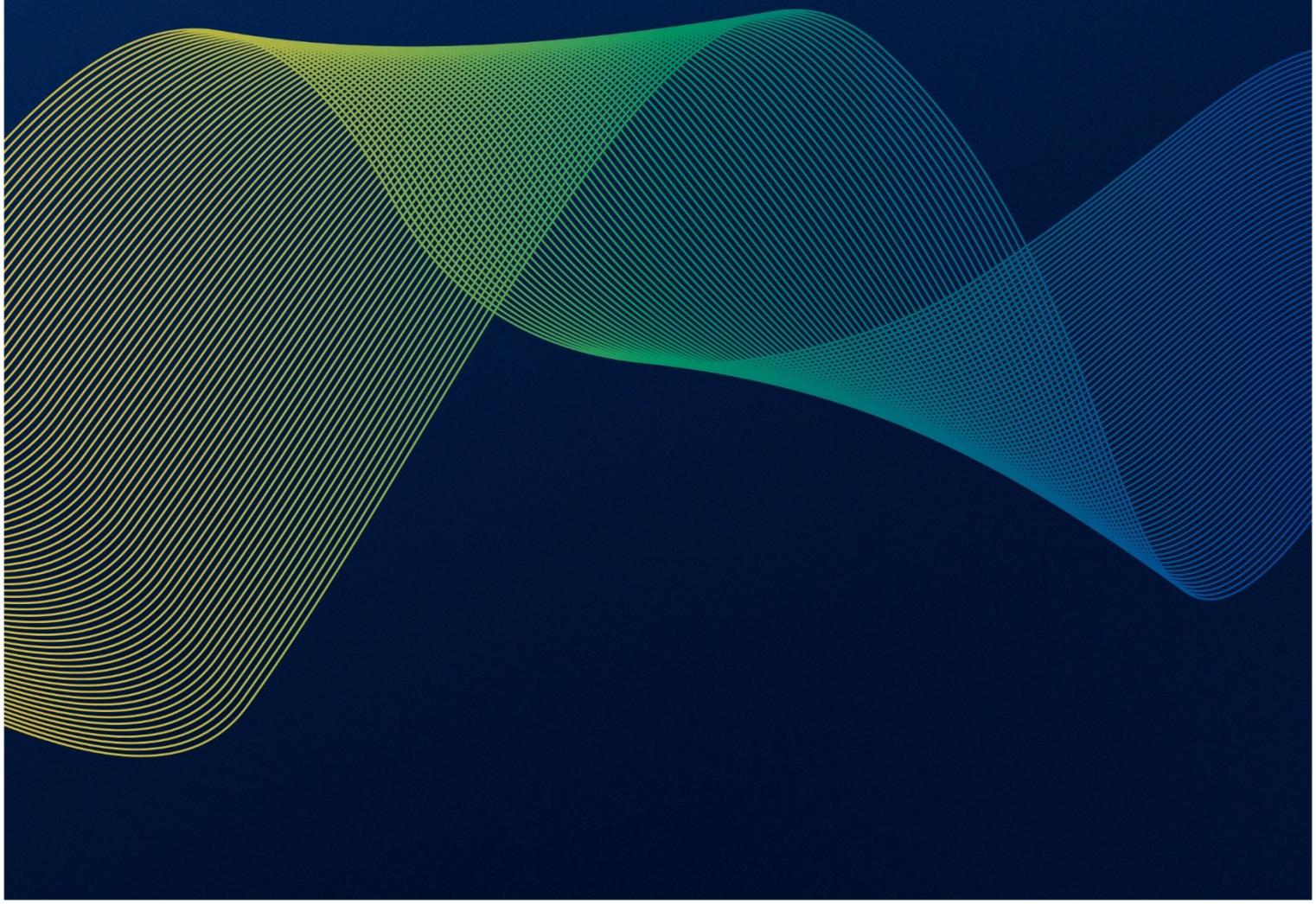
Australian Government

ATEC
Australian Tertiary
Education Commission

Batchelor Institute
of Indigenous Tertiary Education

2027 mission based compact between the ATEC and Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute)



Preface

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

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

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

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

Established in 1974, Batchelor Institute (BI) was created to support Indigenous self-determination through education. Since its establishment, the Institute has been led and guided by Aboriginal and Torres Strait Islander people. Its approach integrates Indigenous knowledge systems with Western academic frameworks, allowing students to study in ways that reflect their cultural identities, languages, and community responsibilities.

A distinctive feature of the Institute is its 'both-ways' philosophy, which values the intersection of Indigenous and Western knowledge. Delivery models are often flexible, including block release, remote community-based learning, and online options, enabling students from regional and remote areas to participate.

In addition to teaching, the Institute undertakes research focused on Indigenous knowledge, languages, and community development. It also plays an important role in preserving and promoting Aboriginal languages and cultures across Northern and Central Australia.

The Institute is also an accredited member of the World Indigenous Nations Higher Education Consortium (WINHEC), an international body that supports Indigenous-controlled higher education systems and institutions.

BI is a unique, dual-sector education provider delivering high-quality education to Indigenous students across Australia with campus' at Batchelor and Alice Springs. Our ambition is to be the provider of choice for Indigenous learners, offering excellence in vocational education and training (VET), higher education, and research training. This aspiration is guided by our Strategic Plan 2025-2027, alongside our Teaching and Learning Plan and Research and Research Training Plan.

We will be introducing three new Graduate Certificate programs in Semester 1, 2027, these courses align with the NT Government jurisdictional priorities.

Graduate Certificate in Indigenous Workforce Development

This course is designed for professionals across the public sector, Indigenous organisations, community organisations, defence, energy, mining, education and health and national sporting bodies. Open to Indigenous and non-Indigenous students, it equips participants to strengthen workplace outcomes for Indigenous employees. Topics include special measures employment, equal employment opportunity, mentoring and supporting Indigenous staff, retention strategies, addressing workplace discrimination, building culturally safe workplaces, and effective community engagement.

Graduate Certificate in Indigenous and Cross-cultural Leadership

Targeting similar sectors, this course develops practical leadership capability in cross-cultural contexts. It examines diverse leadership approaches, the relationship between leadership and management, inclusive practice, communication strategies, community engagement, vision-setting, and the importance of leading collaboratively. It emphasises the role of leaders as both influencers and learners.

Graduate Certificate in Indigenous Research Practice

This course builds capability in conducting and supporting research with Indigenous communities. It focuses on collaboration with Indigenous researchers and participants, co-design methodologies, culturally appropriate data collection, ethical research practices, fieldwork, and maintaining strong Indigenous voices in research outputs. The program also introduces Indigenous research theories and knowledge systems. It provides a pathway to Masters-level study and, subsequently, PhD programs.

BI currently supports 17 Higher Degree by Research (HDR) students (14 PhD and 3 Masters candidates), contributing significantly to the development of Indigenous researchers and academics.

Enrolment strategy and priorities

BI is committed to expanding access to higher education for Aboriginal and Torres Strait Islander peoples. The introduction of three new Graduate Certificate courses will enhance these opportunities by enabling Indigenous students to undertake postgraduate study in a supportive, culturally responsive environment. These courses provide clear education pathways and will strengthen graduates' employment and career advancement opportunities.

While designed with a strong focus on Indigenous participation, the courses will also be available to non-Indigenous students. This inclusive approach ensures all students can access postgraduate qualifications, further study pathways, and improved career prospects, while also fostering cross-cultural understanding and shared learning experiences.

The benefits of these programs extend beyond students. BI has prioritised the recruitment of Indigenous teaching staff, including an Indigenous lecturer with a disability. These appointments provide opportunities for staff to teach to their strengths and contribute meaningfully to academia, while supporting their professional development.

Graduates will be better equipped to work effectively with and provide services to Indigenous communities across Australia. The courses build culturally informed knowledge and skills directly relevant to professional practice in a range of sectors.

The fully online delivery model ensures flexibility and accessibility for a diverse student cohort, including those in full-time employment and those with family or community responsibilities. This enables participation regardless of geographic location.

A core element of BI's philosophy is the 'both-ways' approach, integrating Indigenous and Western knowledge systems. This ensures Indigenous perspectives are embedded throughout the curriculum and teaching practices. Indigenous students are supported to draw on their culture, identity, histories, and lived experiences as strengths in their learning, enriching outcomes for all students.

Indigenous students will also receive comprehensive academic and pastoral support from dedicated Indigenous staff. This holistic support ensures students are well equipped to develop their academic skills, maintain wellbeing, and successfully complete their studies.

As a National priority in the Universities Accord, BI will offer Fee-Free Uni Ready (FFUR) enabling level courses exclusively to Indigenous Australian students, beginning in a rural setting in Darwin, and seeking to expand this footprint across regional and remote Australia from 2026.

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

BI demonstrates strong performance by delivering courses through our VET and graduate certificates to build workforce capability and unlock regional growth, which aligns with Northern Territory Government priority industries of mining, energy, defence, education and health.

We deliver culturally responsive education grounded in a both-ways philosophy, ensuring relevance for Indigenous communities and workplaces. Flexible online delivery expands access across diverse locations, while targeted program design addresses workforce demands. Sustained focus on participation, student success, and research supports development of skilled, adaptable graduates, strengthening outcomes for a responsive, inclusive tertiary system aligned to evolving social, cultural, and economic priorities.

Action

- Offer courses that are engaging, authentic, relevant, and closely aligned with students' employment and career goals. Our contemporary offerings respond to current workforce demands and emerging industry trends, ensuring content is practical, applied, and supports immediate workplace application. Flexible learning pathways, industry projects, and professional skill development are embedded to strengthen employability and career progression.
- Develop distinctive programs that address complex policy challenges impacting Indigenous communities, including health inequity, education access, governance, and social justice. Through interdisciplinary approaches and the integration of Indigenous knowledge systems, students are equipped to design culturally informed, sustainable solutions that deliver meaningful community outcomes.
- Establish communities of practice with our partner universities and engage with stakeholders including industry and NT Government to ensure input into course design and content, incorporating applied learning, case studies, and real-world assessments to ensure graduates are job ready. At the same time, we foster culturally safe learning environments that value diversity, promote equity, and enable all students to build on their strengths.
- Build the capability of non-Indigenous students to work effectively with Indigenous peoples by embedding cultural competence, critical self-awareness, and respectful engagement practices. Graduates develop the communication skills and ethical understanding needed to contribute positively in cross-cultural environments.
- We will deliver courses online to maximise accessibility for students across Australia, particularly those balancing full-time work and personal commitments. High-quality digital platforms and flexible delivery modes support inclusive, engaging learning experiences.
- Promote pathways from VET into higher education using our FFUR program as a first step.
- Across all graduate certificates, we embed a both-ways learning philosophy, integrating Indigenous and Western knowledge systems in a respectful and balanced way. Courses are delivered by highly qualified educators with strong industry experience, ensuring learning is relevant, credible, and grounded in practice.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
09 Society and Culture				
Total student enrolments	HESC – Verified 2024	23	Commence enrolment of students in 3 new Graduate Certificate Courses. Targeted marketing to Indigenous Australians and non-Indigenous students for individual course based on course rules and entry requirements. Increase community presence and steadily build growth in Enabling Programs through completions. Revision of website content and course rules for Masters and Doctorate programs.	All Commonwealth Supported Places (CSPs) allocated by end of 2027.
Success rate	HESC – Verified 2024	Data not available	Ensure a withdrawal rate below 15% by reviewing academic and wellbeing supports provided for students.	>85% by 2030
Retention rate	HESC – Verified 2024	Data not available	Ensure a retention rate of over 90% by reviewing academic supports provided for students, including scholarships.	>90% by 2030

All indicators are for the HDR student cohort.

First Nations

First Nations leadership, access, participation and success

Vision

BI, in its 52nd year, is the only stand-alone Indigenous dual sector tertiary Institute in Australia.

Our self-determination is demonstrated by Indigenous leadership in our Council, senior executive and teaching staff. Indigenous voices inform decision-making at all levels, as well as in curriculum design, delivery and support. Our operations are underpinned by our cultural framework. Together, these elements ensure that education remains culturally grounded, community-informed, authentic, and responsive to the aspirations of Indigenous peoples.

Examples: currently VET 85%, Higher Education 90% Indigenous students, Indigenous staff 37%.

We provide access to education for Indigenous students in urban, regional and remote areas nationally.

Action

Indigenous content and approaches are at the core of BI and is embedded in our approaches to teaching and learning. This includes:

- Embedding the core philosophy of both-ways learning across all courses. Ensuring that Indigenous and Western knowledge systems are valued equally within the learning environment. This approach fosters mutual respect, deeper understanding, and more inclusive educational outcomes, enabling students to engage with diverse perspectives and ways of knowing.
- Design and deliver courses that provide meaningful benefits to Indigenous students and the broader Indigenous community. Our courses create meaningful, measurable benefits for Indigenous students and their communities. Our programs are shaped to support cultural integrity, community aspirations, and economic participation, ensuring that education contributes positively to both individual success and broader community development.
- Recruit and maintain a highly qualified teaching workforce. Our recruitment practices are underpinned by the cultural framework to ensure the prioritising of Indigenous people and educators to our workforce. This ensures that all students benefit from culturally informed, high-quality teaching and support staff grounded in real-world experience.
- Strengthen organisational leadership by appointing an Indigenous senior executive team committed to institutional excellence and accountability to Indigenous communities. This leadership approach ensures strategic decisions are guided by cultural knowledge, community expectations, and a clear vision for long-term success.
- Develop and deliver internal cultural safety, awareness, and proficiency training. We develop and deliver comprehensive cultural safety, cultural awareness, and cultural proficiency training for all staff to build understanding, respect, confidence, and capability across the organisation. This training supports a culturally inclusive environment where staff can effectively and respectfully engage with Indigenous students, communities, and colleagues. By strengthening cultural proficiency, staff are equipped to apply their knowledge in practice, foster meaningful relationships, and contribute to culturally responsive and equitable outcomes.
- Provide cultural care, pastoral care and academic support services by Indigenous staff to enhance student success and wellbeing, including Gender Based Violence. These services ensure students receive guidance that is both academically relevant and culturally safe, supporting retention, achievement, and a strong sense of belonging.
- Provide culturally safe student accommodation and facilities.
- Promote our Alumni program ‘Proud Past Learners’ to continue engaging with BI to mentor and support future students.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2024	22	Revision of website content and course rules. Targeted marketing to Indigenous Australians. Admission requirements to be reviewed for entry of Indigenous Australian applicants only.	23 by 2027
First Nations success rate	HESC – Verified 2024	91.30%	Maintain a withdrawal rate below 15% by reviewing academic and wellbeing supports provided for students.	>85% by 2030
First Nations retention rate	HESC – Verified 2024	90.91%	Maintain a retention rate of over 90% by reviewing academic supports provided for students, including scholarships.	>90% by 2030

All indicators are for the HDR student cohort.

Equity

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

Vision

BI envisions a future where Indigenous knowledge, leadership, and identity are at the centre of Australian tertiary education. Through its both-ways philosophy, the Institute empowers students to succeed by valuing Indigenous cultures alongside Western knowledge systems.

It is committed to self-determination, community connection, and lifelong learning, creating pathways that strengthen individuals, families, and communities. BI aspires to be a national and international leader in Indigenous education and research, driving equitable access, student success, and meaningful employment outcomes while preserving and advancing the cultural heritage, languages, and aspirations of Aboriginal and Torres Strait Islander peoples.

Action

- Providing equity in education is central to our mission, underpinned by our core philosophy of both-ways learning. This philosophy is embedded across all courses through deliberate curriculum design, teaching practices, and student support.
- We integrate Indigenous-focused readings throughout all curricula, ensuring materials reflect diverse Indigenous knowledge systems, histories, and contemporary issues. Weekly lectures centre Indigenous perspectives, drawing on real-world case studies, guest speakers, and policy contexts to connect theory with practice.
- Tutorials are designed to actively engage students in Indigenous issues through critical discussion, reflection, and collaborative learning. Activities such as case analysis and problem solving enable students to explore complex social, cultural, and policy challenges in meaningful ways.
- We create inclusive environments where Indigenous students are encouraged to incorporate their cultures, perspectives, and lived experiences into their learning. Flexible and culturally responsive assessments recognise Indigenous ways of knowing, being, and doing, while valuing lived experience as a strength in academic work. Assessments are designed to focus on Indigenous priorities, requiring students to engage deeply with real-world issues and produce applied, relevant outcomes.
- Culturally safe pastoral and academic support is provided through Indigenous staff, who offer proactive guidance, mentoring, and wellbeing support. Early intervention and ongoing academic assistance help ensure students remain engaged, confident, and successful throughout their studies.
- We also develop accessible pathways into higher education through a tertiary enabling program tailored for Indigenous learners. This program builds foundational skills, confidence, and readiness for university study, offering flexible entry points, targeted support, and clear progression into degree programs. Together, these approaches reduce barriers, enhance participation, and support successful outcomes for Indigenous students.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2024	<5	Review academic and wellbeing supports provided for students.	Increase students with disability backgrounds total enrolments by 10% by 2027.
Total enrolments	Students from low SES backgrounds	HESC – Verified 2024	8	Targeted marketing to Indigenous Australians in Regional and Remote locations.	Increase students from low SES backgrounds total enrolments by 10% to 9 by 2027.
Total enrolments	Regional	HESC – Verified 2024	8	Targeted marketing to Indigenous Australians in Regional locations.	Increase students from regional backgrounds total enrolments by 10% to 9 by 2027.
Total enrolments	Remote	HESC – Verified 2024	7	Targeted marketing to Indigenous Australians in Remote locations.	Increase students from remote backgrounds total enrolments by 10% to 8 by 2027.
Success	Students with disability	HESC – Verified 2024	100.00%	Maintain success rate for students with a disability.	100% in 2027
Success	Students from low SES backgrounds	HESC – Verified 2024	84.62%	Improve success rate for students from a low SES background to >85%.	>85% in 2027
Success	Regional	HESC – Verified 2024	92.28%	Maintain success rates for students from a regional area to >90%.	>90% by 2027
Success	Remote	HESC – Verified 2024	91.43%	Maintain success rates for students from a remote area to >90%.	>90% by 2027
Retention	Students with disability	HESC – Verified 2024	100.00%	Maintain retention rates of >90% by continuing to review academic supports provided for students, including scholarships.	>90% by 2027
Retention	Students from low SES backgrounds	HESC – Verified 2024	100.00%	Maintain retention rates of >90% by continuing to review academic supports provided for students, including scholarship.	>90% by 2027
Retention	Regional	HESC – Verified 2024	100.00%	Maintain retention rates of >90% by continuing to review academic supports provided for students, including scholarships.	>90% by 2027
Retention	Remote	HESC – Verified 2024	85.40%	Improve retention rates of >90% by continuing to review academic supports provided for students, including scholarships.	>90% by 2027

All indicators are for the HDR student cohort.

Quality teaching

Raising the quality and recognition of higher education teaching

Vision

BI is re-establishing higher education with a strong focus on high-quality student experiences. Courses are aligned with workforce needs and designed to deliver meaningful benefits to Indigenous communities, providing clear purpose and motivation for completion. Targeting experienced professionals, the Institute monitors outcomes, student feedback, and continuous improvement. A whole-of-institute governance committee oversees student success. The both-ways learning philosophy embeds Indigenous knowledge systems within culturally safe, relevant teaching. Quality online delivery is supported by trained staff and e-learning specialists. Proposed partnerships will foster collaboration, innovation, and improved outcomes for Indigenous students and communities.

Action

- **Course design and student experience:** implement a structured approach to course design that aligns all programs with workforce needs and delivers tangible benefits to Indigenous communities. Embed clear, applied learning outcomes that strengthen student motivation, relevance, and completion, while ensuring a high-quality and culturally safe learning experience.
- **Student cohort and engagement:** target experienced professionals through focused recruitment and tailored onboarding processes that recognise prior knowledge and support successful transition into study. Actively monitor student engagement and progression, using early intervention strategies to improve retention and completion outcomes.
- **Quality assurance and continuous improvement:** establish a robust evaluation framework incorporating student feedback, industry insights, and community perspectives. Conduct regular course reviews and implement continuous improvement cycles to ensure programs remain relevant, effective, and responsive to emerging needs.
- **Governance and student success:** maintain a whole-of-institute governance committee responsible for overseeing academic quality and student success. Track key performance indicators, identify risks proactively, and implement timely interventions to support positive student outcomes.
- **Both-ways learning implementation:** embed both-ways learning across all courses by integrating Indigenous and Western knowledge systems in curriculum, teaching, and assessment. Support staff through professional development and engage Indigenous knowledge holders to ensure cultural integrity and authenticity.
- **Online delivery and teaching capability:** deliver flexible, high-quality online learning supported by accessible digital platforms, trained academic staff, and dedicated e-learning specialists. Foster collaboration among teaching teams to ensure consistency, innovation, and excellence in delivery.
- **Academic collaboration and partnerships:** formalise agreements with partner universities in Western Australia, Victoria, and Tasmania. Establish a cross-jurisdictional community of practice to promote collaboration, knowledge sharing, and innovation, strengthening sector capacity and improving outcomes for Indigenous students and communities.
- **Qualifications:** ensure lecturers have qualifications that are compliant with AQF plus one rule and have appropriate industry experience.
- Implement the Institute wide performance management framework and workforce development plan, which will include professional development opportunities for staff.
- The Institute holds a professional development week for VET trainers, we have established a program for higher education lecturers, which includes communities of practice with external partners.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Skills development	BIITE supplied	Nil	Develop and implement a Workforce Strategy that supports BI to maintain quality teaching and teachers. Commit to academic collaboration and partnerships with established higher education providers. Recruit highly qualified and/or technical skilled staff, with a priority on Indigenous Australian academic staff.	Professional development opportunities to support all staff, including teaching and support staff. Completed by the end of 2026.
Cultural competence	BIITE supplied	Nil	Implement the Cultural Framework to support BI to maintain its standing as an exemplary organisation.	Professional development opportunities to support all staff, including teaching and support staff. Completed by the end of 2026.

Joined-up tertiary system

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

Vision

BI is creating a joined-up tertiary system by integrating VET with higher education through coherent, culturally grounded pathways. Our vision is for clear pathways from VET in schools, through to PhD under one roof.

A student focused, multiple entry and exit system ensures the learning journey delivers clear, recognised value. Learners can join at different stages, pause, re-enter or exit. Every exit is a positive outcome.

The Institute works collaboratively across teaching, support services, and governance to ensure continuity. Flexible delivery enhances accessibility and a coordinated approach enables learners progress confidently through education within an inclusive, connected tertiary framework.

Action

- Deliver VET programs and establish clear pathways to higher education. The Institute is progressing a staged expansion of its higher education offerings to broaden access and strengthen student pathways.
- Commenced a tertiary enabling program (FFUR) designed to support Indigenous learners to transition successfully into higher education. This program will focus on building foundational academic skills, confidence, and readiness for university study, while providing culturally responsive support and flexible entry pathways. The tertiary enabling program will serve as a critical pathway into higher education, preparing graduates for entry into undergraduate study as it is re-established.
- Finalise partnership agreements with Deakin University, Curtin University, Charles Darwin University, National Institute of Dramatic Art and other institutes to provide a smooth transition for students continuing study after completing our tertiary enabling program (FFUR).
- The Institute will launch three new graduate certificate courses in 2027. These programs have been developed to meet evolving workforce needs and to support professionals seeking to deepen their expertise, enhance career progression, and contribute meaningfully within their sectors and communities.
- Deliver the graduate certificate courses to create clear articulation pathways into a suite of Masters by Coursework programs currently under development. Together, these initiatives form an integrated and accessible education pathway, supporting lifelong learning and increasing participation, progression, and success for students.
- Actively engage with TEQSA regarding the recommencement of undergraduate programs. This process reflects a commitment to ensuring that future offerings meet national quality standards while remaining aligned with the Institute's mission and the needs of its student cohort.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic enabling students admitted with a VET basis of admission	BIITE supplied	To be determined in 2026	Create clear pathways for VET students to be admitted into enabling programs.	Published confirmed pathways by end 2026.

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Our vision is to be an international leader in Indigenous HDR training. As a small Institute we have limited supervisory capacity for HDR students, therefore our goal is for our placements to be prestigious. Our charter is to ensure we are preparing professionals to do high-quality Indigenous research that are important nationally, such as education, health, housing, community development and safety.

Our research activity is committed to high-quality and sustainable output that is driven by Indigenous communities and is influential in generating new knowledge and policy development in areas aligned with Closing the Gap.

Action

- We fully adhere to our both ways learning philosophy and do this by ensuring Graduate School staff and HDR supervisors are Indigenous or are experienced in Indigenous research. We maintain this by providing regular supervisor training to ensure supervisors understand and can support Indigenous HDR candidates to embed their cultures, perspectives and histories into their research and research training.
- We conduct fortnightly skills development sessions to provide ongoing, targeted support across the research journey. These sessions cover key areas including qualitative and quantitative research methods, research ethics, participant engagement, academic writing, and fieldwork practice. All sessions are delivered by appropriately qualified and experienced academic staff, ensuring high standards of teaching and supervision.
- We will continue to deliver three intensive masterclasses per year, consisting of week-long programs that bring together candidates, experienced researchers, and guest speakers. These masterclasses provide immersive learning experiences that strengthen critical research capabilities, foster collaboration, and expose students to diverse methodologies and approaches.
- Our research training agenda has expanded to align with wicked policy areas such as health, public policy and other national research priorities. We will continue to actively seek researchers with experience in the priority fields.
- Promote our prestigious placements to attract HDR students from a diversity of professional and academic backgrounds, who are committed to becoming national and international leaders in Indigenous research. We are doing this by developing a new marketing strategy that will revitalise HDR training at BI.
- Monitor our HDR students to ensure they are meeting their progression deadlines as expected. This will require a firm approach while balancing support and cultural safety.
- Attract and retain Indigenous HDR supervisors, through having a national presence and profile.
- Continue to deliver high level of research output through publications in top tier journals (including Ngoonjook), conference presentations and attracting prestigious research grants.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	20	Revision of website content and course rules. Targeted marketing to Indigenous Australians.	Increase HDR domestic enrolments by at least 10% to 23 by 2027.
HDR domestic completions	HESC – Verified 2025	<5	Revision of course delivery methods. Revision of support capability for students. Increase the pool of HDR supervisors.	Increase annual completions by 2027.

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.