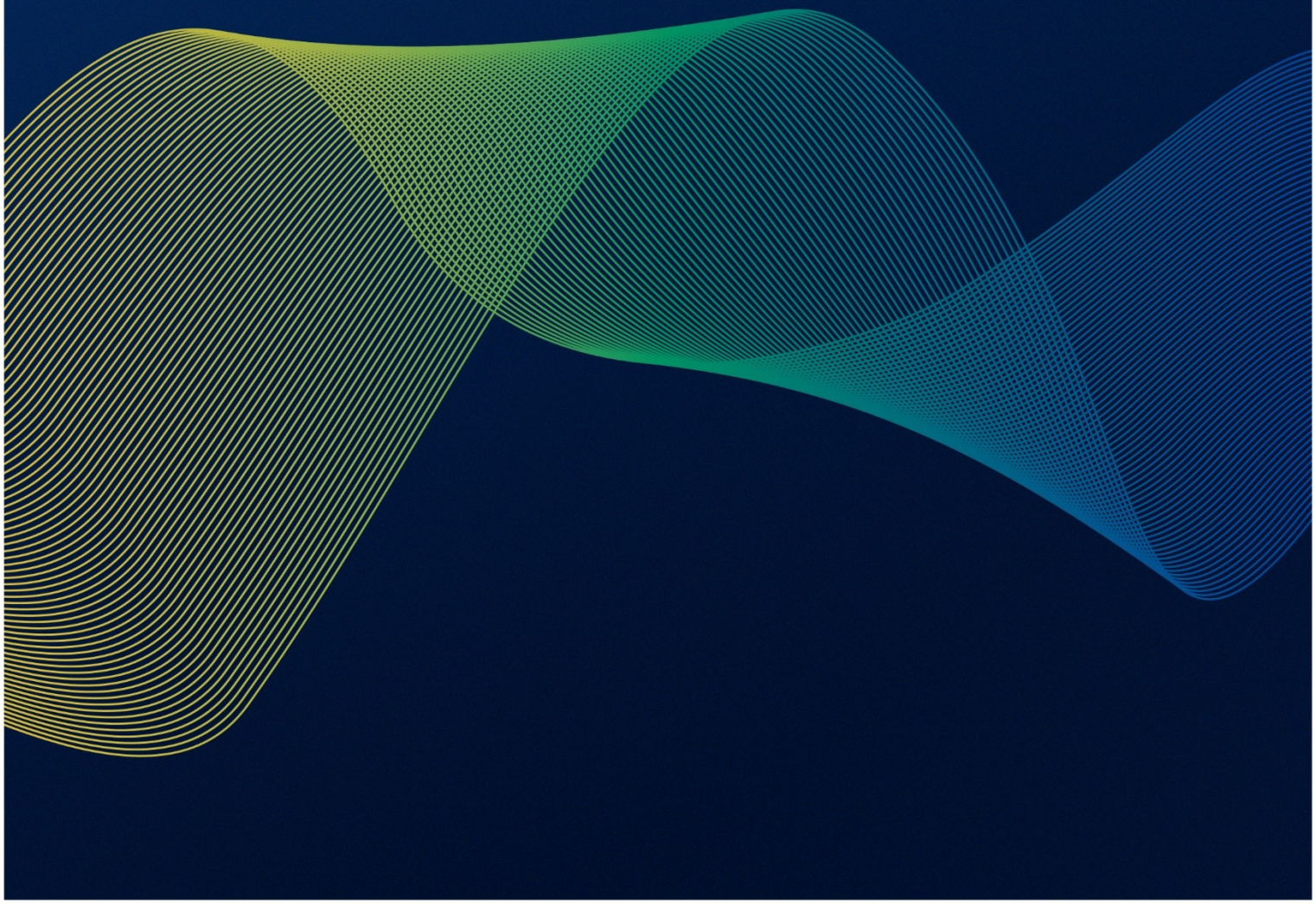
Australian Government

ATEC
Australian Tertiary
Education Commission

Curtin University

2027 mission based compact between the ATEC and Curtin University



Preface

This mission based compact is established between the Australian Tertiary Education Commission (ATEC) and Curtin University in accordance with the *Universities Accord (Australian Tertiary Education Commission) Act 2026* (ATEC Act). This mission based compact highlights the significant contributions Curtin 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 Curtin University. In determining these matters, the ATEC has considered the strategic priorities and outcomes set out in the interim SSP, the purpose of compacts as set out in section 28 of the ATEC Act, and Curtin University's goals, missions and strategic plan, geographic location and local community, as well as the effect (if any) the proposed terms may have on Curtin University's academic freedom.

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

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

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

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

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

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

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

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

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

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Section 1: Context

Mission statement

Curtin University draws its purpose from one of Australia's most consequential leaders. Former Australian Prime Minister John Curtin believed that universities should not exist for their own sake, but in service to society. That conviction has shaped Curtin's character since its establishment and is reflected in the University's current strategic vision: *working in partnership to make a difference for people and our planet*. It is a vision expressed through practical engagement with the economic, social and environmental challenges facing Western Australia (WA), the nation and the Indo-Pacific region.

Curtin is WA's largest and most comprehensive university, educating more than 67,000 students across campuses in Perth, Kalgoorlie, Malaysia, Singapore, Dubai, Mauritius and Sri Lanka, and through Open Universities Australia (OUA). Its disciplinary breadth spans the sciences, engineering, health, built environment, education, business and law, and the humanities. This breadth is applied to issues of genuine national importance: sustainable resources and energy systems; built environment and infrastructure; health and education; defence and national resilience; and social wellbeing. It also underpins Curtin's longstanding contribution to cultural life and social cohesion through creative writing, fine art, theatre, and design, and through research and education that respects Indigenous authority and self-determination. Curtin's 5 global campuses extend the institution's reach in education and research, and together with partnerships across more than 300 institutions in nearly 40 countries, strengthen Australia's research networks and strategic engagement across the Indo-Pacific region.

Curtin attracts the highest number of ATAR students in WA while maintaining one of the most comprehensive equity programs in the national higher education system, with nearly 35% of students from equity backgrounds. That commitment is built into how the University operates: UniReady enabling programs and dedicated Indigenous pathways provide structured academic preparation for students who might not otherwise access higher education; AHEAD outreach builds aspiration in underrepresented communities; TAFE and OUA partnerships extend access further; and, Prison Engagement and Outreach program ensures the most disadvantaged members of our community are not beyond reach. Regional engagement – including UniReady in School, regional TAFE partnerships across the State, online programs, and our Kalgoorlie campus – creates pathways for students whom geographic isolation would otherwise exclude from participation in higher education.

The quality of a Curtin education is reflected in graduate outcomes: almost 90% of graduates are in employment within 6 months of graduation and 97% of employers rate them as workforce-ready – among the strongest results in the national higher education system.

Curtin's contribution to national priorities is built on research partnerships across a broad portfolio, illustrated by collaborations such as the Resources Technology and Critical Minerals Trailblazer, which has attracted $148 million in industry investment in clean mining technologies, critical minerals processing and alternative fuels central to Australia's decarbonisation agenda. Other flagship partnerships, like the Bankwest Curtin Economics Centre and Future of Work Institute (now home to the $95 million ARC Centre of Excellence for Quality Work in the Digital Age), drive impact in economic and social policy and workforce capability. The Curtin Medical Research Institute advances treatments for cancer, neurodegenerative and vascular diseases, while the Curtin Institute of Radio Astronomy is a lead partner in the Square Kilometre Array, one of the most significant international scientific collaborations of the century.

In 2026–27, Curtin's priorities remain focused on improving teaching quality, enhancing equity in student participation and delivering research that has genuine societal impact – commitments grounded in John Curtin's conviction that universities exist to serve society, expressed through partnerships with communities, industries and governments that make a genuine difference.

Enrolment strategy and priorities

Curtin's enrolment strategy is focused on supporting national workforce priorities, improving equity of access and student success, and responding to the social, economic and geographic context of WA and the other nations where we have campuses. The strategy emphasises sustainable growth that is aligned to Curtin's mission, strengths and capacity to deliver high-quality education and outcomes.

WA faces a distinctive higher education challenge: rapid population growth outpacing school leaver participation rates. The State's annual population growth of 2.2%, the fastest of any Australian jurisdiction (ABS), drives sustained demand for higher education – yet only 27% of Year 12 students achieve an ATAR, the lowest proportion nationally. This structural gap means WA cannot rely on traditional entry pathways alone to meet workforce needs or realise the full social and cultural potential of its population.

The Year 12 student cohort is growing, with current projections showing an increase of around 10% between 2026 and 2030. This is consistent with the State's long term demographic forecasts (WA Tomorrow - Past Population Forecasts). This growing pipeline masks a participation barrier: without the expansion of enabling programs, TAFE pathways and flexible delivery, only 27% of students will have direct university entry. This is already reflected in Curtin's own enrolment profile: in 2025, Year 12 leavers made up just 52% of commencing Commonwealth Supported undergraduate students, with the remainder entering through alternative pathways or as mature age students.

Year 12 cohort	2023	2024	2025	2026	2027	2028	2029	2030	2031
Actual (2023-2026) and forecast (2027-2031)	26,999	28,902	30,873	31,670	33,443	34,078	34,201	34,828	34,750
Year 12 population growth rate	2.4%	7.0%	6.8%	2.6%	5.6%	1.9%	0.4%	1.8%	-0.2%

Source: School data and performance - Department of Education; modelling undertaken by Curtin.

WA's sustained economic expansion, with State Final Demand forecasted at 3.5% annual growth, is generating immediate and enduring workforce demand across priority sectors. Workforce forecasts reinforce the demand for higher education.

- **Resources and energy:** these sectors are driving the State's demand. As WA's mining and energy sectors expand to meet global demand, industry forecasts project sustained demand across the geosciences, engineering, environmental sciences, management and social sciences (Chamber of Minerals and Energy WA and Minerals Council of Australia).
- **Built environment and infrastructure:** a substantial pipeline of housing, transport, energy, water and social infrastructure investment faces a workforce shortage of more than 162,000 built environment workers between 2026 and 2035, particularly in architecture, civil and structural engineering, project management, surveying and urban planning (AFR - WA Workforce Needs).
- **Health services:** substantial growth is required in allied health, nursing, midwifery and medical practitioners to support an ageing population and service expansion. This extends beyond clinical roles to include social and policy roles that underpin healthy communities (WA Health Workforce Strategy 2034).
- **Education:** WA continues to experience persistent teacher shortages consistent with national trends. Jobs and Skills Australia identify schoolteachers among occupations experiencing persistent national shortages, with regional WA particularly affected (Jobs and Skills Australia).

Enrolment demand in WA is structural, driven by rapid economic and population growth and social need. This demand demonstrates that the State requires significant growth in higher education participation. Maintaining an adequate supply of Commonwealth supported places (CSPs) is essential. CSPs enable WA to translate population growth into genuine opportunity, ensuring students can develop capability to address the State's pressing challenges.

Based on these drivers, Curtin estimates that demand for domestic higher education places in WA will increase by approximately 4.2% in 2027. Given this demand, sustainable enrolment growth at approximately 4.0 to 4.5% is required to meet student demand while maintaining quality of delivery. Curtin will prioritise enrolment growth in disciplines of national and state importance – health, education, engineering, resources and energy, and built environment – while sustaining its breadth across the humanities, sciences, business and law.

Expanding access for students from low socioeconomic, regional and First Nations backgrounds remains a core priority. UniReady and UniReady in Schools programs, combined with TAFE and OUA partnerships, convert demographic advantage into genuine opportunity for these students. Without deliberate pathway expansion, WA's structural participation gap will persist despite population growth.

Curtin’s international operations strengthen domestic capacity. Through 5 global campuses and partnerships with more than 300 institutions internationally, Curtin deepens expertise in priority sectors – resources and energy, health and built environment.

Collectively, Curtin’s enrolment strategy supports a joined-up tertiary system, contributes to workforce and equity priorities, and strengthens Curtin’s role as a place-based institution serving WA while contributing to national objectives.

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

Curtin contributes to Australia's national, state and regional priorities through strengths aligned to WA's demographic, economic and geographic context. Our focus spans health, education, built environment and infrastructure, resources and energy, defence, equity and Indigenous advancement. Through education, research and partnership, Curtin supports workforce capability, innovation and social impact in areas critical to national resilience and regional prosperity. Our role is grounded in applied, industry-connected delivery and place-based engagement, enabling Curtin to respond to community need while contributing to national reform agendas, particularly in regions experiencing rapid growth, geographic isolation and structural change.

Action

Curtin advances national, state and regional priorities through coordinated action across education, research and engagement, aligned to institutional strengths and partnership capabilities:

- **Resources and energy:** Curtin University will strengthen the supply of highly skilled graduates to meet the evolving workforce needs of WA's resources sector as it responds to global demand for minerals and energy, global decarbonisation efforts, and a focus on sustainability. Curtin will grow the pipeline of professionals across engineering, geosciences, business management, environmental law, regional planning and Indigenous knowledge to support innovation in resources and energy development.
- **Health:** Curtin will address critical workforce shortages in nursing and midwifery, allied health and medical practice through expanded education and research. Population ageing and service expansion in outer-metropolitan, regional and remote WA require graduates trained in community-based care, primary health prevention and integrated service delivery. Industry-embedded learning and partnerships with health services support workforce readiness and placement in underserved communities.
- **Education:** Curtin will support workforce demand and system reform by delivering high-quality teacher education, strengthening pathways into teaching and using evidence-based approaches to improve attainment and participation. This includes a strong focus on culturally responsive practice and diverse entry pathways.
- **Housing, construction and built environment:** Curtin will support the significant growth in housing, construction and infrastructure development in WA through growth in enrolments in civil and structural engineering, urban and regional planning, construction management, architecture, surveying, property management, valuation and project management.
- **Climate change and adaptation:** Curtin will contribute to decarbonisation and adaptation priorities through education and research in climate science, renewable energy, environmental management and business disciplines, including carbon accounting and ESG reporting. Engagement with industry and government supports workforce readiness and evidence-based decision-making in transition-exposed sectors.
- **Defence:** Curtin will support national security priorities through education and research aligned to strategic policy, expanding capability in international relations, security studies, engineering, space and emerging technologies, in partnership with defence and industry stakeholders.
- **Indigenous:** Curtin will work in partnership with First Nations peoples to embed Indigenous perspectives across teaching, research and engagement, supporting self-determination, Closing the Gap outcomes and culturally capable graduates.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
01 Natural and Physical Sciences				
Total student enrolments	HESC – Verified 2025	3,548	3,725	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	82.60%	Maintain above 80%	Maintain above 80% by 2030
Retention rate*	HESC – Verified 2024	84.40%	Maintain above 80%	Maintain above 80% by 2030
02 Information Technology				
Total student enrolments	HESC – Verified 2025	733	770	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	82.90%	Maintain above 80%	Maintain above 80% by 2030
Retention rate*	HESC – Verified 2024	85.70%	Maintain above 85%	Maintain above 85% by 2030
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	3,859	4,052	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	89.40%	Maintain above 85%	Maintain above 85% by 2030
Retention rate*	HESC – Verified 2024	92.10%	Maintain above 90%	Maintain above 90% by 2030
04 Architecture and Building				
Total student enrolments	HESC – Verified 2025	1,987	2,086	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	80.70%	Maintain above 80%	Maintain above 80% by 2030
Retention rate*	HESC – Verified 2024	68.50%	Implement Faculty-based initiatives to improve retention	Increase to 70% or above by 2030
06 Health				
Total student enrolments	HESC – Verified 2025	6,710	7,046	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	91.30%	Maintain above 85%	Maintain above 85% by 2030
Retention rate*	HESC – Verified 2024	71.40%	Implement Faculty-based initiatives to improve retention	Increase to 75% or above by 2030

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
07 Education				
Total student enrolments	HESC – Verified 2025	5,324	5,590	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	75.70%	Improve the success rate	Increase to 85% or above by 2030
Retention rate*	HESC – Verified 2024	61.30%	Implement Faculty-based initiatives to improve retention	Increase to 70% or above by 2030
08 Management and Commerce				
Total student enrolments	HESC – Verified 2025	5,062	5,315	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	89.90%	Maintain above 85%	Maintain above 85% by 2030
Retention rate*	HESC – Verified 2024	84.10%	Maintain above 85%	Maintain above 80% by 2030
09 Society and Culture				
Total student enrolments	HESC – Verified 2025	5,422	5,693	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	81.80%	Maintain above 80%	Maintain above 80% by 2030
Retention rate*	HESC – Verified 2024	64.40%	Implement Faculty-based initiatives to improve retention	Increase to 70% or above by 2030
10 Creative Arts				
Total student enrolments	HESC – Verified 2025	1,606	1,686	Sustainable growth in line with National and State Priorities
Success rate	HESC – Verified 2024	81.10%	Maintain above 80%	Maintain above 80% by 2030
Retention rate*	HESC – Verified 2024	66.10%	Implement Faculty-based initiatives to improve retention	Increase to 70% or above by 2030

**Retention rates for Architecture and Building, Health, Education, Society and Culture, and Creative Arts are impacted by enrolments in Undergraduate Certificates which contain a larger percentage of equity students, part-time students, and are delivered online (OUA).*

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

Curtin University is committed to advancing Indigenous participation, success, attainment and leadership through a whole-of-university approach grounded in self-determination, cultural authority and shared accountability. Self-determination at Curtin means Indigenous peoples exercising leadership in institutional governance, student voice, curriculum, resource allocation and strategy implementation. Through Indigenous leadership, community partnership and institutional accountability, Curtin will increase Indigenous access, retention, success, completion and graduate outcomes, creating the conditions for Indigenous students and staff to exercise agency in determining their own educational, professional and community futures.

Action

- **Establish an Indigenous success architecture:** Curtin will implement an Indigenous success architecture as the University's operating model for Indigenous student success, with central coordination through the Deputy Vice-Chancellor (Indigenous) portfolio and delivery distributed across the Faculties and Indigenous-led areas. This will integrate outreach, admissions, transition, student support, institutional reporting and early intervention through clearly defined roles and oversight of Indigenous student outcomes.
- **Expand alternative entry, enabling and outreach pathways:** The Indigenous student Year 12 cohort, with participation rates into university fluctuating between 3.4% and 6.3% over recent years.

First Nations Year 12 Cohort	2023	2024	2025	2026	2027	2028	2029	2030	2031
Actual (2023-2026) and forecast (2027-2031)	1,456	1,566	1,974	2,140	2,146	2,317	2,372	2,400	2,512
Year 12 population growth rate	4.0%	7.6%	26.1%	8.4%	0.3%	8.0%	2.4%	1.2%	4.7%
WA University commencements (Enrolments)	48	84	73	125	-	-	-	-	-
University participation rate	3.4%	5.8%	4.7%	6.3%	-	-	-	-	-

Source: School data and performance - Department of Education; TCSI data; internal Curtin enrolment data; forecast modelling undertaken by Curtin. Assumption: Year 12 retention remains stable, and the university participation rate remains at 6.3% as per 2026.

The growing pipeline will enable Curtin to increase participation through strengthened school engagement, enabling programs, alternative admission pathways, Regional University Study Hub partnerships and community-based recruitment. Curtin will strengthen pathways into undergraduate, postgraduate and Higher Degree by Research (HDR) study through sustained partnerships with schools, communities and Indigenous organisations.

- **Implement institution-wide approaches to student retention, progression and completion:** Curtin will implement coordinated approaches to increase Indigenous student retention, academic success and completion, including proactive engagement, culturally responsive academic support, coordinated case management and early identification of students requiring support. Curtin will strengthen pathways into postgraduate and HDR study, and into graduate employment and leadership, through partnerships with employers, industry and Indigenous organisations.
- **Strengthen Indigenous governance, leadership and institutional accountability:** Curtin will embed Indigenous self-determination through representation across University Council committees, Vice-Chancellor governance and faculty governance. The University will establish an Indigenous Knowledge Holders body, an Indigenous Student Voice Group, and an Indigenous Strategy Implementation Group chaired by the Deputy Vice-Chancellor (Indigenous), providing shared leadership and institutional accountability. Executive and faculty leaders will be accountable for First Nations participation, retention, success and completion, with Indigenous leadership informing curriculum governance and strategic decision-making.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	629	Identify opportunities to expand and improve the success of alternative entry, enabling and outreach pathways	Bachelor enrolments exceed 500 by 2030
First Nations success rate	HESC – Verified 2024	60.01%	Establish an Indigenous success architecture, and initiate program pilot	Increase Bachelor success rate from 75% in 2024 to 80% or above by 2030
First Nations retention rate^	HESC – Verified 2024	44.64%	Faculty and central portfolio Indigenous retention initiatives being piloted to support improved retention	Improve Bachelor retention rate from 67% in 2024 to 75% or above by 2030

^Retention rates for Undergraduate Certificates are generally lower than in Bachelors degrees. The expected outcome and timeframe are focused on Bachelor enrolments, success rate and retention rate.

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

A Curtin education transforms lives and communities. Curtin will increase equitable access, participation and success for under-represented students through targeted mechanisms: outreach and transition support, curriculum-embedded assistance, early intervention and differentiated support across multiple modes – enabling pathways, TAFE articulation, online study and OUA delivery. Regional partnerships, scholarships and flexible learning options ensure students from low socioeconomic, regional and remote backgrounds are not disadvantaged by geographic isolation or educational circumstance. Our focus is retention, timely completion and student success – defined by academic achievement, personal development and social contribution.

Action

- **Increase participation and success**: Curtin will increase access, participation and attainment for students under-represented in higher education, with a focus on Indigenous students, students from low SES backgrounds, and students from regional and remote communities.
- **Strengthen outreach, recruitment and pathways**: Curtin will strengthen targeted outreach, recruitment and pathway activity to support students from aspiration through to enrolment, including quality entry pathways, pre-access initiatives, UniReady, scholarships, transition support and deeper connections with schools, TAFEs and community partners. Curtin will support future students to understand their options, choose appropriate courses and know what support is available before commencing.
- **Expand the AHEAD aspiration-raising outreach program**: Curtin operates the AHEAD program (AHEAD - Helping you unlock pathways into university), currently engaging 60+ schools and more than 4,500 students across WA. The program builds aspiration to attend any WA university, not just Curtin, with equity groups and will expand to reach more target communities across WA.
- **Expand inclusive and diverse learning experiences:** Curtin will make courses more accessible for diverse learners, particularly in areas of workforce need and through partnerships with Regional University Study Hubs, TAFE and Open Universities Australia. Through the Kalgoorlie Campus, Curtin will also focus on improving access, participation and success for students in the Goldfields-Esperance region.
- **Progress Student Success Strategy implementation:** Curtin will continue implementing its whole-of-university Student Success Strategy, prioritising the cohorts that continue to experience lower retention, pass and completion outcomes. Support will be embedded within curriculum and learning environments, with a focus on first year transition support. This supportive, inclusive and scalable approach will improve early engagement, strengthen academic confidence and lift student success outcomes.
- **Uplift staff capabilities:** Academic staff capability will be strengthened through professional development, resources and faculty-led initiatives focused on inclusive, student-centred and evidence-informed teaching practices, including universal design, equity, inclusion and reconciliation.
- **Strengthen student partnership model:** Student partnership and voice will remain central through Students as Partners initiatives, extracurricular engagement and student-led projects that strengthen belonging, connection, leadership and community.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	4,309	Improve course design to make more accessible for diverse learners	4,600 by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	6,142	Progress Student Success Strategy implementation to achieve growth through increased commencements and improved retention	7,000 by 2030
Total enrolments	Regional	HESC – Verified 2025	3,858	Expand outreach in Western Australia to create greater reach	4,500 by 2030
Total enrolments	Remote	HESC – Verified 2025	477	Expand outreach in Western Australia to create greater reach	515 by 2030
Success	Students with disability	HESC – Verified 2024	77.04%	Progress Student Success Strategy implementation	Increase to 80% or above by 2030
Success	Students from low SES backgrounds	HESC – Verified 2024	78.16%	Progress Student Success Strategy implementation	Increase to 80% or above by 2030
Success	Regional	HESC – Verified 2024	80.29%	Progress Student Success Strategy implementation	Maintain above 80% by 2030
Success	Remote	HESC – Verified 2024	83.95%	Progress Student Success Strategy implementation	Maintain above 80% by 2030
Retention	Students with disability	HESC – Verified 2024	66.28%	Develop a targeted equity retention program to be piloted from 2027	Increase to 70% or above by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	64.28%	Develop a targeted equity retention program to be piloted from 2027	Increase to 70% or above by 2030
Retention	Regional	HESC –Verified 2024	59.21%	Develop a targeted equity retention program to be piloted from 2027	Increase to 70% or above by 2030
Retention	Remote	HESC – Verified 2024	69.63%	Develop a targeted equity retention program to be piloted from 2027	Increase to 70% or above by 2030

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

Curtin aspires to be renowned for teaching excellence that connects rigorous academic inquiry with real-world application. Our vision is a learning environment where students engage with authentic, industry-connected challenges that develop both deep disciplinary knowledge and the critical, adaptive capabilities a changing society demands. Regardless of background, mode of study, or campus location, every student will experience well-designed, evidence-informed teaching enriched by responsible AI integration and strong employer and community partnerships. Excellent teaching will be actively recognised and rewarded across all disciplines and delivery contexts.

Action

- **Assessment transformation and assurance of learning**: Curtin's Assessment 2030 (A2030) initiative drives teaching quality and assurance improvement, building on its standing as sector-leading practice, including citation by TEQSA. A2030 will support a further 36 course teams through structured assessment transformation by end of 2027, with Assessment Designers embedded in each faculty ensuring disciplinary relevance while reducing academic workload. In 2027, A2030 will launch course-level assessment dashboards giving faculties and central governance real-time visibility of alignment with ASPM policy and TEQSA threshold standards.
- **Generative AI integration in learning and teaching**: Curtin will advance responsible, pedagogically sound integration of generative AI across the curriculum. A GenAI Framework will launch in 2027, aligned to Curtin's 2030 People, Planet and Partnerships strategy, supported by educator and student guides and an expanded pilot program building on 23 existing educator pilots, responding directly to WA Government priorities on AI capability development.
- **Professional recognition of teaching**: Curtin will advance professional recognition of teaching through Advance HE Fellowship pathways, the Peer Review of Educational Practice (PREP) program, and the Professional Learning Essentials series for staff new to teaching. Curtin's hosting of the 2026–27 WA Teaching and Learning Forum, provides a further opportunity to demonstrate sector leadership in the scholarship and recognition of teaching.
- **Student feedback ecosystem**: Curtin will enhance its student feedback ecosystem to deliver timely, actionable insights, including short 'in-flight' surveys to drive immediate responses to student concerns and student panels to complement unit surveys. This will support evidence-based improvement at unit, course and institutional levels.
- **Quality Assurance of teaching quality**: Curtin's University Council, Academic Board and Senior Executive are provided with performance data on teaching quality and related improvement strategy and plans. The focus, at a peak governance body level, on teaching quality across all of Curtin's operations is evidence of the importance Curtin places on enhancing its teaching quality. A variety of domestic and global review processes have built in elements of monitoring teaching quality down to an individual academic level and include discussions about continuous improvement and development to enhance outcomes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Teaching quality and engagement	QILT SES – Verified 2025	76.6%	Establish revised student feedback ecosystem. Increased participation in Peer Review of Educational Practice	Increase Teaching quality and engagement to 80% or above by 2030
Assessment 2030	Unit assessments migrated over to new assessment – 2025	100 units migrated	Migrate at least another 300 units (cumulative total of at least 400 units)	Enhanced assessment processes and systems by 2030
Professional Recognition of Teaching	Advance HE Fellows – 2025	300 Fellows on staff	Increase to 325 Fellows	400 Fellows by 2030
Teaching Academic career progression	Participation in the academic promotions process by Teaching Academics – 2025	Participation Rate: Teaching Academic – 9% Teaching and Research – 19%	Decrease the participation gap by 3 percentage points.	Teaching Academic career progression consistent with Teaching and Research staff by 2030

Joined-up tertiary system

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

Vision

Curtin is committed to a seamless, integrated tertiary system for WA, leading the development of simpler, learner-centred pathways between TAFE, Curtin, Regional University Study Hubs and Open Universities Australia. Curtin will pursue greater standardisation of block credit arrangements, harmonised articulation frameworks and transparent credit recognition, working with TAFE colleges, universities and government to reduce unnecessary complexity and strengthen pathway agreements in priority workforce disciplines. Curtin will increase TAFE pathway commencements by approximately 500 EFTSL in 2027.

Action

- **Expanding partnerships**:
    - Curtin is working with the WA State Department under an MOU with the Clean Energy Skills National Centre of Excellence (CENSCE) to develop a TAFE-university pathway in the Pilbara, supporting renewable energy workforce development through integrated programs and degree apprenticeships.
    - Curtin is working with the Australian Submarines Corporation on a WA-first industry-aligned professional practice degree with TAFE linkages, focused on workforce development in Defence and AUKUS, with planned expansion into clean energy in partnership with CENSCE.
    - Curtin Mauritius' partnership with Charles Telfair Institute offers TAFE Certificates and Diplomas in partnership with the North and South Metropolitan TAFE. Successful completion enables students to gain direct entry into Curtin degree programs, with credits for recognised learning for selected programs.
    - Curtin will continue to support Regional University Study Hubs, focussing on improving participation, progression and completion for students from regional, remote and under-represented communities.
- **Strengthening articulation pathways**:
    - Curtin was among the first universities to move from individual VET articulation agreements to a sector-leading Credit for Recognised Learning (CRL) approach: students completing any ASQA-accredited VET qualification are eligible for CRL at Curtin. Sixteen VET qualifications are mapped for auto-credit, reducing time and cost for learners.
    - Curtin is leading the discovery phase of the Australian and New Zealand Credit Management System initiative, alongside 15 universities and 2 TAFEs, establishing a shared database of credit precedents and a learner-facing portal to support harmonisation, affordability and system efficiency.
- **Program design**: Curtin will continue developing programs to support equity students, including TAFE students who have matriculated to Curtin. Given the higher-than-average equity representation among TAFE pathway students, targeted support mechanisms remain critical to their success, alongside continued growth in TAFE-origin enrolments.

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 qualifications	StudentOne Enrolment data, Curtin University – 2025	2,267	Increase domestic students admitted to at least 3,000	Increase student numbers and/or proportion of domestic bachelor students admitted on the basis of VET by 2030
Number of courses with mapped or streamlined VET credit pathways	StudentOne Enrolment data, Curtin University – 2025	16	Increase the number of courses mapped to VET credit pathways by at least 4	Increased number of mapped or streamlined VET-to-university pathways by 2030, supporting clearer progression and reducing duplication, time and cost for learners

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Curtin will enhance opportunities for HDR students through competitive stipends, industry-aligned projects and research-informed curricula. Curtin will build research capability in resources and energy innovation, clean energy systems, data science applications and health research. HDR students will benefit from entrepreneurship and commercialisation pathways, translating their discovery research into innovation and industry impact. These investments in the research workforce and student experience strengthen Australia's research capacity and position Curtin to address challenges critical to national resilience and regional prosperity.

Action

Curtin is strengthening its PhD pipeline through co-funded industry scholarships, internships and oral vivas that reduce completion times, aligning candidates' career destinations with national Jobs and Skills priorities. This pipeline faces significant challenges: stipend levels and cost-of-living pressures compete against high WA industry salaries, discouraging domestic participation. Additional and higher-value stipends, including in partnership with industry, would build on Curtin's strengths and further enhance PhD enrolments and training. Specific initiatives to enhance HDR training include:

- Curtin's Quality Work in the Digital Age ARC Centre of Excellence: This centre will train over 500 workers in AI-ready skills and graduate more than 50 industry-experienced research students, delivering productivity and wellbeing improvements across Australia.
- Curtin's Resources Technology and Critical Minerals Trailblazer: Building on $148 million industry investment to grow commercial outcomes, including clean mining solutions, critical minerals, hydrogen transport and alternative fuels.
- Digital technology platforms and sustainable mining infrastructure: Curtin will develop digital technology platforms and sustainable mining infrastructure to commercialise new extraction processes for rare-earths, lithium, gallium and vanadium, unlocking significant economic value.
- Curtin's Centre for Crop and Disease Management: This centre will continue to attract investment to reduce the impact of crop disease nationally and harness analytics to drive the sector's profitability and global competitiveness.
- Curtin researchers will develop marine autonomous systems and naval sustainment. Curtin will develop marine autonomous systems with industry partners including Austal, driving innovation while training a future-ready manufacturing workforce.

Curtin will strengthen research impact through a dedicated Grant Success team and Business Development Managers who connect academics to government and industry priorities. Commercialisation support will build staff and student capacity through commercial skills development, entrepreneurship training, seed funding and dedicated support services. Research quality will be measured through citation impact, Q1 publications, downloads and policy influence.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR completions (domestic and international)	HESC – Verified 2024	300	Increase completions by 2% from HESC Verified 2024 to 2027 (2027 being based on a 3-year rolling average from 2025 to 2027 HESC Verified)	Growth of HDR student completions relative to baseline
Research and commercialisation income	HERDC 2025 research income, and Curtin's Additional Commercialisation Income, 2025	$162.06 million	Maintain income at greater than $160 million	Growth of combined income supporting discovery and demand-driven research, and from Curtin commercialisation endeavours

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.