Effective onboarding for casual and continuing academic staff will ensure that staff are aware of good practice in relation to engaging and motivating students in the classroom.
Create local leadership teams for Academic Board and faculty board student members.	GSU Faculties Schools	Develop local leadership teams of faculty board members and the Academic Board representative of that faculty/school to enable discussion of ideas, issues or concerns to create a structured level of representation. Where possible, invite faculty board student members to Academic Board and vice versa.	Addresses challenges faced by Academic Board of the disconnect between Academic Board and faculty boards. Allows for greater dialogue and the exchange of ideas among students on various levels of leadership.

Key:

CSJI: Centre for Social Justice and Inclusion

DVC(ES): Deputy Vice-Chancellor (Education and Students)

GSU: Governance Support Unit

MCU: Marketing and Communication Unit

RAO: Responsible academic officer

RNA: Respect Now Always

SSU: Student Services Unit

SCLG: Student/Council Liaison Group

UTSSA: UTS Students' Association

VC: Vice-Chancellor

Terms of Agreement

UTS, the ActivateUTS Board and the UTS Students' Association agree that:

- this agreement shall come into effect on signature by the undersigned and will remain in effect until formal review at the first SCLG meeting of 2027.
- this agreement may be modified (or terminated) prior to formal review by mutual consent
- the formal review may be brought forward by mutual consent. All changes to priorities or scope will be formalised by way of an updated agreement
- all parties will make every effort to support and promote this agreement to students and staff in their respective areas.
- The undersigned agree to the terms and the provisions set out in the UTS Student Partnership Agreement 2025–2027 and are authorised by their respective organisation to make this agreement.

Kylie Readman, Deputy Vice-Chancellor and Vice-President (Education and Students)

ActivateUTS Board

UTS Students' Association

Representative of Elected Students