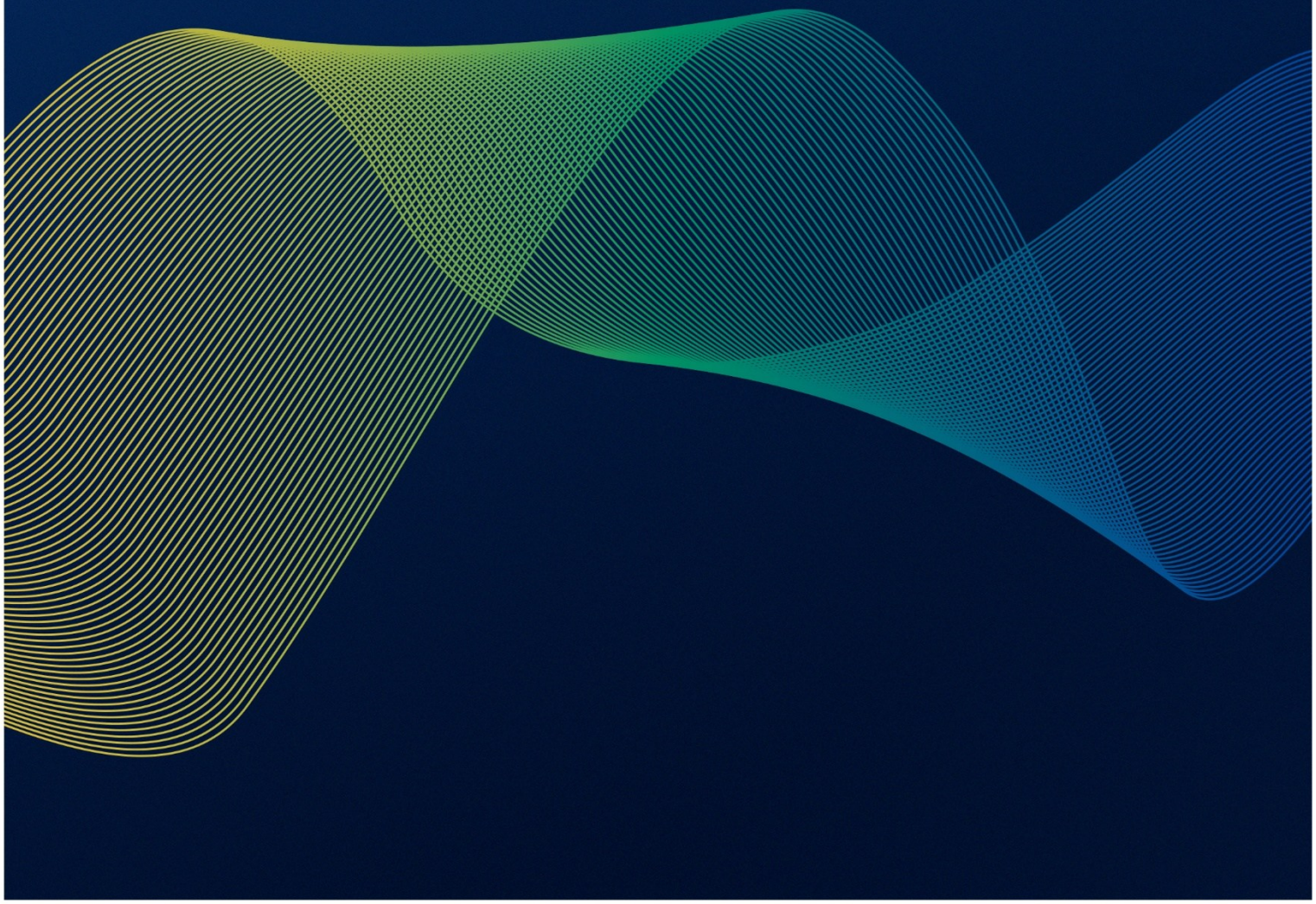
Australian Government

ATEC
Australian Tertiary Education Commission

Murdoch University

2027 mission based compact between the ATEC and Murdoch University



Preface

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

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

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

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

Murdoch University was established as a university of difference, recognising that everyone deserves access to a quality education. For more than 50 years, Murdoch has delivered innovative courses, undertaken ground-breaking research and opened doors to people from diverse backgrounds, nurturing students who seek to create positive change in the world.

Murdoch's legislated purpose is *'the advancement of learning and knowledge, and the provision of university education',* expressed through our core activities of Education, Research, and Engagement.

Our shared purpose is to change lives and society for the better through accessible education and research, contributing to the solution of societal and environmental challenges and providing an inclusive, caring community in which everyone can realise their potential.

Our Vision is that 'Murdoch University will be widely recognised as the university of choice for people who care, who value inclusion, curiosity and innovation, and who desire to make a positive social impact. We will be a leading university in education, teaching and research in sustainability; a thriving, welcoming, diverse and inclusive community. Murdoch University will be the university of first choice for First Nations peoples, promoting and benefiting from Indigenous knowledges. Our quality education will be contemporary, accessible and inclusive. Our graduates will be keenly sought by employers and will be known for having adaptability, fresh perspectives, practical skills and a social conscience. Our research will be impactful, and we will have strong industry and institutional collaborations.'

Our Purpose and Vision are advanced through Murdoch University's Strategy 2023-2030: *Building a Brighter Future, Together: Ngala Kwop Biddi*.

Three Strategic Themes – Sustainability; Equity, Diversity and Inclusion; and First Nations – flow through our Strategy. Three core activities – Education, Research, and Global Engagement – are fundamental to achieving our purpose.

Murdoch is a global university with campuses in Australia, Singapore, Malaysia and Dubai. We aim to provide a consistent experience across campuses with academic staff involved in teaching and research, regardless of location. We have defined objectives for each strategic theme and core activity, and performance indicators provide measures for success.

We are committed to being a leading university in education, teaching, and translational research in sustainability. Guided by a deep-rooted sustainability ethos and a commitment to listening to the First Knowledges of this land, we are nurturing mindsets and creating solutions for a better and more sustainable world.

Equity, Diversity and Inclusion is a guiding principle, and a whole-of-university EDI sub-strategy and action plan is in place. Advisory groups made up of students and staff offer lived-experience expertise and advice in the development of targeted initiatives to attract, include, support and retain equity cohorts.

Our objective is to become the university of choice for First Nations peoples, an exemplar in embracing, promoting and benefiting from Indigenous knowledges and cultural inclusivity.

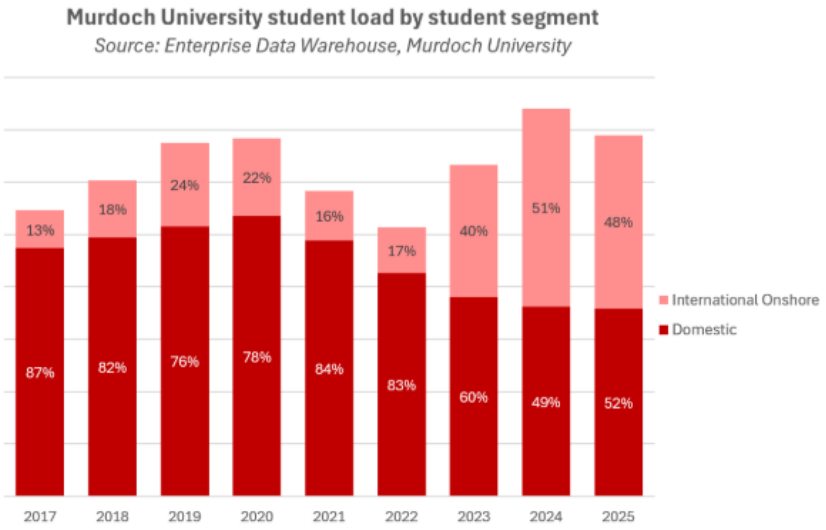
We aim to increase impactful and progressive research in our areas of strength and excellent research across our disciplines. We continue to build engagement with our local, State, national and global community, creating mutually beneficial partnerships to reach joint goals and building on our long and proud history of engagement with community at every level.

In partnership with ATEC, we look forward to playing our role in building a more resilient, vibrant and diverse higher education system for Australia.

Enrolment strategy and priorities

Our objective is to return our domestic undergraduate enrolments to pre-pandemic levels and contribute to the Government's longer-term tertiary attainment goals.

During the post-pandemic downturn in domestic commencements, Murdoch was able to increase its international onshore enrolments on the back of a resurgence in international demand.



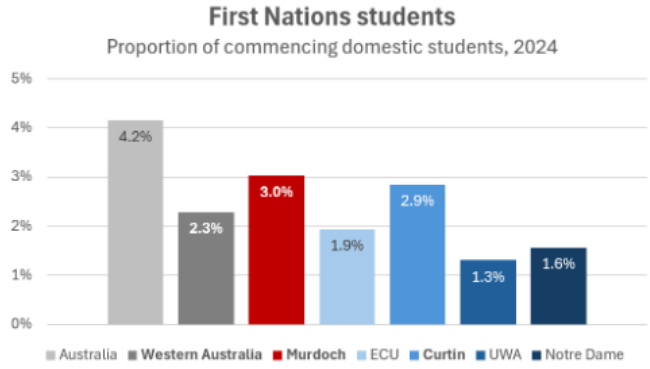
Murdoch's long-term enrolment strategy now focuses on increasing domestic enrolments through our increasing reputation for student support; alignment with workforce and industry demand; an emphasis on equity, access and widening participation; and on retention and student success.

Our future strategy for international onshore students is to maintain a stable intake based on current NOSC with increased diversification of source countries. Improvements in student success and satisfaction give us confidence that with the right Managed Growth System settings, Murdoch will continue a path back to domestic growth and a balance between domestic and international onshore enrolments.

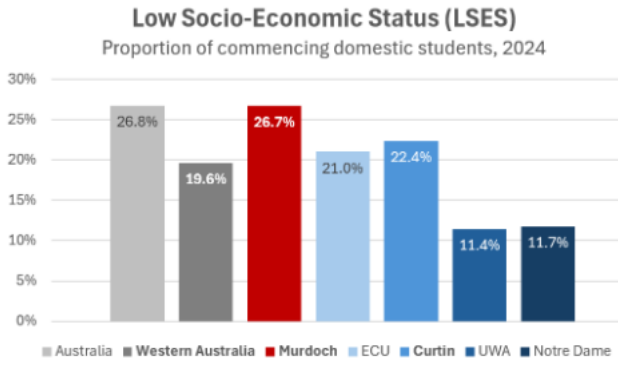
Student mix

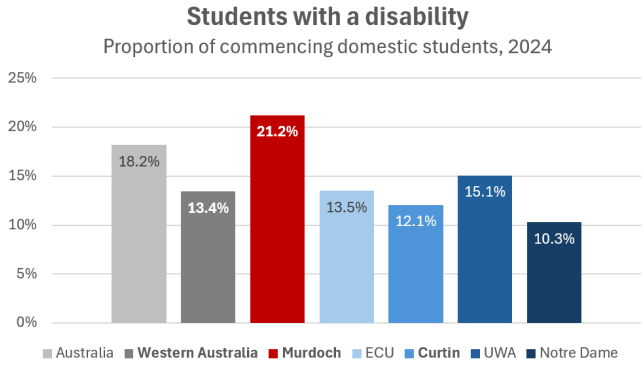
Murdoch is the leading equity university in WA. The graphs show that Murdoch continues to attract high proportions of these students.*

Murdoch also has a relatively older student cohort and high proportion of First in Family students. As a result, Murdoch has proportionally more part-time students than the national or WA average.



While equity and part-time students generally score lower on traditional student success measures, we have been closing this performance gap to be within approximately 2 percentage points in 2025, the smallest gap to date.





Source: Higher Education Statistics Collection, Department of Education, 2024.

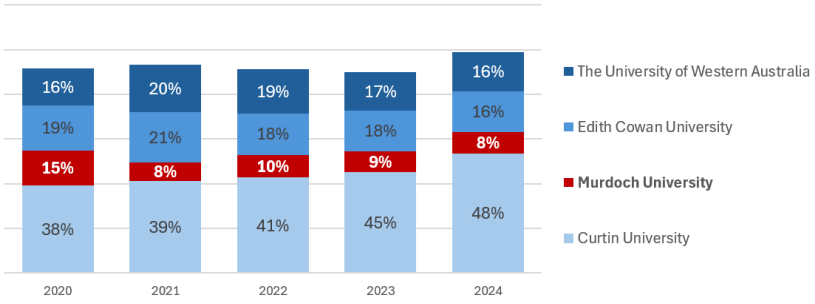
KPIs for overall success measures, notably retention and student satisfaction, have also significantly improved.

Western Australian domestic participation

WA historically has one of the lower rates of higher education participation in Australia due to its unique economy and demographics. The extraordinary post-pandemic economic recovery in WA put additional pressure on domestic enrolments.

WA domestic undergraduate commencements

Source: HESC, Department of Education



Job-ready Graduate reforms

The Government's 2021 JRG reforms have also caused downward pressure on domestic undergraduate load. The most affected fields of education saw the strongest commencement declines – from 41% in 2020 to 37% in 2024.

Course delivery and campus

Murdoch has three campuses in WA, with one main campus in Perth, and two campuses in the outer metropolitan suburbs of Mandurah and Rockingham. Rockingham offers enabling pathways which are accessible to local students while Mandurah specialises in health courses.

Murdoch offers WA's only veterinary school and animal teaching hospital. Our students train in a broad range of disciplines and graduates are in high demand. Murdoch is redeveloping the School of Veterinary Medicine to enable training of up to 50% more veterinarians in the future. Murdoch's School of Allied Health will also expand offerings to include physiotherapy from 2028.

A campus development plan is in place for the Perth campus, with works beginning in 2026.

Domestic recruitment initiatives

Murdoch is expanding engagement with high schools across metropolitan, regional and remote WA, reaching more than 250 schools and 600 **First Nations** students annually.

Murdoch has long offered well regarded and supported enabling pathways benefiting large numbers of **students from underrepresented groups**, with more than 1,400 students enrolled in an enabling pathway at Murdoch in 2025.

A new Regional Future Student Office based in Busselton is expanding outreach across the South-West, delivering pathways information sessions, workshops and application support to regional schools. A **new scholarship program** called Country to Campus is being introduced to reflect our ongoing commitment to students from rural and regional communities.

The Ngala Kwop Biddi Brighter Futures Scholarship was introduced in 2024, aligning with the University's strategic themes of Sustainability; Equity, Diversity and Inclusion and First Nations.

Section 2: Performance domains

National, State/territory and regional priorities

A tertiary education system which meets Australia's current and future skills and knowledge needs

Vision

Our vision is to be the university of choice for people who care: a place where accessible, inclusive education and impactful research change lives and society for the better. We will lead through sustainability, equity, diversity and inclusion, and meaningful partnership with First Nations peoples and knowledges. We will expand opportunity, remove barriers, and support every learner to thrive, belong and succeed. Through curiosity, innovation and strong collaboration with communities, industry and government, we will develop adaptable graduates, create knowledge that matters, and contribute to a fairer, more skilled and more resilient Western Australia and nation, advancing both social progress, and local and national prosperity.

Action

We are guided by our Strategy and act with purpose to expand opportunity, deepen belonging and deliver outcomes that matter for students, communities and the State economy

Consistent with the Western Australian Skills and Workforce Development Action Plan and the National Tertiary Education Objective, we collaborate with schools, TAFE, industry and government to respond to workforce demand and strengthen regional participation.

Both WA's and the ATEC's workforce and skills priorities align strongly with our fields of education (FoEs) and active investments:

- **Health**: a new Bachelor of Nursing curriculum (2026) with TAFE articulation pathways, alongside new Chiropractic, Physiotherapy and high-performance sport programs across allied health and psychology.
- **Clean energy, climate change and net zero transformation**: a new Master of Decarbonisation, Energy and Sustainability Management, and restructured environmental science offerings with field-based learning.
- **STEM, digital and technology**: a new Bachelor of Analytics (FinTech, business intelligence and data science), a Bachelor of Games Design in development, and applied, AI-ready skills embedded across STEM.
- **Defence**: Advancing WA's broad strategic goals, the reactivation of Murdoch's Rockingham Campus is designed to drive economic growth and diversification, innovation, and labour force pipeline development in areas of strategic need, including defence. Serving the population of the Southern Corridor, it will fill gaps in Australia's precision manufacturing capability, research and development, and labour pipeline training and readiness across target areas, working with key partners including South Metropolitan TAFE, government, and industry. An expanded suite of engineering courses will support these efforts.
- **Education, including early childhood education and care**: a restructured Master of Teaching with earlier school experience and 'earn while you learn', ITE Extend pathway for education assistants, and Academy of Inclusive Education Excellence.
- **Sovereign capability and food security**: expanded biomedical and forensic science majors with integrated Bachelor–Master pathways, an international Food Science articulation, and Agricultural Science double-majors spanning business and AgTech.

Recurring growth-planning brings together academics, outreach teams, marketing and labour-market analysis to determine the actions Murdoch will take over the next three years to support our Vision and the future skills and knowledge needs of the State and nation.

Through employer engagement, impactful research and more systemic vocational-to-higher-education pathways, Murdoch will help build a more inclusive and harmonised tertiary system and prosperous, sustainable and future-ready Western Australia.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
02 Information Technology				
Total student enrolments	HESC – Verified 2025	432	388	446
Success rate	HESC – Verified 2024	79.12%	2025 baseline plus the percentage point improvement of all domestic undergraduate students	2030 improvement on 2027
Retention rate	HESC – Verified 2024	67.09%	69.91%	75.68%
0501 Agriculture				
Total student enrolments	HESC – Verified 2025	310	288	332
Success rate	HESC – Verified 2024	90.64%	2025 baseline plus the percentage point improvement of all domestic undergraduate students	2030 improvement on 2027
Retention rate	HESC – Verified 2024	66.94%	69.75%	75.51%
0509 Environmental Studies				
Total student enrolments	HESC – Verified 2025	444	413	475
Success rate	HESC – Verified 2024	90.65%	2025 baseline plus the percentage point improvement of all domestic undergraduate students	2030 improvement on 2027
Retention rate	HESC – Verified 2024	72.93%	75.99%	82.27%
0603 Nursing				
Total student enrolments	HESC – Verified 2025	994	924	1,064
Success rate	HESC – Verified 2024	93.49%	2025 baseline plus the percentage point improvement of all domestic undergraduate students	2030 improvement on 2027
Retention rate	HESC – Verified 2024	80.84%	84.24%	91.19%
0611 Veterinary Studies				
Total student enrolments	HESC – Verified 2025	303	282	324
Success rate	HESC – Verified 2024	97.49%	2025 baseline plus the percentage point improvement of all domestic undergraduate students	2030 improvement on 2027
Retention rate	HESC – Verified 2024	100.00%	100.00%	100.00%

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0617 Rehabilitation Therapies				
Total student enrolments	HESC – Verified 2025	372	346	398
Success rate	HESC – Verified 2024	95.30%	2025 baseline plus the percentage point improvement of all domestic undergraduate students	2030 improvement on 2027
Retention rate	HESC – Verified 2024	77.27%	80.52%	87.16%

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

Data note:

- ***Enrolment** milestones for 2027 are calculated by applying the average reduction in total load between the 2025 baseline and the current 2027 load forecast based on commencement declines in previous years combined with a return to growth from 2026 onwards.*
- ***Success** rate milestones for 2027 are expressed as at least the 2025 baseline, or the 2025 baseline plus the percentage point increase of the average domestic undergraduate success rate improvement between 2025 and 2027. The expected outcome and timeframe are calibrated on our current Strategic Plan horizon of 2030.*
- ***Retention** rate improvement is linked to our stated Senate Key Performance Indicator target for commencing domestic bachelor students from 73.6% in 2024 (into 2025) to 76.7% in 2026 (into 2027) and ultimately to 83% in 2030 (into 2031). This means a milestone improvement from 2024 to 2026 of 3.1pp (4.2%) and an improvement from 2024 to 2030 of 9.4pp (12.8%), uniformly applied to all FoEs.*
- *Two FoEs have 2024 retention rates below the University average. This is the case for Information Technology, which is targeted by initiatives to increase student preparation and support, and for Agriculture, where retention rates are impacted by students utilising the course as a pathway into Veterinary Science (a highly competitive capped course with limited places).*

First Nations

First Nations leadership, access, participation and success

Vision

Murdoch University will become the university of choice for First Nations peoples by advancing Indigenous self-determination through Indigenous leadership, governance and knowledges, while strengthening culturally safe pathways, learner capability, participation, success and graduation outcomes for Aboriginal and Torres Strait Islander students. Guided by Indigenous leadership and knowledges, Murdoch is committed to advancing First Nations futures through education, research, workforce development and community connection, while supporting culturally strong graduates and future leaders. Murdoch will continue implementing its First Nations Sub-Strategy 2024–2030 with Indigenous self-determination as one of its four strategic pillars to strengthen First Nations access, participation, retention, success and completion across the student lifecycle.

Action

Aligned to the University's Strategy, we will continue embedding Indigenous Knowledges, cultural inclusivity and Indigenous leadership across education, workforce, research and engagement while strengthening Indigenous leadership, governance and decision making across the institution.

The Pro Vice Chancellor First Nations provides executive leadership for the University's First Nations strategy as a member of the University Executive, with responsibility for First Nations outcomes across education, student success, workforce, research and engagement.

The First Nations portfolio brings together Kulbardi Aboriginal Centre, School of Indigenous Knowledges and responsibility for the Indigenous Student Success Program (ISSP), strengthening Indigenous leadership, accountability and strategic oversight across the University's First Nations priorities.

The current First Nations share of the WA population is 3.3%. Murdoch enjoys the highest representation of First Nations students at any WA university, with students making up 2.7% of domestic students. Murdoch will increase First Nations participation to exceed its share of the WA population and improve retention, completion and graduate outcomes while expanding opportunities for First Nations learners. We are strengthening culturally safe pathways into higher education through expanded targeted outreach and enabling and transition initiatives. Strategies and programs include:

- **Student success and participation**: Tailored student success initiatives delivered by Kulbardi Aboriginal Centre.
- **Indigenous Knowledges and education**: School of Indigenous Knowledges delivering Indigenous-led teaching, research and engagement activities.
- **Pathways and access**: Murdoch will expand engagement with schools across metropolitan, regional and remote WA, where we currently reach more than 250 schools and over 600 First Nations students annually. Through K-Track, Waardong, school outreach and partnerships, the University will strengthen pathways that build academic readiness and support First Nations learners to transition into higher education, while increasing participation, strengthening transition and improving completion outcomes.
- **Cultural capability and engagement**: Implementation of the Cultural Capability Framework, on-Country learning, Elders engagement and the Cultural Leadership Program will strengthen understanding, respect and meaningful engagement with First Nations peoples, cultures, histories and knowledges across the University, while embedding Indigenous leadership and cultural authority across institutional practice.
- **Boordawan Movement**: Murdoch will advance First Nations leaders by supporting students through the Boordawan Movement, which is designed to grow strong, culturally-grounded First Nations graduates who lead with confidence, purpose and integrity.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	212 (2.7%)	Aligned with Senate KPI: 2.9% by 2027	Aligned with Senate KPI: 3.3% by 2030
First Nations success rate	HESC – Verified 2024	78.03%	Improvement at greater rate than all undergraduate domestic students	By 2030, improvement that is greater than that of the overall domestic undergraduate population (closing the success gap)
First Nations retention rate	HESC – Verified 2024	72.00%	Improvement at greater rate than all undergraduate domestic students	By 2030, improvement that is greater than that of the overall domestic undergraduate population (closing the retention gap)

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

Murdoch will build a welcoming, diverse and inclusive community and environment where all members of our community can realise their potential. Murdoch recognises fairness requires addressing systemic and individual disparities, which can differ depending on unique circumstances, so that students are supported to succeed. We aim to ensure that all people, regardless of race, culture, ability, religion, gender, sexuality, age, economic class, or background, can achieve their full potential. This is set out with actions in the University's EDI Sub-Strategy. Murdoch's EDI Sub-Strategy intersects with institutional efforts to achieve gender equity, support students from low SES and rural and remote backgrounds, and counter age discrimination.

Action

Strategies in place and continuing to achieve increased access, participation, attainment and success of under-represented groups and priority cohorts include:

- **Enabling pathways**: Murdoch has been successfully preparing non-traditional students for university study since its foundation. More than 1,400 students enrolled in an enabling pathway at Murdoch in 2025. FlexiTrack High is a university preparation course for partnership schools offering a scaffolded and supported learning journey. There were 327 FlexiTrack High students from metropolitan and regional partnership schools in 2025. TLC Learning for Tomorrow, a free Year 12 enabling program for students from participating schools in the Mandurah and Rockingham areas had 234 students enrolled. The free online or in-person course OnTrack Flex had 612 students involved.
- **Ngala Kwop Biddi Scholarships**: Each WA Secondary School can nominate a graduating Year 12 student for the Ngala Kwop Biddi Brighter Futures Scholarship, who by their leadership and activity has effected positive change in their school or community.
- **Peer Assisted Study Sessions**: Peer Assisted Study Sessions are free academic assistance programs using peer-led study groups to help students succeed in challenging units.
- **Studiosity**: Studiosity plays a crucial role in supporting on-demand, personalised academic assistance to Low SES students, and regional and remote students with 24-hour support.
- **Support Networks**: Internal advisory and working groups provide advice and recommendations on how to better support key diverse communities at Murdoch.
- **School-based support for equity students**: As part of our EDI Sub-strategy, each academic school has appointed Associate Deans EDI to drive the student experience and success, retention and completion outcomes for equity students at discipline level.
- **Regional and remote support**: Regional Future Student Officers based in Busselton provide South-West students with pathway information sessions, workshops and application support, and the myAdvice team visits Regional University Study Hubs for exam preparation workshops and 1:1 support.
- **Support for relocated students and students commuting to campus from regional areas**: The myAdvice Team proactively reaches out to commencing regional and relocated students to check-in prior to the start of their first semester, introduce the myAdvice service, and offer support with transition to university life.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	2,078	Increased proportion of overall domestic undergraduate (UG) enrolments	Increased proportion of overall domestic UG enrolments
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	2,131	Increased proportion of overall domestic UG enrolments	Increased proportion of overall domestic UG enrolments
Total enrolments	Regional	HESC – Verified 2025	732	Increased proportion of overall domestic UG enrolments	Increased proportion of overall domestic UG enrolments
Total enrolments	Remote	HESC – Verified 2025	100	Increased proportion of overall domestic UG enrolments	Increased proportion of overall domestic UG enrolments
Success	Students with disability	HESC – Verified 2024	84.12%	Improvement that is greater than that of all undergraduate domestic students (closing the success gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the success gap)
Success	Students from low SES backgrounds	HESC – Verified 2024	85.57%	Improvement that is greater than that of all undergraduate domestic students (closing the success gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the success gap)
Success	Regional	HESC – Verified 2024	87.16%	Improvement that is greater than that of all undergraduate domestic students closing the success gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the success gap)
Success	Remote	HESC – Verified 2024	89.03%	Improvement that is greater than that of all undergraduate domestic students (closing the success gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the success gap)
Retention	Students with disability	HESC – Verified 2024	72.50%	Improvement that is greater than that of all undergraduate domestic students (closing the retention gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the retention gap)
Retention	Students from low SES backgrounds	HESC – Verified 2024	72.41%	Improvement that is greater than that of all undergraduate domestic students (closing the retention gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the retention gap)
Retention	Regional	HESC – Verified 2024	70.18%	Improvement that is greater than that of all undergraduate domestic students (closing the retention gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the retention gap)
Retention	Remote	HESC – Verified 2024	72.73%	Improvement that is greater than that of all undergraduate domestic students (closing the retention gap)	By 2030, improvement that is greater than that of the overall domestic UG population (closing the retention gap)

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

High-quality education has been at the heart of Murdoch since its foundation over 50 years ago. Our education mission is to deliver contemporary, accessible education that prepares graduates to contribute meaningfully to society, the economy, and their communities. We strive to ensure our graduates will be known for their adaptability, fresh perspectives, practical skills, and strong social conscience. Murdoch University aims to be a leader in educational efforts to promote sustainability and sustainable practices, build a welcoming, diverse and inclusive community, and to become the university of choice for First Nations peoples. The priorities are integrated into curriculum design, pedagogy, partnerships, student experience, and our institutional culture.

Action

Murdoch University has created a high-quality educational experience for our students, while also having an expectation for continuous improvement.

As just one example of this commitment, a six-month pilot project was used to prepare staff to teach in the Boola Katitjin building prior to its opening, which allowed staff and students to fully benefit from the learning technology and room designs. Student satisfaction has also continually improved since the Boola Katitjin learning space opened.

Murdoch participates in Advanced Higher Ed, Australia Teaching Awards and the Higher Education Research and Development Society of Australasia (HERDSA).

The Professional Learning Team provides leadership and guidance in the development and recognition of teaching quality through:

- Showcasing innovative assessment practices using AI.
- Universal Design for Learning as a core focus.
- Delivering education certifications to staff who teach and/or support learning.
- Facilitating recognition of effective and inclusive practice with Advance HE-accredited fellowship programs for staff who teach and/or support learning.
- Providing a funded program of teaching scholarship projects to advance teaching quality; and
- Teaching award development, support and guidance at the College, University and National levels.

Digital technologies continue to shape teaching practices at Murdoch University. Digitally enhanced systems and virtual reality scenarios in Criminology, Nursing, Teacher Education, and Veterinary Studies enable students to explore complex systems or engage in real-world situations to refine practice in a safe environment. Quality teaching at Murdoch is further enhanced through:

- Student support systems.
- Units and courses that address critical social, scientific, and technological challenges.
- Discovery Units that are linked to strategic themes.
- Strong connections between teaching and research.
- Work Integrated Learning and Study Abroad.
- Integration of emerging technologies.
- Inclusive curricula and assessment through application of Universal Design for Learning.
- Embedded EDI and First Nations principles.
- Embedded UNESCO’s Sustainable Development Goals (SDGs) into educational programs.
- Demographic data platforms for academics that help them tailor the curriculum Tailored support for high-risk student cohorts, including regional and online students, through bespoke webinars and regular check-ins.
- Supporting students by promoting support services at important points throughout their studies to enable success at every stage.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Advanced HE fellowships	Advanced HE Report 2025, Murdoch data records	83 (all fellows^)	Increase number of new fellowships awarded to 90 in 2027	By 2030,100 fellowships awarded (all programs) annually
Overall educational experience	QILT SES – Verified 2025	79.8%	80.0% (UG Senate KPI for 2027)	83.0% (UG Senate KPI for 2030)
Teaching quality and engagement	QILT SES – Verified 2025	83.3%	Improvement on baseline	Improvement on 2027

^Associate Fellow of the Higher Education Academy (AFHEA), Fellow (FHEA), Senior Fellow (PFHEA), Principal Fellow (PFHEA).

Joined-up tertiary system

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

Vision

Murdoch's flexible admissions system was the first in Australia to consider factors other than school exams, making education more accessible. This inclusive approach continues. Murdoch collaborates with high schools, TAFEs and Registered Training Organisations (RTO) to develop programs and pathways that fit the demands of students, employers, ATEC's workforce and skills priorities, and the WA Skills and Workforce Development Action Plan. We play an active role in a joined-up tertiary system, with block credit recognition agreements in place We are supportive of a National Credit Recognition Framework. Our vision is for students attending TAFE and RTOs to use their certificate qualification as a pathway to university study and higher-level qualification.

Action

In WA, Year 12 students can access Cert IV programs via TAFE and RTOs and earn points towards their WA Certificate of Education. Murdoch engages with two RTOs offering programs to Year 12s: Fremantle Education Centre and Health Science Hub.

The Health Science Hub delivers programs aligned with Murdoch degree courses.

Where appropriate, the University engages with TAFEs to provide information to students at the end of their TAFE study, including pathway options, and available Advanced Standing for related degree courses.

Murdoch offers annual information sessions for Mature Age students, including those with TAFE qualifications, outlining entry pathways.

Murdoch is in discussion with local and regional TAFEs to create further education pathways across industries and professions critical to the economic health and advancement of Australia.

Examples of collaborations in place:

- **Business**: Students completing a Diploma of Hospitality Management can receive up to 24 credit points (up to one year) towards Murdoch's Bachelor of Business.
- **Information Technology**: Students completing a Diploma of Information Technology (Advanced Programming) can receive up to 24 credit points (up to one year) towards select majors in the Bachelor of Information Technology.
- **Media and Communication**: Students completing a Diploma of Screen and Media (Film and Television) can receive up to 24 credit points (up to one year) towards the Bachelor of Creative Media (Screen Production).
- **New** Diploma of Sport and Business: Developed in partnership with WA Cricket and Perth Scorchers, this pathway enables graduates to receive up to one year of credit towards select undergraduate degrees.

Murdoch is developing TAFE collaborations in the fields of hydrometallurgy, allied health, engineering, nursing, agriculture and aquaculture. The collaborations will include our Rockingham campus, which is within the AUKUS precinct. Microcredentials and short courses are also being considered as new offerings at regional and suburban study hubs.

A collaboration with the Australian Manufacturers Workers Union is focused on establishing a pathway from 'trades to professions' through a degree apprenticeship program to support WA sovereign engineering capability.

There are two further opportunities that Murdoch University will explore as part of a national network with respect to a joined up tertiary system: a central system with clear guidelines regarding **recognition of prior learning (RPL) at TAFE** or university, and a centralised database for determining **RPL based on professional experience**.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic students admitted to a bachelor course on the basis of VET	Enterprise Data Warehouse, Murdoch University – 2025	1,511 (18.8%)	Hold in 18-22% range	Hold in 18-22% range
Success rate of domestic bachelor students admitted on the basis of VET	Enterprise Data Warehouse, Murdoch University – 2025	86.8% (progress rate) compared with 89.0% overall	Improvement at same rate as all undergraduate domestic students	By 2030, improvement that is greater than that of the overall domestic UG population (closing the success gap)
Retention rate of domestic bachelor students admitted on the basis of VET	Enterprise Data Warehouse, Murdoch University – 2025	79.5% in 2024 (full-year retention rate into 2025) – compared with 82.8% overall	Improvement at same rate as all undergraduate domestic students	By 2030, improvement that is greater than that of the overall domestic UG population (closing the retention gap)

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Murdoch will strengthen national capability by focusing research efforts in areas of strength while maintaining breadth across disciplines. We will align our research with national and State priorities and the emerging Strategic Examination of Research and Development agenda, with a focus on mission-led, impact-driven programs. Through research strengths in health, food systems, biosecurity, climate resilience and energy transition, we will support WA's economic diversification, energy transition, food security and national research agenda.

Our research will be collaborative, globally connected, and grounded in responsible practice. We will grow Higher Degree by Research (HDR) participation and strengthen Australia's future research workforce. outcomes that support productivity, resilience, and long-term societal and environmental benefit.

Action

Murdoch will deliver these objectives through focused approaches to capability, scale and alignment with national and State priorities. Key actions include:

- **Focus on priority research**: Concentrated research effort where we have established strengths and evidenced external demand: climate, environment and resilient systems, energy transition, food systems, biosecurity, and health. These strengths align closely with State priorities in renewable energy, decarbonisation, sustainable resource development, food and agricultural innovation, health and medical research, environmental stewardship, and sovereign capability.
- **Strategic support for emerging areas**: Murdoch will maintain a balanced research profile, supporting both fundamental and applied research across STEMM and HASS while enabling emerging areas where there is evidence of performance, demand and partnership potential. Areas such as artificial intelligence, data science, precision health, Indigenous-led research, advanced manufacturing, and digital technologies have strong potential to contribute to WA's innovation ecosystem, workforce capability and economic diversification objectives.
- **Partnership development**: We will strengthen partnerships with industry, government agencies and international partners to increase scale and impact. Backed by State Government support, our Extractive Metallurgy Hub is a key enabler of Australia's transition to sustainable metals production. Through the Murdoch Innovation Exchange and new internal funding schemes, we will move beyond individual projects to coordinated programs with defined economic, social and environmental outcomes, including commercialisation, consultancy and policy engagement.
- **HDR capability and workforce development**: Murdoch is adopting a whole-of-pipeline approach to strengthen HDR participation, completion and graduate outcomes. We are expanding Research Masters' programs, creating stronger undergraduate-to-HDR pipelines through research internships and early talent identification, enhancing supervisor capability, increasing industry-partnered doctoral opportunities, modernising researcher development programs, and strengthening candidate support throughout the research journey.
- **Processes, support and data stewardship**: We will strengthen research development capability, infrastructure access and digital systems while maintaining strong governance, research integrity and responsible research practices. We will continue to improve research data stewardship through the adoption of FAIR and CARE principles and support collaborative access to infrastructure and expertise across Murdoch and the broader Western Australian research system.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	443	500	Maintain at 500
HERDC Research Income	Research and Development income time series, Department of Education, 2024	$49,952,206	$60,000,000	Year on year growth
Number of SciVal Publications	SciVal – Articles, Review and Conference Proceedings, 2025	1,469 (year to date, 2026)	1,700	2,360 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.