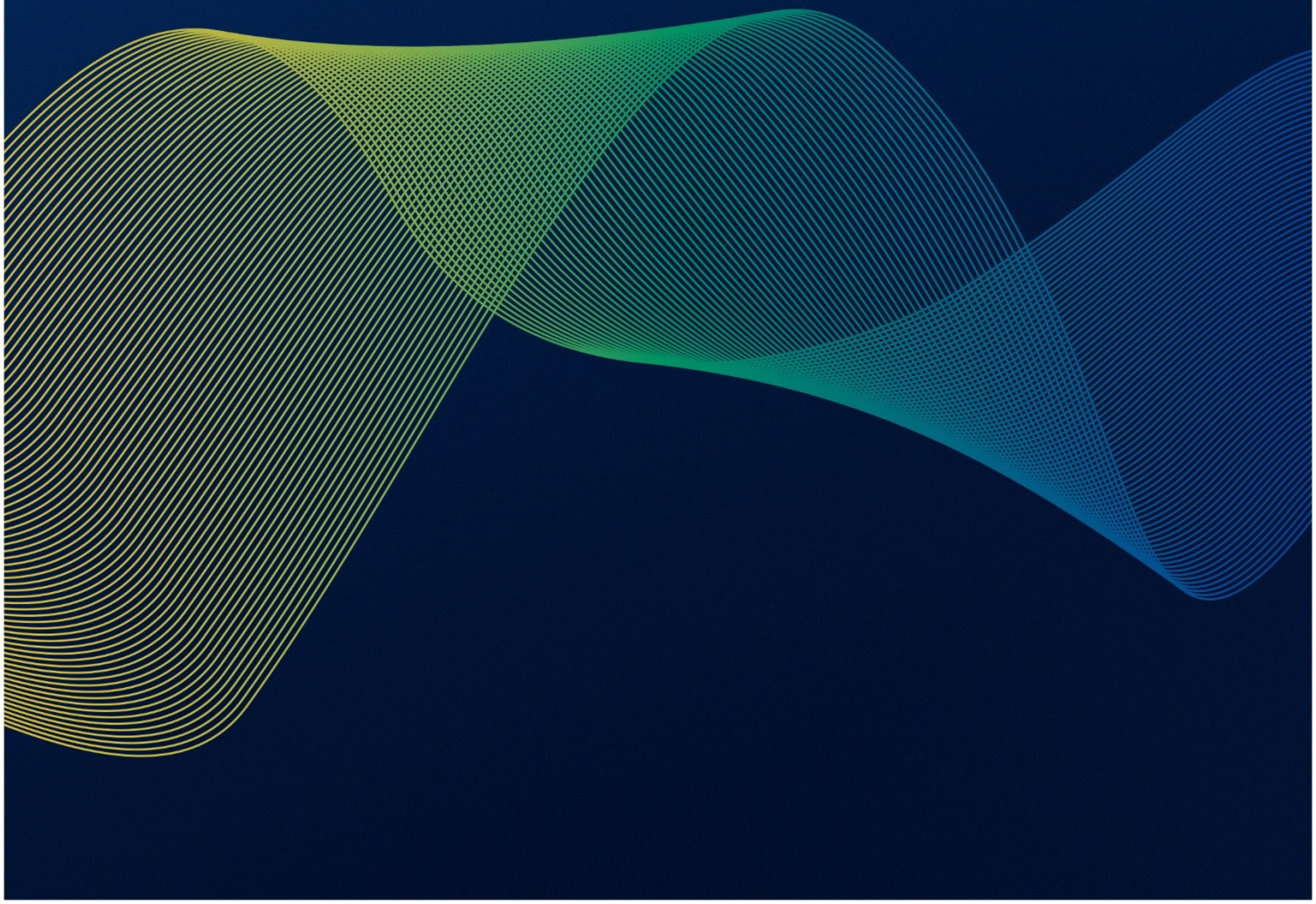
Australian Government

ATEC
Australian Tertiary Education Commission

BOND UNIVERSITY

2027 mission based compact between the ATEC and Bond University Limited



Preface

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

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

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

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

As Australia's first private, not-for-profit university, Bond University Limited (Bond) aspires to be recognised globally as a leading independent institution, distinguished by its spirit of innovation, commitment to meaningful impact, and dedication to inspiring the next generation of professionals through a deeply personalised and transformative student experience.

At the heart of Bond University's mission is the delivery of a distinctive, high-quality educational experience that is student-centred, globally oriented, and connected to real-world outcomes. This commitment is realised through small class sizes, academic support, and an immersive learning environment that prioritises engagement, critical thinking, and applied learning. Students benefit from an accelerated academic calendar and graduate equipped with both the expertise and confidence to contribute effectively to their professions and communities. This model delivers strong levels of student satisfaction, retention, and graduate employability.

Experiential learning is embedded across programs, ensuring students engage in authentic learning, collaborate with industry partners, and develop capabilities aligned with workforce needs. This employability focus is complemented by a commitment to cultivating ethical, resilient, and globally aware leaders capable of navigating complexity and driving positive change. Bond also supports lifelong learning through flexible delivery, short courses, and microcredentials that enable learners to upskill and reskill throughout their careers.

Bond continually evolves its curriculum to ensure graduates possess the critical, ethical and practical capabilities needed to work effectively with artificial intelligence and other emerging technologies. This includes embedding digital literacy, fostering responsible technology use, and adapting assessment practices to maintain academic integrity while reflecting contemporary professional environments. Through these initiatives, Bond prepares graduates to thrive in an increasingly AI-enabled world.

Equity and inclusion are embedded within the University's mission. While maintaining its distinctive educational model, Bond is committed to expanding access through scholarships, targeted outreach, and flexible pathways that support participation from diverse cohorts. The University has a dedicated strategy, supported by targeted resources, to increase Indigenous participation, progression and success.

Research at Bond is characterised by a focus on quality, impact, and relevance. The University prioritises areas where it can make meaningful contributions, particularly through research that informs policy, enhances professional practice, and addresses community challenges. Partnerships with industry and government support the translation of knowledge into tangible outcomes, reinforcing Bond's contribution to economic and social development. Active researchers also contribute directly to teaching, ensuring students benefit from a contemporary, research-informed education.

Sustainability and social responsibility are embedded across the University's teaching, research, and operations, reflecting a commitment to environmental stewardship and long-term community wellbeing.

Underpinning this mission is a global perspective. Through international partnerships, a diverse student community, and a globally focused curriculum, Bond fosters cross-cultural capability and international engagement, preparing graduates to succeed in an interconnected world. Together, these commitments position Bond as an agile and innovative contributor to the future of higher education.

Enrolment strategy and priorities

Bond University has experienced consistent growth over the past three years, with stronger growth in undergraduate enrolments relative to postgraduate enrolments. This reflects a strategy to focus on high-quality, targeted programs and a streamlined postgraduate portfolio.

The University maintains a diverse student profile, attracting students from across Australia and more than 70 countries. This diversity contributes to an inclusive learning environment and reinforces Bond's national and global reach. Bond is committed to increasing Indigenous participation through targeted scholarships, pathways and support services.

Course mix

Bond's course mix continues to evolve in response to student demand, workforce needs and strategic priorities. Growth has been concentrated in undergraduate programs, alongside a focused postgraduate portfolio.

A key priority is the continued expansion of programs in Health, particularly medicine and allied health, reflecting identified workforce shortages and strong demand across Australia. Building on this strength, the University will introduce new allied health programs, including Speech Pathology and Clinical Exercise Physiology, while exploring increased capacity in Medicine.

Bond will also expand professionally oriented and accredited programs, including the introduction of Enterprise AI programs at undergraduate and postgraduate levels. In addition, the University will continue to grow its portfolio of short courses, microcredentials and professional education offerings to support lifelong learning and workforce upskilling.

Trends and demand

Bond's enrolment strategy aligns with both workforce demand and institutional priorities. Growth in Health programs supports increasing demand for healthcare professionals, while expansion in Enterprise AI responds to growing demand for digital and artificial intelligence capabilities across industries.

The University will continue to monitor labour market trends and industry needs to inform program development and maintain alignment between education provision, skills requirements and graduate employment outcomes. Growth will remain measured and focused on academic quality, student success and sustainable delivery.

Course delivery

Bond will maintain its distinctive educational model, centred on high-quality on-campus learning, small class sizes and high levels of student engagement. Flexible and blended delivery will continue to expand where appropriate, particularly in postgraduate, professional and lifelong learning programs.

In 2027, Bond will introduce a fully online Juris Doctor, expanding access for students unable to study on campus while maintaining academic quality and integrity.

Locations and international education

Bond University operates from its Robina campus on the Gold Coast, supported by learning centres on the Gold Coast and in Brisbane. The region's strong population growth, expanding knowledge economy and increasing profile as an international education destination position the University well for future enrolment growth.

International education remains central to Bond's strategy. The University will pursue sustainable growth through a diversified portfolio of source markets and a strong focus on recruitment quality, integrity and student outcomes. This approach strengthens institutional resilience while ensuring enrolment growth remains consistent with government policy settings.

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

Bond University will contribute to national, state and regional priorities by developing highly skilled, work-ready graduates and lifelong learners in areas of current and emerging workforce need. Building on its strengths in health, the built environment and construction, and emerging technologies, the University will support Australia's economic growth, social wellbeing and productivity. Through its accelerated educational model, strong industry partnerships, commitment to sustainability and focus on innovation, Bond will equip graduates with the professional, digital and human capabilities needed to thrive in a rapidly changing world.

Action

Expand education and training in areas of health

Bond will continue its strategic expansion in health and allied health disciplines through the introduction of new programs in Speech Pathology and Clinical Exercise Physiology and exploration of increased capacity within the Medicine program. The University will continue to grow enrolments across health disciplines, including Medicine, Physiotherapy, Occupational Therapy, Health Sciences, Biomedical Science and Psychology, supporting the supply of practice-ready graduates in areas of identified workforce need. These initiatives directly support workforce priorities identified by Queensland Health, and Australian Government and Queensland Government workforce planning initiatives.

Build workforce capability for a technology-enabled economy

Bond will launch the Bachelor of Enterprise AI and Master of Enterprise AI and embed artificial intelligence capabilities, tools and literacy across undergraduate and postgraduate programs. The University will integrate AI literacy, ethical technology use and digital capability across the curriculum to ensure graduates can apply emerging technologies responsibly and effectively in professional settings. These initiatives will support workforce capability in a rapidly evolving, technology-enabled economy.

Strengthen industry engagement and sustainability capability across the University

Bond will work with industry, government and professional bodies to ensure its programs remain aligned with evolving workforce and skills needs. The University will continue to leverage its strong industry partnerships to inform curriculum design, support work-integrated learning opportunities and enhance graduate employability. Bond will embed sustainability principles across curriculum, operations and partnerships to support graduates' capacity to address environmental, social and economic challenges and contribute to a resilient future economy.

Support workforce development in the built environment and construction

Bond will continue to strengthen programs in Architecture, Construction Management, Property, Urban Development and Planning, preparing graduates to support Australia's housing supply, infrastructure delivery and sustainable development priorities.

Accelerate workforce supply through Bond's accelerated degree model

Bond will continue to deliver accelerated pathways in priority disciplines, enabling graduates to enter the workforce sooner and contribute more quickly to areas of national and regional skills need.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
06 Health				
Total student enrolments	HESC – Verified 2025	789	800	-
Success rate	HESC – Verified 2024	98.00%	90%	Milestones for 2027 are benchmarked against the sector with success and retention targets set at the 75th percentile for national domestic students.
Retention rate	HESC – Verified 2024	94.00%	91%	Milestones for 2027 are benchmarked against the sector with success and retention targets set at the 75th percentile for national domestic students.

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

Bond University is committed to advancing Aboriginal and Torres Strait Islander participation, success and leadership in higher education. Through culturally safe learning environments, strong community partnerships and meaningful inclusion of Indigenous knowledges, the University will support Indigenous students to access, succeed and thrive in higher education. Bond will foster a university community that values Indigenous perspectives, strengthens Indigenous representation and leadership, and contributes to reconciliation through education, engagement and shared success.

Action

Led by the Provost, a Mandandanji woman, Bond University will implement the following key actions to progress its objectives during 2027:

Strengthen Indigenous student access, participation and success through targeted recruitment, pathway and transition initiatives

Bond will enhance its engagement with Aboriginal and Torres Strait Islander communities and continue to strengthen pathways into higher education, including through Bond University College. Building on strong retention, progression and completion outcomes achieved by Aboriginal and Torres Strait Islander students, the University will provide tailored transition, academic and wellbeing support to sustain high levels of success and further improve student outcomes. Bond will continue to work closely with students and communities to ensure support programs remain responsive, culturally safe and effective throughout the student lifecycle.

Expand support for Aboriginal and Torres Strait Islander students through scholarships, financial assistance and culturally responsive services

Drawing on Indigenous Student Success Program (ISSP) funding and philanthropic support, Bond will continue to provide scholarships, financial assistance and culturally safe support services that enable Aboriginal and Torres Strait Islander students to access, participate in and successfully complete their studies.

Advance Indigenous inclusion, leadership and cultural capability across the University

Bond will embed Indigenous ways of knowing, being and doing across relevant curriculum areas, strengthen cultural capability through initiatives such as promoting the Becoming Culturally Aware microcredential to staff and students, and work in partnership with the Bond Indigenous Staff Network to support Indigenous leadership, representation and recognition across the University. This microcredential was developed in partnership with the local community members – Yugembah Regional Aboriginal Corporation Alliance (YRACA). Bond University retains the right to provide the microcredential for training to students and staff and supports YRACA to commercially promote their microcredential as a revenue source. Their first major successful venture is the adoption of the microcredential training for Queensland Health.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	47	49	Enrolment targets are set at 5% growth over the 3-year mean.
First Nations success rate	HESC – Verified 2024	88.00%	86%	Milestones for 2027 are benchmarked against the sector with success and retention targets set at the 75th percentile nationally.
First Nations retention rate	HESC – Verified 2024	93.00%	82%	Milestones for 2027 are benchmarked against the sector with success and retention targets set at the 75th percentile nationally.

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

As a non-profit university, Bond is committed to expanding access, participation and success for students from under-represented backgrounds. Through targeted outreach, scholarships, personalised support and flexible pathways, the University will create opportunities for students who may otherwise face barriers to higher education. Building on its high-touch educational model and strong student support culture, Bond will foster an inclusive learning environment that supports retention, progression and completion, enabling students from all backgrounds to achieve their potential and contribute to their communities and the broader economy.

Action

Strengthen inclusive teaching and learning practices across the University

Bond will embed Universal Design for Learning principles in curriculum and assessment design and provide targeted professional development for academic and professional staff to strengthen inclusive support for students with disability and other learning needs. This will enhance accessibility, reduce barriers to participation and support student outcomes. The University will continue to leverage its small class sizes and personalised learning environment to identify and respond to student needs at an early stage.

Enhance early intervention and student success supports for equity cohorts

Through the University's high-touch educational model and BondCare framework, Bond will continue to identify and support students experiencing academic, financial or personal challenges. Coordinated academic, wellbeing and specialist services will provide timely and tailored assistance to improve retention, progression and completion outcomes. Particular attention will be given to students from under-represented backgrounds, including those from regional and remote communities.

Increase awareness and uptake of financial support available to students experiencing disadvantage

Bond will promote access to scholarships, the Student Hardship Fund and practical support initiatives such as the BondCare Kitchen to assist students experiencing financial hardship and reduce barriers to participation and success. These initiatives will be supported through institutional investment and philanthropic funding to expand opportunities for students who may otherwise face barriers to higher education. In the absence of access to dedicated Commonwealth equity funding available to some providers, Bond will continue to pursue philanthropic partnerships and institutional investment to strengthen support for students from under-represented backgrounds.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	174	164	Enrolment targets are set at 5% growth over the 3-year mean.
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	114	110	Enrolment targets are set at 5% growth over the 3-year mean.
Total enrolments	Regional	HESC – Verified 2025	276	262	Enrolment targets are set at 5% growth over the 3-year mean.

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Remote	HESC – Verified 2025	10	8	Enrolment targets are set at 5% growth over the 3-year mean.
Success	Students with disability	HESC – Verified 2024	91.00%	85%	-
Success	Students from low SES backgrounds	HESC – Verified 2024	95.00%	85%	-
Success	Regional	HESC – Verified 2024	94.00%	85%	-
Success	Remote	HESC – Verified 2024	96.00%	85%	-
Retention	Students with disability	HESC – Verified 2024	87.00%	85%	-
Retention	Students from low SES backgrounds	HESC – Verified 2024	90.00%	85%	-
Retention	Regional	HESC –Verified 2024	90.00%	85%	-
Retention	Remote	HESC – Verified 2024	50.00%	85%	-

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

Bond University is focused on delivering an exceptional student experience and being recognised as a leading university in personalised, high-quality education. The University is committed to maintaining its position as a leader in student engagement, teaching excellence and student success. Through personalised learning, strong student support and innovative educational practices, Bond will empower students to achieve their academic and professional goals. The University will provide an engaging and transformative learning experience that develops critical thinking, global perspectives and career readiness, ensuring graduates are prepared to thrive in a rapidly changing world and make meaningful contributions to their professions and communities.

Action

Further enhance the Bond Teaching Quality Framework to strengthen teaching excellence across the University

Bond will embed the Teaching Quality Framework (TQF) through targeted professional development, academic mentoring, peer observation and recognition of teaching practice. This will support educators to continuously enhance their teaching capabilities, create inclusive learning environments and improve student engagement and success. A key aspect of the implementation of the TQF is the development of a peer review framework, which is currently being rolled out. The University will continue to support teaching excellence through its distinctive small-class educational model, enabling personalised learning, meaningful student-staff interaction and timely academic support.

Strengthen assessment and learning practices in response to emerging technologies

Bond will review and enhance assessment design to ensure it remains authentic, reliable and resilient in an environment increasingly influenced by artificial intelligence. The University will support educators to integrate AI appropriately into teaching and learning while maintaining academic integrity and promoting critical thinking. Bond will also continue to develop students' digital and AI literacy through curriculum renewal and the integration of emerging technologies across disciplines.

Enhance evidence-informed teaching and learning environments

Bond will use learning analytics, student feedback and collaborative teaching approaches to improve educational outcomes and will continue to develop physical and digital learning spaces that support innovation, engagement and high-quality student-centred learning experiences. The University will leverage insights from student feedback and performance data to enhance the end-to-end student experience and support retention, progression and graduate success.

Strengthen opportunities for experiential and transformative learning

Bond will continue to enhance opportunities for experiential learning through industry engagement, work-integrated learning, international experiences and the Bond Core program. These initiatives will support the development of communication, teamwork, leadership, critical thinking and global citizenship capabilities, preparing graduates for success in their professions and communities.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Teaching quality and engagement	QILT SES – Verified 2025	89.1%	82%	-
Learner/peer engagement	QILT SES – Verified 2025	84.9%	66%	-
Peer Reviewer Training completed	Bond supplied 2026	10	15	-

Milestones for 2027 are benchmarked against the sector with targets set at the 75th percentile.

Joined-up tertiary system

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

Vision

Bond University is committed to supporting a more connected, flexible and student-centred tertiary system. Through strong pathways, recognition of prior learning and collaboration with tertiary education partners, the University will enable learners to move more easily between education and employment. Bond will support lifelong learning by expanding flexible learning opportunities and developing pathways that widen participation, promote student success and respond to evolving workforce and skills needs.

Action

Strengthen pathways and credit recognition between vocational education and higher education

Bond will enhance the consistency, transparency and efficiency of credit recognition for students entering from VET pathways through continued implementation of its Credit Policy and Procedures, investment in automated credit assessment capability, and expansion of dedicated credit assessment support. These initiatives will improve student navigation of tertiary pathways and support seamless transitions into higher education.

Expand partnerships with key tertiary education providers to improve learner mobility

Bond will finalise and implement pathway agreements with key partners TAFE Queensland and TAFE NSW to increase opportunities for students to articulate into Bond undergraduate programs with appropriate recognition of prior learning. These partnerships will support greater participation in higher education and strengthen alignment between vocational and university learning.

Strengthen preparatory and enabling pathways through Bond University College

Bond University College will continue to provide a supported pathway into higher education for students who are not yet prepared for direct university entry, helping students build the academic skills, confidence and capability required for success in higher education and supporting progression into award programs.

The College will continue to play an important role in broadening participation and supporting successful student transitions into undergraduate study.

Support lifelong learning through flexible and modular learning opportunities

Bond will continue to expand short courses, microcredentials and professional education offerings that enable learners to upskill and reskill throughout their careers. These flexible learning opportunities will support lifelong learning, workforce adaptability and stronger connections between education and employment.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Percentage of Bond University College Diploma graduates who progress to higher AQF level study	Bond University internal figures 2024	90%	85%	-
Success rate of domestic bachelor students admitted on the basis of VET or Bond University College	Bond University internal figures 2024	86%	85%	-

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Bond University's research vision is centred on building and sustaining a vibrant, high-performing research ecosystem characterised by research excellence, impactful partnerships and a strong research workforce. The University is committed to research that delivers real-world impact in areas of strategic strength where it can achieve critical mass and measurable impact. Through collaboration with industry, government and community partners, Bond will translate research into practical outcomes that benefit policy, professional practice and society. The University will foster a high-quality research training environment that develops skilled researchers, supports innovation and strengthens Australia's future research capability.

Action

Strengthen research performance and impact in areas of strategic focus

Bond will enhance its research performance and evaluation capability through improved monitoring, benchmarking and assessment of research quality, impact and outcomes. The University will continue to invest in interdisciplinary research initiatives, including the Business of Health and other areas of strategic strength, to build research capability, strengthen collaboration and support the development of nationally recognised areas of research excellence.

Enhance research training and industry engagement opportunities for Higher Degree by Research (HDR) candidates

Bond will expand opportunities for HDR candidates to engage with industry, government and community partners through internships, collaborative projects and external partnerships. The University will continue to strengthen HDR supervision capacity and encourage active researcher participation in supervision. These initiatives will strengthen research training outcomes, support employability and ensure research is responsive to workforce and societal needs.

Strengthen research partnerships and knowledge translation

Bond will deepen partnerships with industry, government and community organisations to accelerate the translation of research into policy, professional practice and community benefit. These partnerships will support innovation, strengthen research impact and contribute to solutions for economic and social challenges.

Strengthen the integrity, security and sustainability of the research environment

Bond will continue to uplift its research governance, risk and control frameworks to ensure research activities are conducted responsibly and in alignment with national security and research integrity requirements. The University will maintain a research environment that supports excellence, collaboration, accountability and the sustainable growth of research capability.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	219	224	HDR domestic enrolment per researcher milestone for 2027 is benchmarked against the sector with target set at the 75th percentile nationally.
HDR domestic enrolment per researcher	HESC – Verified 2024	1.0	1.0	-

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.