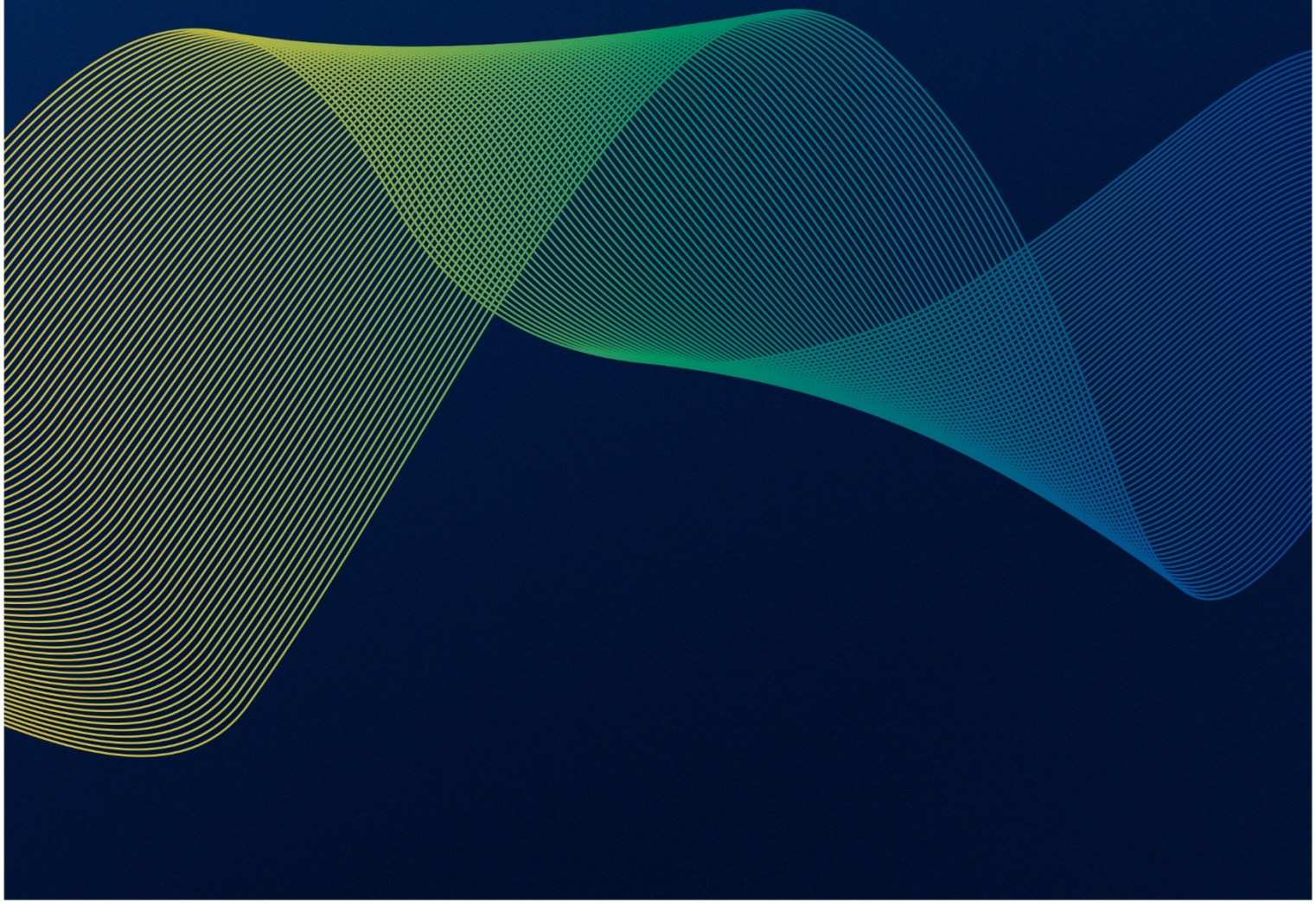
Australian Government

ATEC
Australian Tertiary
Education Commission

LA TROBE UNIVERSITY

2027 mission based compact between the ATEC and La Trobe University



Preface

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

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

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

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

La Trobe University (La Trobe) was founded to expand access to the transformative benefits of higher education and research for all Australians, particularly those from communities historically under-represented in tertiary education. As Victoria's only statewide university, La Trobe plays a critical role in delivering accessible, high-quality education, research and innovation across metropolitan, regional and rural communities.

Our vision is a university where inclusion and innovation produce real world impact through expanding access to higher education, world-class research, strong industry partnerships, and a relentless focus on student success and career outcomes.

Through our campuses in Melbourne, Bendigo, Albury-Wodonga, Mildura, Shepparton and Sydney, and our partnerships with schools, TAFEs, industry, health services and Indigenous and community organisations, La Trobe contributes to the social, economic and cultural development of the communities we serve. Our role within the tertiary education system is to expand participation, improve student success and deliver the skilled graduates, research capability and local partnerships needed to support national productivity and regional prosperity.

La Trobe's Strategic Plan 2025–2030 sets a long-term direction focused on health innovation, education innovation, regional growth and AI-enabled transformation. We are investing in new teaching facilities, curriculum reform, research capability and student support to address areas of national workforce need, particularly in health and education. Our ambition is to become Australia's leading provider of tertiary health education and a national leader in evidence-informed teacher education.

Equity and inclusion are central to our mission and future direction. More than 40% of our students are the first in their family to attend university, and around one quarter come from regional, rural or remote Australia. Because of our statewide footprint and student profile, growth at La Trobe is inherently growth in equity participation, contributing directly to the Universities Accord vision of a more inclusive and equitable tertiary education system.

La Trobe is also committed to strengthening Indigenous participation, leadership and self-determination across education, research, governance and community partnerships. Through our Indigenous Strategy 2022–2030, we are working in partnership with Aboriginal and Torres Strait Islander communities to improve access, success and culturally safe outcomes for students and staff.

Research at La Trobe is directed towards solving real-world challenges in health and wellbeing, sustainable agriculture and food systems, and biotechnology and biomedicine. We work with industry, government and community partners to translate research into practical impact, supporting innovation, workforce capability and economic development across Victoria and beyond.

As artificial intelligence reshapes work, education and society, La Trobe is positioning itself as an AI-enabled university, embedding responsible AI capability across teaching, research and operations to ensure our students are equipped for the industry and world they are entering.

Through this work, and through the other commitments outlined in this compact, La Trobe aims to contribute to a more equitable, connected and future-focused tertiary education system for Australia.

Enrolment strategy and priorities

Enrolment growth will expand opportunities for equity students while building on our established areas of distinctive strength. Equity students (low SES and regional origin) already comprise around 28% of our Commonwealth supported student population and more than 85% at our regional campuses. This proportion will remain strong, at 28–32% of Commonwealth supported places (CSP) students, from 2027 to 2030.

Our Council-approved portfolio innovation strategies in Health and Education align strongly with National Skills Priorities, while our regional growth and our AI innovation strategies respond to Victorian workforce priorities.

Health innovation

Our debt-financed $170 million Health Innovation program is transforming health education capacity through new clinical teaching facilities, curriculum innovation and expanded support for clinical programs. Historically, growth in health enrolments has been constrained by limited access to clinical placements. Our program addresses this challenge by creating new placement capacity through university-operated clinical education facilities and innovative partnership models. This will support a 40% increase in nursing, midwifery, dentistry and oral health, and allied health students, advancing our ambition to become Australia's leading provider of tertiary health education and to produce more than 5,000 health graduates annually by 2030.

Examples:

- $21 million Rural Dentistry and Oral Health Clinical School, opened in Bendigo in mid-2025, increasing capacity to admit 150 dentistry and oral health students annually.
- $82 million Health Clinic at Bundoora (opened 2026), meeting community need for low-cost allied healthcare, building towards 65,000 clients treated and over 30,000 student placement days annually.

Clinical placement capacity also remains available in rural Victoria. Since 2024, we have increased the number of Bundoora/City health students undertaking placements in the regions to 373 in 2026. Across the 2022-2026 regional placement cohorts who subsequently completed their course, 22% reported working in regional Victoria (Graduate Outcomes Surveys, 2022-2026; note relatively small sample size of 226 respondents).

Education innovation

Our School of Education is leading a revolution in evidence-based teaching practice through:

- Science of Language and Reading Lab (SOLAR), supporting schools to adopt scientific approaches to literacy education.
- Science of Mathematics Education (SOME) Lab, launched in 2026 to address Australia's mathematics crisis through evidence-based numeracy education.
- Award-winning Nexus program offering an employment-based reskilling pathway to teacher training.
- Momentum Schools, embedded research on support for Victorian Government schools to adopt structured phonics and explicit instruction.

Our Education Innovation Strategy invests in the capability to support school workforce and teaching-practice transformation at scale, improving student learning outcomes.

Regional growth

Our Regional Growth and Innovation 2030 Strategy, co-produced with our community-led Regional Advisory Boards, sets ambitious growth targets which will be achieved through expanded pathways programs, course innovations and new infrastructure. Our goal is to reduce by a third the gap between metropolitan and regional participation in higher education. Over 95% of this growth will come from our health and education innovation programs:

Mode	2024 actuals	2030 targets	2040 aspirations
On-campus	1,000 EFTSL* (base)	1,200 EFTSL (+20%)	1,600 EFTSL (+60%)
Hybrid	2,500 EFTSL (base)	3,700 EFTSL (+48%)	7,300 EFTSL (+192%)
Online	600 EFTSL (base)	1,800 EFTSL (+200%)	5,900 EFTSL (+883%)
Total	4,100 EFTSL (base)	6,700 EFTSL (+63%)	14,800 EFTSL (+261%)

**Equivalent Full-time Student Load (EFTSL)*

AI innovation

La Trobe is preparing students to succeed in a world reshaped by AI. Under our AI Portfolio Innovation Strategy, we are embedding AI across the curriculum, starting with a rebuild of our business offerings and launch of Australia's first AI MBA. We will also work with industry to develop AI upskilling portfolios of stackable microcredentials. Our student-led AI Business Studio will support AI adoption by 1,000 SMEs in 2027, including regionally. To empower AI learning, we have rolled out enterprise AI to 5,500 staff and students; expanding to universal ChatGPT Edu access for our entire 40,000 university community in 2027.

A balanced student community

Our planning benchmark of 20-25% of total student load from onshore international enrolments reflects our commitment to a balanced student community. We will lift international enrolments at regional campuses from 10% currently to 15% by 2030. Over time, we expect international student load to gradually reduce as a proportion of total onshore student load.

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

Our vision is to expand access and meet Victorian and national workforce needs in health and education, equip graduates to succeed in an AI world and sustain strong student outcomes. Through investment in new infrastructure and course innovations across our campus network, we will help address critical workforce shortages and become Australia's largest provider of tertiary health education, advancing SDG3 by educating the future health workforce and world-leading research. We will scale evidence-based schooling, lift regional participation and support Victoria's AI ambition through renewed curricula, stackable microcredentials, and industry partnerships.

Action

Health innovation

Expand access to health education in areas of national and Victorian workforce shortage, while maintaining strong success and retention, across nursing, midwifery, dentistry, oral health and allied health.

- Utilise our Bundoora Health Clinic to increase clinical placements and support growth in allied health programs.
- Expand nursing and midwifery enrolments through new simulation facilities, flexible delivery models, strengthened TAFE pathways and entry-to-practice programs.
- Grow capacity in our embedded clinical school model, integrating education, research and workforce development with major health services including Northern, Austin, Alfred and Royal Melbourne, and progress expansion to Eastern Health to create additional student places and workforce development opportunities.

Education innovation

Victoria will be short more than 2,000 teachers by 2030.[1]

Increase the supply of high-quality teachers through scalable and evidence-informed pathways into the profession.

- Implement our Education Innovation Strategy to grow enrolments towards 4,000+ EFTSL by 2028, while maintaining success and retention in Teacher Education.
- Expand teacher education opportunities in NSW through the Nexus program and progress new courses supported by the NSW Government, including a Graduate Diploma of Early Childhood Education and Bachelor of Education for 2028 launch.
- Grow enrolments across regional campuses (grown by 40% over 2023-2026) with a 1,000 EFTSL target by end of 2029.

Addressing regional workforce shortages

More than 80% of our regional health graduates build their careers in regional Victoria – and for education graduates, that figure exceeds 91%.

Strengthen regional education and workforce capability through sustained investment in campuses, infrastructure and student support.

- Implement our Regional Growth and Innovation Strategy.
- Leverage our investment in regional health infrastructure ($50 million+ over 2021-25) to increase capacity in nursing, midwifery, dentistry and oral health programs.
- Deliver new Bendigo student accommodation (~ $50 million).
- Maintain workforce outcomes through the strong retention of graduates in regional employment.

AI innovation

Embed AI capability across teaching, research and industry engagement to prepare graduates for an AI-enabled economy.

- Collaborate with technology partners (e.g. NVIDIA, Cisco, Microsoft, Adobe, CyberCX and ServiceNow) to integrate AI capability across all courses and disciplines.
- Expand opportunities for students through the AI Ventures Program, industry challenge projects and embedded entrepreneurship experiences.
- Establish specialist learning environments including the AI Cyber Lab and AI Robotics Lab.
- Deliver AI-enhanced education initiatives for schools and teachers, alongside short courses supporting AI capability in SMEs, public sector organisations and regional employers.

[1] *State of Victoria Department of Education (2025), Victorian Teacher Workforce Snapshot 2024.*

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0603 Nursing				
Total student enrolments	HESC – Verified 2025	2,451	2,986	3,190 enrolments by 2030
Success rate	HESC – Verified 2024	95.98%	Maintain within 2 percentage points (pp) of 2024 baseline as enrolments grow	Maintain within 2pp of 2024 baseline as enrolments grow
Retention rate	HESC – Verified 2024	87.62%	Maintain within 2pp of 2024 baseline as enrolments grow	Maintain within 2pp of 2024 baseline as enrolments grow
0607 Dental Studies				
Total student enrolments	HESC – Verified 2025	395	475	574 enrolments by 2030
Success rate	HESC – Verified 2024	98.33%	Maintain within 2pp of 2024 baseline as enrolments grow	Maintain within 2pp of 2024 baseline as enrolments grow
Retention rate	HESC – Verified 2024	100.00%	Maintain within 2pp of 2024 baseline as enrolments grow	Maintain within 2pp of 2024 baseline as enrolments grow

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0617 Rehabilitation Therapies				
Total student enrolments	HESC – Verified 2025	1,856	2,151	2,360 enrolments by 2030
Success rate	HESC – Verified 2024	97.40%	Maintain within 2pp of 2024 baseline as enrolments grow	Maintain within 2pp of 2024 baseline as enrolments grow
Retention rate	HESC – Verified 2024	94.02%	Maintain within 2pp of 2024 baseline as enrolments grow	Maintain within 2pp of 2024 baseline as enrolments grow
0701 Teacher Education				
Total student enrolments	HESC – Verified 2025	2,385	2,918	3,490 by 2030
Success rate	HESC – Verified 2024	89.42%	Maintain within 2pp of 2024 baseline as enrolments grow	Maintain within 2pp of 2024 baseline as enrolments grow
Retention rate	HESC – Verified 2024	81.28%	82.3%	85.3% 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

La Trobe University's Indigenous Strategy and Implementation Plan 2022-2030 was developed in partnership with the Aboriginal and Torres Strait Islander communities we serve.

We will be an institution where First Nations leadership, self-determination and knowledges thrive, and where Indigenous students, staff and communities shape governance, teaching, research and partnerships. Through Indigenous-led decision-making, culturally safe learning environments and strong community partnerships across our statewide network, we will pursue population parity in participation and cohort parity in retention, success, completion and student experience, supported by growth in First Nations enrolments across our statewide campus network and contributing to Closing the Gap.

Action

Leadership and self-determination

Embed First Nations leadership in governance, strategic planning, resource allocation and delivery.

- The Pro Vice-Chancellor (PVC) Indigenous was appointed in 2024 to the Senior Executive Group, has a direct line to the Vice-Chancellor, and is Co-Chair of the Equity, Diversity and Inclusion Committee.
- La Trobe's Council of Elders is providing strategic and cultural advice on matters affecting Indigenous students, staff and communities, and is invited to University Council discussions on progress against our Indigenous Strategy.
- In 2026, an Indigenous member was appointed to University Council.
- Further expand Indigenous leadership and community participation in institutional decision-making.

Access

Grow First Nations participation through culturally grounded outreach, pathways and transition programs across La Trobe's footprint.

- Grow and strengthen RISE with La Trobe as our flagship Indigenous pathway, expanding engagement with schools, TAFEs, communities and mature-age learners.
- Expand Indigenous-specific entry and enabling pathways, supported by tailored transition programs and culturally safe application support.
- Deliver an Indigenous-focused Tertiary Preparation Program designed as a culturally safe, intensive and supported pathway into higher education.
- Deepen relationships with local Aboriginal-led organisations to strengthen trust, aspiration, pathways and participation.
- Continue the only nationally accredited training course of its kind, the Certificate IV in Aboriginal Cultural Management, equipping 15 Indigenous students annually with the skills and knowledge needed to work in the sector, with ~90% of graduates securing employment in the sector.

Participation and success

Improve retention, progression, completion and student experience through proactive, culturally safe and financially enabling support.

- Further embed Indigenous Student Advising, using early engagement and academic progression data to identify students who may benefit from additional support and timely intervention.
- Expand Indigenous Academic Enrichment Program tutoring, mentoring and peer-support opportunities, including support for online and regional students.
- Strengthen culturally safe student spaces, community connection activities and transition programs that build belonging, confidence and success.

Curriculum, research and cultural safety

Deepen Indigenous knowledges, cultural safety and anti-racism across teaching, research and professional practice.

- Progress Indigenous-led curriculum with schools, Elders and community partners.
- Continue decolonising the curriculum and embedding Indigenous knowledges and pedagogies across our courses as a key education priority.
- Build staff capability through cultural safety education and professional learning.
- Strengthen Indigenous led research, data sovereignty and community-led partnerships through the Gabra Biik, Wurruwila Wutja Indigenous Research Centre, including research that delivers benefits for Indigenous communities.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	287	Increase participation in RISE with La Trobe by at least 10% against the 2026 actual baseline, with participation reported by school-leaver/mature-age status, regional/metropolitan location and study mode.	400 by 2030
First Nations success rate	HESC – Verified 2024	81.89%	At least 90% of commencing First Nations students are in receipt of a scholarship, bursary or equivalent financial support in 2027.	At least 92% by 2030, with no material gap to the overall undergraduate success rate.
First Nations retention rate	HESC – Verified 2024	75.00%	At least 90% of commencing First Nations students are in receipt of a scholarship, bursary or equivalent financial support in 2027.	At least 85% by 2030, with no material gap to the overall undergraduate 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

Equity is part of La Trobe's DNA and embedded in our founding Act, which commits us to advancing equity and social justice through education.

Our ambition is to advance a skills-through-equity agenda by expanding access, participation and attainment for students historically under-represented in higher education.

We will harness the strengths of our regional campus network, where nearly half of students (47%) are the first in their family to attend university, alongside partnerships in Melbourne's outer north and inclusive education practices, to reduce barriers to participation and success.

Our long-term vision is population parity for priority cohorts, including students with disability and those experiencing intersecting disadvantage.

Action

Access

Expand outreach, aspiration-building and financial support for regional, rural and remote students, aiming to increase enrolments across regional and remote equity cohorts.

- Leverage our regional campus network and philanthropic funding to continue the Regional Pathways Program, supporting over 600 regional high school students, 70% of whom will successfully transition to tertiary education; 100 participants will also be supported with a philanthropically-funded scholarship to continue their studies at La Trobe.
- Implement a scalable regional scholarship framework for regional cohorts support linked to transition, retention and completion.
- Continue our Regional Connect program, offering any regional student – regardless of their education provider – access to La Trobe's campus infrastructure, study amenities, and local work placement opportunities.

Pathways

Strengthen alternative and community-based entry routes to increase participation for low SES, regional, rural, remote and first-in-family students.

- Deliver and expand the Tertiary Preparation Program (TPP) as La Trobe's Fee-Free Uni Ready pathway, using its flexible online, asynchronous and scaffolded model to support students with work, caring, location and prior educational barriers.
- Connect TPP, school outreach, Study Hubs and regional campus activity to improve transition into award courses.
- Continue our early entry program, Aspire, to recognise the academic, community and everyday impact applicants have made, giving students the assurance of an early conditional offer into university.

Participation and success

Use Needs-based Funding, equity funding and institutional investment to improve success and retention for equity cohorts, with strongest expected impact for regional, remote, low SES and students with disability.

- Direct investment to proactive advising, early identification of academic risk, transition and first-year success initiatives, peer and academic mentoring, scholarships and bursaries, and localised support for students studying at regional campuses, Study Hubs, online or in hybrid modes.

Disability and accessibility

Improve participation, success and experience for students with disability or health conditions.

- Implement our Universal Design and Inclusion Action Plan, embedding Universal Design for Learning across curriculum, assessment, digital systems, learning spaces and student support. Student Advising (Accessibility) will provide tailored support directed to parity or better in engagement, success, retention, completion, experience and employment outcomes.

Partnerships

Strengthen community and VET-enabled participation pathways.

- Deepen partnerships with TAFEs, Regional University Study Hubs and Suburban University Study Hubs, local government, schools and community organisations to improve outreach, credit and articulation pathways, community-based learning support and place-based participation in Melbourne's outer north and regional Victoria.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	3,221	> 3,250	4,500 by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	3,489	> 3,500	4,500 by 2030
Total enrolments	Regional	HESC – Verified 2025	5,522	> 5,700	8,800 by 2030
Total enrolments	Remote	HESC – Verified 2025	46	> 50	60 by 2030
Success	Students with disability	HESC – Verified 2024	87.10%	87.5%	92% by 2030
Success	Students from low SES backgrounds	HESC – Verified 2024	88.90%	89.0%	92.0% by 2030
Success	Regional	HESC – Verified 2024	91.54%	Steady	92.0% by 2030
Success	Remote	HESC – Verified 2024	89.88%	90.0%	92.0% by 2030
Retention	Students with disability	HESC – Verified 2024	79.61%	80.0%	85.0% by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	80.75%	81.0%	85.0% by 2030
Retention	Regional	HESC – Verified 2024	82.69%	82.0%	85.0% by 2030
Retention	Remote	HESC – Verified 2024	75.00%	Steady	85.0% by 2030

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

La Trobe will continue to develop teaching quality as a core professional practice, not an adjunct to disciplinary expertise. Grounded in our regional mission, we will build a consistent, evidence-informed teaching model across campus, hybrid and online delivery. We will strengthen teaching quality through clear expectations of professional practice in teaching, a redesigned approach to professional learning, peer and student-informed improvement, and integration with the academic performance framework. This will support diverse learners, strengthen digital and AI capability, embed Universal Design for Learning (UDL) and career-ready generic skills, and make regional growth the anchor of high-quality, accessible provision.

Action

Professional teaching capability

Strengthen professional practice in teaching through a university-wide approach underpinned by clear expectations for high-quality teaching that builds capability through professional learning and embeds continuous improvement in academic practice.

- Clarify expectations for professional teaching practice across the university, including evidence-informed and student-centred teaching, appropriate to educators' roles and career stages.
- Support uplift through a redesigned learning framework for all educators, including sessional staff, spanning foundational through to advanced practice and covering evidence-informed pedagogy, assessment design, AI-enabled learning, digital teaching, UDL and student engagement.
- Develop and implement a robust set of teaching quality indicators that draws on multiple sources of evidence to support evaluation, benchmarking and continuous improvement of teaching quality, moving beyond reliance on student satisfaction as the primary measure.
- Embed professional learning, evidence and continuous improvement across the academic lifecycle, integrating teaching capability and development into academic performance, career development, probation, promotion and workload processes.

AI-enabled curriculum and assessment

Embed AI capability, ethical AI use and assessment redesign across curriculum and student learning to prepare graduates for an AI-enabled workforce and society.

- Provide enterprise-wide AI tools to support equitable AI access, digital inclusion and workforce readiness.
- Embed discipline-specific AI capability, ethical judgement, communication, teamwork, creativity and problem-solving.
- Redesign assessment to support both independent human judgement and AI-enabled capability through authentic and applied assessment approaches.
- Support academic staff to integrate AI effectively and responsibly into teaching, curriculum design and assessment.

Regional, hybrid and digital learning

Strengthen high-quality hybrid, StudyFlex and online delivery as core infrastructure for regional participation, accessibility and student success.

- Expand consistent hybrid and online learning design across metropolitan, regional and study hub locations.
- Continue investment in the digital learning environment to improve accessibility, assessment, student interaction and consistent learning experiences across modes.
- Embed UDL principles to improve participation and success for students with disability, regional students, First Nations students, low-SES students and students balancing work or caring responsibilities.

Student success and early intervention

Use evidence-informed and data-enabled approaches to improve student engagement, retention and success.

- Expand use of learning analytics, early assessment and engagement signals to identify students requiring support earlier in the study lifecycle.
- Implement coordinated intervention approaches connecting academics, Student Advising, accessibility, wellbeing and career services supporting at-risk students.
- Strengthen monitoring and reporting of teaching quality, capability and student outcomes through existing academic governance and quality assurance processes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	77.0%	78.0%	First in Victoria by 2030
Teaching quality and engagement	QILT SES – Verified 2025	81.7%	83.0%	First in Victoria by 2030

Joined-up tertiary system

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

Vision

Our vision is for a tertiary system that learners experience as a single connected ecosystem.

La Trobe's ambition is to be a leader in TAFE-University innovation, working with our partners to create seamless pathways between vocational and higher education, making it easier for people to access, progress through and return to learning throughout their lives.

Building on our 3 regional campuses co-located with TAFE, sharing assets and amenities across regional Victoria, we will strengthen workforce capability, improve credit recognition and create place-based tertiary education ecosystems that expand opportunity, support regional prosperity and respond to the skills needs of our communities in both metropolitan and regional Victoria.

Action

Deepen our partnership with Bendigo Kangan Institute (BKI)

In 2025, we partnered with BKI to revolutionise health training in Melbourne's growing northern communities. This collaboration combines expertise with the resources at BKI's new Health and Community Centre of Excellence, seeking to address urgent skills gaps and drive innovation in the health sector.

Build on our partnership's existing pathways and address workforce demand in Melbourne's north.

- Introduce a dedicated course instance of the Bachelor of Nursing (BN) entailing:
  - **Year 1:** Diploma of Enrolled Nursing delivered at the BKI Broadmeadows campus by BKI staff.
  - **Year 2:** Students transition into the BN, with continued delivery at the BKI Broadmeadows campus by La Trobe staff.
  - **Year 3:** Completion of the BN through La Trobe's Clinical School at Northern Health.
- Increase BN places allocated to BKI pathway students from 10 to 60 places in 2027 (increasing further in 2028 and 2029).

Sustain existing, simplify and grow VET and TAFE pathways

In 2025, over 1000 students enrolled at La Trobe via VET pathways, a quarter of whom came via a TAFE provider, including through one of our 9 TAFE agreements.

Provide vocational students with clear, affordable and fast-tracked pathways into University, particularly in areas of workforce shortages.

- Improve credit recognition policies and processes; seek to implement systemised arrangements where possible; and expand recognition of prior learning.
- Deepen our collaborations with our regional TAFE partners (SuniTAFE, Northern Victoria Institute of TAFE and Bendigo TAFE) to develop reciprocal pathways and integrated offerings, support industry engagement, and expand shared use of teaching assets, amenities and facilities.
- Expand packaged offers, scholarships, pathway programs and joint recruitment activities.

Partner to improve access and boost success for those living in outer metropolitan Melbourne.

Expand the presence of tertiary infrastructure and amenities to service communities in Melbourne's outer North.

- Subject to government funding beyond June 2027, work with our partners (local government, BKI and Melbourne Polytechnic) to increase students across our 2 Study Hub sites in Epping and Broadmeadows from 350 currently to 500.
- Work with Melbourne Polytechnic to develop an integrated tertiary education proposition in Melbourne's outer north growth corridor to meet community demand.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic commencing undergraduate students admitted to a bachelor course on the basis of VET	La Trobe supplied Universities Australia TCSI data cube, 2024	1,396	1,446	1,675 by 2030

Research

Sustaining national capability and supporting innovation through research and research training

Vision

La Trobe's vision is to conduct research and research training that delivers impact at scale for the communities we serve in areas aligned with the National Science & Research Priorities. Through excellence in health and wellbeing, sustainable agriculture and food, and biomedicine, we will address major societal challenges and contribute to Australia's future prosperity. We will build an inclusive, high-performing research workforce, strengthen partnerships with industry, government and communities, and translate knowledge into innovations that improve lives, drive productivity and support equitable economic development across Victoria and beyond.

Action

Strategic research priorities

Focus investment and capability development through La Trobe's 3 flagship research institutes aligned to our strengths – health and wellbeing; sustainable agriculture and food; and biomedicine.

- Continue implementation of our Research and Innovation 2030 Strategy through mission-based research programs aligned to the National Science and Research Priorities and UN Sustainable Development Goals.
- Expand industry, government and community-partnered research programs that address systemic social, health and economic challenges across metropolitan, regional and rural Victoria.

Research translation and impact

Strengthen La Trobe's innovation ecosystem to accelerate translation and commercialisation.

- Grow our Eagleworks Innovation Centre to support more researchers and students to translate research into licensing opportunities, spin-outs and industry partnerships.
- Expand access by start-ups to accelerator programs, venture funding, PC2 laboratories, digital infrastructure, networks and international markets.
- Through the La Trobe led Care Economy CRC, support industry to respond to the technology and workforce needs of the health and care sectors.
- Leverage La Trobe's Australian Centre for AI in Medical Innovation (ACAMI), BioNTech's clinical-scale manufacturing facility at our Melbourne campus, and the Olivia Newton John Cancer Research Institute to develop sovereign mRNA and cancer immunotherapy capabilities.
- Implement new Commonwealth funded Australian Autism Knowledge Hub and LGBTIQA+ Safe Spaces programs.

Drive responsible, AI-enabled research to tackle global challenges.

- Through La Trobe's new AI Institute support industry to develop AI-enabled, practical and scalable solutions to business problems.
- Leverage our NVIDIA H200 DGX supercomputer, powering ACAMI, to support biomedical innovation.
- Build our researchers' capabilities to innovate with AI responsibly and ethically.

Research training and workforce development

Provide high-quality, inclusive and industry-connected research training that seeks to strengthen domestic *Higher Degree by Research (*HDR*)* participation.

- Grow domestic research training pathways through our Masters by Research pathway and through expansion of industry-supported PhD places targeting domestic students.
- Expand our Clinician Researcher PhD program to strengthen clinical research workforce capability through a new nursing research partnership with the Royal Melbourne, Royal Women's and Children's Hospitals and with regional health organisations.

- Enhance researcher development through programs in responsible AI use, data management, Indigenous data sovereignty, foreign engagement, and commercialisation.
- Maintain a focus on timely HDR completion and positive student experience outcomes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Industry-supported HDR domestic enrolments	La Trobe data – 2025	84	92	126 by 2030
HDR domestic enrolments	HESC – Verified 2024	998	958	998 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.