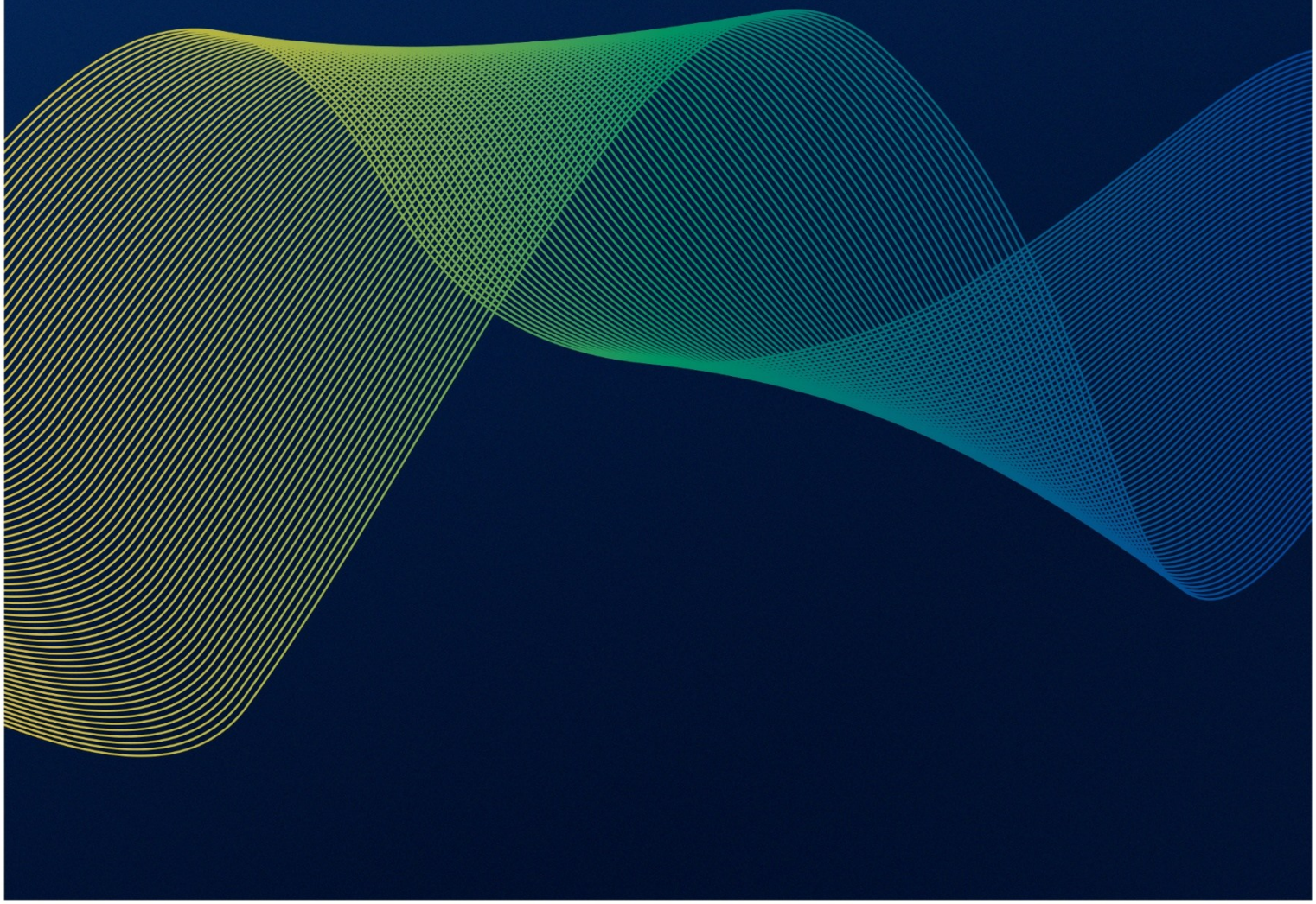
Australian Government

ATEC
Australian Tertiary
Education Commission

Adelaide University

2027 mission based compact between the ATEC and Adelaide University



Preface

This mission based compact is established between the Australian Tertiary Education Commission (ATEC) and Adelaide University in accordance with the *Universities Accord (Australian Tertiary Education Commission) Act 2026* (ATEC Act). This mission based compact highlights the significant contributions Adelaide University will make to the priorities outlined in the ATEC's interim Statement of Strategic Priorities (SSP) as well as how it will achieve its own strategic goals, advance its mission, and deliver outcomes for its students and local community.

Following good faith negotiation, the form and terms of this mission based compact have been determined by the ATEC with Adelaide University. In determining these matters, the ATEC has considered the strategic priorities and outcomes set out in the interim SSP, the purpose of compacts as set out in section 28 of the ATEC Act, and Adelaide University's goals, missions and strategic plan, geographic location and local community, as well as the effect (if any) the proposed terms may have on Adelaide University's academic freedom.

The terms of this compact are set out in section 2 and 3 of this document, and include Adelaide University's delivery of the commitments set out in that section.

The ATEC must assess Adelaide University's outcomes against the terms of this compact at least once per calendar year. For the purposes of paragraph 29(4)(b) of the ATEC Act, the ATEC's assessment methodology for this compact will require Adelaide University to demonstrate it has made **reasonable efforts** to progress the agreed terms of the compact. Assessment is proposed to occur during 2028.

Assessment will focus on the extent to which providers have actively progressed commitments, recognising that full attainment of all outcomes may not be achievable in all instances. In considering whether reasonable efforts have been made, the ATEC will take into account:

- the actions undertaken by Adelaide University to progress its commitments, including relevant steps, initiatives, activities, or planning work aimed at achieving the intended outcomes; and
- any factors it is aware of that are reasonably outside Adelaide University's control that may have affected its ability to deliver the commitments set out in the compact.

In making an assessment, the ATEC may require Adelaide University to provide relevant information consistent with subsection 30(2) of the ATEC Act.

The ATEC may conduct annual check-in meetings with Adelaide University as needed, to discuss Adelaide University's progress towards meeting the terms of this compact. If Adelaide University has any concerns about their ability to meet the agreed terms of this compact, including as a result of matters reasonably outside Adelaide University's control, Adelaide University agrees to inform the ATEC as soon as possible. Any amendments to the compact terms may be made with mutual agreement of the parties.

As set out in section 30-45 of the *Higher Education Support Act 2003* and section 46D(2) of the ATEC Act, assessment against the terms of this compact must be taken into account by the ATEC in making decisions on domestic and international student place allocations in 2028, helping to shape a high-performing, diverse higher education system.

In line with the ATEC Act, this mission based compact will be published on the ATEC's website within 28 days after the compact is entered into. It is the responsibility of the ATEC to ensure that the information in this compact is up to date.

This mission based compact is in effect from 1 January 2027 to 31 December 2027, unless varied or terminated earlier.

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Section 1: Context

Mission statement

Adelaide University was created as a deliberate State-building commitment to create the scale of capability, competitiveness and reach needed to support long-term economic, social and cultural progress for South Australia and our Nation.

Eight months into our existence, Adelaide University is a comprehensive institution of significant scale. With 11,000 staff and more than 60,000 students, we offer education across 301 of 357 Fields of Education (FoEs), more than 14% above the next closest Australian university and reflecting the breadth and depth of our academic profile.

We are deeply connected to community and our geographical reach is the largest among mainland Australian universities. In addition to our significant online presence, 85% of the total South Australian population resides within 50kms of one of our metropolitan and regional campuses, study centres and hubs.

Adelaide University serves South Australia by being a university of global standing and profile, attracting talent from around the world. Demographic growth, workforce expansion and development, and economic, social and cultural dynamism are supported by our ability to attract and retain international students, with a strongly diversified profile of international student recruitment.

Adelaide University is the only Australian university to carry an Aboriginal name – Tirkangkaku is the *Place of Learning*. We aspire to bring about a generational shift in our connection to Aboriginal and Torres Strait Islander communities, across access and participation, knowledge, culture and leadership.

Adelaide University is distinctive, particularly among the Group of Eight, for its focus on equity and participation, noting that participation in tertiary education in South Australia remains below the national average. With 38% of our domestic students already belonging to one or more equity groups, we will continue strongly to expand access, participation and inclusion for underrepresented cohorts.

Adelaide University is focused on supporting South Australia's future workforce needs, both by educating the graduates that will be needed in the future, and by contributing to economic growth and dynamism through research, innovation and translation. We will support South Australia's ambitions and needs across the board, including in critical sectors such as in defence, space, health, education, advanced manufacturing, engineering, technology and artificial intelligence, critical minerals and renewable energy.

We will work with Flinders University, TAFE SA, communities, schools and government to ensure that a newly-defined and well-integrated tertiary sector takes root in South Australia. Our fully redesigned modular curriculum includes stackable qualifications and sub-bachelor transition points, enabling pathways between VET, higher education and employment, and supporting diverse student journeys. Work-integrated learning is embedded across all programs, alongside models such as degree-apprenticeships.

Adelaide University's research, research training, and innovation agenda strengthens connection between discovery, education and translation. Signature Research Themes align with South Australia's priorities, and an active expansion of our capacity for commercialisation will be supported by an enduring commitment to basic and discovery research. Research and teaching will be integrated through partnerships with industry, government and community, ensuring students develop the skills and judgement for academic and professional practice, including through our new Master of Research (MRes) program.

Enrolment strategy and priorities

Enrolment strategy summary

Adelaide University is the most comprehensive university in the country. We enrol more equity students than any other university, and more as a proportion of the total student body than any other research-intensive university. While maintaining a diverse international student cohort, we continue to be predominantly a domestic provider, educating the majority of students in South Australia. We intend to maintain this profile, with enrolments driven by student demand.

In 2027 Adelaide University is seeking to maintain our position in South Australia, with Commonwealth Grant Scheme places increasing in line with the State's school leaver demographic growth of 2% per annum between 2025 and 2027. We will focus growth on health, education, defence, information technology, architecture and construction management.

Student mix

Adelaide University will maintain a domestic student base of over 75% for 2027, complemented by an international cohort from diverse markets. We will preserve our distinctive equity profile, with 38% of domestic undergraduate and postgraduate coursework students currently from under-represented groups, and expand participation for Aboriginal and Torres Strait Islander students, students from low-SES backgrounds and regional and remote areas, and students with disabilities, through targeted outreach, alternative pathways, and strengthened VET articulation. A key priority in 2027 will be to identify and implement strategies to grow the postgraduate cohort.

Course mix

Adelaide University will target growth towards areas of participation and workforce need in South Australia, including health, education, engineering, construction, agriculture, defence-related industries and emerging technologies.

Locations and campuses

The University will maintain our network of campuses and off-campus study centres which, complemented by regional and suburban University Study Hubs Program, means that 85% of the state's 1.9 million population lives within 50 kilometres of an Adelaide University campus or learning centre. We will maintain and strengthen our partnerships and hub expansion to support participation and local workforce development.

Population trends and demand

Domestic growth assumptions for 2027 align with modest population growth and increasing Year 12 participation in South Australia. Strong application demand indicates ongoing market attractiveness, and we will focus on improving conversion from application to enrolment.

Course delivery modes

Adelaide University will expand multi-modal delivery in 2027, by increasing our online undergraduate and postgraduate programs while maintaining strong on-campus delivery. This combination is a key mechanism for increasing access, particularly for students from regional areas and diverse backgrounds.

International education

Adelaide University's international strategy is defined by diversification, sustainability and alignment with government priorities. The current international student body is distinctly diverse, with no single country of origin exceeding 10% of the total. We will maintain this diversity, deepen engagement with Southeast Asia, and support growth through collaboration with Study Adelaide and private-sector student accommodation providers. The South Australian Government strongly supports growth in international student numbers.

Our capacity to maintain, let alone grow, international enrolments is significantly challenged by government policy and practice. Visa processing time and a lack of transparency around rejection criteria, especially for South Asian applicants, is of particular concern.

Section 2: Performance domains

National, State/territory and regional priorities

A tertiary education system which meets Australia's current and future skills and knowledge needs

Vision

Australia's future prosperity, productivity and social cohesion depend on a highly skilled workforce equipped to meet emerging economic, technological and societal challenges. As workforce demand grows across priority sectors including health, education, engineering, construction and defence, Adelaide University will work with industry, government and community to develop the skills and knowledge needed to support current and future workforce requirements. We will support expanded participation through enabling pathways, flexible delivery, modular curriculum, and targeted student services, ensuring a broader range of learners can access education, succeed in their studies and contribute to Australia's economic and community prosperity.

Action

Skills and workforce development

National and South Australian workforce priorities include health, education, engineering, construction and defence. Adelaide University delivers education that supports these priorities and strengthens workforce capability. We will expand access to education in underserved communities, particularly Northern Adelaide where participation is just 8.4%.

Skills pipelines and pathways

Adelaide University will strengthen access, progression and success in priority disciplines by:

- Expanding VET–higher education pathways supported by modular curriculum design and two-way credit recognition.
- Expanding community engagement to raise awareness of study pathways and support.
- Deepening industry partnerships to co-design curriculum including 2 degree-apprenticeships from 2027.

Health and Education workforce

Health workforce need is projected to grow 16% over the next decade while teacher shortages remain a challenge. Adelaide University delivers 71% of the State's health graduates and is the sole provider of pharmacy, podiatry, medical radiation science and dentistry and oral health programs. These disciplines are critical to Australia's future workforce. We will:

- Continue to expand health clinical placements by at least 4% annually.
- Expand Initial Teacher Education placements and employment-based pathways, including the Teaching Futures Pathway.
- Partner with Government to establish the Centre for Equity and Excellence in Mathematics Education.

State and regional priorities

South Australia faces workforce shortages across key sectors, while higher education attainment remains below the national average. Adelaide University will increase participation through, flexible, industry-aligned pathways.

Defence workforce pipeline

The Australian Defence Technologies Academy supports national defence capability and South Australia's role in Australia's defence industry by: delivering postgraduate programs, degree-apprenticeships and micro-credentials, co-designed with industry.

Regional workforce and delivery

In addition to over 40 online programs, Adelaide University's 7 campuses and 6 study hubs provide a learning location within 50kms for 85% of South Australians. Regional education initiatives include:

- Establishing Research-engaged Action Laboratories (ReAL) in Whyalla and Mount Gambier to co-design solutions to regional challenges.
- Implementing a new curriculum delivery model for regional and remote students enrolled at regional campuses.

Artificial Intelligence

Adelaide University will develop staff and student capability in the responsible use of artificial intelligence to strengthen academic integrity and workforce readiness by:

- Establishing an Academic, Quality and Integrity Collaboration Hub.
- Delivering a university-wide Common Core course on Responsible AI.
- Advancing institution-wide planning through an AI in Education initiative.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
02 Information Technology				
Total student enrolments	HESC – Verified 2025	2,126	2,177	Reallocation of negotiated AGA to areas of national priority
Success rate	HESC – Verified 2024	82.63%	83.0%	90% by 2036
Retention rate	HESC – Verified 2024	77.81%	78.0%	90% by 2036
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	3,471	3,588	Reallocation of negotiated AGA to areas of national priority
Success rate	HESC – Verified 2024	90.95%	90.95%	90% by 2036
Retention rate	HESC – Verified 2024	83.31%	84.0%	90% by 2036
04 Architecture and Building				
Total student enrolments	HESC – Verified 2025	1,980	2,032	Reallocation of negotiated AGA to areas of national priority
Success rate	HESC – Verified 2024	89.26%	90.0%	90% by 2036
Retention rate	HESC – Verified 2024	75.65%	76.0%	90% by 2036
06 Health				
Total student enrolments	HESC – Verified 2025	10,755	10,798	Reallocation of negotiated AGA to areas of national priority
Success rate	HESC – Verified 2024	94.92%	95.0%	95% by 2036
Retention rate	HESC – Verified 2024	82.36%	83.0%	90% by 2036

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
07 Education				
Total student enrolments	HESC – Verified 2025	2,967	3,087	Reallocation of negotiated AGA to areas of national priority
Success rate	HESC – Verified 2024	94.35%	95.0%	95% by 2036
Retention rate	HESC – Verified 2024	81.36%	82.0%	90% by 2036
09 Society and Culture				
Total student enrolments	HESC – Verified 2025	7,232	7,313	Reallocation of negotiated AGA to areas of national priority
Success rate	HESC – Verified 2024	88.22%	89.0%	90% by 2036
Retention rate	HESC – Verified 2024	76.67%	77.0%	90% by 2036

Indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

First Nations

First Nations leadership, access, participation and success

Vision

Adelaide University delivers First Nations education that is grounded in self-determination, cultural authority, leadership, and opportunity; and strives to become known as the university that Aboriginal and Torres Strait Islander students and staff prioritise as a place to study and work. We are strengthening participation, success and outcomes by embedding First Nations leadership across governance, decision-making, and institutional structures. We are building culturally responsive and safe systems, informed by community-led approaches and guided by First Peoples. This work aligns with community, national and state priorities, and expands pathways into priority workforce areas to ensure positive, enduring outcomes.

Action

Governance and leadership

First Nations self-determination requires meaningful leadership, representation and culturally grounded governance. We will:

- Embed First Nations representation on Council, Academic Board and key committees, to ensure Aboriginal and Torres Strait Islander staff, students and communities inform decision-making across the University.
- Implement a university-wide First Nations governance and engagement model grounded in two-way, culturally informed decision-making, and with representation across metropolitan, regional and remote communities. This includes strengthening Elder engagement, and student voices in decision-making specifically for Indigenous Student Success Program (ISSP) and Needs-based Funding (NBF).
- Implement an evaluation mechanism, to monitor, assess and report on the University's First Nations commitments. Measures will be co-designed with community to ensure validity and meaningful impact.

Institutional capability and cultural safety

A culturally safe, responsive environment is essential to the success and well-being of Aboriginal and Torres Strait Islander students and staff. We will:

- Implement compulsory cultural responsiveness training for all staff, including targeted actions informed by Racism@Uni findings.
- Embed cultural safety across teaching, research, governance and student services.

Access

Adelaide University will increase First Nations access with entry pathways, early engagement and place-based approaches, including:

- Expanding the Aboriginal and Torres Strait Islander Pathways Program, school engagement initiatives, and other university and discipline-specific immersion activities.
- Delivering coordinated regional access models integrating outreach, transition and progression support, including place-based pilots in priority workforce areas.
- Implementing targeted, culturally informed prospective student engagement and communications.

Participation

Supporting increased participation requires culturally relevant curriculum and strong connections with community. We will:

- Expand scholarships and implement a research training framework to strengthen pathways into Higher Degree by Research (HDR) study.
- Embed First Nations Knowledges across curriculum, including a university-wide common core course.

- Deliver community-led language, culture and knowledge initiatives, including Anangu Pitjantjatjara Yankunytjatjara (APY) Hub projects.

Success

Retention, progression and completion are strengthened through coordinated academic, cultural and community support which we will provide by:

- Strengthening integrated personalised and tailored support that is responsive to student needs, including pastoral care, tutoring, mentoring, culturally responsive orientation and on-Country experiences.
- Formalising a regional Elders on Campus program to promote retention and success.
- Implementing the First Nations Elevate Tutorial Program and proactive academic intervention; this includes regional and remote support expansion.
- Delivering a First Nations Peer Mentoring Program and strengthen wraparound support through First Nations Student Services.
- Expanding scholarships to support pathway program graduates transition into undergraduate degrees.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	614	639	Increase 20% by 2034
First Nations success rate	HESC – Verified 2024	79.55%	80.0%	85% by 2034
First Nations retention rate	HESC – Verified 2024	71.06%	72.0%	80% by 2034

Indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

Equity

Increasing access, participation and attainment of under-represented groups and priority cohorts

Vision

Equity is essential to our pursuit of excellence, and we are committed to increasing participation and success for under-represented cohorts. More than 38% of Adelaide University's domestic students are in one or more equity categories, significantly higher than any other research-intensive university in Australia. This includes the largest cohort of remote students in the Group of Eight, with our 3 regional campuses and 6 Study Hubs supporting students to study where they live. Our current regional retention rates remain well above average, with a strategic implementation of programs planned to increase experience and success across all equity cohorts.

Action

Strategy and system reform

Given Adelaide University's significant equity cohort, implementing an institution-wide equity model is essential. Activities include:

- Launching the Adelaide University Equity Strategy in 2027, to inform long term targets and outcomes, including addressing structural barriers and progressing towards population parity.
- Introducing a coordinated support model that encompasses the student journey from aspiration to completion.

Access

Creating familiarity, understanding, and aspiration from primary school and through community engagement is essential for increasing participation. Adelaide University believes in a flexible and open approach and offerings, including:

- Growing outreach programs, such as the University Makes a Difference Program (increasing to 15 schools in 2027) and Children's University, with expanded partnerships in northern Adelaide and regional locations (Whyalla, Mount Gambier, Port Lincoln).
- Delivering Foundation Studies enabling program to the Playford Study Hub and Port Lincoln and Ceduna Learning Centres.

Participation

Adelaide University is unique among Australia's research-intensive universities in terms of enabling student numbers. Our FEE-FREE Uni Ready (FFUR) courses are in high demand, with 666.50 EFTSL enrolled in 2026 against current funding for 536 EFTSL. To support students into higher education, Adelaide University is:

- Delivering an integrated pathway-to-degree model with coordinated onboarding, engagement and progression support.
- Expanding curriculum-aligned pathway programs and credit-bearing opportunities to support transition into undergraduate study. This includes a pilot in Port Lincoln for a short course in Health Studies, articulating into Foundation Studies, which will expand to Ceduna in 2027.

Success

Dedication to equity means targeted programs, continuous monitoring and ongoing improvement to ensure students can successfully complete their studies. Adelaide University is targeting an increase in retention rates to 83.5% in 2027, supported by:

- Structured academic and engagement support across pathway and undergraduate cohorts to strengthen belonging, retention and progression.
- Data-informed monitoring of participation, retention and progression to refine interventions.
- A new curriculum delivery model for regional and remote students enrolled at Adelaide University's regional campuses to strengthen outcomes for low SES, regional and mature-age learners.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	7,174	7,207	Increase collective enrolment across all 4 cohorts by 2% by 2034
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	8,294	8,338	Increase collective enrolment across all 4 cohorts by 2% by 2034
Total enrolments	Regional	HESC – Verified 2025	5,535	5,557	Increase collective enrolment across all 4 cohorts by 2% by 2034
Total enrolments	Remote	HESC – Verified 2025	638	641	Increase collective enrolment across all 4 cohorts by 2% by 2034
Success	Students with disability	HESC – Verified 2024	86.36%	87.0%	Increase average success rate across all 4 cohorts to 90% by 2034
Success	Students from low SES backgrounds	HESC – Verified 2024	87.43%	88.0%	Increase average success rate across all 4 cohorts to 90% by 2034
Success	Regional	HESC – Verified 2024	90.57%	90.57%	Increase average success rate across all 4 cohorts to 90% by 2034
Success	Remote	HESC – Verified 2024	90.41%	90.41%	Increase average success rate across all 4 cohorts to 90% by 2034
Retention	Students with disability	HESC – Verified 2024	76.49%	77.0%	Increase average retention rate across all 4 cohorts to 80% by 2034
Retention	Students from low SES backgrounds	HESC – Verified 2024	76.93%	77.0%	Increase average retention rate across all 4 cohorts to 80% by 2034
Retention	Regional	HESC – Verified 2024	77.54%	78.0%	Increase average retention rate across all 4 cohorts to 80% by 2034
Retention	Remote	HESC – Verified 2024	79.26%	79.5%	Increase average retention rate across all 4 cohorts to 80% by 2034

All indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

Quality teaching

Raising the quality and recognition of higher education teaching

Vision

Adelaide University's flexible and modular curriculum is supported by innovative and engaged teaching, informed by disciplinary pedagogy, industry relevance, student experience and international best practice. We are strengthening the quality of teaching through a coordinated suite of professional development, recognition and support initiatives that develop educators' skills and capacity across all career stages, complemented by peer mentoring programs that foster collegial learning, reflection and the sharing of effective practice. Future measures of quality will include the number of staff engaging in teaching skill development, publications on higher education pedagogic work, and the number of peer reviews of teaching undertaken.

Action

External engagement and curriculum relevance

Adelaide University leverages partnerships with industry, community and government to deliver creative, engaging and relevant course content. Programs include:

- Establishing the Education Futures Forum to strengthen teaching quality by sharing industry information, aligning curricula and teaching practices with workplace needs, and supporting work-integrated learning (WIL) experiences for students. Outcomes will be published and monitored to ensure alignment with workforce and regional priorities.
- Implementing the WIL Growth Framework and applying WIL Australia Quality Standards across curriculum design, delivery and assessment.
- Building institutional capability, innovative teaching and WIL delivery through staff development and data management, modelling, planning, evaluation, quality assurance and partner management.

Teaching capability and continuous improvement

Adelaide University draws on student feedback, internal data and best practice to strengthen teaching capability through innovation and evidence-informed practice. Activity includes:

- Establishing the Education Excellence Forum to explore and respond to key sector challenges, strengthening educators' skills through professional development opportunities, collaborative initiatives and targeted pilot projects.
- Establishing a comprehensive peer review of teaching programs and delivering targeted academic staff development and learning to build capability.
- Implementing a review mechanism for student assessment and embedding continuous improvement cycles informed by student feedback, learning analytics and evaluation to enhance teaching quality and student outcomes.

Recognition and culture of teaching excellence

Building a culture that values and rewards high-quality teaching is essential. Adelaide University will:

- Establish the Teaching Excellence Milestone Event to recognise achievement, share effective practice and prioritise for innovation.
- Align recognition, reward and promotion processes to reinforce teaching excellence and student outcomes.
- Future metrics include numbers of:
    - Academics who undertake peer review of teaching
    - Academics receiving Advanced HE fellowships
    - Academics undertaking teaching development modules
    - Programs with Student Voice representatives.

Student voice and co-design

Adelaide University will position student voice as a driver of teaching quality and continuous improvement by:

- Implementing a Student Voice Framework linking program-level representation to College and university-wide governance.
- Integrating insights from student feedback (including QILT and institutional surveys) to inform timely, evidence-based improvement.
- Supporting student co-design for curriculum development and teaching enhancement.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	77.9%; 77.6%	Stable	QILT SES 2025; higher foundation baseline metric
Teaching quality and engagement	QILT SES – Verified 2025	81.4%; 79.3%	Stable	QILT SES 2025; higher foundation baseline metric

Baselines reflect 2025 performance data for the University of Adelaide and the University of South Australia, respectively.

Joined-up tertiary system

Strengthening collaboration and coordination between vocational education and training (VET) and higher education

Vision

Building on a strong track record of VET-to-higher education participation and progression, Adelaide University will contribute to a connected tertiary system in South Australia, where providers operate in partnership to provide high-quality, career-aligned pathways. The Adelaide Attainment Model - based on our curriculum architecture comprised of stackable sub-bachelor qualifications - enables transparent, flexible pathways that maximise progression from (and to) VET into areas of State employment need. Strengthened partnerships with industry, government and providers, combined with embedded work-integrated learning across all programs, will build capability in areas of workforce need including engineering, IT, health, construction and initial teacher education.

Action

Industry-connected pathways

By expanding integrated, employment-based pathways aligned to workforce demand, Adelaide University is addressing the State's priority needs and supporting graduate employability. We will:

- Introduce 2 new degree apprenticeship programs, and establish a scalable, centralised delivery model to support growth.
- Expand and deepen industry partnerships, work integrated learning partnerships, co-designed learning outcomes and employer mentor programs.

School, VET and higher education integration

Adelaide University's existing engagement with schools is essential to promoting opportunity. Outreach, particularly in regional areas, is a key focus. Adelaide University will strengthen connections across sectors to enable seamless learner pathways by:

- Implementing higher education pathways within regional Technical Colleges in Port Augusta and the Limestone Coast, expanding from Year 10 immersion to Year 11 and 12 deliveries in 2027 in partnership with the South Australian Department for Education.
- Developing cross-sector partnerships in 2027 with TAFE SA to co-design programs and align curriculum pathways, building on the 20-plus dual offer pathways currently available. This includes 7 articulation pathways for 2027 based on learner demand including engineering, social sciences, science, animal technology, landscaping, construction, conservation, and business.
- Improving pathways from (and to) TAFE through enhanced dual-offer arrangements, streamlined admissions processes and improved credit mapping to ensure clarity, consistency and better data sharing.

Credit recognition and pathway mobility

Adelaide University's curriculum in designed to support recognition of prior learning and greater mobility between sectors, with over 900 students admitted via VET in 2026. Adelaide University is:

- Establishing institution-wide protocols for two-way credit and maximised recognition of prior learning, embedding credit recognition as a default principle. A focus on credit recognition in Early Childhood Education and Defence/Engineering is planned for, expanding in 2028.
- Providing transparent, student-facing credit mapping in 2027 to support choice and progression.

Flexible curriculum architecture and progression pathways

The Adelaide Attainment Model supports multiple entry and exit points. Adelaide University will:

- Implement the Attainment Model through defined sub-degree transition points and structured pathways from VET to degree-level study.
- Promote integrated sub-degree and degree packages in 2027 to support lifelong learning and improve progression outcomes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Average number of domestic students admitted on the basis of VET, receiving maximum amount of credit to Bachelor degrees in the same discipline	2026 admissions records will be used to establish the baseline	368	386	2026+20% by 2030 = 442
Domestic students admitted to a bachelor course on the basis of VET	2026 admissions records will be used to establish the baseline	912	958	2026+30% by 2030 = 1,186

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Adelaide University's vision for research is to contribute to an integrated South Australian research and innovation system that connects research, research training, and translation with the State's workforce, industry and economic development priorities. Signature Research Themes (SRTs) and Research Engaged Action Laboratories (ReAL) align research activity with State and national priorities including sovereign defence capability, agriculture and food security, energy transition, health, and environmental sustainability. Together with the Aboriginal and Torres Strait Islander Research Strategy, this approach provides a framework for targeted investment, partnership, commercialisation and research training that develops research capability while delivering long-term economic, social and environmental benefits.

Action

Research training and pathways

To strengthen research training pathways and grow domestic higher degree by research participation aligned to Signature Research Themes and priority fields, Adelaide University will:

- Operationalise the Master of Research (MRes) as Adelaide University's primary pathway into higher degree research and expand participation from both undergraduate and industry-based cohorts.
- Deliver the Graduate Research and Innovation Training (GRIT) program to build researcher capability, entrepreneurial skills and industry engagement opportunities.
- Allocate at least 50% of new university PhD scholarships to projects aligned with Signature Research Themes, with a focus on strengthening domestic HDR participation and research impact.
- Increase Aboriginal and Torres Strait Islander participation in research training through dedicated HDR and Master of Research scholarship opportunities and targeted recruitment into priority research fields.
- Maintain competitive scholarship offerings and expand recruitment activities in domestic and international priority markets.

Research translation and commercialisation

We will embed translation and commercialisation pathways to maximise research impact by:

- Aligning research activity with commercialisation pathways, informed by market need and translational opportunities.
- Providing researchers and HDR candidates with access to business intelligence, entrepreneurship support, and industry engagement opportunities.
- Strengthening institutional capability to progress early-stage discoveries toward commercial and societal application.

Industry engagement and research impact

To drive greater impact through coordinated industry and community engagement we will:

- Activate Signature Research Themes to build interdisciplinary research communities and strengthen industry, government and community partnerships.
- Establish Research-engaged Action Laboratories (ReALs) that connect researchers and HDR candidates with industry and community partners to address locally relevant, globally significant challenges.

Research security and integrity

Adelaide University will strengthen systems and processes to ensure the security and integrity of the research ecosystem by:

- Expanding the Declaration of Interest (DOI) process to require all research staff to disclose research collaborations, establishing a comprehensive baseline of relationships.
- Implementing systematic processes to identify, assess and manage risks associated with foreign affiliations, funding sources and partnerships.

- Enhancing Foreign Compliance Review processes to pre-screen HDR applicants from sanctioned countries and ensure compliance with national requirements.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic commencements	HESC – Verified 2025	454	Maintain domestic commencers in 2027.	Increase in the domestic pool of HDR commencements as a proportion of total commencements.
HDR domestic completions	HESC – Verified 2024	374	Lift by 5% to 393 domestic completions in 2027.	Increase in the number of HDR domestic completions.
Achieve a greater focus of scholarship resource allocation toward impact.	Internal data on the allocation of RTP funding to students working in line with the University strategy and ambition.	No baseline – new University with no previous alignment to SRTs.	50% of new university PhD Scholarships established aligned with SRT priorities.	Greater socio-economic impact from research and greater capacity for research graduates in industry to drive impact from research; 5 years (1.5 x average PhD lifecycle).
All research staff to have completed a DOI providing a baseline for researcher-to-researcher collaboration.	Internal data on compliance.	This is an expansion of the existing DOI process so there is no baseline.	100% of Research Staff have completed a DOI for researcher-to-researcher collaboration.	Enhanced management of conflicts of interests related to foreign affiliations.

Section 3: Course and campus changes

Course closures

Before closing any undergraduate or postgraduate course of study in which Commonwealth supported students have been enrolled for more than two years without its immediate replacement by a course of study that leads to the same occupation or provides a similar specialised skill (including any suspension of intake of students for more than one consecutive academic year), the provider must notify the ATEC of its plans in writing.

Notification of actual or potential closures must occur as soon as reasonably possible before final decisions to close courses are made, or before any information on the potential course closure is made public (whichever comes first). Notification must occur via email to studentprofiles@atec.gov.au as information on proposed course closures becomes available.

Providers must provide a list of all courses proposed for closure and a short justification (e.g. low student demand).

Where a proposed course closure falls within one or more of the areas of Commonwealth concern, providers must identify the relevant courses and provide additional information. Areas of Commonwealth concern include whether the course:

- prepares students for an occupation experiencing a skills shortage
- is in a field where closure may create a skills shortage, including where the provider is the sole or dominant national provider
- is a specialised course linked to a regional economy
- is in a field identified as an ATEC priority in the interim SSP:
  - health, aged care and disability support
  - education, including early childhood education and care
  - sovereign capability and food security, including advanced manufacturing and critical minerals
  - digital and technology
  - housing and construction
  - climate change and Net Zero transformation
- is funded under a specific Commonwealth initiative such as Nuclear-Powered Submarine places.

Where a closure relates to one or more Commonwealth concerns as listed above, the provider must provide information on:

- the expected high-level impacts on staff and students arising from the closures, including numbers of students and staff affected, and how these impacts are being mitigated including alternative options available for students
- the consultation undertaken with staff, students, community and other stakeholders
- how the provider is meeting relevant requirements under the Higher Education Standards Framework (Threshold Standards) 2021, including the proposed teach out provisions to ensure existing students can complete their chosen course of study
- potential options to retain the course, including through cooperation with another provider or the movement of Commonwealth supported places to another provider (where applicable).

If the ATEC has any concerns about the potential course closure based on the information provided, the provider must engage with any discussions that the ATEC may seek to have, to reach a mutually agreeable arrangement with the provider regarding the course closure.

Where a provider determines that a closure does not relate to any identified Commonwealth concerns, they are only required to notify ATEC of the name of the course being closed via email to studentprofiles@atec.gov.au and classify it as a routine/low concern closure.

Campus changes

Providers must notify the ATEC if the provider proposes to enrol Commonwealth supported students in a course of study at a new campus or educational facility, or if the provider proposes to close a campus where Commonwealth supported students are enrolled.