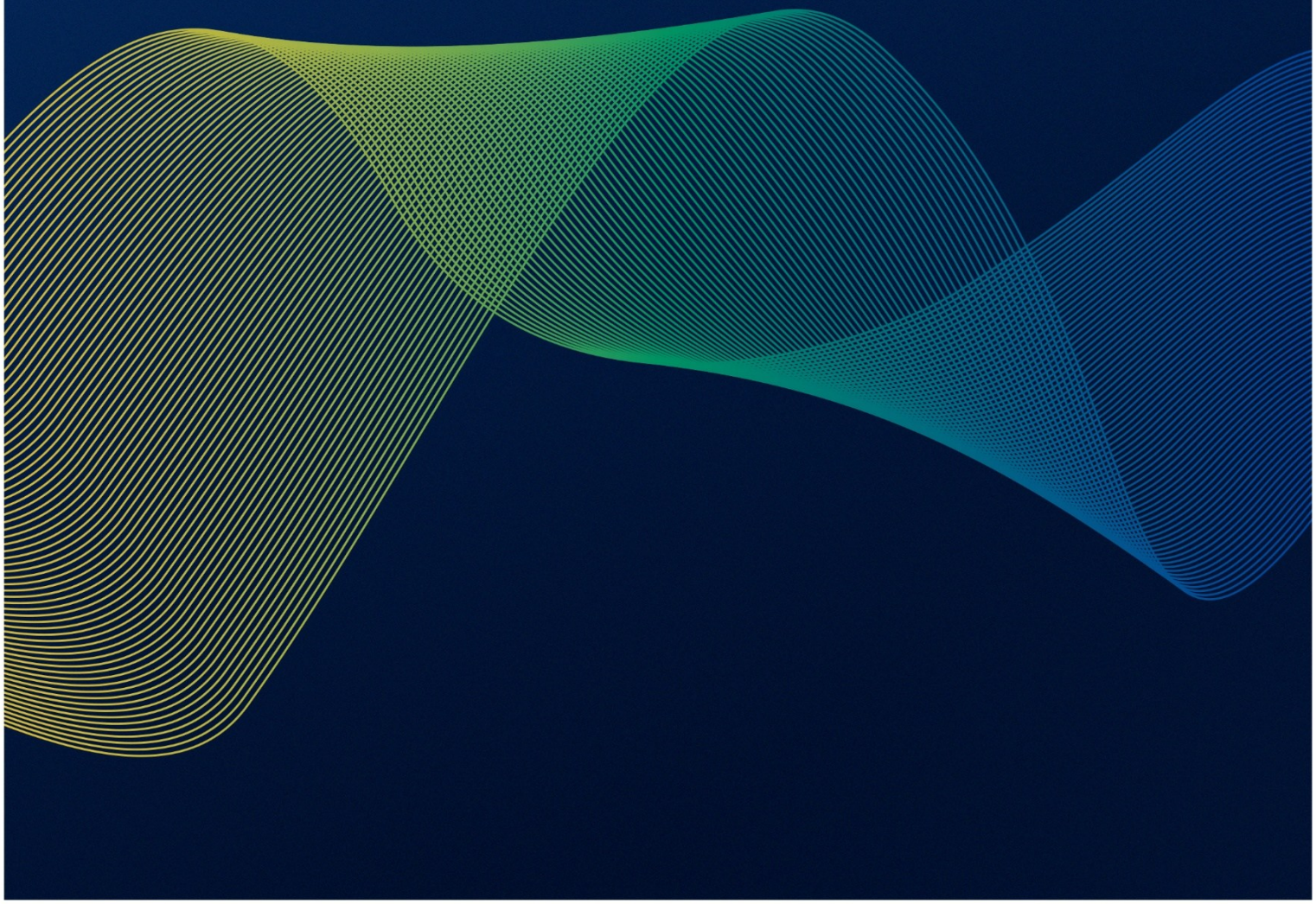
Australian Government

ATEC
Australian Tertiary
Education Commission

MONASH University

2027 mission based compact between the ATEC and Monash University



Preface

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

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

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

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

Mission statement

Monash University is the university of social and technological transformation to meet the challenges of the age for its aspiring communities and industries. This founding mission is continued today as a research-intensive University based in Clayton, in Melbourne's outer metropolitan region (with other campuses in Frankston, Caulfield, Parkville, and Melbourne's Central Business District (CBD) at 750 Collins Street and at the Alfred Hospital), and as Australia's university of the Indo-Pacific with thriving campuses in Malaysia, Indonesia and Italy, and joint schools and research activities in Mumbai, India and Suzhou, China. Monash's Caulfield and Frankston campuses have their origin as vocational colleges with their approaches to applied learning still evident today.

Strategic planning and outcomes

Impact 2030 sets the institution's strategic direction and is enacted through an annual Implementation Plan that defines yearly priorities and tracks progress against strategic goals, with mid-year and annual reports submitted to the University Council.

Progress in 2027 will be delivered through our continued focus on the strategic goals of being excellent, international, enterprising and inclusive, aligned to five key outcomes:

- Monash is an international campus network and interconnected across the Indo-Pacific and beyond and embedded in the communities we serve.
- Monash is home to excellent discovery, innovation and translational research to meet the challenges of the age for the betterment of people and the planet.
- Monash is sought after for its excellent education and immersive student experience in service to our communities and the world.
- Monash champions Indigenous voices, knowledge and advancement.
- Monash operations are the exemplar of sustainable, ethical and well-governed practices.

Enrolment strategy and priorities

Monash's enrolment strategy and priorities are informed by demand for the education it offers:

- Victoria's demand for undergraduate university education is strengthening, driven by faster growth in the university entry cohort (17 to 18 year olds at 3.4%) relative to overall population growth (1.7%) (from 2024 to 2025), alongside a sharp increase in Year 12 enrolments (+6.5% and +5.3% over the past two years) (based on the most recent ABS estimates, March 2026).
- Following several years of decline, demand for tertiary education in Victoria has rebounded, with VTAC first preferences increasing by 4.3% and 2% respectively over the past two cycles (based on data released by VTAC (ET4) for 2026 offers). Growth is concentrated in priority disciplines, including Health, Education, Sciences and Engineering, while Information Technology has declined (with 17.4% fewer offers in 2026 compared to last year). Monash is in the process of refreshing its undergraduate offerings in Information Technology with tagged Bachelor degrees in Artificial Intelligence and Cybersecurity to arrest this decline. Monash's share of first preferences is disproportionately high at 28.6% in 2026. Nationally, undergraduate demand is also rising (+3.8%).

Monash's enrolment strategy is underpinned by a commitment to sustainable growth, student profile balance and mix, and responsiveness to emerging economic and societal needs:

Undergraduate/postgraduate mix

Monash maintains a balanced and sustainable student profile, with approximately 70% undergraduate and 30% postgraduate coursework enrolments (across all domestic and international student cohorts). This balance ensures a strong pipeline of foundational education alongside advanced skills development aligned with workforce demands.

Monash's equity cohorts

Monash's equity student load has been increasing across all reportable equity categories in line with Government priorities as outlined in the table below.

Table 1: shows each category as Commonwealth Supported Places (CSP), including Medicine, in Equivalent Full-time Student Load (EFTSL) (source: TCSI analytics); and as a percentage of total domestic onshore students per year. Final column is the compounded annual growth rate (CAGR) of the cohort during 2022-2025.

Categories	2022	2023	2024	2025	2022-2025 CAGR
Non-English speaking background	1,386.75 4.8%	1,490.00 4.9%	1,742.63 5.2%	1,947.25 5.4%	12%
Disability	2,574.88 8.9%	2,991.38 9.8%	3,684.13 11.0%	4,307.75 11.9%	19%
Women in non-traditional areas	7,425.00 25.60%	7,608.13 25.00%	8,310.13 24.70%	9,033.25 24.9%	7%
First Nations	188 0.6%	221.25 0.7%	258.13 0.8%	294.13 0.8%	16%
Low SES SAI 2021 first address	2,520.75 8.7%	2,606.63 8.6%	2,822.13 8.4%	2,903.63 8.0%	5%
First address low SES by postcode	2,724.75 9.4%	2,756.00 9.0%	2,957.00 8.8%	3,079.38 8.5%	4%
Current address low SES by postcode	2,418.13 8.3%	2,454.50 8.1%	2,658.50 7.9%	2,729.75 7.5%	4%
ASGS 2021 regional first address	2,524.16 8.7%	2,718.60 8.9%	2,919.50 8.7%	3,089.83 8.5%	7%
ASGS 2021 remote first address	34.46 0.1%	37.54 0.1%	39.34 0.1%	38.96 0.1%	4%
Total domestic onshore students	**29,054.00**	**30,455.38**	**33,610.25**	**36,306.13**	**8%**

International/domestic mix

The University also sustains a carefully managed domestic-to-international student mix, which is closely monitored by the Monash Council. Onshore international students comprise approximately 40% of the total coursework cohort, contributing to both financial sustainability and global engagement objectives.

Monash's international cohort is already substantially diversified, with the largest single country accounting for 54% of the onshore international population. The University aims to achieve further diversification and has a plan to bring this proportion below 50%. For a number of years, the University has implemented targeted approaches to expand representation across emerging markets, thereby reducing concentration risk and supporting long-term resilience; this work will continue.

Course profile and load characteristics

Monash offers a broad and distinctive course portfolio spanning all major fields of education. Monash's large medical, allied health and pharmacy presences, as well as our stand alone Faculty of Information Technology differentiate the University from comparator institutions. A defining feature of Monash's portfolio is the prominence of undergraduate double degrees, which account for approximately 33% of the domestic undergraduate cohort.

These double degree offerings are available across both specialist and comprehensive fields, providing students with interdisciplinary capability and enhanced employability outcomes. As a consequence, Monash students typically undertake a higher Equivalent Full-Time Student Load (EFTSL) over the duration of their studies, staying 1-2 years longer compared to students from institutions with predominantly single-degree structures. The emphasis on double degrees contributes to both the depth of academic experience and overall load intensity within the University's profile

Alignment to workforce and future demand

Monash's course and enrolment strategy is closely aligned with current and future workforce needs. The University is investing in new and emerging disciplines to ensure graduates are equipped with capabilities relevant to economic transformation and societal challenges.

From 2027, Monash will introduce new Bachelor degrees in strategically important areas, including:

- Climate, Society and Economy
- Artificial Intelligence
- Cybersecurity.

These programs national and Victorian priorities in sustainability, digital capability, and technological innovation, and are expected to attract strong demand from both domestic and international students. They also reflect strong industry partnerships in these demand areas.

To support the achievement of these objectives, Monash's key enrolment priorities in 2027 are to:

- Stabilise funded load through a managed reduction in marginally funded places;
- Continue to align enrolments with government priorities and workforce demand areas;
- Maintain a balanced undergraduate and postgraduate coursework profile;
- Maintain the proportion of onshore international students at around the current level;
- Sustain a diversified and resilient international student cohort;
- Leverage the distinctive double degree model to enhance educational outcomes; and
- Expand offerings in future-focused disciplines to drive growth and relevance.

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

Monash's nominated Field of Education priority areas are aligned to the ATEC's national and state priorities, thereby supporting a tertiary education system which meets Australia's current and future skills needs.

Our nominated Field of Education priority areas are mapped onto the ATEC's priorities in Table 2:

Field of Education	ASCED code	Aligned ATEC national priorities	Aligned Victorian priorities
Information Technology	02	• Digital, technology and cyber security	• Digital technologies • AI capabilities
Engineering and Related Technologies	03	• Digital and technology • Sovereign capability and food security, including advanced manufacturing and critical minerals • Climate change and Net Zero transformation	• Digital technologies • Advanced manufacturing and defence
Health	06	• Health, aged care and disability support	• Health technologies and medical research

Action

The education provided through Monash's nominated Field of Education priority areas is delivered through the following three faculties, in alignment with the ATEC's national and state priorities:

Faculty of Information Technology (FIT)

FIT is the only dedicated IT faculty in the Group of Eight. This core focus combined with our ethos of 'IT for social good' promotes more ethical development and implementation of technology, while seeking to reduce the impacts of underrepresentation and marginalisation globally.

In 2027, FIT is focusing our education on enhancing Australia's sovereign capability in artificial intelligence and cybersecurity, producing industry-ready graduates, and we are introducing a revised set of undergraduate courses to meet future skills needs.

Faculty of Engineering

One of the largest and highest ranked engineering faculties worldwide, many Monash Engineering graduates are leaders in industry and innovation.

In 2027, we are continuing to focus our education on the full spectrum of engineering and applied sciences, from nanomanufacturing to healthcare engineering, and from decarbonisation to robotics. Our priority is to educate the next generation of young minds to build the world of tomorrow; this approach also ensures industry-ready graduates.

Faculty of Medicine, Nursing and Health Sciences (MNHS)

Monash seeks to improve the human condition – by educating the future and current healthcare workforce, and by undertaking medical research, both discovery and clinical, our staff, students and alumni directly improve quality of life. We consistently rank in the top 50 universities worldwide for clinical, pre-clinical and health sciences. 20% of Australia's clinical trials are conducted in partnership with the Faculty, with over 1,000 active clinical trial contracts and approximately 16,000 patients in Victoria enrolled in industry sponsored trials across the network each year.

In 2027, we will continue:

- Offering the most comprehensive suite of professional health education in Victoria; and
- Educating the future and current healthcare workforce while advancing discovery and clinical research that directly improves quality of life.

Interventions to achieve success and retention targets for Field of Education areas

Monash will introduce a suite of undergraduate certificates from 2027 to improve success and retention rates for students seeking an early exit from our undergraduate awards, allowing for portability and maximisation of credit. Monash also monitors units with high fail rates and units with poor student satisfaction metrics and takes steps to resolve areas of concern after every teaching period. In addition, Monash reaches out to students early in each teaching period who might be at risk of failing their units and offers them academic support. The indicators used are continuously being refined to be more predictive of unit failure.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
02 Information Technology				
Total student enrolments	HESC – Verified 2025	3,259	3,324	3,500 for 2030
Success rate	HESC – Verified 2024	88.40%	Institutional target of 90%	Institutional target of 90%
Retention rate	HESC – Verified 2024	93.12%	Institutional target of 90%	Institutional target of 90%
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	5,912	6,600	7,000 for 2030
Success rate	HESC – Verified 2024	92.44%	Institutional target of 90%	Institutional target of 90%
Retention rate	HESC – Verified 2024	94.67%	Institutional target of 90%	Institutional target of 90%
06 Health				
Total student enrolments	HESC – Verified 2025	6,402	6,700	7,100 for 2030
Success rate	HESC – Verified 2024	95.92%	Institutional target of 90%	Institutional target of 90%
Retention rate	HESC – Verified 2024	85.71%	Institutional target of 90%	Institutional target of 90%

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

Through our teaching, research and engagement, Monash continues to grow its substantial and ongoing contribution to Aboriginal and Torres Strait Islander advancement by fostering mutually beneficial partnerships with Indigenous peoples and communities. We remain steadfast in our commitment to the recruitment, development and retention of Indigenous students and staff and support their aspirations for themselves and their communities. Monash values the knowledge and expertise that Aboriginal and Torres Strait Islander peoples bring to the University, seeking to ensure their representation in leadership and embedding Indigenous perspectives in education, research and decision-making, with an understanding that these are integral to our governance, strategy, and operations.

Action

Monash will continue to champion Indigenous voices, knowledges and advancement, driven by the goals of our Impact 2030 Strategic Plan and our Aboriginal and Torres Strait Islander Framework 2019-2030. This involves moving from First Nations involvement with decision making towards self-determination. To this end Monash's Office of the DVC Indigenous oversees First Nations appointments as well as the administration of the Indigenous Student Success Program (ISSP) funding and First Nations Needs-based Funding (NBF) in full.

2024 marked the 60th Anniversary of the Centre for Research into Aboriginal Affairs (now called the Monash Indigenous Study Centre), which has been directed by a First Nations academic since 1977. In 1984 the Monash Orientation Scheme for Aborigines (MOSA) commenced as a pathway into undergraduate study at Monash.

First Nations leadership

Through its Indigenous Congress, Monash amplifies Indigenous voices across the University and embeds Indigenous perspectives in institution-wide governance and decision-making. The Indigenous Congress serves as an advisory group established to provide strategic advice, guidance, and recommendations directly to senior leadership and Monash University Council on matters relating to Indigenous students, staff, and community, and in which Indigenous students, staff, and community have a particular interest. Indigenous Congress currently has 30 Indigenous members including academic and professional staff, and undergraduate and postgraduate student representatives. In parallel with the Indigenous Congress, Monash is working to establish an advisory body to foster reciprocal relationships with community representatives and help ensure that it is responsive to community priorities.

Monash will continue to increase Indigenous leadership across the University. Indigenous senior leadership appointments at Monash have increased from 7 in 2022 to 16 in 2026. These have included the creation of a Deputy Vice-Chancellor (Indigenous) and Senior Vice-President role in 2024, and most recently a Senior Director of Indigenous Employment in 2026.

Student participation, retention and success

Monash is committed to increasing Aboriginal and Torres Strait Islander student participation and enhancing their experience, retention and success through targeted initiatives.

These include:

- Supporting flexible admission via the Monash Indigenous Entry Scheme and the Monash Indigenous Access Program (MIAP); MIAP enables students who have not had the usual preparation for university study to reach Monash's undergraduate admission standards.
- Delivering a strong school and community outreach program for prospective students.
- Offering students comprehensive academic and pastoral support, including tutoring, textbook provision, and tailored assistance informed by learning analytics, as well as orientation camps, cultural events, and social activities to further foster connection and belonging.

- Delivering the Monash Indigenous Leaders program designed to equip participants with the necessary confidence and skills needed for effective leadership in their future endeavours.
- Growing Indigenous graduate research student numbers and enhancing their experience through targeted student pathway planning, research support, development opportunities and cohort-based engagement initiatives.

Through these programs and initiatives, Monash aims to create a culturally supportive environment across all stages of the higher education journey.

To further strengthen retention, under the leadership of the DVC Indigenous, Monash has commenced a deep dive into the Monash Indigenous student cohort to further improve engagement and support initiatives that promote First Nations students' satisfaction, retention and success.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	292	330+	500 by 2030
First Nations success rate	HESC – Verified 2024	85.45%	86%	92% by 2030
First Nations retention rate	HESC – Verified 2024	74.75%	84%	87% by 2030

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 the DNA of Monash, and our commitment is in line with our stated strategic intent. A core goal of Monash's Strategic Plan, *Impact 2030,* is inclusivity, and the Plan contains a specific commitment to 'seeking talented students…irrespective of gender, sexuality, race, ethnicity, disability, cultural, social or economic circumstances and any other protected personal characteristic, and building a diverse and connected community'. Melbourne's largest campuses are located in Melbourne's growing southeast corridor, and the aspirations of our Caulfield and Frankston campuses echo with the applied learning inherited from their previous incarnations as vocational colleges.

Monash University's *Student Experience Plan: 2025-28* builds on this objective, committing to 'ensure the student experience is grounded in access, equity, inclusion, co-design and a deep sense of belonging' and to cultivating an inclusive and dynamic community where all students feel supported, valued and connected. This connectivity extends to our School of Rural Health and its partner sites across regional Victoria including Churchill, Bendigo, Bairnsdale, Mildura and Wonthaggi.

Action

Access schemes

Monash has a range of entry schemes expanding access for students from underrepresented backgrounds who qualify under reduced minimum entry requirements. In 2027, changes will be made to these schemes to more precisely target support to students with disability and from low socioeconomic backgrounds.

Outreach activities

Monash offers outreach programs to partner schools to expand awareness of and access to further study. Our flagship Schools Access Monash (SAM) Program recently expanded to 75 schools. In 2027, we will increase the program's reach focusing on Melbourne's outer south-east.

Equity scholarships

Monash reduces financial barriers to study through one of Australia's largest equity scholarships programs. We guarantee scholarships for all commencing students who meet entry requirements and experience financial hardship or identify as Indigenous. Scholarships provide targeted support, providing students greater financial certainty alongside wraparound support to help them succeed. Students from regional and remote areas are among those eligible to apply for over $15 million in equity scholarships in 2026, as well as over $1.3 million in relocation and residential support. High-achieving students from regional locations are also eligible for merit based scholarships.

Peer Assisted Study Sessions (PASS)

This peer-led academic support program that will be extended to all first-year students to improve success and retention outcomes in 2027. While PASS supports all students, it has a strong impact on academic achievement outcomes for students from underrepresented backgrounds.

Building first-year student agency, resilience and wellbeing

In 2027, we will advance implementation of evidence-informed, integrated approaches to strengthen first-year student agency, resilience and wellbeing, with a focus on narrowing outcome gaps for students from equity cohorts.

Disability support

Monash supports students with disabilities or medical conditions that impact their ability to succeed. By 2027, Monash will launch a new, accessible Disability Support website and registration service to reduce the barriers to accessing support. Monash is also investing in the implementation of Universal Design for Learning (UDL).

Nearly 11,000 Monash students are from the lower half of the socioeconomic distribution and experience substantial disadvantage. We are committed to supporting the wellbeing and academic success of students.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	4,775	5,000 students with disability enrolled in 2027	6,000 students with disability enrolled by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	3,072	Maintain a low SES participation rate of at least 7.5%	Maintain a low SES participation rate of at least 7.5% by 2030
Total enrolments	Regional	HESC – Verified 2025	3,132	Achieve a regional participation rate of 7.0%	Maintain a regional participation rate of between 6.7 and 8% for the years between 2028 and 2030.
Total enrolments	Remote	HESC – Verified 2025	35	Strengthen partnerships with schools and communities in remote areas	The University has a more consistent pipeline of students from remote areas, with improved access and participation outcomes by 2030
Success	Students with disability	HESC – Verified 2024	90.64%	Institutional target of 90%	Students with disability success rate of at least 90% by 2030.
Success	Students from low SES backgrounds	HESC – Verified 2024	91.74%	Institutional target of 90%	Low SES success rate of at least 90% by 2030 (aligned with University KPI target)
Success	Regional	HESC – Verified 2024	93.74%	Institutional target of 90%	Regional success rate of at least 90% by 2030 (aligned with University KPI target)
Success	Remote	HESC – Verified 2024	90.59%	Institutional target of 90%	Remote success rate of at least 90% by 2030 (aligned with University KPI target)
Retention	Students with disability	HESC – Verified 2024	87.56%	Institutional target of 90%	Students with disability retention rate of at least 90% by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	85.21%	Institutional target of 90%	Low SES retention rate of at least 90% by 2030 (aligned with University KPI target)
Retention	Regional	HESC – Verified 2024	84.90%	Institutional target of 90%	Regional retention rate of at least 90% by 2030 (aligned with University KPI target)
Retention	Remote	HESC – Verified 2024	68.75%	Improved retention outcomes for remote students	Improved retention outcomes for students from remote areas by 2030, supported by targeted transition, academic and wellbeing supports

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

Monash University is committed to delivering excellent education through the capability, professionalism and commitment of its educators. Excellence in education is an institutional expectation in terms of recognition and reward, and is embedded in the University's Education Performance Standards and reflected in probation, promotion and performance processes. For more than a decade, Monash has mandated annual professional learning to support educators to respond to evolving priorities including inclusive education, programmatic assessment, and evidence-based teaching practice.

Action

Student voice and unit improvement

In 2027, Monash will continue to seek student feedback on teaching and learning experiences in their units each teaching period and act on opportunities for improvement. This feedback will continue to be collected through the Student Evaluation of Teaching and Units (SETU), with a new Rasch scale of student experience in the classroom developed, designed to provide a more reliable, multidimensional view of student experience. Overall, SETU results remain strong: 87.2% of units met or exceeded expectations. For units that are not meeting expectations, faculties will continue to prepare targeted action plans to improve the unit in the next offering. An educator's SETU results form a component of the promotion process.

Professional development

Professional development is a priority that underpins teaching quality and recognition and is available to ongoing and sessional staff. Across 2025-2026, Monash strengthened recognition of educational excellence through expanded award pathways and peer nomination initiatives, making recognition more visible, inclusive and embedded within everyday academic practice and culture.

- **Monash Education Academy (MEA) learning opportunities:** in 2025, 3,439 staff engaged in more than 7,200 MEA learning opportunities, with strong participation continuing into 2026. Engagement with recognised professional learning remained high, with 75% of 1,990 eligible teaching staff participating in a professional learning session. This complemented additional professional development offered in faculties (data for this is not available).
- **Annual summits:** in 2026, Monash held University-level Assessment and AI Summits for academic leaders to explore current issues, and hear from industry leaders and student panels; similar summits will continue into 2027.
- **Teaching Excellence Program (TEP):** staff new to Monash are required to complete the TEP. It supported 165 participants and led to 92 Higher Education Academy Fellowships in 2025. (A total of 84 new teaching academics completed the program in 2025.)
- **Advance HE Fellowships:** this is an annual program and in 2025, 132 staff were awarded Fellowships, bringing the total number of active Monash Fellows to 525 by March 2026.
- **Education Excellence Program (EEP):** the re-accredited EEP aligns with the Professional Standards Framework (PSF 2023) and supported 40 experienced educators in 2025 to achieve Monash Fellowship through structured mentoring and peer review.
- **Teaching at Monash module:** teaching staff are required to undertake this module which outlines institutional priorities and expectations of teaching and learning, and connects staff to critical policy and processes that support education delivery.

In 2027, Monash will continue to build on this and expand its professional development opportunities in learning science and immersive and experiential learning.

Recognition

In 2027, Monash will recognise the quality of teaching talent in several ways, including through the:

- **Vice-Chancellor's Education Excellence Awards:** The University has dedicated annual Vice--Chancellor's awards to recognise the contribution of staff to excellence in student learning and to Monash's reputation for providing a world class education. The awards give the University as a whole an opportunity to recognise educators' contributions and also provide opportunities to nominees/winners to increase their profile, be nominated for sector level awards and be considered for promotions or Advanced HE Fellowship; and
- **Monash 70th Anniversary Fellows program:** The University recently launched this new fellowship program. It recognises academics who demonstrate initiative, drive innovation and collaboration that makes lasting impact, develop globally engaged graduates, and support and build the broader academic community. This is a prestigious recognition providing fellows with a 3-year honorary title.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	74.4%	75%	76% in 2030
Teaching quality and engagement	QILT SES – Verified 2025	80.3%	81%	82% in 2030
Learning resources	QILT SES – Verified 2025	84.9%	86%	87% in 2030

Joined-up tertiary system

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

Vision

Monash University has a vision of a joined-up tertiary system at its core to meet Australia's long term skills, productivity and equity goals. The objects of the University as defined by section 5(b) of the *Monash University Act 2009* include 'to provide vocational education and training, further education and other forms of education determined by the University to support and complement the provision of higher education by the University.'

Under the *Monash University (Chisholm) Act 1990*, the Chisholm Institute of Technology, with campuses at Caulfield and Frankston, merged with Monash University with effect from 1 July 1990. Under the *Monash University (Pharmacy College) Act 1992*, the Victorian College of Pharmacy at Parkville, founded in 1881, merged with and became a College of Monash University. The Caulfield-based Faculty of Art Design and Architecture has applied learning in its DNA, as does the Department of Marketing, admitting students on the basis of folios with practical hands-on tuition.

The Monash Frankston campus is located within the Frankston Health Precinct. Monash has delivered the full suite of allied health degrees for over 30 years.

At Monash Frankston, the following allied health degrees are offered, with over 1,800 CSP students enrolled in 2026.

- Nursing and Midwifery
- Paramedicine
- Occupational Therapy
- Physiotherapy
- Speech Pathology.

Action

In 2027, Monash will undertake the following initiatives to create a joined-up tertiary system.

Maximise credit granted for prior vocational qualifications in relevant courses in line with the AQF, including professional registration achievements. An example of this recognition of prior learning is Monash's Nursing Diploma Entry Scheme:

- Students with a graded Diploma of Nursing with at least a minimum of 75% and current registration with AHPRA as an Enrolled Nurse are eligible for consideration.
- Monash advertises this pathway in VTAC separately to the direct entry 3-year Nursing program.
- Students gain a full year of credit for their Diploma which is the maximum allowable under the AQF and ANMAC accreditation requirements.
- These students fill second year Nursing clinical places vacated by students who have left the program, enabling Monash to ensure supply to Australian hospitals in accord with the ATEC's National Priority of 'Health, Aged Care and Disability Support'.

With the proportion of graded vocational Nurses decreasing, Monash will attract the best pathway students by introducing a supplementary assessment for ungraded vocational nursing students to enable their ranking which will significantly increase articulation of vocational nursing students into undergraduate courses from 2028. We predict growth from 24 headcount (2025) to 80 headcount (2028).

Monash is establishing a dedicated TAFE partner with Chisholm TAFE. Students may articulate from every Chisholm undergraduate degree into postgraduate study at Monash from 2027.

Monash is also exploring a new Bachelor of Early Childhood Education that would enable students to articulate with credit from a TAFE's Diploma of Early Childhood and Care.

Monash is supporting regional health through our broader vision of a joined-up sector:

- 435 EFTSL of Doctor of Medicine students based in Churchill Gippsland: Students rotate through placements in Bendigo, Bairnsdale, Wonthaggi, Bendigo and other regional hubs.
- From 2027, new Bachelor of Allied Health delivered at Bairnsdale, Mildura and Wonthaggi: Learning and practising in the regions, students graduate as Occupational Therapists, Podiatrists and Physiotherapists.

From 2027, new partnership with the University of Tasmania (UTas) for Radiation Therapy: Students study Health Science with UTas then gain credit into the Monash Master of Radiation Science (distance) and complete without leaving Tasmania.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Average amount of credit provided to domestic bachelor students admitted on the basis of VET	Monash internal figures (2025)	48 credit points, (full year of credit)	48 credit points (maintenance in line with AQF and ANMAC limits)	48 credit points (maintenance in line with AQF and ANMAC limits) (2028 target)
Domestic students admitted to a bachelor course on the basis of VET	Monash internal figures (2025)	24 headcount	30 headcount	80 headcount (2028 target)
Success rate of domestic bachelor students admitted on the basis of VET	Monash internal figures (2025)	100%	90% (aligned with university KPI target)	90% (aligned with university KPI target)

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Monash University's research vision is to be the home to excellent discovery, innovation and translational research to meet the challenges of the age for the betterment of people and the planet. Monash's investment in research infrastructure strengthens Australia's sovereign capability. Monash is embedded in a suite of partner hospitals where our clinical trials contribute to the nation's medical breakthroughs. The excellence and impact of Monash's research attracts and develops talented individuals, both locally and globally. Students and staff are attracted to Monash as a result of our quality academics and outstanding research outputs and the opportunities available to contribute to our global impact. Monash's research is built on the essential foundations of research excellence, peer-reviewed funding performance, disciplinary expertise, and interdisciplinary collaboration.

Action

Monash's Research and Enterprise Plan 2026-2028 is designed to ensure our research has a positive impact on people and the planet and recognises the vital importance of Australian Indigenous research to advance knowledge and contribute to reconciliation. The Plan is focused on the following areas which will continue to be a core focus in 2027:

- **Excellence:** Advance high-quality, curiosity-driven, and applied research by deepening disciplinary strengths and fostering cross-sector collaboration to generate new discoveries and extend the frontiers of knowledge.
- **Impact:** Accelerate translation of research into societal, environmental, and economic benefit by enabling large-scale, transdisciplinary work, expanding commercialisation pathways, and fostering responsible, mutually beneficial partnerships.
- **Adaptive operations:** Enhance Monash's research and enterprise professional services and research infrastructure to make it easier for researchers to access support, work across organisational boundaries and translate research into impact, while adapting to changes in technology, funding, partnerships and the way research is conducted.

Research training

Monash recognises the significant challenge of the declining domestic PhD student pipeline, and the corresponding workforce challenges it entails for our research workforce and national sovereign capability.

Monash continues to strengthen its Higher Degree by Research (HDR) pipeline and outcomes through targeted investment in research training, industry engagement and student support, contributing directly to growth in HDR domestic enrolments and completions. In 2025, Monash had more than 5,850 HDR enrolments, with HDR load projected to increase to 4,124 EFTSL, up from 4,020 EFTSL in 2024 and 8.4% above pre-COVID levels.

Monash's Graduate Research Industry Partner (GRIP) programs provide industry-connected research training and employment pathways, while the MentorLinkPhD program supported 100 doctoral candidates in a pilot program in 2025 through mentoring and career development opportunities. To improve student retention, wellbeing and completion outcomes, Monash will introduce a foundation stipend from 2027 to ensure all HDR candidates receive an increased allowance. These initiatives build on strong performance in timely thesis submission, which reached 76.2% in 2024, exceeding the University's target.

Industry engagement and research commercialisation

Monash has identified strategic intervention areas to focus its translation, innovation and commercialisation capabilities. In 2027, this includes to:

- Connect research expertise and talent to accelerate translation and commercialisation
- Focus investment and capability on major challenges where Monash can deliver significant impact
- Build stronger partnerships with industry, government and investors to take research into application and scale.
- Strengthen governance to ensure effective delivery of outcomes.

Monash will work with key partners to translate its research including BioCurate, IP Group and Breakthrough Victoria, including working across the Monash Technology Precinct.

Monash Innovation Labs are a key part of this growth and development ecosystem, connecting the University with industry partners for talent, expertise and co-located facilities. These labs bring together researchers and students across disciplines, including engineering, IT, science and pharmacy. We are scaling up activity in 2027, seeking to drive innovation and economic impact and create the emerging talent and high-tech jobs needed for national economic growth and diversification.

We are constructing a research facility in Parkville for our world class Monash Institute of Pharmaceutical Sciences, research from which has contributed to the development of such new drugs as Cobenfy, a new treatment for schizophrenia, and Momelotinib, a new treatment for bone marrow cancer. We will also be expanding our Medicines Manufacturing Innovation Centre in 2027.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	2,603	No growth	Maintain domestic HDR enrolments at current level
HDR domestic completions	HESC – Verified 2025	447	491	Maintain domestic HDR completions at current level

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.