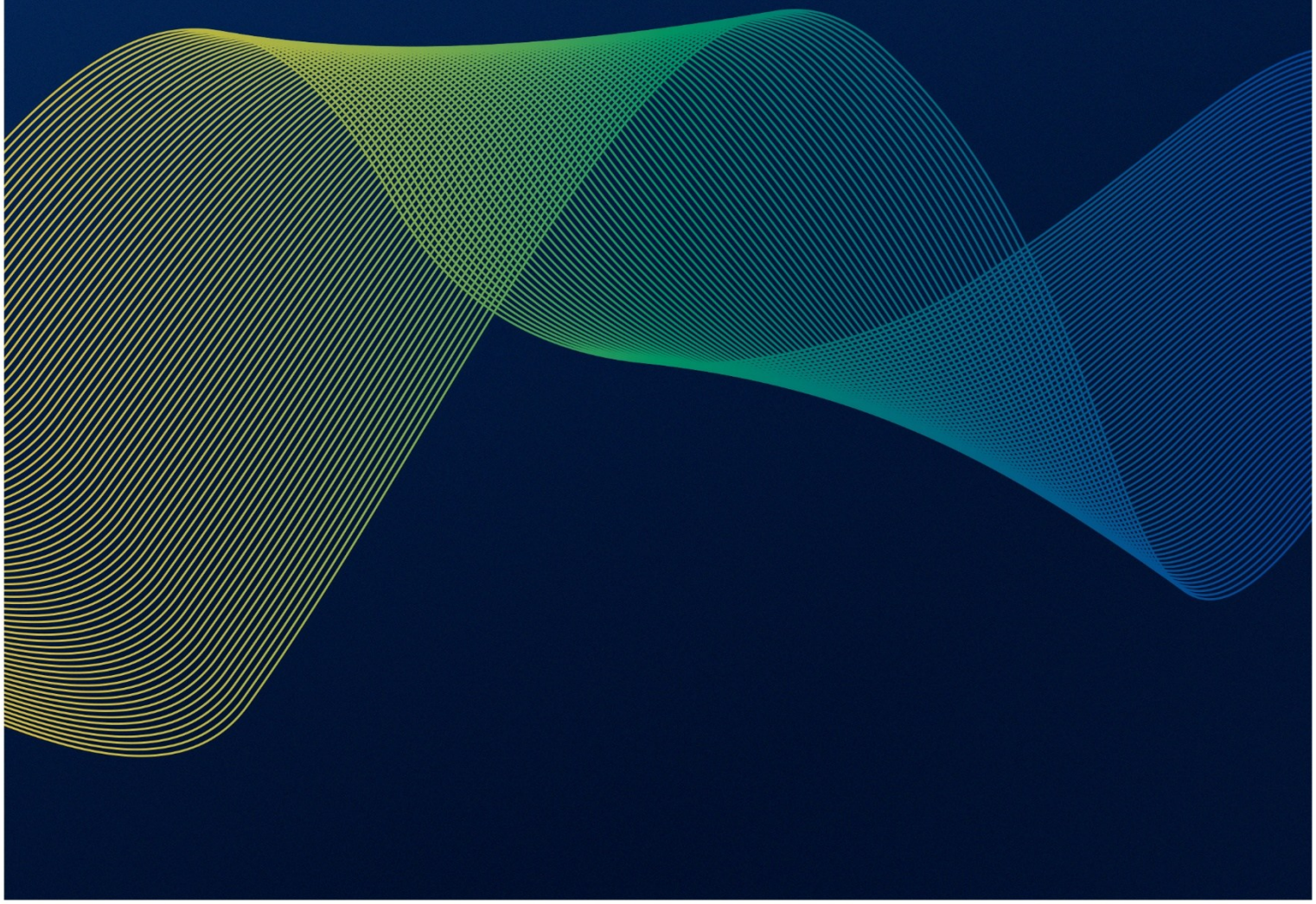
Australian Government

ATEC
Australian Tertiary
Education Commission

GRIFFITH UNIVERSITY
QUEENSLAND AUSTRALIA

# 2027 mission based compact between the ATEC and Griffith University



# Preface

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

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

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

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

Griffith University is driven by purpose and guided by our values. We provide education to tens of thousands of students, across a wide range of disciplines, with campuses in Brisbane, Logan and the Gold Coast and broader educational and research connections throughout regional Queensland.

In everything we do we seek to achieve our purpose: To create a brighter future for all through high-quality education and research which transforms lives and adds to knowledge, discovery and understanding. We partner deeply with local communities, industry, not for profits and government to achieve this purpose.

As a values-led university we are focused on values-informed challenges which inform our research and educational priorities and guide our institutional decision-making. Our values-led challenges are:

- **Indigenous flourishing**: creating the conditions for Indigenous Australians to thrive – academically, socially and culturally.
- **A more sustainable world**: working towards a thriving environment and a just transition to a more sustainable future.
- **Better health and wellbeing**: improving the health and wellbeing of all peoples, including those who are marginalised in the current health system.
- **Inclusive, diverse and cohesive societies**: striving towards societies where all are included. This includes a commitment to continue creating pathways to Griffith for the many rather than the few.
- **Technology that improves lives**: contributing to the development, adoption and extension of new technologies in an ethical manner.

Aligned with our values, we teach many who have historically missed out on the promise of higher education and those who may not have the same support for their studies that other students have. We also welcome high-achieving school leavers – many of whom choose us for the values-led approach we take. All our students need and deserve the highest-quality education and support into meaningful work. We are proud that we have created pathways for, and recognised the life experience of, Defence veterans, regional Australians, Indigenous Australians, elite athletes, those with vocational education and training qualifications, and those with workforce experience. In our most recent strategy, we committed to new ways for students to study at Griffith and better career outcomes when they complete their studies.

The research undertaken at Griffith is aligned to our teaching and changes the world for the better, improving the health of the planet and the lives of vulnerable people. Current clinical trials under way into spinal cord injury and vaccines for malaria are examples of the transformative research led by globally recognised leaders from Griffith. Our decades-long commitment to transforming justice and eliminating violence against women and children, alongside our work to protect the Queensland coastline from coastal erosion, further demonstrates this impact.

Griffith campuses are core parts of our local communities, and our online *GriffithGo* provides access to higher education for those otherwise not able to attend. We provide high-quality employment, educate the future workforce and future business creators, solve local problems and provide civic engagement. We seek to ensure that we prove our value to the communities of Queensland, particularly those where our campuses are based. Table 1 provides some examples of our initiatives and partnerships that benefit the communities of Queensland.

**Table 1:** Examples of initiatives and partnerships

| Initiative | Description |
|---|---|
| Sunshine Coast Health Institute | A joint venture with UniSC, TAFE and Queensland Health and the Sunshine Coast University Hospital to train and retain doctors locally at a purpose-built teaching hospital campus. |
| Rural Clinical School, Darling Downs | A network of medical training clinics and student accommodation hubs across Toowoomba, Warwick, Dalby, and Stanthorpe and beyond that delivers rural medical streams to train and retain the regional healthcare workforce. |
| Cherbourg Dental Outreach | A student-led mobile clinic with Hope4Health and local Indigenous health services providing free emergency and preventative oral healthcare. |
| RuralMedEd community placements | A long-standing partnership embedding medical, dental, nursing and allied health students in regional Queensland communities. |
| Vision Splendid Outback Film Festival | A cultural partnership in Winton supporting regional storytelling, creative talent development and industry connections for students. |
| Murweh Shire Council tourism | A long-term partnership applying Griffith tourism expertise to build heritage-driven visitor economies and economic resilience. |
| Logan Tax Clinic | A community-facing clinic at Griffith's Logan campus providing free tax assistance to unrepresented taxpayers while supporting practical, community-engaged learning. |
| Child Development Clinic (CDC), Logan | A university-led clinic providing specialist assessment and support for children with developmental and neurodevelopmental conditions, integrating clinical care, student training and applied research. |
| Open Conservatorium and State Honours Ensemble Program (SHEP) | A Griffith University music education program delivering regional workshops, ensembles and performance opportunities for more than 5,000 school students annually across Queensland including Bundaberg, Cairns, Longreach, Mackay, Maryborough, Rockhampton, Sunshine Coast, Townsville, and Toowoomba. |

## Enrolment strategy and priorities

Griffith University is focused on expanding higher education access for groups traditionally under-represented, while supporting all students to succeed at university and beyond. Our campuses are in the fastest-growing metropolitan corridor of South-East Queensland (SEQ) (see Table 2), and we are growing our student cohort to meet the demands of this region.

We are aiming to grow through diverse pathway programs and degrees in areas of high workforce demand. Delivery varies by campus to reflect community needs. The difference in communities we serve is best shown in Table 2. As the only comprehensive public university based in Logan and the Gold Coast – both below the national average for bachelor-level attainment – we are focused on expanding local access to higher education.

In Brisbane, we are focused on delivering degree programs aligned to the Griffith mission which includes health and science at our Brisbane South (Nathan) campus; art, design and music at our Brisbane City campus as a core part of Brisbane's cultural precinct; and from 2027 IT, Law and Business and Public Policy will be delivered at our newest building, the Treasury Building.

Our values-based challenges are aligned with workforce demands and government priorities which has driven our approach to the identification of priority Fields of Education (FOEs). The FOEs we intend to focus on include Health, Education, Information Technology and Society and Culture (with a particular focus on social work and criminology). We are planning for strong growth, particularly in Health and Education.

To grow our student cohort, we sought additional CSPs to cover students entering university through non-traditional pathways and students from equity cohorts. One key example is our Fee-Free Uni Ready (FFUR) Program EmpowerEd, which commenced in 2024. In 2025, Griffith had 637 EmpowerEd students enrolled. For 2026, we forecast 840. We also have unique pathways for VET students, military veterans and elite athletes that gives credit into degree programs for prior learning and work experience.

Griffith has a strong record of supporting equity cohorts, reflecting our commitment to expanding access and student success for marginalised groups.

In 2026, Griffith launched *GriffithGo*, our online-on-demand suite of programs, which has seen strong uptake, especially among disadvantaged students. Among students commencing online, 25% are from low socioeconomic backgrounds, 6.1% are Indigenous, and 45% are first in family.

Griffith is not planning to actively grow student numbers from regional and remote cohorts, in order to not reduce load available to regional Queensland providers. We will maintain support to regional and remote cohorts that choose to study with us and will continue our institutional partnerships to benefit regional communities.

Griffith has a diverse international cohort from more than 125 countries. No single source country accounts for more than 21% of enrolments (see Table 3). Our international strategy remains disciplined and diversified, growing to full government allocation through stronger presence in priority Asian markets – particularly China, India and Southeast Asia – alongside targeted growth in North America and Scandinavia. Griffith has 46 new beds to be opened on the Gold Coast campus this year.

**Table 2:** key demographics for Brisbane, Logan and the Gold Coast

| Demographic cohort | Brisbane | Logan-Beaudesert | Gold Coast |
|---|---|---|---|
| Projected population growth for 15-24 year olds (source: QLD Government Statistician's Office population projections by five-year age cohort) | +2.2% | +3.6% | +2.4% |
| Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) | 62 | 21 | 64 |
| Bachelor or higher degree (National average is 26.3%) | 27% | 13.7% | 21.8% |

**Table 3:** student cohort composition – as a proportion of domestic commencing student cohort

| Group | 2020 | 2025 | 2026 year to date (YTD) |
|---|---|---|---|
| Low socio-economic backgrounds | 14% | 17% | 18% |
| Indigenous | 2.5% | 3.9% | 4% |
| First in family | 40% | 40% | Not yet available |

**Table 4:** four largest international source markets in 2025

| Source market | Percentage of total international student cohort |
|---|---|
| India | 21% |
| China | 10% |
| South Korea | 8% |
| Canada | 4% |

# 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

Griffith University campuses, graduates and employees are a core part of the community in Brisbane, Logan and the Gold Coast. Through our engagement with local industry and government, we aim to deliver research and education that prepares students to meet the social and economic challenges of our region. Our priority areas of focus are thus Health, Education, Society & Culture, and Information Technology (in particular, cyber security and AI). We also maintain core programs in climate change adaptation and engineering. These areas of study are critical in meeting the challenges that Australia and Queensland face over the next decade.

### Action

Griffith has prioritised growth in areas that strongly align with the priorities identified by the ATEC and support the workforce and skills needs of Queensland and the broader Australian economy. Griffith's primary focus is in four areas – Health, Education, Society and Culture (particularly Social Work and Criminology) and Information Technology. These areas reflect strong labour market demand, alignment with national and state priorities, demonstrated student demand, and Griffith's institutional strengths and values.

In 2027, Griffith will support students into prioritised FOEs through undergraduate diploma programs that provide scaffolded first-year learning for student success. The EmpowerEd program also contributes to this pipeline, with 85% of students admitted via this pathway entering prioritised FOEs.

- **Health (06):** Griffith aims to grow Commonwealth supported places (CSPs) in the high-demand disciplines of Nursing, Midwifery and in Allied Health, including rehabilitation and exercise science. Our growth request responds to ongoing workforce shortages and strong population growth in Queensland.
- **Education (07):** Griffith is prioritising CSP increase in Teacher Education programs, including Early Childhood, Primary and Secondary Teaching. Our request responds to sustained teacher shortages nationally and within Queensland.
- **Society and Culture (09):** Griffith is prioritising CSP growth in Social Work, Criminology and Law, supporting community services, justice system capability and broader social wellbeing outcomes.
- **Information Technology (02):** Griffith will employ a strategy to maintain current CSP load to support local and national labour market demand for digital capability, cyber security, artificial intelligence and technology-based skills. Nationally, IT has been volatile in its enrolment patterns showing recent declines, thus Griffith will actively work to encourage study in this critical field. Core to this is our Veterans College which recognises the skills of current and former ADF members as pathways into degrees – some of which study IT and go on to work in industries dealing with aspects of sovereign risk.

Griffith will complement growth in these priority disciplines through expanded industry partnerships that help ensure curriculum remains aligned to evolving industry expectations, workforce capability needs, and emerging skills demands.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| **02 Information Technology** | | | | |
| Total student enrolments | HESC – Verified 2025 | 1,531 | New IT programs in Brisbane and online are offered | 1,900 by 2030 |
| Success rate | HESC – Verified 2024 | 76.65% | Examine and update assessment strategies for all core courses with high failure rates | 77.7% by 2030 |
| Retention rate | HESC – Verified 2024 | 67.33% | 68.5% | 72.0% by 2030, in line with pre-COVID peak from 2019 |
| **06 Health** | | | | |
| Total student enrolments | HESC – Verified 2025 | 5,019 | Increased number of places due to excess demand | 6,550 by 2030 |
| Success rate | HESC – Verified 2024 | 92.21% | Maintain within 1-2 percentage points of current levels | Maintain at current levels |
| Retention rate | HESC – Verified 2024 | 79.70% | 80.2% | 83.0% by 2030, in line with pre-COVID peak from 2019 |
| **07 Education** | | | | |
| Total student enrolments | HESC – Verified 2025 | 2,372 | Increased number of places due to excess demand and new online program | 3,010 by 2030 |
| Success rate | HESC – Verified 2024 | 88.87% | Enhancing online content accessibility | Maintain at current levels of high performance |
| Retention rate | HESC – Verified 2024 | 81.38% | Enhancing online content accessibility and transitioning to new program structures to improve student engagement | 82.0% by 2030, in line with pre-COVID peak from 2018 |
| **09 Society and Culture** | | | | |
| Total student enrolments | HESC – Verified 2025 | 7,944 | Increased number of places due to excess demand and new online programs | 9,870 by 2030 |
| Success rate | HESC – Verified 2024 | 83.59% | Implement new industry professional development and skills foundations across key courses | 84.6% by 2030 |
| Retention rate | HESC – Verified 2024 | 70.20% | 71.7% | 75.0% by 2030, in line with pre-COVID peak from 2019 |

*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

Over the next 5 years, Griffith University will build on its nation-leading track record of Indigenous student enrolments and completions to increase the number of Aboriginal and Torres Strait Islander students studying and graduating into employment. Located within one of Australia's largest and fastest-growing Indigenous population regions, Griffith is uniquely positioned to create educational opportunity and impact. Guided by the Elders and First Peoples Knowledge Holders Advisory Board and supported by renewed leadership stability, Griffith will strengthen its leadership in Indigenous education, research, and engagement, delivering sustainable and transformative education outcomes for Indigenous peoples and communities.

## Action

Griffith's 2027 priorities focus on improving outcomes while strengthening cultural safety, Indigenous leadership, and governance.

**Indigenous sovereignty, leadership and decision-making**

- Griffith acknowledges the sovereignty of Aboriginal and Torres Strait Islander peoples and embeds Indigenous representation in governance and decision-making.
- The Deputy Vice-Chancellor (Indigenous), a member of the University Executive, leads Indigenous education, research and engagement, supported by Indigenous representation on Council and the Elders and First Peoples Knowledge Holders Advisory Board.
- Indigenous voices contribute through key committees, including the First Peoples Employment Committee and the emerging First Peoples Student Advisory Committee.
- Griffith's Indigenous strategic plan is being developed with Indigenous staff, students, alumni, Elders and communities, with a focus on Indigenous aspirations, leadership and institutional accountability.

**Access through to graduation**

Since 2024, Griffith has intentionally introduced and coordinated initiatives to drive measurable improvements across student engagement and success.

- **Completions:** Griffith is committed to graduating 300 Indigenous students annually by 2030. Queensland's largest educator of Indigenous students and the third largest nationally, Griffith recorded 236 completions in 2025 (indicative data).
- **Access:** Griffith is on track to achieve its 2030 Indigenous undergraduate enrolment target, supported by the School to Uni Program, which engaged 175+ students from 87 schools in 2025, with over half of Year 12 participants progressing to university. Access is enhanced through First Peoples admissions pathways and EmpowerED, a fee-free university readiness program.
- **Success and retention:** Supported by GUMURRII's redesigned support model and an enhanced Tutoring for Success Program (TSP), Indigenous undergraduate retention increased from 62.54% in 2024 to 67% in 2025; while success increased from 77% in 2024 to 79.6% in 2025. In 2025, TSP supported 260 students through 15,000+ tutoring hours with participants achieving higher course success rates (85.94% compared with 75.23% for non-participants – Trimester 1, 2026, indicative data).

**Postgraduate Indigenous students**

- Griffith has one of Australia's largest Indigenous postgraduate coursework cohorts, with enrolments growing 10.9% from 2020 (inc. 57 CSP) to 2025 (inc.162 CSP). Postgraduate coursework students comprised 21% of Griffith's Indigenous student population in 2024, compared with around 17% nationally. Approximately 6% of all postgraduate coursework students nationally were studying at Griffith. We are committed to increasing Indigenous postgraduate participation through supportive pathways.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| First Nations total enrolments | HESC – Verified 2025 | 856 | Introduce new marketing activities targeting prospective First Nations students | 1,070 in 2030 |
| First Nations success rate | HESC – Verified 2024 | 77.00% | First Nations students that participate in GUMURRII supports achieve higher success rates those that do not | In 2030, parity with average Griffith success rate |
| First Nations retention rate | HESC – Verified 2024 | 62.54% | 67% | 71% by 2030, in line with pre-COVID peak from 2017 |

*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

Griffith has a proud history of serving diverse communities in SEQ; communities that have not traditionally had access to higher education. We seek to be the provider of choice for students from non-traditional backgrounds focused on providing different pathways into university and ensuring that all students can succeed in their university journey. Our expert and targeted pathways and bridging programs, including our FFUR EmpowerED, and Griffith Online support increased access for under-represented students. Our scholarships and bursaries combined with academic support and targeted employability schemes promote success and retention of priority cohorts.

## Action

**Access**

Griffith will maintain an extensive school outreach program that includes targeted workshops, academic bootcamps, and collaboration with partners. We will promote access and transition to university through our Head Start Plus pathway and through the Student Academy of Excellence. EmpowerED will expand access for mature age students from equity groups and will be adapted to secondary schools serving low SES populations. Griffith also serves the largest local government areas for Māori and Pasifika people in Australia, including in Logan, and our Moana outreach program supports this priority group. We have a comprehensive suite of scholarship programs; the Chancellor's and Brighter Futures programs include regional and remote status as a criterion.

**Participation**

Our Student Assignment Support Service will support participation, progression and retention through targeted academic literacy support to students from low SES and regional, rural and remote (RRR) backgrounds, enabling them to book consultations with a Librarian or Learning Adviser and access to self-paced online modules. Our VET schedules and extensive RPL provisions will enable students both to access Griffith and to receive appropriate credit to support success and attainment. We will offer substantial financial support including targeted work-integrated learning (WIL) bursaries (beyond Commonwealth Prac Payment), to improve success and retention. Griffith also serves a large refugee background population across SEQ, and our Refugee Background Student Support Program provides peer and academic support to these students.

**Attainment**

Through Thrive at Griffith we will coordinate academic, wellbeing, mental health and financial supports across the student journey. Within this umbrella, an enhanced Student Success Coaching model will use proactive outreach and personalised support to strengthen belonging, progression and retention for students from low socioeconomic backgrounds and students with disability. Targeted academic and peer support will continue for students from refugee backgrounds, while scholarships, bursaries and placement assistance will help reduce financial barriers for low socioeconomic, regional and remote students. Griffith will also strengthen equitable graduate outcomes through the Career Achievers Program, Graduate Accelerator Program, targeted WIL bursaries and Jobs on Campus, providing priority cohorts, including First Nations students, with mentoring, industry engagement and paid, career-aligned employment.

## Measure

| Indicator | Cohort | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|---|
| Total enrolments | Students with disability | HESC – Verified 2025 | 4,012 | 4,390 | 5,350 in 2030 |

| Indicator | Cohort | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|---|
| Total enrolments | Students from low SES backgrounds | HESC – Verified 2025 | 5,062 | 5,530 | 6,730 in 2030 |
| Total enrolments | Regional students | HESC – Verified 2025 | 3,973 | 3,974 | 3,974 in 2030 |
| Total enrolments | Remote students | HESC – Verified 2025 | 114 | 115 | 115 in 2030 |
| Success | Students with disability | HESC – Verified 2024 | 79.84% | By end 2027, Griffith will deliver an enhanced Student Success Coaching model (expanding from the trial in Science), providing targeted, proactive support to students from low SES backgrounds and students with disability to improve retention, progression and sense of belonging. | In 2030, parity with average Griffith success rate |
| Success | Students from low SES backgrounds | HESC – Verified 2024 | 80.53% | By end 2027, Griffith will deliver an enhanced Student Success Coaching model (expanding from the trial in Science), providing targeted, proactive support to students from low SES backgrounds and students with disability to improve retention, progression and sense of belonging. | In 2030, parity with average Griffith success rate |
| Success | Regional students | HESC – Verified 2024 | 85.57% | 85.57% | In 2030, parity with average Griffith success rate |
| Success | Remote students | HESC – Verified 2024 | 77.88% | 78.0% | 78.0% by 2030 |
| Retention | Students with disability | HESC – Verified 2024 | 69.83% | 72.0% | 75.0% by 2030, in line with pre-COVID peak from 2019 |
| Retention | Students from low SES backgrounds | HESC – Verified 2024 | 69.80% | 71.2% | 72.0% by 2030, in line with pre-COVID peak from 2019 |
| Retention | Regional students | HESC – Verified 2024 | 74.83% | 75.0% | 76.0% by 2030, in line with pre-COVID peak from 2019 |
| Retention | Remote students | HESC – Verified 2024 | 72.09% | Maintain at 72.0%, noting the potential for year-to-year variation due to cohort size. | Retain a retention rate of at least 72.0% as a long-term objective to 2030, noting the potential for year-to-year variation due to the small cohort size. |

*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

Griffith University is renowned for its teaching quality and we are strengthening our reputation across the sector as innovative, future-focused and values led. Grounded in our commitment to equity, access, Indigenous flourishing, and social justice, we support students to develop the skills, capabilities, confidence, and connections needed to make their learning matter within their communities, professions, and the broader world. Through high-quality teaching, authentic industry and community engagement, and innovative and inclusive learning design, Griffith prepares graduates to respond to complex social, cultural, environmental, and workforce challenges.

### Action

To realise this vision, Griffith will strengthen teaching quality, inclusive learning design, and student success through coordinated investment in academic capability, curriculum innovation, evidence-informed practice, and authentic industry and community engagement. Quality teaching is integral to student experience, progression, retention and success. Through the High Impact Course Project, Griffith identifies and addresses course-level barriers in large first-year courses, with successful interventions informing scalable improvements across the curriculum (see Table 5).

Key initiatives for 2027 include:

- Launching a distinctive Griffith Learning and Teaching Quality Framework (see Table 6) that brings the University's inclusive, values-led vision for learning and teaching to life and establishes a shared understanding of high-quality educational practice across Griffith.
- Implementing a new Academic Performance Framework to strengthen recognition, accountability, and continuous improvement in teaching practice and educational leadership.
- Recognising and promoting excellent teaching through Griffith Teaching Awards, Griffith Teaching Impact Grants, Higher Education Academic Fellowships, Australian Awards for University Teaching mentoring and support, Learning and Teaching Symposia, and a re-invigorated Celebrating Teaching Week.
- Building on and further developing curricula that expose students to the ethical and effective use of AI and other advanced technologies and providing teachers with support to uplift their own AI capability.

Beyond 2027, we will focus on

- Embedding a collaborative, data-informed planning approach to identify priority programs and courses for targeted curriculum and learning design support.
- Strengthening inclusive curriculum practices and representation of diverse perspectives through targeted professional development and dedicated inclusive learning design support.
- Embedding Career Development Learning as a core component of Griffith degrees to strengthen graduate capability, employability, and career readiness.
- Supporting innovation in curriculum and pedagogy through the thoughtful adoption of generative AI technologies, including enhanced institutional guidance, evaluation of current and emerging systems, and strengthened professional development relating to assessment, feedback, and rubrics.

**Table 5:** High Impact Course Project intervention Trimester 1, 2026

| Intervention | Teaching response | Early result |
|---|---|---|
| Feedback literacy | Rubric-aligned self-review activities embedded in course learning management system; learning activities and assessment elements simplified to improve clarity and accessibility. | 15% increase in progression rate |
| Co-Curricular support quiz | Students are prompted to build awareness and confidence in using Griffith support services and help-seeking behaviours. | 16% increase in progression rate |

**Table 6:** Learning and Teaching Quality Framework: a shared model for quality teaching

The Learning and Teaching Quality Framework creates a shared institutional model for quality teaching. It defines expectations for teaching, curriculum and educational design; connects staff capability development with professional recognition; and uses student, course and program evidence to drive continuous improvement.

| Theme | Detail |
|---|---|
| Common expectations | Shared principles for teaching quality, curriculum and educational design across programs, courses and delivery modes. |
| Capability uplift | Provides a comprehensive suite of structured professional learning that builds capability in teaching, curriculum and inclusive learning design, including assessed pathways such as WIL, AI and assessment, supported by the Graduate Certificate in University Teaching and HEA Fellowship pathways. Teaching for Learning and Curriculum Design for Learning provide pathways towards Associate Fellowship recognition. In 2025, 26.7% of Griffith academic staff held an HEA Fellowship and 41 staff completed these pathway programs. |
| Evidence informed improvement | Student feedback, analytics, dashboards, governance reporting, course and program review. |
| Recognition and leadership | Links teaching excellence to fellowships, grants, awards, showcases, scholarly practice, career and leadership development. |
| Institutionally distinctive | Supports teaching quality to meet the needs of Griffith's diverse students: First Nations, culturally and linguistically diverse, students with disabilities, with educational disadvantage and in regional areas. |

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| Overall educational experience | QILT SES – Verified 2025 | 75.3% | Introduction of new Learning and Teaching Quality Framework in 2027. | Achieve position in top quartile of Australian universities by 2030.<br>80.0% by 2030, as an institutional stretch target . |
| Teaching quality and engagement | QILT SES – Verified 2025 | 77.7% | All graduates will meet the Griffith assurance of learning principles through having undertaken key gateway assessments. | Achieve position in top quartile of Australian universities by 2030.<br>81.0% by 2030, as an institutional stretch target. |

## Joined-up tertiary system

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

### Vision

Not all those who might aspire to study at university are ready to step immediately into a degree. Griffith has long worked with TAFE and reputable Vocational Education and Training (VET) providers to create pathways into our degrees and will deepen our work with these partners. In recent years, we have also worked with current and ex-serving Australian Defence Force (ADF) members to recognise prior learning for those who have served and to support veterans transitioning to civilian life. We have also worked with the Australian Olympic Committee to recognise prior learning for Olympians giving credit into Griffith degrees.

### Action

In 2027, Griffith University will strengthen our existing programs and will look to increase the number of students coming to Griffith via these programs.

Griffith University has been working with TAFE Queensland for nearly 2 decades. Griffith has led the establishment of a 'joined up tertiary system' working group, with most Qld Unis, TAFE QLD, and QTAC working together to explore approaches to tertiary alignment that meets the unique needs of Queenslanders accessing education and working in the state.

We recently renewed our partnership with TAFE Queensland to progress a range of initiatives, including credit of one years' worth of study for Diploma qualified students for 11 degrees in the same area of study. Degrees include:

- Bachelor of Business
- Bachelor of Computer Science
- Bachelor of Construction Management (Honours)
- Bachelor of Cyber Security
- Bachelor of Design
- Bachelor of Engineering (Honours)
- Bachelor of Film & Screen Media Production
- Bachelor of Game Design & Production
- Bachelor of Information Technology
- Bachelor of International Tourism & Hotel Management
- Bachelor of Nursing

In addition to this, Griffith University offers guaranteed entry for Certificate 3 and above VET qualified students, and guaranteed credit of up to 6 months study volume for Certificate 4 and Diploma qualified students for nearly 50 degree programs.

In February of this year, we also announced a world first recognition of prior learning (RPL) initiative that formally awarded academic credit to Australian Olympians undertaking undergraduate study at Griffith. Eligible Olympians verified by the AOC receive up to 40 credit points (CP) at Level 1 in Flexible Module Electives, subject to program requirements.

Finally, Griffith's Veterans College supports military veterans with attaining RPL and credit recognition for military service or prior experience/learning. Veterans can be awarded up to 120 credit points in certain programs, or 18 months of study, based on their individual military service experience. In 2025, 532 veterans were studying at Griffith, a fourfold increase since veterans' data collection commenced in 2017. Our program enhances equity and participation with 57% first in family, 20% students with disability, 15% low SES, 4% First Peoples. It is our ambition to further grow this cohort and help more veterans succeed in higher education.

## 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 | Griffith supplied – 2025 | 2,164 | 2,450 | 2,830 in 2030 |
| Success rate of domestic bachelor students admitted on the basis of VET | Griffith supplied – 2025 | 84.6 % | Success rate remains in line with non-VET based admission cohorts | Success rate remains in line with non-VET based admission cohorts studying in same disciplines by 2030 |

# Research

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

## Vision

We are committed to research and research training that makes a positive impact on the world, enhancing the health of our planet and the lives of its inhabitants. Whether addressing critical local issues or significant global challenges, our research will benchmark to the highest international standards of excellence. We are aware of the challenges being experienced by the domestic igher Degree by Research (HDR) cohort and will pursue training programs to enhance the experience for these candidates. Our research efforts will be guided by five values-informed challenges, allowing us to deepen our expertise and draw on the collective knowledge and experience of researchers from diverse disciplines and backgrounds: Indigenous flourishing; A more sustainable world; Better health and wellbeing; Inclusive, diverse and cohesive societies; and Technology that improves lives.

## Action

To enable our vision, we will:

- Launch the Griffith Researcher EDGE program to enhance researcher career development and promote research excellence.
- Establish a Doctoral Training Program aligned to our values-informed challenges, with a cohort model based on year of study and level of experience to provide postgraduate researchers with the resources and skills they need to deliver impactful research and strongly positions them for career success.
- This will supplement Griffith's integrated approach to HDR career development, including our HDR Teaching Fellowship Program, opportunities for paid teaching experience, a pathway to Associate Fellowship of the Higher Education Academy, and opportunities for partnered and industry-aligned projects and internships
- Deliver and embed an Indigenous research framework that promotes Indigenous flourishing through a university-wide capability uplift and supports the career success of Indigenous researchers and grow Indigenous co-designed research agendas.
- Increase the impact of our research and innovation, facilitated by a new Research Impact Hub. The Hub will support researchers to translate their research expertise into real world impact including through commercialisation, influencing policy, shaping public debate, and enhancing outcomes for partners.
- Establish new large-scale partnerships and alliances that further Griffith's core purpose.

Domestic HDR candidates remain the largest component of the HDR cohort, representing around 55% of total enrolments in 2025. However, domestic HDR commencements have declined by approximately 28%, from around 298 candidates per year in 2017 to 2022 to around 216 per year in 2023 to 2025 in line with broader national trends.

The new Griffith Doctoral Training Program aims to address this by making the value of a PhD for future career success clearer to candidates and employers, securing our future research and national innovation capability.

In 2027 we will continue to progress partnership opportunities with industry to enhance collaboration through the co-location of industry on our campuses and through the provision of access to research and development facilities for industry to use.

Griffith has been on a strong upward trajectory for research outcomes over the past 4 years with significant growth in research income, quality publications, and major research partnerships.

## Measure

| Indicator | Data source | Provider baseline | Milestone for 2027 | Expected outcome and timeframe |
|---|---|---|---|---|
| Doctoral Training Program (number of participants) | Griffith supplied | Launch in 2027 | Greater than 500 doctoral candidates will participate in the doctoral training program in 2027 (approx. 70% of current HDR students). | Over 1,500 students will have undertaken the Doctoral training Program by 2030 (includes all new commencing). |
| Growth of partnerships – increase of Cat 2-4 HERDC income | HERDC – Verified 2024 | $76.2 million in 2024 | 5% CAGR increase by end of 2026 from the 2024 baseline. | At least 5 new partnerships valued at more than $5 million and 20 additional new partnerships valued at more than $2 million each by 2030. |

# Section 3: Course and campus changes

*Course closures*

Before closing any undergraduate or postgraduate course of study in which Commonwealth supported students have been enrolled for more than two years without its immediate replacement by a course of study that leads to the same occupation or provides a similar specialised skill (including any suspension of intake of students for more than one consecutive academic year), the provider must notify the ATEC of its plans in writing.

Notification of actual or potential closures must occur as soon as reasonably possible before final decisions to close courses are made, or before any information on the potential course closure is made public (whichever comes first). Notification must occur via email to studentprofiles@atec.gov.au as information on proposed course closures becomes available.

Providers must provide a list of all courses proposed for closure and a short justification (e.g. low student demand).

Where a proposed course closure falls within one or more of the areas of Commonwealth concern, providers must identify the relevant courses and provide additional information. Areas of Commonwealth concern include whether the course:

- prepares students for an occupation experiencing a skills shortage
- is in a field where closure may create a skills shortage, including where the provider is the sole or dominant national provider
- is a specialised course linked to a regional economy
- is in a field identified as an ATEC priority in the interim SSP:
  - health, aged care and disability support
  - education, including early childhood education and care
  - sovereign capability and food security, including advanced manufacturing and critical minerals
  - digital and technology
  - housing and construction
  - climate change and Net Zero transformation
- is funded under a specific Commonwealth initiative such as Nuclear-Powered Submarine places.

Where a closure relates to one or more Commonwealth concerns as listed above, the provider must provide information on:

- the expected high-level impacts on staff and students arising from the closures, including numbers of students and staff affected, and how these impacts are being mitigated including alternative options available for students
- the consultation undertaken with staff, students, community and other stakeholders
- how the provider is meeting relevant requirements under the Higher Education Standards Framework (Threshold Standards) 2021, including the proposed teach out provisions to ensure existing students can complete their chosen course of study
- potential options to retain the course, including through cooperation with another provider or the movement of Commonwealth supported places to another provider (where applicable).

If the ATEC has any concerns about the potential course closure based on the information provided, the provider must engage with any discussions that the ATEC may seek to have, to reach a mutually agreeable arrangement with the provider regarding the course closure.

Where a provider determines that a closure does not relate to any identified Commonwealth concerns, they are only required to notify ATEC of the name of the course being closed via email to studentprofiles@atec.gov.au and classify it as a routine/low concern closure.

*Campus changes*

Providers must notify the ATEC if the provider proposes to enrol Commonwealth supported students in a course of study at a new campus or educational facility, or if the provider proposes to close a campus where Commonwealth supported students are enrolled.