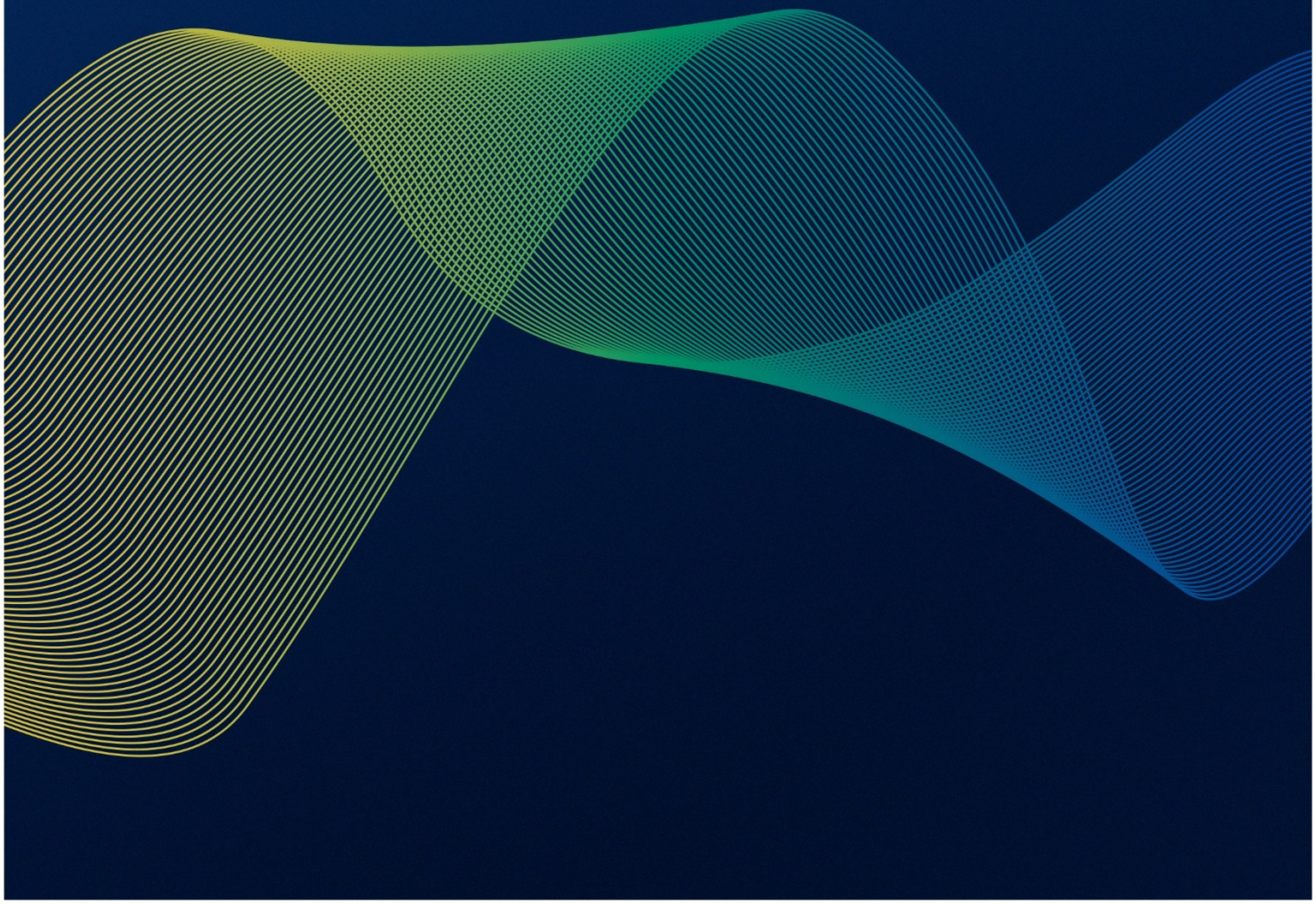
Australian Government

ATEC
Australian Tertiary Education Commission

Australian National University

# 2027 mission based compact between the ATEC and Australian National University



# Preface

This mission based compact is established between the Australian Tertiary Education Commission (ATEC) and Australian National University (ANU) in accordance with the *Universities Accord (Australian Tertiary Education Commission) Act 2026* (ATEC Act). This mission based compact highlights the significant contributions ANU 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 ANU. 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 ANU's goals, missions and strategic plan, geographic location and local community, as well as the effect (if any) the proposed terms may have on ANU's academic freedom.

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

The ATEC must assess ANU'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 ANU 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 ANU 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 ANU'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 ANU to provide relevant information consistent with subsection 30(2) of the ATEC Act.

The ATEC may conduct annual check-in meetings with ANU as needed, to discuss ANU's progress towards meeting the terms of this compact. If ANU has any concerns about their ability to meet the agreed terms of this compact, including as a result of matters reasonably outside ANU's control, ANU 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

Through 80 years of excellence in education and research, the University has defined and delivered on a national mission to serve the Australia by informing public policy, strengthening sovereign capability, and contributing to prosperity, resilience, and global engagement. As Australia's national university, ANU has a distinct responsibility to generate knowledge, educate future leaders, steward nationally significant capability and infrastructure, and contribute evidence and ideas that support the national interest.

ANU was founded to pursue knowledge that matters to Australia's future. The University holds the nation's investment in trust and returns it through discovery, graduates ready to lead and trusted advice. ANU contributes to educational attainment and knowledge growth nationally and internationally while having particular regard to the ACT and surrounding regions. Our work improves Australia's understanding of itself, including the histories, cultures and knowledges of Aboriginal and Torres Strait Islander peoples; strengthens engagement with Asia and the Pacific; and provides trusted public policy expertise to address complex challenges. We support a more connected tertiary system that creates pathways into education and employment, while partnerships drive innovation, workforce development, First Nations participation and global outreach.

Two strategic goals fulfill the University's purpose:

- Providing distinctive, transformative research and investment in future capability and capacity to meet national responsibilities
- Educating for Australia's future by using the power of education to unlock students' potential.

These goals are mutually reinforcing. ANU creates national capability through discovery and translates it into public value through graduates equipped to contribute across sectors and communities.

ANU plays a unique role in Australia's research and innovation ecosystem. As a research-intensive university and steward of nationally significant research infrastructure and collections, ANU supports capability in areas including public policy, science, agriculture, environment, health, technology, security, international engagement and sovereign capability. Through our role as host or node for around half of Australia's National Collaborative Research Infrastructure Strategy (NCRIS) capabilities, ANU contributes to research capability across Australia and internationally.

In our 80th year, ANU continues to evolve how it serves the nation, the ACT and surrounding regions. As the University works towards long-term sustainability, ANU is strengthening outreach to increase participation from under-represented groups. ANU One will deliver integrated pathway programs that create multiple routes into university study, expanding access from students from low SES backgrounds, regional and remote communities, and First Nations backgrounds.

A newly launched ANU Vice-Chancellor Scholars Program will bring 150 students from equity backgrounds to the University. Pathway students and scholarship recipients will experience wrap around support to promote wellbeing, success and retention while upholding academic excellence.

These initiatives are underpinned by a new co-designed ANU by 2030 strategy, which sharpens ANU's identity as a national institution defined by public purpose, research excellence and policy impact, ensuring expanded access creates meaningful opportunity, impactful research, and national benefit.

## Enrolment strategy and priorities

**ANU enrolment strategy and priorities for 2027**

The University's strategy for 2027 is shaped by our identity as Australia's national university, and our responsibilities under legislation and the National Institutes Grant. ANU advances knowledge in areas of national significance, strengthens Australia's research and policy capability, and contributes to the public good. The University will remain a small, research-intensive institution, with enduring strength across STEM and HASS disciplines. ANU aims to grow from approximately 16,000 Equivalent Full-time Student Load (EFTSL) and to serve more members of the community through measured, sustainable growth that reinforces our research-intensive character and distinctive campus-based experience.

A central priority for 2027 is expanding access to undergraduate education for domestic students, particularly from underrepresented backgrounds. ANU delivers strong outcomes for these students across retention, success and employability and will focus on increasing participation by First Nations students, regional and remote students, and those from low socio-economic backgrounds.

New access initiatives will support this goal. From 2027 ANU One and a new Diploma program will provide alternative entry pathways for students who might not otherwise choose the ANU. The Vice-Chancellors Scholar's Program will offer comprehensive scholarships and targeted support for students who might otherwise be unable to access the University. These initiatives build on existing scholarships, the accommodation guarantee, and tailored academic and cultural support. Additional growth in undergraduate enrolments will be supported through outreach activities, expanded foundation and enabling programs, including through FEE-FREE Uni Ready (FFUR) places. Together these initiatives broaden entry points, support student preparedness, and increase participation while maintaining strong student outcomes.

Improving access will be matched by a strong focus on retention and success. As the student cohort diversifies, ANU will continue to protect and strengthen its sector-leading outcomes. Drawing on the achievements of the Tjabal Centre, the University will implement wrap around support for equity and diploma students. Proactive support, early intervention, clear staff-student contact points, and tailored services will help students succeed.

Growth will support a balanced and sustainable mix of domestic and international students. The current balance is expected to remain stable. ANU One will support diversification of international student cohorts through Foundation and ELICOS pathways. The University will continue to manage international commencements within our allocation, while reducing reliance on specific geographic markets. This approach supports financial sustainability, institutional resilience, and the University's national mission.

The course mix will remain aligned with ANU's national role and research strengths. Growth will focus on areas of strategic and national importance across STEM and HASS disciplines, including climate and environmental science, health systems, public policy, international relations and Asia-Pacific studies. The University will continue strengthening interdisciplinary offerings and research-led teaching while reviewing program sustainability.

ANU will maintain its commitment to a high quality, immersive on-campus experience. While blended and online delivery will expand in targeted areas, particularly postgraduate and professional education, this will complement rather than replace the on-campus model. Growth will be anchored in ANU's national mandate and commitment to widening participation, ensuring expansion enhances both equity and institutional uniqueness.

# 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

As Australia's national university, ANU develops and sustains the knowledge and capabilities required for the nation to meet current and emerging economic and workforce needs. Our strengths across HASS and STEM are aligned to our mission to inform public policy, strengthen sovereign capabilities, and contribute to Australia's prosperity, resilience, and global engagement. ANU plays a distinctive role in generating knowledge, educating future leaders, and contributing the evidence, capability and ideas to support Australia's national, regional and local interests. Through nationally significant research and high-quality teaching, ANU strengthens Australia's society and culture, supports public policy and democratic institutions, enhances sovereign capabilities and contributes to environmental sustainability.

### Action

In 2027, ANU will:

- **Boost enrolments to meet national workforce needs across Society and Culture, Natural and Physical Sciences and Environmental Studies.** These fields deliver strong outcomes for students in success, retention and employability, performing well against domestic and global benchmarks whilst serving national and regional needs.
    - Society and Culture will deliver graduates with the critical thinking, analytical capability and decision-making capabilities to support public policy, international affairs, political science, development studies and engagement with Asia and the Pacific.
    - Natural and Physical Sciences will support national priorities in science, technology, innovation and sovereign capability. ANU's global standing in physics, astronomy, geology, and earth sciences contribute to national capability in advanced technologies, environmental monitoring, energy transition and the broader STEM workforce.
    - Environmental Studies aligns strongly with priorities in climate adaptation, environmental management, biodiversity, sustainability, food security and natural resource management. Growth in this field will help meet workforce demand associated with climate change and the transition to Net Zero.
- **Strengthen our flexible curricula approach so students continue to combine disciplines in ways that respond to emerging workforce and national priorities.** ANU will expand opportunities for interdisciplinary study, enabling students to integrate knowledge across fields to address complex challenges such as public policy, food security and environmental change. This approach will create more opportunities for industry-relevant and applied learning, equipping graduates with the critical thinking, adaptability and problem-solving skills required in a changing workforce.
    - Flexible Double Degrees will remain a key mechanism, enabling students to combine disciplines to meet workforce needs and sovereign capabilities. Examples include Law with Asia-Pacific Languages, Data Analytics with International Relations, Asian Studies with International Security, and Business with Genetics. These combinations will produce graduates who are academically rigorous and work ready.
- **Review our curriculum to strengthen alignment with our national, regional and local mission.** A central Curriculum Architecture Team will strategically review the University's offerings to identify and grow areas of distinctive capability, improve cohesion and efficiency and ensure the curriculum reflects Australia's economic and workforce needs. This work will strengthen graduates' capabilities, improve career outcomes and support national priorities.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| **01 Natural and Physical Sciences** | | | | |
| Total student enrolments | HESC – Verified 2025 | 2,220 | Additional 192 enrolments by 2027 | By 2030 ANU will review and further align the curriculum and grow load in areas of sovereign capability |
| Success rate | HESC – Verified 2024 | 93.16% | 93.5% | 95% by 2030 |
| Retention rate | HESC – Verified 2024 | 89.59% | 90%<br>Develop a first-year transition pedagogy approach to embed within the curriculum, supported by resources and best-practice guides for academics | 93% by 2030 |
| **0509 Environmental Studies** | | | | |
| Total student enrolments | HESC – Verified 2025 | 232 | Additional 20 enrolments by 2027 | By 2030 ANU will review and further align the curriculum and grow load in areas of sovereign capability |
| Success rate | HESC – Verified 2024 | 95.48% | 95.5% | 97% by 2030 |
| Retention rate | HESC – Verified 2024 | 96.39% | 96.5%<br>Develop a first-year transition pedagogy approach to embed within the curriculum, supported by resources and best-practice guides for academics | 97% by 2030 |
| **09 Society and Culture** | | | | |
| Total student enrolments | HESC – Verified 2025 | 6,188 | Additional 534 enrolments by 2027 | By 2030 ANU will review and further align the curriculum and grow load in areas of sovereign capability |
| Success rate | HESC – Verified 2024 | 93.67% | 94% | 95% by 2030 |
| Retention rate | HESC – Verified 2024 | 89.56% | 95% by 2030 | 93% by 2030 |

*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

ANU will contribute to national and global conversations on First Nations matters by advancing understanding of Australia's history, identity and the cultures and knowledge of Indigenous peoples. Through ANU by 2030, the University has committed to Indigenous Self-Determination and to embedding the United Nations Declaration on the Rights of Indigenous People (UNDRIP) across research, education and community engagement. As Australia's national university, ANU will continue to recognise, celebrate and promote First Nations peoples and knowledges, building on partnerships with Indigenous communities and initiatives including the Tjabal Indigenous Higher Education Centre, the First Nations Portfolio, Kambri Scholars Program and Pat Turner Scholarships. ANU will continue to strengthen Australia's First Nations research ecosystem through nationally significant research centres and programs.

### Action

In 2027, ANU will:

- **Propose a new Deputy Vice-Chancellor Indigenous portfolio.** ANU is establishing a new model of leadership and decision making that embeds Indigenous perspectives within the University's governance and strategic direction. Guided by the principles of UNDRIP, the portfolio will help drive systematic improvements in cultural safety, Indigenous led research, Indigenous Data Sovereignty, education and partnerships with Indigenous communities, supporting self-determination and meaningful outcomes.
- **Strengthen culturally appropriate wrap-around services through the Tjabal Indigenous Higher Education Centre.** ANU's dedicated hub for Indigenous students and staff, Tjabal, will continue to support retention, success, wellbeing and career aspirations for First Nations students. In 2027, the Centre will focus on integrated approaches responding to the needs of a growing First Nations student community.
- **Strengthen First Nations student recruitment and retention.** ANU will expand outreach, engagement and recruitment activities to increase awareness of study opportunities, priority admission pathways and adjustment factors available to First Nations students. This will be complemented by ongoing support across the student lifecycle, from enrolment and student success through to postgraduate study, research training and academic careers.
- **Continue the Indigenous Academic Pathways Program.** The flagship program will develop and support Indigenous researchers to complete PhD training and develop academic careers. The Indigenous Level A/Academic Associates Program will remain an important mechanism for building the next generation of First Nations scholars, educators and leaders, with renewed focus on strengthening the Indigenous research workforce.
- **Support national access to higher education through the National Indigenous Summer School and National Indigenous Autumn School.** Reflecting ANU's national role, these programs provide Indigenous students from across Australia in Years 10 to 12 with opportunities to experience university, explore study pathways and build aspirations for higher education.
- **Support effective transitions from study to employment.** Building on strong outcomes in student retention and success, ANU will enhance careers support for Indigenous students. Led by Tjabal, initiatives will strengthen pathways to employment and help students achieve their professional aspirations.
- **Expand access to scholarships for First Nations students.** The Kambri Indigenous Undergraduate Scholarships and other dedicated scholarships will continue to grow, supported by a significant endowment, enabling more students to access ANU and receive support throughout their studies and into employment.
- **Continue advocacy and research that supports First Nations empowerment.** ANU will continue to contribute to national conversations on economic empowerment, Closing the Gap progress, and Indigenous Data Sovereignty, while implementing actions under the University Strategy to strengthen outcomes for Indigenous peoples.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| First Nations total enrolments | HESC – Verified 2025 | 113 | 19 additional enrolments by 2027 | Across 2027 and 2028 establish FFUR and Diploma pathway programs that support First Nations pathways into ANU, the program will be co-designed with ANU Tjabal Centre |
| First Nations success rate | HESC – Verified 2024 | 85.13% | 85.5% | 88% by 2030 |
| First Nations retention rate | HESC – Verified 2024 | 86.11% | 86.5% | 89% by 2030 |

*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

Building on ANU's outstanding performance in supporting equity students' retention and success, ANU is committed to increasing enrolments from underrepresented groups and supporting them to succeed at the University. We recognise students come to the University with a diversity of needs in maximising their academic success. Our students from equity backgrounds achieve strong outcomes and in boosting participation ANU will focus on ensuring continuing student retention and success. Under our dedicated Education Access Scheme, ANU applies equity adjustments to improve access to the University from underrepresented groups. New Vice-Chancellor's Scholarships and a pathway college provide financial assistance and alternative entry. The University supports students with accommodation assistance and targeted programs that reduce barriers to participation. Together, these initiatives ensure students from underrepresented backgrounds can access, succeed in, and obtain the employability outcomes which an ANU education is known for.

## Action

In 2027, ANU will:

- **Complete establishment of ANU One, a dedicated pathways college within ANU to improve access, equity and participation for students from low-SES, rural and regional, and First Nations backgrounds.** ANU One already offers ELICOS programs and will in 2027 commence Diploma pathways into 15 popular ANU undergraduate awards with an ATAR floor of 70. This provides an alternative pathway to ANU, where the standard raw ATAR floor is 80 before adjustment factors. ANU One will also commence both Foundation and FFUR programs supported by a significant University investment and integrated academic, financial and wellbeing support.
- **Expand our scholarships programs** for under-represented students to increase access and success. Building on current offerings such as the Access and Transition Bursary, the Rural and Regional Equity and the Kim Jackson scholarship programs, ANU will draw on philanthropic sources in implementing the Vice-Chancellor's Scholars Program. Delivering around 150 new scholarships, the program will target First Nations, rural and regional and low SES students. It will provide wrap around supports which learn from the exemplary achievements of Tjabal, and complement the dedicated Kambri Scholars Program for First Nations students.
- **Increase awareness** of and proactive use of adjustment factors available to underrepresented students, while maintaining the removal of co-curricular and subject-based admissions which have been shown to disadvantage those cohorts.
- **Expand dedicated outreach and engagement activities** with rural and regional communities and schools across Australia. Through sustained, targeted outreach, ANU will increase awareness of higher education opportunities, scholarships, accommodation and support services, helping more students see university study, including at ANU, as achievable and accessible.
- **Strengthen participation, retention and success for students with disability** through implementing a refreshed Disability Action Plan. This will include additional resources, more timely educational adjustments, and stronger collaboration between accessibility services and academic colleges to support inclusive learning across classroom, laboratory, fieldwork and clinical settings.
- **Invest in social and physical infrastructure that strengthens student belonging and success.** This includes expanding peer-led student support initiatives and establishing an integrated student hub that provides a one-stop shop for help with student administration and support services.
- **Expand accommodation and transition support for students from underrepresented backgrounds.** Building on accommodation guarantees and residential support programs, ANU will continue reducing barriers for students relocating to Canberra, particularly those from regional, remote, First Nations and low-SES backgrounds, recognising that secure accommodation is critical to participation, retention and success.

## Measure

| Indicator | Cohort | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|---|
| Total enrolments | Students with disability | HESC – Verified 2025 | 2,160 | An additional 10 enrolments Across 2027 and 2028 establish FFUR and Diploma pathway programs | 2,200 by 2030 |
| Total enrolments | Students from low SES backgrounds | HESC – Verified 2025 | 287 | An additional 38 enrolments by 2027 | In 2027 increase the number of scholarships available for 2028 |
| Total enrolments | Regional | HESC – Verified 2025 | 1,082 | An additional 143 enrolments by 2028 | By 2027 increase the number of scholarships available for 2028 |
| Total enrolments | Remote | HESC – Verified 2025 | 28 | An additional 4 enrolments by 2028 | By 2027 increase the number of scholarships available for 2028 |
| Success | Students with disability | HESC – Verified 2024 | 90.00% | 90.5% | 93% by 2030 |
| Success | Students from low SES backgrounds | HESC – Verified 2024 | 90.21% | 90.5% | 93% by 2030 |
| Success | Regional | HESC – Verified 2024 | 92.36% | 92.5% | 95% by 2030 |
| Success | Remote | HESC – Verified 2024 | 93.44% | 93.5% | 95% by 2030 |
| Retention | Students with disability | HESC – Verified 2024 | 87.73% | 88%<br>Develop a professional staff training program to increase institutional awareness of relevant theories and research related to student transition | 90% by 2030 |
| Retention | Students from low SES backgrounds | HESC – Verified 2024 | 82.50% | 83%<br>Develop a professional staff training program to increase institutional awareness of relevant theories and research related to student transition | 86% by 2030 |
| Retention | Regional | HESC – Verified 2024 | 88.81% | 89%<br>Develop a professional staff training program to increase institutional awareness of relevant theories and research related to student transition | 90% by 2030 |
| Retention | Remote | HESC – Verified 2024 | 100.00% | Maintain within a threshold of 5%. Develop a professional staff training program to increase institutional awareness of relevant theories and research related to student transition | Maintain within a threshold of 5% |

*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

ANU delivers high-quality teaching that underpins strong student outcomes and graduate employability. Our sector-leading staff-to-student ratio fosters an inclusive learning environment, enabling close engagement with academic staff and the wider university community. Students benefit from distinctive experiences including fieldwork, learning on Country, work-integrated learning and interdisciplinary opportunities that connect learning to real-world challenges. As participation grows, ANU will strengthen and scaffold support throughout the student journey. The University continues to adapt teaching, assessment and curriculum design in response to AI, while continuing to embed ANU Graduate Attributes including critical thinking, transdisciplinary problem-solving, and engagement with First Nations knowledges and perspectives.

### Action

In 2027, ANU will continue to assure the exceptional quality of all ANU educators. This includes:

- **Reinforcing institutional education quality mechanisms.** Existing governance through the Academic Board, the Learning and Teaching Committee and the Academic Quality Assurance Committee will continue to oversee curriculum rigour, teaching quality and compliance. Future work will further embed a University-wide framework for teaching quality and continuous improvement.
- **Investing further in the ANU Educational Fellowship Scheme.** With more than 300 accredited Fellows, the scheme supports academic and professional staff to gain internationally recognised credentials, share best practice, and engage in ongoing educational professional development, strengthening recognition of teaching excellence across the University.
- **Recognising and celebrating teaching excellence.** ANU will recognise outstanding teaching through academic promotion pathways, the Vice-Chancellor's Awards for Education and links to the Australian Awards for University Teaching. A dedicated annual Learning and Teaching forum will further recognise achievement and reinforce the importance of teaching in academic practice.
- **Exploring partnerships to enhance teaching collaboration**. Working with the University of Canberra and Canberra Institute of Technology, ANU will identify opportunities for collaborative professional development, capability building and potential micro-credential offerings for educators.

Reinforcing quality through an outstanding student experience, ANU will:

- **Invest in our student support services and campus spaces.** ANU will continue to strengthen wellbeing, peer support and coordinated student services while upgrading learning systems, teaching spaces and accessibility. New facilities, including a campus careers hub and student gathering spaces, will enhance the student experience. Tailored support will be provided through initiatives such as the Tjabal Centre, ANU One and the Vice-Chancellor's Scholars Program, complemented by support services within residential accommodation.
- **Ensure teaching delivers stronger careers and employability support.** Building on our June 2026 launch of a new Career Central Hub, ANU will strengthen the excellent employability outcomes through expanded career planning, employer engagement, mentoring and work-integrated learning. The University will also develop institution-wide career learning outcomes further enhance graduate employability.
- **Revise institutional approaches to assessment.** ANU will review its approach to assessments, including the use of generative AI, while providing clearer guidance and consistency of support for students and staff and streamlining academic processes.
- **Enhance student consultation and feedback.** Enhanced student surveys and feedback mechanisms will support continuous improvement teaching, services and the overall student experience.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| Skills development | QILT SES – Verified 2025 | 78.8% | 80%<br>Initial investigation into what is driving this particular outcome and development of remediation plan | 83% by 2030 |
| Teaching quality and engagement | QILT SES – Verified 2025 | 81.1% | 81.5%<br>Re-establish our teaching quality and accreditation programs and increase participation | 85% by 2030 |
| Learning resources | QILT SES – Verified 2025 | 78.3% | 78.5%<br>Finalise the University's transition to Canvas | 83% by 2030 |

## Joined-up tertiary system

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

### Vision

ANU supports a more connected tertiary system that enables students to move easily between VET and higher education, with appropriate recognition of prior learning. A new pathways college creates clearer pathways into degree programs, including credit arrangements for Diploma graduates. As a small, research-intensive institution with a distinctive national mission, ANU will strengthen partnerships with local institutions to develop well-evidenced credit and articulation pathways that expand student opportunities. The University will engage constructively with the Tertiary Roadmap and related reforms, aligning our policies and practices with those frameworks to improve access, equity and participation for students from diverse and under-represented backgrounds.

### Action

In 2027 ANU will:

- **Provide alternative entry to the University through ANU One.** The new Pathways College will expand access to ANU for students who may not otherwise meet traditional admission requirements. Students who successfully complete a Diploma program will be able to receive block credit and transition into the second year of a Bachelor degree.
- **Strengthen pathways and credit recognition between VET and the University.** ANU will review and enhance our credit recognition policies and arrangements to support smoother transitions from VET qualifications into university study. Guided by ATEC's forthcoming Tertiary Roadmap and Credit Recognition Framework the University will work with schools, colleges and VET providers to expand block and individual credit recognition arrangements, reducing duplication and enabling students to progress more efficiently through a tertiary education.
- **Build stronger collaborations across the ACT tertiary sector.** ANU will work with the University of Canberra (UC) and the Canberra Institute of Technology (CIT) to create more connected pathways for students and staff, focusing on areas of complementary strength. These partnerships will support joined-up approaches to education, workforce development and learner progression across institutions.
    - **Expand shared education and training opportunities.** ANU will work with UC and CIT to explore collaborative delivery models that leverage each institution's expertise, including specialised technical training, professional development and practice-based learning. These partnerships will strengthen workforce readiness and improve student outcomes.
    - **Develop integrated pathways in priority workforce areas.** ANU will work with tertiary, government and industry partners to explore pathways that connect VET, applied higher education and research-intensive study. Initial work will focus on areas such as health and allied health, supporting ACT health workforce capability, improving participation and equity outcomes, and create clearer education and career pathways across health and allied health fields.
- **Accelerate workforce readiness through Vertical Double Degree Pathways.** ANU will explore how the ANU's successful model of articulation between undergraduate and postgraduate programs within the University and with the University of Canberra could be applied to other targeted fields of study to help students gain advanced qualifications and workforce skills more quickly ANU will work to broaden this approach across priority disciplines and with other institutions.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| Domestic students admitted to a bachelor course on the basis of VET | ANU Admissions System | 5<br>2026 (3 year total) | Establishment of three Diplomas feeding into 13 ANU bachelor's degrees and change to Admissions criteria to provide a pathway into the Diplomas from Certificate IV | 10 students by 2027 |

# Research

*Sustaining national capability and supporting innovation through research and research training*

## Vision

As Australia's national and most Higher Degree by Research (HDR)-intensive university, ANU is a National Institute for world-class research to advance the understanding of ourselves as nation, our role in Asia and the Pacific and the world. We have a unique mandate to focus our research effort in areas of strategic importance to the nation and to shape, support and to contribute to the development of Australian public policy. ANU excels at foundational inquiry with a globally competitive profile across the Humanities, Arts and Social Sciences; the Science, Technology, Engineering and Mathematics disciplines a; and the Medical and Health Sciences.

## Action

In 2027 ANU will:

- **Continue to support access to research training by domestic students.** ANU is responding to declining national demand for research training through higher stipend support for HDR candidates and a focus on researcher development and internship pathways. ANU is strengthening Honours-to-HDR pathways, improving scholarship value and duration, supporting flexible and re-entry pathways and expanding research partnerships and placements with government, industry and other research end-users.
- **Strengthen research training as a core mechanism for developing the people and capabilities Australia needs for the future.** Through the Graduate Research School and the four pillars of the PhD strategy – cohort experience, research excellence, career development and industry engagement, and leadership – ANU will provide a more consistent and high-quality HDR experience across the full candidate lifecycle. This will include stronger cohort connection, improved supervision capability, broader career and industry engagement, and leadership development embedded across research training.
- **Deepen our research excellence and steward nationally significant research infrastructure, collections and research entities for Australia.** With the curation of national research infrastructure, archives and collections we will support our thriving research culture to enhance the international standing of our research quality and impact. As the stewards of Indigenous collections and data we will continue work in partnership with Indigenous researchers to enhance this focus. These national assets will be positioned as platforms for disciplinary excellence, transdisciplinary collaboration, sovereign capability and national problem-solving. By expanding access to facilities, expertise, advanced computation, specialist technical capability and partnerships, ANU will support research and innovation in areas of national importance, including health and medicine, agriculture and food, defence, environment and energy, resources, technology, public policy, Indigenous knowledge, collections-based research and Asia-Pacific scholarship.
- **Diversify research income and strengthen research and grant development capability to sustain both fundamental and translational research.** From 2027, ANU will enhance engagement with industry, government and civil society, expand existing research initiatives, and develop new opportunities across all funding types. A University research strategy will elevate and support the University's world-class strengths in HASS and STEM, harnessing these strengths to drive fundamental, transdisciplinary and applied research, and to advance strong national and international collaboration.
- **Strengthen research partnerships and commercialisation as connected pathways for translating research excellence into public value and impact.** A clearer partnership model will identify, prioritise and govern strategic collaborations with government, industry, community and innovation partners, including CSIRO and CBRIN. ANU will also embed a Proof-of-Concept Fund, strengthen entrepreneurship pathways for staff, students and HDR candidates, broaden translation support for HASS, social impact, women-led, PhD-led and student-led projects, and develop an Indigenous Cultural and Intellectual Property protocol to support respectful, community-informed research translation.

- **Support our researchers to be globally competitive and to do their best work.** From early on in their careers ANU will focus on higher degree training and recognise and nurture the contribution of our researchers and invest in processes and systems that enable them to do their best work. This will be taken forward in 2027 through enhanced researcher capability frameworks.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| HDR domestic enrolments | HESC – Verified 2025 | 1,337 | An additional 20 enrolments<br>Develop and launch 'our story' HDR content in 2027 | Maintain or improve previous result by 2030 |
| HDR domestic completions | HESC – Verified 2024 | 234 | Maintain or improve previous result by 2027<br>Implement compulsory submission readiness milestone in 2027 | Maintain or improve previous result by 2030 |

# 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.