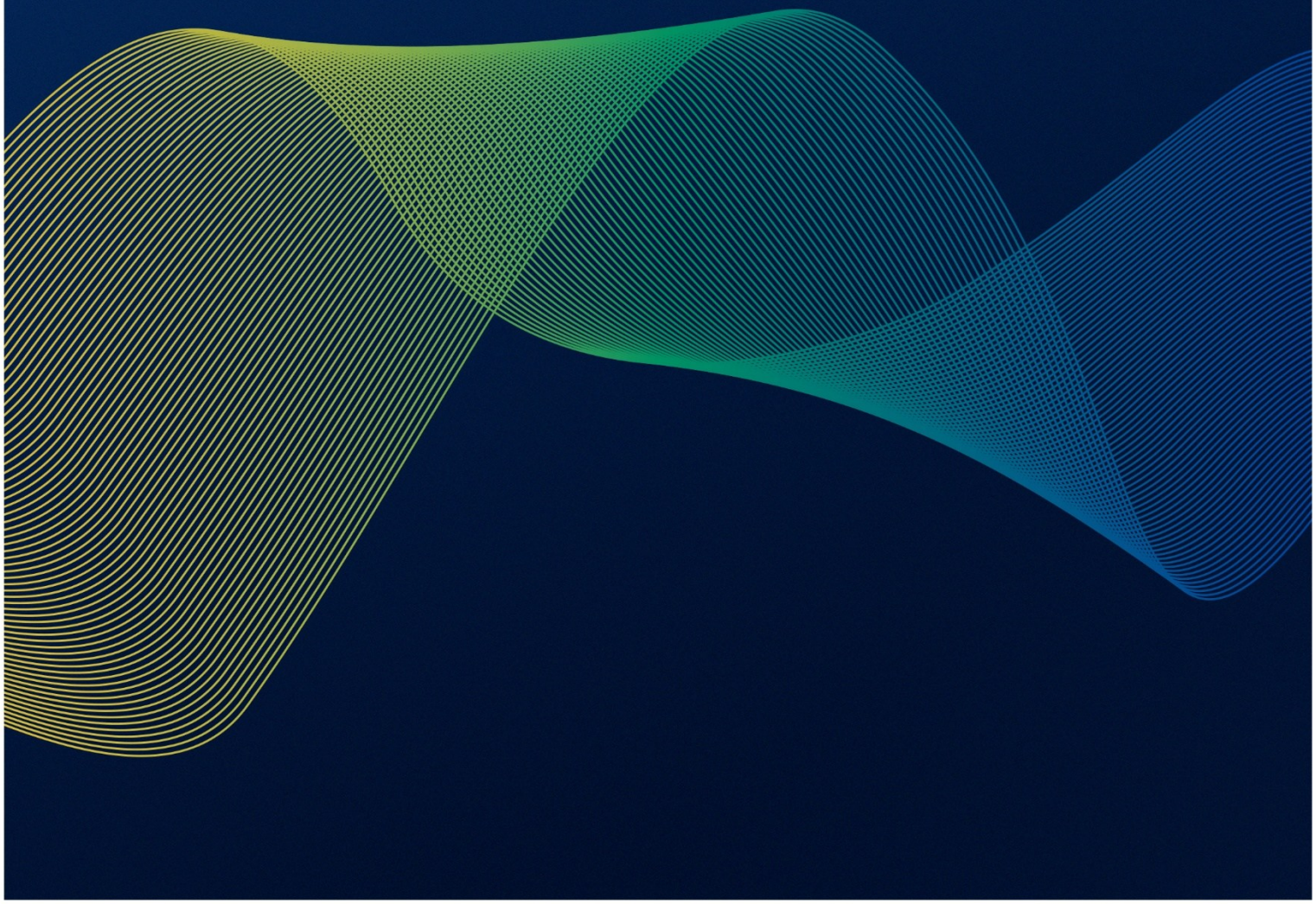
Australian Government

ATEC
Australian Tertiary Education Commission

DEAKIN UNIVERSITY

2027 mission based compact between the ATEC and Deakin University



Preface

This mission based compact is established between the Australian Tertiary Education Commission (ATEC) and Deakin University in accordance with the *Universities Accord (Australian Tertiary Education Commission) Act 2026* (ATEC Act). This mission based compact highlights the significant contributions Deakin 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 Deakin 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 Deakin 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 Deakin University's academic freedom.

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

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

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

Deakin University (Deakin) was founded in Geelong in 1974 and remains fundamentally shaped by the communities of Victoria's west and south-west. Deakin is a university with a regional foundation, a large metropolitan presence, a national online reach and an international outlook. That defines who we serve, how we teach, and the public value we seek to create.

Deakin excels in both education and research, creating opportunities that lead to meaningful careers, stronger communities and positive change. This balanced excellence across our core missions is a feat few can deliver at scale and is a defining strength. Our strategic plan, Deakin 2030: Ideas to Impact, articulates our commitment to expanding opportunity, addressing national and state challenges and delivering social and economic impact.

Workforce and skills needs and approach to national priorities

We are committed to delivering meaningful student outcomes and partnering with industry to meet workforce and skills needs. We actively shape our portfolio to respond to evolving student, employer and community demand, with a particular focus on areas of workforce shortage and national priority. Work-integrated learning, industry-engaged curriculum and employer partnerships ensure our graduates are equipped for future careers.

Relevant, flexible, and accessible education

Flexible and accessible education remains central to our mission. We are embedding flexibility across the learning continuum from lifelong learning, integrated work experience and pathways that build capability and confidence and enable learners to succeed. We are committed to educational excellence and are proud of our track record as evidenced through external benchmarking such as the Graduate Outcomes Survey (GOS), Student Experience Survey (SES) and Employer Satisfaction Survey (ESS).

Student and staff safety

At Deakin, we are committed to fostering a diverse, inclusive and respectful environment where staff and students can participate and thrive. We embed prevention, safety and support across our culture, governance and operations. Supported by robust policy and procedural frameworks, we lead sector efforts in gender-based violence prevention and address discrimination and harassment, while enabling academic freedom and respectful debate on campus.

Continued research growth and performance improvement

Deakin continues to strengthen our research performance through world-class expertise and deep partnerships with industry, government and communities. We create supportive Higher Degree by Research (HDR) pathways and improve career pathways between academia and industry, tailoring strategies across discovery, innovation, and commercialisation.

Freedom of speech and academic freedom

Deakin prioritises free, open enquiry and debate across our community. Deakin cannot fulfil its role in society without placing freedom of speech, even concerning controversial and difficult issues, at the centre of its operations. Academic freedom is the bedrock upon which academia functions at Deakin, and we will continue to stand firm in this regard.

Cyber security and foreign interference

Deakin operates across complex digital, research and international environments. Through strong cyber security, research security and foreign interference safeguards, supported by robust governance and a culture of shared responsibility, we protect our people, data and intellectual assets while enabling secure collaboration, innovation and global engagement.

Enrolment strategy and priorities

Deakin's Enrolment Plan supports purposeful, sustainable growth aligned with the University's mission, strategic priorities and contribution to national, Victorian and regional needs. Deakin is not pursuing growth for its own sake. Growth is targeted to areas where student demand, workforce need, equity participation and institutional capability align. Through this approach, Deakin seeks to expand opportunity, strengthen workforce capability, improve educational attainment and support long-term system sustainability.

While this compact applies to 2027, Deakin's enrolment strategy is informed by a longer-term view of tertiary participation, workforce demand and institutional sustainability.

Deakin's approach is underpinned by three core principles: widening participation and equity success; financial sustainability; and deliberate planning aligned to institutional mission and priority. The University adopts a disciplined approach to planning and managing student load and portfolio performance, diversification of international enrolments, and targeted growth in domestic postgraduate markets.

Equity participation is a core design feature of the Enrolment Plan. Deakin continues our commitment to expanding access, participation and success for under-represented cohorts through targeted pathways, outreach activities, the new Fee-Free Uni Ready (FFUR) program and sustained partnerships with TAFEs. Deakin has the largest share of students with disability, largest remote cohort in Victoria, largest number of First Nations students in Victoria and significant Low SES and Regional cohorts (2024). Our proven success directly aligns with ATEC's priority to increase attainment and participation among equity groups, including First Nations students, regional learners and those from low socio-economic backgrounds.

Deakin is committed to purposeful growth and sustainability of our campuses. While Geelong is not an ABS regional area, enrolment growth is vital to Victoria's largest regional centre. We are committed to continuing to grow enrolments and program offerings at Geelong as it serves as an accessible base for students from across the west and southwest region.

Our presence in Warrnambool is critical to delivery of programs that meet regional need, particularly in health and education. Continued growth in Deakin's successful online model is essential to providing flexible study options to equity cohorts.

The Enrolment Plan has a strong focus on workforce alignment and future skills. Portfolio curation is explicitly linked to market and industry demand, with deliberate concentration in areas of strength and national priority, including digital capability, health, education and emerging industries. This is consistent with emphasis on aligning tertiary provision with Australia's evolving skills needs and economic priorities.

A defining feature of Deakin's approach is our integrated governance model, which strengthens alignment between strategy and execution. The establishment of a centralised strategic committee overseeing portfolio, pricing and enrolment decisions, alongside enhanced operational governance, ensures data-driven responses to changing market and policy conditions.

Overall, Deakin's Enrolment Plan represents a mature, system-aligned approach that balances growth with sustainability, embeds equity as a core outcome, and positions the University to contribute meaningfully to national skills, participation and research priorities under the ATEC framework.

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

Deakin's vision is to contribute to national, Victorian and regional priorities through purposeful growth in education, research and partnerships. Nationally, Deakin will support workforce capability in health, education, digital technologies, engineering, housing and construction, climate and Net Zero transition, and social and community services. In Victoria, Deakin will align teaching, learning and research with priority sectors including health technologies, digital technologies, artificial intelligence, advanced manufacturing and defence, circular economy and agribusiness. Regionally, Deakin will strengthen Geelong, Warrnambool and online provision to support access, workforce development and community resilience.

Action

Digital technologies and AI

Deakin will continue to build capability in digital technology, cybersecurity and artificial intelligence. As an early mover in AI education, Deakin introduced a stand-alone Bachelor of Artificial Intelligence in 2020. Domestic commencements reached a record high in 2026, increasing 59% year-to-date. Deakin will build on this leadership through undergraduate and postgraduate AI offerings, AI literacy across disciplines and emerging capabilities such as applied quantum computing.

Engineering, advanced manufacturing and defence

Deakin will continue to expand engineering provision through partnerships supporting advanced manufacturing, defence capability and applied innovation. Through our partnership with the Australian War College, we deliver specialised education and executive programs that support Australia's national security workforce.

Housing and construction

Deakin is expanding architecture and construction management offerings, developing an industry-embedded degree model with The Gordon TAFE and industry, supporting workforce pipelines aligned to housing and infrastructure priorities.

Health, aged care and disability support

Deakin continues to grow nursing, mental health, and public health programs alongside expanded postgraduate offerings in disability and inclusion. We will continue to sustain allied health, regional health and medical education at our Warrnambool campus and regional sites to address workforce shortages and improve access to care.

Education, early childhood education and care

Deakin is expanding initial teacher education and early childhood programs across regional Victoria. From 2027, the delivery of the Bachelor of Early Childhood Education at Warrnambool will support workforce needs in South-West Victoria. Flexible delivery, diploma pathways and partnerships with TAFE and industry will support participation and workforce quality.

Climate, net zero and circular economy

Deakin has clear strengths in education and research aligned to climate change, Net Zero transformation and the circular economy. We are building workforce capability in engineering, digital technologies, environmental management and agribusiness, while continuing to invest in marine and coastal research, blue economy industries and regional sustainability.

Social services and community wellbeing

We are seeking to strengthen provision in social work, psychology and human services to support mental health, community resilience and inclusive service delivery. We will build on our leadership in sport education and expand into physiotherapy and other programs supporting preventative health and wellbeing.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0109 Biological Sciences				
Total student enrolments	HESC – Verified 2025	1,193	1,365	1,477
Success rate	HESC – Verified 2024	89.82%	90%	Retain at 90%
Retention rate	HESC – Verified 2024	83.12%	83.5%	85% by 2030
02 Information Technology				
Total student enrolments	HESC – Verified 2025	1,806	1,612	1,580
Success rate	HESC – Verified 2024	82.89%	83%	85% by 2030
Retention rate	HESC – Verified 2024	79.72%	80%	83% by 2030
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	1,046	1,209	1,413
Success rate	HESC – Verified 2024	87.99%	88%	90% by 2030
Retention rate	HESC – Verified 2024	77.06%	77.5%	82% by 2030
04 Architecture and Building				
Total student enrolments	HESC – Verified 2025	450	482	512
Success rate	HESC – Verified 2024	89.93%	90%	Retain at 90% by 2030
Retention rate	HESC – Verified 2024	81.89%	82%	85% by 2030
06 Health				
Total student enrolments	HESC – Verified 2025	7,191	7,651	8,541
Success rate	HESC – Verified 2024	93.25%	Retain above 93%	Retain above 93% by 2030
Retention rate	HESC – Verified 2024	82.01%	Retain above 82%	85% by 2030

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
07 Education				
Total student enrolments	HESC – Verified 2025	3,394	3,528	3,799
Success rate	HESC – Verified 2024	93.07%	Retain above 93%	Retain above 93% by 2030
Retention rate	HESC – Verified 2024	82.55%	82.7%	85% by 2030
0905 Human Welfare Studies and Services				
Total student enrolments	HESC – Verified 2025	574	609	642
Success rate	HESC – Verified 2024	94.11%	Retain above 93%	Retain above 93% by 2030
Retention rate	HESC – Verified 2024	76.05%	76.5%	82% by 2030
0907 Behavioural Science				
Total student enrolments	HESC – Verified 2025	3,765	3,653	3,651
Success rate	HESC – Verified 2024	89.01%	90%	Retain at 90% by 2030
Retention rate	HESC – Verified 2024	81.52%	82%	85% by 2030

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

First Nations

First Nations leadership, access, participation and success

Vision

Deakin's vision is to advance First Nations self-determination by embedding Indigenous leadership, governance and decision-making across the University. Building on four decades of leadership through the Institute of Koorie Education and NIKERI, Deakin is strengthening the structures through which Indigenous peoples shape education, research, workforce development, community partnerships, curriculum, resource allocation and institutional accountability.

Our Indigenous Strategy sets out sustained action and commits to embedding Indigenous knowledges and cultures at the heart of the University's purpose. Through this approach, Deakin seeks to improve Indigenous access, participation, and success while creating the conditions for sustained Indigenous leadership, influence and self-determined futures.

Action

In 2027, Deakin will advance its institutional pathway to self-determination by strengthening Indigenous leadership, governance, accountability, education, research and community engagement.

Indigenous leadership and governance

Deakin will continue implementing its pathway to self-determination through a dedicated Indigenous executive portfolio led by the Deputy Vice-Chancellor (DVC) Indigenous. In 2027, Deakin will progress recruitment of a substantive DVC Indigenous and dedicated Indigenous Education and Indigenous Research leadership roles. These arrangements will strengthen Indigenous participation in institutional governance, strategic planning and executive decision-making, ensuring Indigenous perspectives inform institutional priorities and outcomes.

Institutional accountability

Deakin will strengthen institutional accountability through Faculty Indigenous Compacts, which provide a mechanism for faculties to contribute to Indigenous education, research, workforce development, curriculum transformation and student success. During 2027, these compacts will further align with national priorities, institutional performance expectations and future compact commitments, creating greater transparency, shared responsibility and accountability for progress across the University.

Indigenous education and research leadership

Deakin will continue to strengthen the complementary roles of the NIKERI Institute and the Office of Indigenous Strategy and Innovation as the operational and strategic foundations of Indigenous transformation. Together, these areas provide educational leadership, student success expertise, research capability, policy development, institutional coordination and strategic oversight necessary to embed Indigenous perspectives throughout the University.

Indigenous self-determination roadmap

During 2027, Deakin will develop an Indigenous Self-Determination Roadmap to guide the next stage of institutional transformation. The roadmap will identify priorities across governance, education, research, workforce development, curriculum transformation, community partnerships, resource allocation and accountability, providing a long-term framework for Indigenous leadership and institutional reform.

Student success and research pathways

Deakin will continue to strengthen Indigenous access, participation, and success through culturally responsive learning models, community-based-delivery, scholarships, academic support, postgraduate pathways and Indigenous research development.

Community engagement

Deakin actively engages with First Nations communities through interconnected, wrap-around approaches that support learners across the student journey. These initiatives are delivered in partnership with VAEAI, the Koorie Academy of Excellence, Toorong Marnong, The Gordon and South West TAFE. Oversight is provided through Deakin's Indigenous leadership structures, ensuring community priorities, relationships and aspirations inform program design, delivery and student support.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	498	513	560
First Nations success rate	HESC – Verified 2024	80.82%	81.5%	Parity of success by 2030 (92%)
First Nations retention rate	HESC – Verified 2024	79.45%	80%	Parity of retention by 2030 (85%)

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

Deakin's identity is grounded in a commitment to access, equity and meaningful contribution to our regional communities. Equity is embedded in Deakin's enrolment strategy, course portfolio, delivery modes, pathways, scholarships, student support and curriculum design.

Deakin will continue to use evidence, including intersectional analysis, to provide support where student need is greatest and to move over time toward parity of outcomes for students with disability, low SES students, regional students and remote students.

We will continue to expand outreach, strengthen access pathways and tailor support as we remove barriers for underrepresented students and improve participation, success and completion.

Action

Equity access and pathways

In 2026, Deakin will review and optimise entry pathways to ensure they are clear, connected and create a seamless student experience. This work will extend beyond access, embedding evidence-informed approaches that nurture student progression and acknowledge the cumulative and systemic barriers that persist within higher education.

Our FFUR and associate degrees support this pathway, creating supported, lower-barrier entry points for students who may not be ready for direct admission, enabling them to build academic confidence, demonstrate capability and transition successfully into a Deakin degree.

We commenced delivery of the FFUR program in 2026 and seek to grow this pathway over the coming years.

Review of scholarships

Deakin will continue to use scholarships, bursaries and targeted financial support as part of its equity and retention strategy for learners who are under-represented in higher education. In 2026, 45% of Access and Equity and Merit Scholarships are offered to regional students.

We are currently undertaking a review of all scholarships and bursaries to understand which supports have the most significant impact on student success and attainment.

Student partnership to support equity programs

Improving student success, belonging, and employability requires institutions to work with students as partners in the design of learning, teaching, and governance. We are working with students from equity cohorts, whose lived experiences offer critical insight into the structural barriers that shape access, participation, and success. The Equity-First Students as Partners program responds to this context by embedding participatory and co-design practices across Deakin's learning, teaching, and institutional environments.

Disability and transformation of access plans and processes

Deakin is committed to improving the success and experience of students with a lived experience of disability. Through the curriculum transformation program we will embed inclusive design across our courses. The introduction of new Disability Support Fund (DSF) governance guidelines will strengthen oversight, accountability and strategic investment in disability inclusion, helping to deliver a more consistent, accessible and student-centred experience for people with disability across Deakin.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	6,300	6,490	6,928
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	3,753	3,864	4,473
Total enrolments	Regional	HESC – Verified 2025	7,062	7,133	7,719
Total enrolments	Remote	HESC – Verified 2025	107	126	226
Success	Students with disability	HESC – Verified 2024	86.19%	87%	Parity of outcome by 2030 (92%)
Success	Students from low SES backgrounds	HESC – Verified 2024	87.44%	88%	Parity of outcome by 2030 (92%)
Success	Regional	HESC – Verified 2024	91.06%	92%	Parity of outcome by 2030 (92%)
Success	Remote	HESC – Verified 2024	76.52%	77%	Parity of outcome by 2030 (92%)
Retention	Students with disability	HESC – Verified 2024	79.86%	80.5%	Parity of outcome by 2030 (85%)
Retention	Students from low SES backgrounds	HESC – Verified 2024	78.47%	79%	Parity of outcome by 2030 (85%)
Retention	Regional	HESC – Verified 2024	80.45%	81%	Parity of outcome by 2030 (85%)
Retention	Remote	HESC – Verified 2024	80.00%	80.5%	Parity of outcome by 2030 (85%)

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

Deakin University's vision for quality teaching is to enhance capability to deliver responsive, inclusive and future-focused learning that supports personalised student success and lifelong employability. Through clear standards, robust assurance and sustained investment in our people, we are building teaching capability to deliver evidence-informed, engaging and technology-enabled education, including the effective use of AI. Teaching is positioned as a core institutional priority, supported by strong professional development, recognition pathways and alignment with student, industry and community expectations. This integrated approach will strengthen student outcomes, enhance confidence in the value of higher education and reinforce Deakin's leadership in contemporary, high-quality teaching.

Action

Deakin's approach to enhancing professional practice and quality teaching builds on an established foundation that embeds qualifications for tertiary teaching with professional recognition pathways (e.g. HEA Fellowship) and professional learning opportunities informed by the Deakin Teaching Capability Framework. Importantly, actions are aligned to practices that support and enable student learning.

Course transformation and AI teaching capability

Deakin's Curriculum Transformation Program is a cornerstone of the University's Education and Employability Plan, reshaping clearer, more coherent, inclusive and future-focused courses. This program embeds employability, Indigenous perspectives, inclusive design, digitally enabled learning and discipline specific AI literacy and fluency as capabilities and outcomes of what, and how, we teach. Deakin will use AI to enhance teaching quality – this includes a focus on building staff and student capability to use and apply AI literacies in discipline-specific contexts to enhance student learning.

Transforming assessment to assure learning

Deakin will progress assessment reform in 2027 to support educator capability in redesigning assessment in response to AI and changing learning environments. Given our commitment to online provision, this necessitates work in online learning assurance, contemporary assessment design and course-level assurance of learning.

Professional recognition of teaching

Deakin will strengthen teaching capability through credentialed academic development, increased participation in HEA Fellowship pathways, expansion of the peer-review of teaching program, students as partners coaching program, annual review of student feedback and targeted professional learning through the Deakin Teaching and Learning Academy. This approach recognises that teaching quality is strengthened through professional practice, evidence-informed reflection and sustained capability development that extends beyond point-in-time student survey results.

Academic workforce and capability

Deakin will continue academic decasualisation, workforce planning and workload review to support more secure and professionally supported teaching. Deakin will also continue to support staff to complete the Graduate Certificate in Higher Education Learning and Teaching or equivalent professional learning aligned to teaching responsibilities.

Collectively, these actions support enhanced student experience and learning, skills development, teaching quality and engagement while also creating stronger internal evidence of teaching capability and improvement.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	80.6%	80.8%	83% by 2030
Skills development	QILT SES – Verified 2025	83.2%	83.5%	86% by 2030
Teaching quality and engagement	QILT SES – Verified 2025	82.1%	82.5%	83.5% by 2030

Joined-up tertiary system

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

Vision

Deakin's vision is to be a leading example of a joined-up tertiary system where learners can move more easily into and between VET and higher education at every stage of their life – where prior learning is recognised consistently, pathways reduce unnecessary cost and duplication, and industry-connected qualifications support workforce mobility.

Building on our Education and Employability 2030 commitments, we will design coherent, industry-aligned course architectures that support efficient progression across sectors and careers.

Through TAFE partnerships, systematic credit recognition, reverse articulation and integrated qualification models, Deakin will support lifelong learning, regional access and smoother transitions into skilled work.

Action

In 2027, Deakin will strengthen pathways between VET and higher education through systematic credit recognition, TAFE partnerships and industry-connected course models. Deakin will also explore new modes of collaboration and grow new pathways into and through the tertiary system.

Recognition of prior learning (RPL)

Deakin will progress implementation of recent RPL policy reform to support more consistent credit recognition for mapped VET qualifications across all TAFEs and suitably vetted RTOs. In line with our focus on coherent course architecture and seamless pathways, this work will provide clearer and consistent credit outcomes, reduce duplication of learning, and improve entry points for learners moving between sectors.

TAFE qualifications

Deakin will continue to strengthen partnerships with The Gordon, South West TAFE, Box Hill Institute, Chisholm Institute, Bendigo TAFE, Kangan Institute and TAFE NSW. These partnerships will support guaranteed entry, guaranteed RPL, improved pre-enrolment information and advice for students.

Bidirectional pathways

Deakin will continue to develop reverse articulation pathways and models that recognise completed higher education study where students move into VET. This will support learner mobility in both directions and help students maintain momentum when their study or career goals change. This is particularly important in a labour market where careers are increasingly non-linear and learners require greater flexibility.

Integrated and industry-connected models

Deakin is exploring co-designed integrated tertiary learning models with TAFE and industry, including construction management with The Gordon and place-based early childhood education opportunities in Warrnambool with South West TAFE. This collaboration has the potential to support local workforce development, improve access for regional learners and strengthen pathways into professions of critical community need.

The 2026-27 focus is exploring construction management which offers a strong opportunity to respond to workforce demand through a model that combines academic learning, applied technical capability and authentic industry engagement. This approach reflects our commitment to industry-embedded learning and to designing qualifications that are relevant, practical and future-focused. Working in partnership with industry and The Gordon will help ensure curriculum relevance, strengthen employment outcomes and create a scalable model for collaboration in other discipline areas over time.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Average amount of credit provided to domestic bachelor students admitted on the basis of VET	Deakin supplied – 2025	19%	25%	By 2028 8 units for Cert Diploma 2 units for Cert IV For all national training packages across eligible courses
Domestic students admitted to a bachelor course on the basis of VET	Deakin supplied – 2025	4,532	4,600	6,000 by 2030
Attrition rate of domestic bachelor students admitted on the basis of VET	Deakin supplied – 2024	15%	14.5%	Parity of outcome by 2030
Success rate of domestic bachelor students admitted on the basis of VET	Deakin supplied – 2025	88%	88.5%	Parity of outcome by 2030

Research

Sustaining national capability and supporting innovation through research and research training

Vision

We contribute to Australia's sovereign capability in a range of areas, including critical infrastructure, advanced manufacturing, defence technologies and the circular economy. Our research and innovation leads to tangible benefits and delivers positive change for local and global communities.

We collaborate with partners and communities and leverage our unique history and geographical locations to lead knowledge development and translation, driving sustainable growth and advancements that create lasting impact.

We are dedicated to enabling our research community to make a difference in the world by investing in our people, environments and our relationships with others.

Action

Researcher development

Deakin will continue to focus on increasing Australia's sovereign capability through the development of Graduate Researchers. Engagement is now central to academic work and research culture. We have increased the stipend value for domestic and Indigenous students. Through the Researcher Development Academy at Deakin, we develop researchers who are capable not only of producing high-quality academic scholarship, but can communicate clearly across disciplines, contribute to public conversations and engage with industry and community - demonstrating significance, relevance and impact.

Global

We will guarantee every PhD student resources they may use to travel internationally to expand their thinking and share their research with global audiences. Extending Deakin's research training internationally will demonstrate Australia's national research priorities and unique perspectives on contemporary global challenges. We are a globally connected and forward thinking university, advancing research excellence through partnerships with universities, industry and governments worldwide. We will continue to increase our contributions to global decision making by combining research excellence with deep collaboration across diverse communities and regions.

Recruitment

Deakin recognises that PhD graduates are critical to enabling a strong research and development ecosystem within Australian industry. We will increase domestic PhD recruitment by providing pathways between undergraduate and postdoctoral degrees. Our PhD program will be relevant to both academic and non-academic career pathways. We will facilitate an increase in First Nations participation and promote the PhD within other underrepresented groups, and support this with high-value uncapped stipends. Accordingly, we will also train more industry practitioners in research and bring their expertise into the university community, deepening industry insights and furthering the work of cultural change. This approach will bring greater relevance to the research questions we pursue at Deakin, while promoting diverse pathways that recognise research achievement beyond higher education.

Industry engagement

We will further enhance existing industry-facing infrastructure on our regional campuses to facilitate collaboration with industry partners to turn research into real world outcomes, creating enduring partnerships aligned to shared objectives. We will deliver a research commercialisation and impact pathway, transforming ideas into market ready solutions, guiding contract and intellectual property processes, and driving co-funded investment to accelerate innovation.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	1,126	1,130	Retain current load and improve the ratio of domestic to international HDR students
HDR domestic completions	HESC – Verified 2024	197	170	Maintain consistent domestic HDR completions between 180-200 from 2028
Industry engagement by number of Category 2-4 partners	Deakin supplied – April 2026	706	715	Maintain and sustainably grow engagement with industry to drive innovation and impact

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.