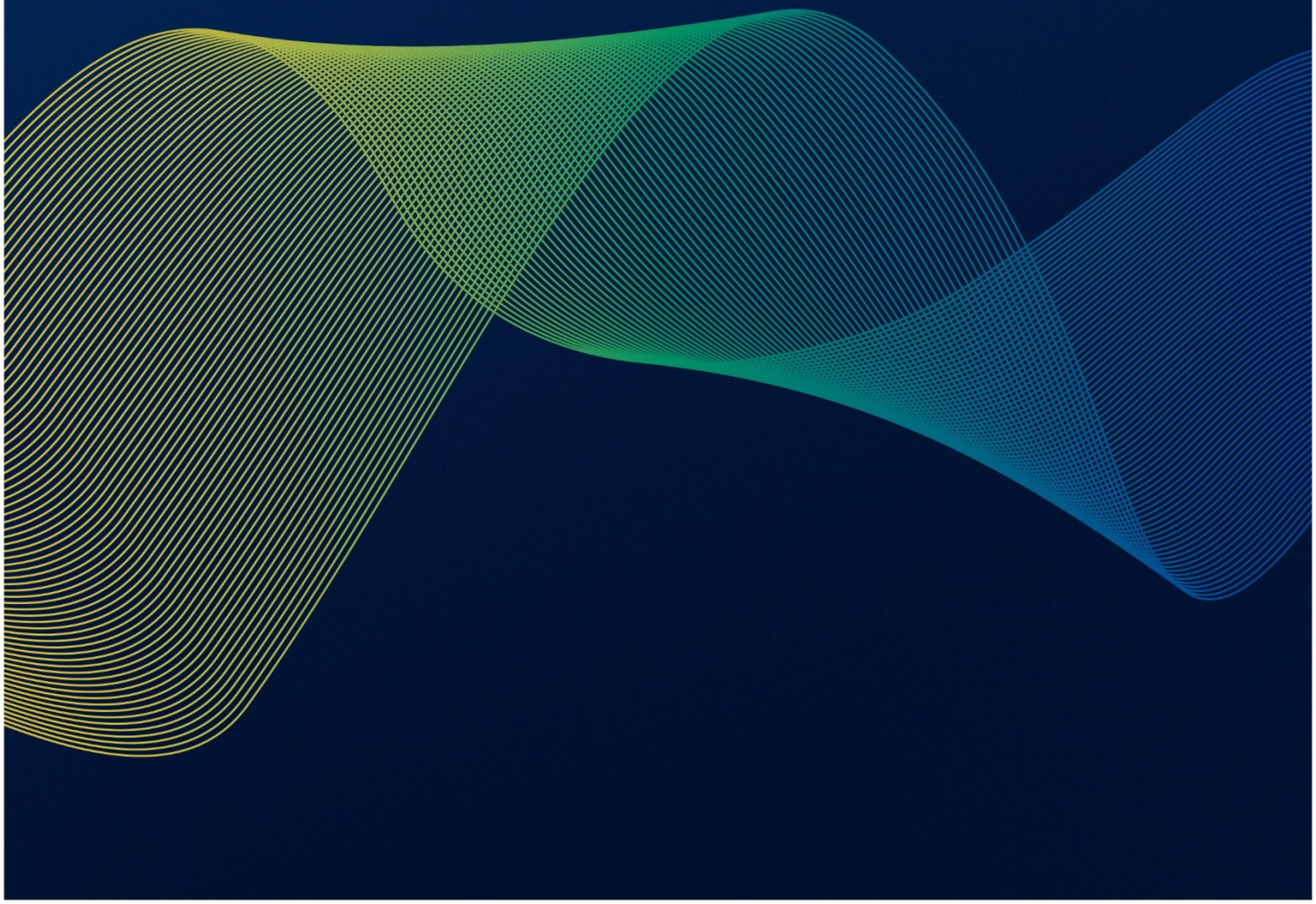
Australian Government

ATEC
Australian Tertiary
Education Commission

MACQUARIE
University
SYDNEY·AUSTRALIA

2027 mission based compact between the ATEC and Macquarie University



Preface

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

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

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

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

Macquarie University's mission is grounded in public value: to create the conditions in which students, researchers, clinicians and partners can do work that contributes meaningfully to Australia's future prosperity. That mission is realised by expanding opportunity for students and advancing discovery in the public interest. The University's unique location serves the northwest corridor of Sydney, one of the fastest growing population areas in Australia, as well as enabling deep industry engagement with Macquarie Park. The location also presents challenges for the measurement of equity group participation, with pockets of hidden deprivation in local postcodes which are not labelled as low-SES under standard SEIFA classifications – an undercount Macquarie is committed to addressing in partnership with ATEC through collaborative demographic analysis.

Established in 1964 as a university of distinctiveness and challenge, Macquarie holds a singular position in Australian higher education. Our tripartite mission brings education, research and healthcare together within one institution, reflected in the University strategies. The significance of this model is that the University is the only Australian university that owns and governs a not for profit health system, including clinics, medical trials and a 181 bed hospital. This enables the University to align clinical care with research translation, student learning and Australia's long-term health needs, reducing the barriers that often exist between discovery and implementation. The result is a model that can train the future health workforce, support clinical innovation and see faster translation of research into patient benefit at scale.

Our education mission is defined by a relentless drive for quality pedagogy, student experience and outcomes. Through The Macquarie Advantage, we are committed to transformative learning that equips students with the skills, capabilities and professional experience to become the changemakers of the future. We are a university that has always sought to dismantle barriers to participation – the first in Australia to commit to distance learning in our founding charter, the first to establish on-campus childcare, and the first to adopt a reconciled name for our campus the Wallumattagal Campus.

Our research mission is oriented towards world-leading research with world-changing impact. Building on a decade of significant growth – including a 174% increase in research income and elevation into the global top 133 universities – our Research Strategy 2035 targets continued acceleration across 5 future-shaping priorities: Healthy People, Resilient Societies, Prosperous Economies, Secure Planet and Innovative Technologies. These align closely with Australia's National Science and Research Priorities and the ATEC's interim Statement of Strategic Priorities.

Our health mission is anchored in Australia's first fully integrated academic healthcare enterprise, Macquarie University Health, located on the Wallumattagal Campus. The Health enterprise unites clinical care, education and research under a single enterprise, generating approximately $80 million in annual research income and conducting more than 200 clinical trials. Our hospital and clinics serve the rapidly growing communities of North-West Sydney, providing critical access to specialist care in an area of high population growth and significant healthcare need.

Together, these three missions – underpinned by our long-term strategic framework Our University: A Framing of Dynamic Futures and operationalised through our Operating Plan 2025–2030 – position Macquarie as a dynamic institution committed to advancing Australia's skills, knowledge, health and research capability.

Enrolment strategy and priorities

Population growth and workforce need

North-West Sydney is one of Australia's fastest-growing population centres. The scale of growth over the next decade creates a clear system challenge: unless tertiary capacity is expanded and directed toward areas of national and state priority, the region risks producing either unmet demand or graduates misaligned with future workforce need.

Targeting areas of workforce shortage

Macquarie already has substantial enrolments in disciplines facing persistent workforce shortages, including teaching, allied health, engineering, cybersecurity and information technology, with nursing planned to open in 2028. Additional places can therefore be directed into existing areas of workforce shortage without requiring new capability to be built. This provides a practical mechanism for translating population growth into the workforce outcomes in areas where both the Commonwealth and New South Wales Governments have identified the greatest need.

Connecting students with major employers

Few Australian universities combine the scale of population growth in their catchment with established strength in health, education, engineering and technology. Macquarie has built deep employer partnerships within the Macquarie Park Innovation District, one of Australia's largest concentrations of major health, technology, pharmaceutical, telecommunications and professional services employers. The University uses this location deliberately, connecting students with employers through placements, internships, industry projects and graduate pathways while giving industry partners direct access to emerging talent, research expertise and workforce development opportunities.

A living laboratory for national capability

Macquarie also has a distinctive capacity to support Australia's future health workforce. As the only Australian university that owns and governs a health system, including a teaching hospital, it can expand student places, clinical training and workforce development within a single integrated model. Additional health places would move through a system that teaches students, treats patients and tests new models of care. This creates a living laboratory for health system innovation, shortening the pathway between research, workforce training and patient care, and allowing new approaches to be evaluated and adopted faster than is typically possible in fragmented systems.

Expanding access and participation

Additional places would also allow Macquarie to expand opportunity for students who are currently underrepresented in higher education. The University already supports one of the largest cohorts of students with disability in the sector – over 3,600 domestic undergraduates – and is investing in targeted school engagement, Fee-Free Uni Ready places, TAFE articulation pathways, alternative entry schemes and scholarships. Macquarie's equity strategy reaches across the bottom two SES quintiles, recognising that standard low-SES classifications undercount disadvantage in the North-West Sydney catchment. Growth can therefore be directed not only to priority disciplines, but to students who have traditionally been underrepresented in higher education.

Capacity to grow responsibly

The University has capacity to accommodate further growth through a balanced domestic and international student profile, flexible delivery models and planned investment in an additional 1,300 student accommodation beds. Additional Commonwealth supported places would allow Macquarie to meet rising demand in North-West Sydney while directing growth into students and disciplines central to Australia's future workforce needs, as well as academic excellence.

Sustainable Student Cohort Mix

The University prioritises a balanced student mix, targeting a maximum 70/30 domestic to international student ratio. Within the international student population, Macquarie will continue a diversified approach across source markets, supported by strong student services, accommodation information, pathway options and a high-quality Sydney campus experience. Our international student cohort represents no more than 30% of all students and no one country accounting for more than 20% of the total international cohort.

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

Macquarie University's vision is to contribute to national, NSW and regional priorities through an integrated model of education, research and partnership that grows workforce capability, expands equitable participation and strengthens public benefit. Macquarie expects enrolment growth and curriculum development will continue to focus on areas where employers have priority skills needs, and which embeds responsible and ethical artificial intelligence across learning and operations, and deepen collaboration with schools, TAFE, industry, health and community partners. These skills are embedded and tracked in the learning outcomes of courses across a range of disciplines and are often multi-disciplinary and traverse fields. For example, net zero transformation and digital and technology are strong themes in our arts and business programs with corresponding research centres. Through its research collaborations, engagement within the Macquarie Park Innovation District (MPID) and its pathway programs, the University will support a more connected tertiary system, stronger student mobility, and graduate, and research outcomes that meet community, economic and social needs.

Action

Via learning and research, Macquarie University will adopt a balanced set of actions across workforce development, artificial intelligence and NSW and Australian public priorities.

- First, the University will continue to grow enrolments, success and completions in fields where it has recognised strengths: health, education, digital and technology – where Macquarie is building sector-leading capability in AI, cybersecurity and data science – and selected science and engineering areas relevant to sovereign capability, advanced manufacturing, housing and construction, and climate and Net Zero transformation. Environmental Studies and Criminology are growing areas contributing to national resilience and community safety. These fields are combined with subjects with higher proportions of equity group students, reflecting alignment with NSW Skills Plan Critical Skills Areas including digital and cyber, net zero and advanced manufacturing.
  This will be supported by course review, combined-degree options, pathway-to-degree articulation and stronger industry engagement in curriculum design, placements and applied learning.
- Second, Macquarie is building sector-leading AI capability through a whole-of-university approach that links governance, academic integrity, pedagogy, research and workforce readiness. The University's existing responsible and ethical AI settings provide a foundation for consistent practice by staff and students. Macquarie will continue to refine assessment design, clarify permitted AI use, strengthen staff capability in teaching with AI, and support students to use AI critically, transparently and responsibly. In parallel, the new knowledge generated by our researchers about AI-related knowledge and related tools will be incorporated where appropriate across disciplines, particularly in health, business, education and technology fields, so graduates are prepared for changing professional environments.
- Third, Macquarie will continue to strengthen work on pathways between school, VET and higher education. This includes: supporting more consistent credit recognition and tertiary harmonisation; and improving participation and outcomes for students from under-represented backgrounds. The University's pathway, entry and widening participation programs provide a practical base for this work, particularly for students from low socioeconomic, regional and other priority cohorts. Macquarie will also strengthen TAFE-to-Macquarie pathways through clearer public information on entry criteria, a pragmatic volume-of-learning approach to credit, simpler navigation and application processes for VET applicants, and more coordinated tracking of pathway students across the pipeline.

Macquarie will continue to use its position in the MPID to support direct employment, workforce training, innovation, community engagement, and advance university-industry research collaborations through partnerships with employers, government, health providers and local communities. Collectively, these actions position Macquarie to deliver workforce- and academia-ready graduates, trusted AI capability, stronger student pathways and wider public benefit for NSW and Australia.

Macquarie's research strengths are, at their broadest level, articulated by five Future-shaping Research Priorities: Healthy People, Resilient Societies, Prosperous Economies, Secure Planet and Innovative Technologies, which map very closely to the 6 fields identified by ATEC as necessary to Australia's future workforce. Our research strengths in STEM fields are, purposefully, aligned with NSW's 20-year R&D Roadmap and the NSW Skills Plan's Critical Skills Areas, while our approach to, and investment in, innovation and commercialisation align effectively with Investment NSW's NSW Innovation Blueprint 2035. Macquarie's research in advanced manufacturing, climate and net zero, and digital and AI directly supports Australia's sovereign capability agenda.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
02 Information Technology				
Total student enrolments	HESC – Verified 2025	2,863	2,925	3,100 by 2030. Macquarie's investment in AI, cybersecurity and data science, combined with MPID employer partnerships, supports sustained growth in this national priority field.
Success rate	HESC – Verified 2024	83.74%	84.0%	85.0% by 2030
Retention rate	HESC – Verified 2024	86.84%	87.5%	88.5% by 2030
06 Health				
Total student enrolments	HESC – Verified 2025	1,688	2,000	2,300 by 2030. Rapid expansion continues, supported by Nursing from 2028 and Macquarie's integrated clinical training model.
Success rate	HESC – Verified 2024	93.35%	94.0%	94.5% by 2030
Retention rate	HESC – Verified 2024	78.32%	78.5%	80.5% by 2030
07 Education				
Total student enrolments	HESC – Verified 2025	2,809	2,950 – 3,000	3,200 by 2030. Sustained growth driven by the new undergraduate suite released in 2025, addressing critical NSW and national teacher shortages.
Success rate	HESC – Verified 2024	89.93%	90.0%	91.5% by 2030
Retention rate	HESC – Verified 2024	83.69%	84.0%	85.5% by 2030

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0509 Environmental Studies				
Total student enrolments	HESC – Verified 2025	398	400	420 by 2030. Declining enrolments are expected to stabilise and grow modestly, reflecting alignment with net zero and climate priorities identified in the ATEC interim SSP and NSW Skills Plan. 2027 milestone revised upward from 375-400.
Success rate	HESC – Verified 2024	87.79%	88.0%	89.0% by 2030
Retention rate	HESC – Verified 2024	81.82%	82.0%	83.5% by 2030
090701 Psychology				
Total student enrolments	HESC – Verified 2025	4,139	4,150	4,200 by 2030. Stable enrolments expected to grow modestly as demand for psychology graduates in the care and support workforce increases.
Success rate	HESC – Verified 2024	91.52%	92.0%	92.5% by 2030
Retention rate	HESC – Verified 2024	87.23%	87.5%	88.5% by 2030
099903 Criminology				
Total student enrolments	HESC – Verified 2025	256	270	Enrolment in this FOE began in 2025 with strong demand. We expect to be able to grow sustainably during 2026-2027.
Success rate	HESC – Verified 2024	88.16%	88.5%	Success rates in general for Macquarie have been on the rise since 2023. Success rates are expected to continue to improve, but at lower rates than in 2023-2025.
Retention rate	HESC – Verified 2024	NA – Commencing in 2025	82.0%	As enrolments commenced in 2025, there is no retention baseline yet. We expect retention for the area to be in line with the average CSP UG retention rate.

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

First Nations

First Nations leadership, access, participation and success

Vision

The Indigenous Strategy 2026 – 2030 reflects Macquarie University's commitment to ensuring that Aboriginal and Torres Strait Islander peoples, knowledges and cultures are integral to the life of the institution. Grounded in leadership, partnership and connection to Country, it affirms the custodianship of the Wallumattagal people of the Dharug Nation and strengthens the University's obligations to Indigenous students, staff, alumni and communities. Over the next five years, the Strategy directs purposeful action across education, research and leadership, centred on accountability, reciprocity and truth-telling, and dedicated to advancing Indigenous self-determination, strengthening Indigenous agency and creating the conditions for Indigenous peoples to thrive within and beyond higher education.

Action

Access and Participation

Deliver targeted outreach, transition, and entry programs to increase Indigenous participation in higher education.

- Strengthen Macquarie's pathways and engagement through the flagship Rising Stars and Camp Aspire programs, providing culturally safe residential and on-campus experiences for Year 10-12 students.
- Enhance the Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP) through community-centred admission processes and improve access pathways into higher education as well as relationships with communities and schools.
- Deepen regional participation through established partnerships with the Wuyagiba Regional Study Hub in the Northern Territory.
- Expand delivery of the Critical Thinking Unit, enabling Indigenous high school students to undertake university-level study and improve pathways into higher education.

Success and Retention

Implement targeted academic, wellbeing, and financial support for Aboriginal and Torres Strait Islander students to enable success and progression.

- Deliver and scale targeted mentoring through Walanga Muru, including the Banyadyaminga Mentoring Program, pairing Indigenous students with academic mentors to support connection.
- Support progression and completion outcomes for Indigenous students through targeted scholarship expansion, including the Birrung (Star) and Walanga Muru (Follow Your Path) scholarships.
- Implement the Mudang-Dali (To Live) Indigenous Connected Curriculum Framework to embed Indigenous knowledges and perspectives across education.

Leadership

Embed Aboriginal and Torres Strait Islander leadership and accountability across the University's governance structure.

- Operationalise the Indigenous Strategy 2026-2030 through strengthened partnership with Aboriginal and Torres Strait Islander students, staff, and communities.
- Strengthen self-governance and shared oversight through the Wallumattagal Buyuwal Aboriginal Advisory Committee and the Patyegarang Indigenous Strategic Committee. These bodies hold meaningful authority over program design, expenditure oversight and accountability mechanisms, reflecting Macquarie's commitment to self-determination and alignment with Priority Reform Four of the National Agreement on Closing the Gap.

- Pursue faculty-level uplift in First Nations enrolments, including a commitment to 25 additional places in Allied Health and 25 in Education from 2027, developed in partnership with the relevant faculties.
- Increase participation rates of students in Cultural Awareness training (33,000 students completed in 2025) and staff in Cultural Safety training. Our staff target currently sits at 80% new staff completing online Cultural Awareness (Online Manawari) training. A target of over 200 staff per year to complete the face-to-face Cultural Safety training is in place.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	341	350	400 by 2030. Faculty-level uplift in Allied Health and Education from 2027, combined with continued investment in access and regional programs, supports this ambitious trajectory.
First Nations success rate	HESC – Verified 2024	81.50%	82.0%	83.0% by 2030. Above national average. Continued mentoring and transition support expected to sustain improvement.
First Nations retention rate	HESC – Verified 2024	76.19%	77.5%	79.0% by 2030. Above national average. Year-on-year variation expected given small cohort size.

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

Equity

Increasing access, participation and attainment of under-represented groups and priority cohorts

Vision

Macquarie University seeks to expand opportunity and improve educational outcomes for students from underrepresented backgrounds through inclusive, student-centred, and community-connected programs across the student lifecycle. Guided by The Macquarie Advantage education strategy, and supported by the Student Accessibility Action Plan 2025-2028, the University is committed to reduce structural, geographic, and accessibility barriers to foster a learning environment in which all students participate fully, succeed, and thrive.

Action

Access and participation

Deliver sustained outreach and pathway initiatives that strengthen participation in higher education for students from under-represented cohorts.

- Grow access and pathways through place-based outreach, across Macquarie's priority regions in the Far West, Mid North Coast, Central Coast, and Western Sydney.
- Launch the Future Pathways Program in 2027, a school transition program to develop student capability in navigating university systems, applications and processes, improve study skills and financial preparedness.
- Expand the Roads to University Program (Year 7-10) and the InRoads Residential Program (Year 11) providing immersive Macquarie experiences that build aspiration, improve confidence and transition capability.
- Scale the Girls to Graduates (G2G) Program to increase participation of girls and women from under-represented backgrounds in STEMM through industry engagement, mentoring, and leadership development.

Success and retention

Implement targeted initiatives that support participation, retention, and graduate outcomes for underrepresented groups.

- Provide targeted transition initiatives to develop student capability in navigating university systems, awareness of support programs and opportunities, and build a sense of belonging.
- Strengthen and expand strategies to support timely, targeted interventions for students at-risk, including academic skills support and streamlined referral pathways.
- Deliver dedicated support for students with disability through the Student Accessibility Action Plan 2025-2028, including enhanced assistive technology, universal design for learning embedded in curriculum reform, and proactive early alert systems to identify students with disability at risk of attrition.
- Deliver The Macquarie Advantage Scholars Program to support transition and progression of equity scholarship recipients, including academic and community-based supports, personal development plans, and connections with peers, staff, and industry.
- Continue to drive curriculum and assessment reform, and an enhanced digital ecosystem, to enhance the success of students with diverse learning styles and needs, as well as supporting students juggling work, carer, and other critical obligations.
- Enhance employability outcomes through the Access and Widening Participation Industry Mentoring Program and Equity Ambassador Program, offering paid professional experience and leadership opportunities.

Scholarships and Financial Assistance

Reduce financial and structural barriers to participation and success through targeted scholarship for underrepresented groups.

- Provide targeted Macquarie Advantage Accommodation Scholarships for underrepresented groups including for Dunmore Lang College, Robert Menzies College, and Central Courtyard.
- Reduce barriers for underrepresented groups to pursue on-campus studies through The Macquarie Advantage Relocation Scholarship, supporting living expenses and relocation.
- Provide targeted bursaries to support students with technology and other educational expenses.

Alleviate food poverty

At least 800 of our students have accessed University provided food hubs and food hampers in the first half of 2026.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	3,619	3,600	3,700 by 2030. Sustained through the Student Accessibility Action Plan 2025–2028.
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	2,016	2,050	2,200 by 2030. Standard SEIFA measure. Collaborative demographic analysis with ATEC may inform a fuller picture of SES disadvantage in the catchment.
Total enrolments	Regional	HESC – Verified 2025	1,246	1,300	1,350 by 2030. Place-based outreach, scholarships and the Future Pathways Program expected to sustain and grow participation.
Total enrolments	Remote	HESC – Verified 2025	25	27	30 by 2030. Very small cohort; subject to significant year-on-year variability.
Success	Students with disability	HESC – Verified 2024	85.10%	85.5%	86.5% by 2030. Curriculum reform, digital accessibility and streamlined at-risk referral pathways expected to sustain and improve outcomes.
Success	Students from low SES backgrounds	HESC – Verified 2024	84.66%	85.5%	87.0% by 2030.
Success	Regional	HESC – Verified 2024	89.14%	89.0%	90.0% by 2030.
Success	Remote	HESC – Verified 2024	73.79%	75.0%	78.0% by 2030. Significant year-on-year variability expected.

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Retention	Students with disability	HESC – Verified 2024	81.47%	82.5%	84.0% by 2030. Student Accessibility Action Plan 2025-2028 expected to support improved progression.
Retention	Students from low SES backgrounds	HESC – Verified 2024	80.59%	81.5%	83.0% by 2030. Above national average.
Retention	Regional	HESC –Verified 2024	78.94%	79.0%	81.0% by 2030.
Retention	Remote	HESC – Verified 2024	70.00%	72.0%	75.0% by 2030. Small cohort; significant variability expected.

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

Quality teaching

Raising the quality and recognition of higher education teaching

Vision

Macquarie University is committed to raising the quality and recognition of teaching as a cornerstone of The Macquarie Advantage. Guided by our Academic Excellence and Assessment and Feedback priorities, we are shaping an institution where exceptional teaching is recognised, rewarded and continuously developed. Through The Macquarie Academy, we are equipping our educators with the tools, credentials, and communities of practice to deliver transformative educational experiences. We champion a digitally connected, research-informed, and industry-engaged curriculum that enables every student to thrive, succeed, and excel, now and into the future.

Action

Professional development

Deliver professional development on scale across the institution to build educational capability and expertise of all staff involved in teaching.

- Expand The Macquarie Academy, Macquarie's flagship centre for educational excellence, to enable in-house professional development to be delivered at scale.
- Establish a required number of hours to be spent on professional development in education practice to be completed by all academic staff, audited through annual Development and Performance Reviews.
- Implement reflective education portfolios for evidencing education practice, development and achievements across time as a requirement for academic promotion.
- Expand communities of practice in specific areas of educational practice that support scaling of educational development more rapidly by drawing upon expanding institutional capabilities, deepening specific areas of expertise, and supporting new and emerging requirements or transformations.

Recognition and credibility

Establish and deliver on an institutional commitment for formal recognition of education excellence and practice.

- Build institutional capability to scale the Advance HE Fellowship Pathway, targeting 236 fellows by end of 2027 (10% year-on-year growth from 195) and 320 by 2030. The Macquarie Academy will track annual structured professional development participation by academic staff, targeting 500 participants per year by 2027 and 600 by 2030.
- Provide a suite of grant, fellowship and other opportunities that enhance the value of education within an academic career.

Educational ecosystem

Establish an institutional ecosystem that optimises the delivery of world-leading, innovative education.

- Develop an enhanced digital education platform that provides staff and students with an AI-enabled, collaborative and agile environment.
- Continue to drive curriculum and assessment reforms that demonstrate learning gain across a course, optimise student success and well-being, and deliver outstanding graduate outcomes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	73.9%	74.5%	76.50% by 2030. Institutional target is to be top of the Sydney basin across all QILT indicators.
Teaching quality and engagement	QILT SES – Verified 2025	78.8%	79.0%	81.5% by 2030. Institutional aim is above national average and top of the Sydney basin.
Student Success Domestic	HESC – Verified 2024	88.8%	89.0%	90.0% by 2030.
Number of staff with Advance HE Fellowship	Internal institutional reporting 2026	195 academic and professional staff	10% year-on-year growth	320 by 2030. 10% year-on-year growth. Reflects significant institutional investment in teaching excellence and professional recognition.

Joined-up tertiary system

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

Vision

Macquarie University is committed to building a seamless, learner-centred tertiary system that bridges vocational and higher education. Central to this is a firm commitment to systematic credit recognition through a volume-of-learning approach and block credit arrangements – providing VET graduates with genuine, predictable credit entitlements before enrolment. The Institute of Applied Technology Digital (IATD) – in which Macquarie is a foundation partner alongside TAFE NSW, UTS and Microsoft, and which has surpassed 500,000 enrolments as a National Centre of Excellence – is Australia's most significant model of integrated VET–higher education delivery. Our policies will align with the forthcoming National Credit Recognition Framework, deepening partnerships with TAFE NSW, industry and community organisations to deliver responsive, equitable education.

Action

Macquarie recognises TAFE qualifications for both admission and credit, with a TAFE Diploma earning up to one year of credit into a bachelor's degree, assessed against level, relevancy, currency and learning outcomes. Macquarie is committed to moving beyond case-by-case assessment to a systematic block credit approach for recognised TAFE qualifications in aligned disciplines – giving prospective VET students certainty about credit entitlements before enrolment. Recent improvements include clarified Selection Rank equivalencies and a strengthened RPL approach using credit zones and a volume-of-learning model. The University welcomes the upcoming NCRF which is expected to strengthen sector-wide consistency, we intend to use this to allow significant uplift from both school based and TAFE vocational education

Partnerships and articulation arrangements continue across early childhood, business, and information technology. The StepAhead initiative extends credit for Diploma graduates with two or more years of work experience to 1.5 years, offering flexible study, financial support, and work placements.

As a foundation partner in the Institute of Applied Technology Digital – alongside TAFE NSW, UTS, and Microsoft – Macquarie contributes to industry-relevant, stackable digital technology short courses. Now a National Centre of Excellence, the IATD has surpassed 500,000 enrolments.

Regional Pathways Macquarie is establishing health workforce pathways in Broken Hill with TAFE NSW and the Far West Local Health District, developing routes from SBATs through to undergraduate programs. The Bachelor of Health Sciences, offered via Open Universities Australia, enables regional students to transition from TAFE qualifications while remaining in their communities. A Nursing degree under external accreditation will further connect TAFE-trained nurses into university study, supported by the Broken Hill simulation centre.

School-based VET Pathways Macquarie has established strong relationships with the Seven Hills Vocational Innovation Centre (VIC), mapping VET qualifications undertaken during secondary education to aligned pathways into Macquarie programs. Integrate VIC students into Access and Widening Participation initiatives have commenced, including actively building visible connections between VET and universities and a focus on supporting women in STEMM through the Girls to Graduates program – a model with potential to scale across metropolitan and regional centres.

Macquarie's Roads to University program complements this work, connecting students undertaking school-based VET with academic staff, TAFE educators, and industry representatives across the University’s key strategic regions.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Formalised agreements provide pathways for VET students into university	Internal Systems (2026)	2 (IATD; Step Ahead)	Seek, where appropriate, additional agreements	5 by 2030. Bed down existing agreements and develop further models recognising school-based VET and post-school TAFE pathways.
Domestic students admitted to a bachelor course on the basis of VET	Internal Student System-admissions data (2025-2026 YTD)	231	235	350 by 2030. Strengthened block credit recognition, clearer VET entry information and expanded TAFE NSW partnerships will drive growth.
Attrition rate of domestic bachelor students admitted on the basis of VET	Internal Student System-enrolment data (2022-2025)	22.4%	21.0%	17.0% by 2030. Improved transition support and credit recognition expected to reduce attrition.
Success rate of domestic bachelor st udents admitted on the basis of VET	Internal Student System-enrolment data (2022-2025)	80.3%	81.5%	85.0% by 2030.

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Based on the growing success of its research endeavour Macquarie University will strengthen Australia's research workforce through its nationally distinctive graduate research pathway (Graduate Diploma of Research (with nested Graduate Certificate), Master of Research and PhD) that builds capability progressively. Underpinned by our Graduate Researcher Development Framework (GRDF) and industry partnerships including through the local Macquarie Park Innovation District (MPID), we will grow domestic graduate research enrolments with targeted expansion in STEMM disciplines critical to national economic and innovation priorities including AI, advanced manufacturing, net zero and health technology. Macquarie's Higher Degree by Research (HDR) pipeline is a direct contributor to Australia's sovereign research capability, and we are committed to stretching our ambition in graduate research training to match that national need.

Action

Rebuild the domestic graduate research pipeline

Respond to declines in domestic HDR demand.

- Leverage the redesigned, stackable Graduate Diploma of Research–Master of Research pathway to grow domestic graduate research commencements.
- Deliver recruitment campaigns, combining digital advertising with targeted internal communications to grow domestic participation in Macquarie's research training pathway.
- Implement enhanced scholarship schemes with stipend rates above the RTP minimum and Macquarie's base rate to attract high-potential domestic students into areas aligned with national economic and innovation priorities.
- Expand access to graduate research for Indigenous Australians and other under-represented cohorts by clarifying scholarship pathways, including clearer provisions for Indigenous Excellence Scholarships, in partnership with Walanga Muru.
- Set HDR growth targets with annual tracking, focused on disciplines aligned with NSW and Commonwealth critical skills priorities – including AI, advanced manufacturing, net zero and health technology – ensuring domestic HDR growth is directed toward areas of greatest national need.

Industry-engaged research training

Deepen industry and government collaboration through graduate research training that delivers mutual benefit and strengthens partners' innovation capacity.

- Grow the number of industry-engaged graduate research projects with priority partners in the MPID, with an initial focus on STEMM in fields such as AI, medtech, biotech, health, climate, energy, and advanced manufacturing while maintaining opportunities in other disciplines.
- Co-design and submit graduate research projects through national industry research training schemes to secure co-funded projects and industry placements.
- Embed graduate researchers in major collaborative research initiatives and consortia, including national centres and cooperative research programs, to build experience in cross-sector, challenge-led research.

Graduate researcher skills and capability

Build the skills, experiences and support structures that enable graduate research students to contribute to Australia's future research and innovation workforce.

- Provide a coordinated suite of skills-development opportunities mapped to the GRDF and aligned to key candidature milestones, with a focus on innovation (including creative thinking and problem solving, commercialisation and entrepreneurship) and building digital and AI capability.

- Embed structured career planning for graduate research students through targeted workshops and advising on academic, industry, government and entrepreneurial pathways, delivered in partnership with careers and employability services and external partners.
- Strengthen supervisor capability in research mentoring, wellbeing awareness and culturally responsive practice through targeted development for supervisors of graduate research students.
- Strengthen graduate researchers' sense of being valued and connected by expanding cohort-based induction, peer and alumni mentoring, and student-led scholarly and community-building activities across graduate research cohorts.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic commencements (headcount)	Internal - Business Intelligence & Reporting Load Planning Dashboard (Commencing Enrolment Estimates - Headcount – 2025)	310	320	395 by 2030
Graduate Diploma of Research domestic commencements (headcount)	Internal - Business Intelligence & Reporting Load Planning Dashboard (Commencing Enrolment Estimates - Headcount – 2025)	96	130	208 by 2030
HDR domestic completions	HESC – Verified 2024	285	294	343 by 2030
HDR domestic PhD completions with an eligible industry internship	Department of Education HEP student data (2024, via provider TCSI reporting).	14	15	27 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.