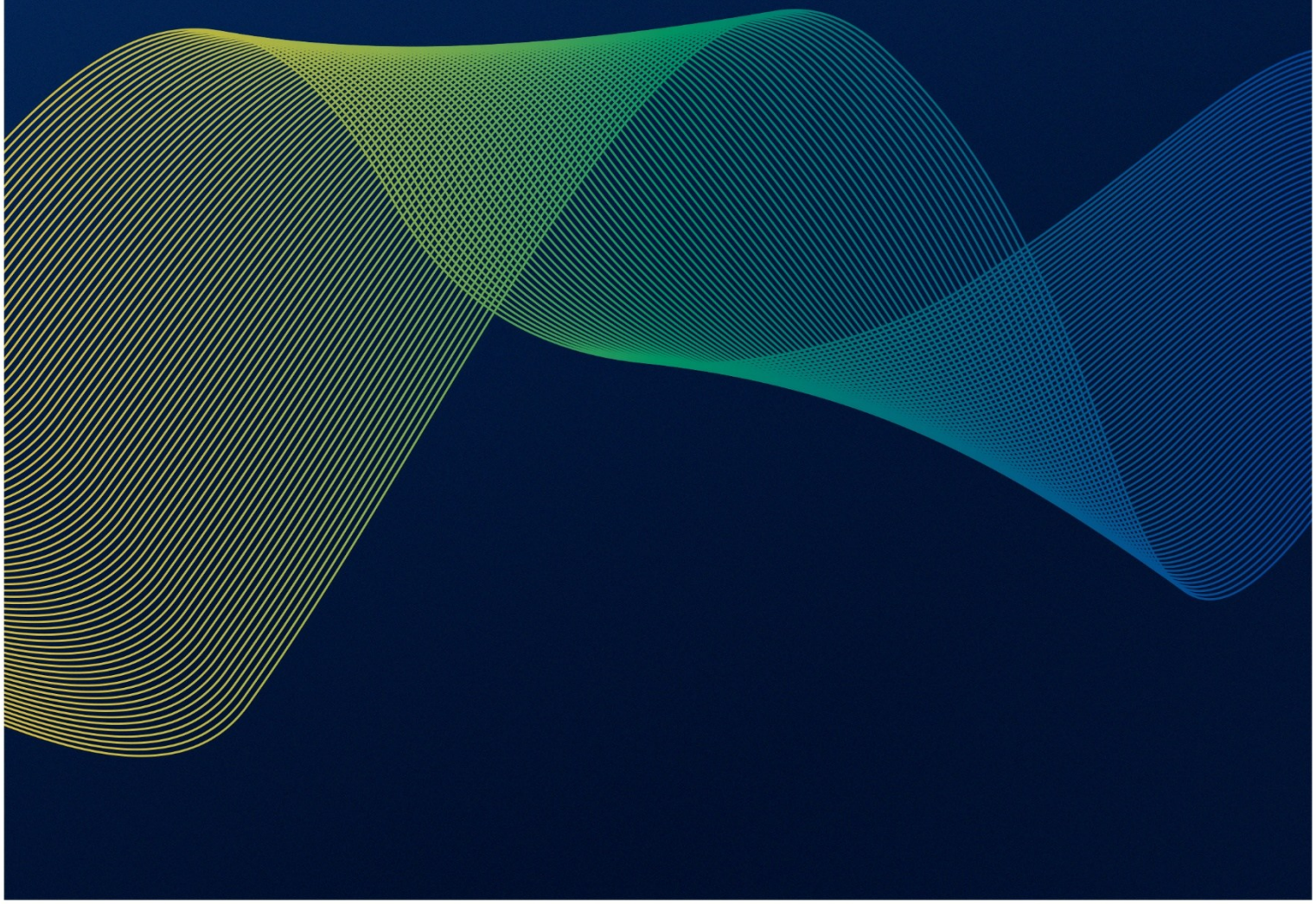
Australian Government

ATEC
Australian Tertiary Education Commission

QUT the university for the real world

2027 mission based compact between the ATEC and Queensland University of Technology



Preface

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

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

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

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

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

QUT is proud of its history and positioning as *The University for the Real World*, signifying our long standing connections to the professions and communities that have driven the growth of Brisbane, south-east Queensland and our wider region. Our core purpose endures: to provide transformative education, conduct transformative research, and forge transformative partnerships. Our distinctive strength lies at the intersection of these activities, where industry, government and community partners come together with our students and staff to co-create knowledge, solve problems, and generate tangible real-world benefit.

We are firstly a provider of education to Queensland students, school leaver and non-school leaver cohorts alike, and currently hold the position as Australia's third largest provider of domestic undergraduate education, ensuring the needs of our local communities are met. While based in Brisbane with two metropolitan campuses, we actively draw students from across the state and northern New South Wales who choose QUT because of our strengths in core disciplines across our five faculties and our learning and teaching pedagogy aligned with preparing career ready graduates who thrive in their chosen fields as well as citizens in their communities. Our commitment to serving the state's Indigenous Australian community has seen us grow our student cohort over the last decade to become Australia's fifth largest provider, with students enrolling across all our major disciplines and our alum holding significant roles in industry, government and community organisations.

We leverage our position as a university of technology in all operations and continue to evolve to meet student needs through multi-modal learning including fully online delivery. We operate one of the few fully owned and operated university diploma colleges in Australia to ensure the highest quality pathway options for our students who come from increasingly diverse equity cohorts. In addition, we have a successful and longstanding partnership with TAFE Qld for program articulation.

Our new strategy, *Real World Ready*, restates our purpose to deliver transformative education, student experiences, and research that is relevant to our communities, grounded in values of ambition, inclusiveness, innovation, integrity and academic freedom and directs renewed focus on the student experience as we recognise the changing environment for our students.

Our strategy remains grounded in the foundation of:

- Recognition of the Turrbal and Yugara Country on which our campuses are based, and the Indigenous Australian knowledges that shape our identity.
- A commitment to equity and inclusion in everything we do.
- Governance that is anchored in our values.
- Operating discipline to remain financially sustainable so we can continue investing in our future.

As a Brisbane university, we see tremendous potential to harness the momentum and proximity of the main venues for the Olympic and Paralympics over the next decade as a catalyst for growth, campus transformation, community engagement and sports innovation.

We are also committed to uplifting intergenerational equity by drawing together and amplifying our distinctive research and teaching that will have the most impact on the next generation.

In 2036, QUT will be known as one of the nation's leading universities for positive, real-world impact and relevance in a rapidly changing world. We will be a university where transformative education, research and strong partnerships deliver lasting impact for current and future generations aligned to the needs and the priorities of the Australian community.

Enrolment strategy and priorities

Our planned enrolment strategy continues our longstanding position of prioritising domestic undergraduate students, complemented by postgraduate cohorts studying to achieve professional recognition in areas such as health and education either supported by Commonwealth supported places (CSPs) or through full fee-paying programs.

While responding appropriately to market demand, we protect our quality with an ATAR floor of 70 – although many ATARs are higher – complemented with fully supported pathway programs from QUT College into most of our largescale undergraduate degrees. We intend to increase our entry pathways to support equity students through expanded diplomas and Fee-Free Uni Ready (FFUR) within QUT College and extended pathway agreements with TAFE Qld with whom we have a successful and longstanding partnership.

We will continue to draw equity students from across Queensland and outer-metropolitan Brisbane and surrounds which has higher proportions of low SES areas than most major capital cities.

Our program portfolio supports the needs of Queensland industry and state priorities with core degrees in health, engineering, business, law, information technology, education, creative industries, arts and humanities and science. Our program portfolio is regularly updated with recent additions including a Bachelor of Medicine/Doctor of Medicine planned for 2028, a range of Masters of Engineering reflecting strong sector demand and the recently released Bachelor of Arts with a strong technology enabled theme which we believe will also grow our equity and Indigenous Australian cohorts. Reflecting the complex needs of the real world, QUT is known for our signature double degree programs which combine multiple undergraduate degrees or vertical doubles, ensuring graduates have necessary and distinctive capabilities to enhance their employability as evidenced in the latest GOS-L report where QUT ranked third in Australia for postgraduate employment and fourth for undergraduate employment, 3.5 years post-graduation. Our enrolment strategy allocates places across core disciplines with sufficient flexibility to add places to meet increased demand such as the recent growth in engineering which has seen student demand increase across the state by 34% since 2023.

QUT is also operating in a context of sustained high population growth. Between 2020-2025, the Queensland population grew by 9.7%, or more than half a million people, well above the growth rates of Victoria (6.8%) or NSW (5.4%). Most of this growth is concentrated in South East Queensland, underpinning the student demand growth we continue to experience.

We operate across two major campuses: Gardens Point and Kelvin Grove with approximately equal enrolments on both campuses. Our delivery strategy matches the needs of our students and professional accrediting bodies with on-campus delivery the preferred method for approximately 80-85% of our student cohort. Wholly online delivery is available for a selection of our programs while the majority of our programs offer a blended approach for different learning activities. Work integrated learning (WIL) is a core feature of all undergraduate programs with current WIL completion rates at approximately 95% across our faculties.

Our international coursework cohort currently represents approximately 14% of our student body, drawn from more than 130 countries and enrolling across all of our faculties and core degrees. Our strategy is to increase this cohort in line with our approved New Overseas Student Commencement, primarily through high quality partner articulation arrangements in selected markets. We are also embarking on a limited number of Transnational Education (TNE) partnerships in China and Singapore to expand our international reach. A limited number of additional TNE partnerships in South East Asia will be explored in the next five years.

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

As a major provider of undergraduate education in Queensland, our program portfolio will continue to align with all the major priorities for Queensland and Australia. We will continue to monitor sector needs and adapt our program portfolio either through new programs (e.g. Bachelor of Medicine (BM), Doctor of Medicine (DM), Bachelor of Arts (BA), Masters of Artificial Intelligence and Renewable Energy), major areas of study (business analytics, machine learning) or through updated curricula across all programs, Our teaching/research nexus and longstanding industry connections will ensure our program design and delivery is underpinned by research advances, work-integrated learning (WIL) and professional best practice for the benefit of our students and graduates.

Action

Undergraduate positioning

- Maintain our priority position as a strong undergraduate provider to Queensland students, including school-leaver and non-school leaver cohorts from throughout Queensland
- Continue our Queensland wide school engagement program, recognising the growing opportunities for students through pathway and online course provision.
- With additional CSP places, help address the current challenge of Queensland's low higher education attainment rate relative to other states.
- Introduce a new Bachelor of Arts that develops the critical thinking, creativity and human insight needed to thrive in a technology and AI-enabled world and equip graduates with the skills to navigate complexity, solve problems and apply ethical judgment in ways that complement emerging technologies.

Sector and state demands

- Increase enrolments across our health portfolio in addition to the new BM/DM to support sector needs in prevention and treatment.
- Expand recognised pathways for education programs to grow our overall student cohort across initial teacher education, early childhood education and specialist teaching practice including through regional and remote Queensland engagement strategies.
- The new BA will also provide another important avenue for secondary teacher education in related majors.
- Continue to reform our science curricula to align with changing sector needs and employment opportunities through content development and embedded WIL experiences.
- Continue to offer a variety of scholarships targeted specifically at regional and remote students (which vary between $3,000–$44,000 per scholarship) across all courses to support students from different geographical locations and improve demographic diversity. Currently Regional/Remote students receive ~30% of all merit-based scholarships awarded, and ~35% of all equity scholarships awarded.
- Contributing to the success of Queensland's vital existing and emerging industries such as advanced manufacturing and food security with our Engineering and Science program portfolios and our research with the Centre for Agriculture and the Bioeconomy.

Increase equity cohorts

- Expand pathways opportunities across all core programs through expansion of QUT College diploma programs and FFUR.
- Expand TAFE Qld pathways through articulation agreements.

Align experiences with career needs

- Continue to prioritise WIL within all undergraduate degrees, expanding industry partners and placement/project opportunities.
- Ensure relevant technology application and digital literacy is embedded as a core capability in all degrees.
- Continue Artificial Intelligence course uplift program to enhance career readiness of all graduates.
- Continue to ensure strong graduate outcomes through career ready enabled curricula and extra curricula activities and support.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
06 Health				
Total student enrolments	HESC – Verified 2025	4,685	4,900	5,200 by 2030
Success rate	HESC – Verified 2024	90.66%	Maintain	Maintain
Retention rate	HESC – Verified 2024	83.50%	Progress towards target	Increase to 86% by 2030
07 Education				
Total student enrolments	HESC – Verified	2,056	2,150	2,300 by 2030
Success rate	HESC – Verified 2024	90.67%	Maintain	Maintain
Retention rate	HESC – Verified 2024	79.64%	Progress towards target	Increase to 82% by 2030
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	5,185	5,400	5,700 by 2030
Success rate	HESC – Verified 2024	85.66%	Maintain	Increase to 88% by 2030
Retention rate	HESC – Verified 2024	84.66%	Maintain	Remain above 82%

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

QUT is committed to sustained action that advances Indigenous Australian access, participation, leadership and self-determination in higher education. To strengthen Indigenous Australian governance and decision-making, QUT has established an Indigenous Australians Committee (IAC) of QUT Council and an Indigenous Australian Leadership Team (IALT), that oversee decisions, policies and strategies affecting Indigenous Australians, programs, funding and activities. QUT's Statement of Commitment affirms Indigenous Australians have an authoritative role in decisions that affect Indigenous Australian people, knowings and communities, consistent with Article 18 of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and Closing the Gap Priority Reform One.

Through the IAC and IALT, QUT strengthens Indigenous oversight of priorities, planning, implementation and accountability, including Indigenous Student Success Program (ISSP) budget controls, expenditure monitoring and forward planning. QUT has an existing commitment to Indigenous Australian excellence, genuine partnership and reciprocity, and is ambitious to grow student and staff participation and connection.

Action

- Strengthen leadership across governance, staffing, student leadership and community partnerships including the establishment of a University Council sub-committee (Indigenous Australians Committee) and the Indigenous Australian Leadership Team (IALT).
- Increased funding would allow us to expand culturally safe pathways through ISSP initiatives including school outreach, orientation/transition support, tutoring, mentoring, scholarships, student success advising and culturally grounded wellbeing initiatives delivered through QUT's dedicated Indigenous Australian student support centre, the Oodgeroo Unit.
- Strengthen Indigenous Australian student belonging through community events, Elders engagement, peer mentoring, cultural capability initiatives, on-Country learning opportunities and dedicated Indigenous Australian student spaces.
- Introduce a new Elder Council to replace the Elder-in-Residence.
- Increase Indigenous Australian employment through identified positions, graduate employment pathways, leadership programs, academic workforce development and mentoring initiatives.
- Continue to embed Indigenous Australian knowledges, histories and pedagogies through curriculum review.
- Strengthen partnerships with schools, communities, industry and government through outreach programs, community engagement activities, alumni engagement and collaborations that support educational aspiration and participation.
- Support Indigenous-led and community-connected research, including higher degree research support, research capability development, Indigenous research collaborations, PhD to Postdoc Program and candidate attraction.
- QUT has approval to establish the Faculty of Indigenous Knowledges and Culture, where Indigenous knowledges are taught and recognised alongside other knowledges at QUT; this remains a strong future initiative but is currently on hold while we build further academic capability.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	765	770	1,000 by 2030
First Nations success rate	HESC – Verified 2024	77.09%	78%	84% by 2030
First Nations retention rate	HESC – Verified 2024	73.12%	73%	78% 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

QUT is committed to improving access, participation, success and attainment for students from under-represented backgrounds through a whole-of-lifecycle and whole-of-institution approach to student inclusion.

Through strong school, community and VET partnerships, inclusive and accessible learning environments, student-centred support and data-informed institutional practice, QUT seeks to strengthen equitable participation and success for students from low SES, regional and remote backgrounds, students with disability, and students experiencing intersecting forms of disadvantage. This work aligns with QUT's commitment to intergenerational equity, inclusive student experience and real-world impact.

Action

Access

Expand outreach, entry and enabling pathways for students from under-represented backgrounds, with the goal of increasing participation and pathway outcomes.

- Strengthen partnerships with low-ICSEA schools, regional communities and community organisations.
- Strengthen collaboration with TAFE and VET providers to support flexible learner pathways and expand existing articulation arrangements with TAFE Qld, building on QUT's 46+ articulation pathways and 12 Dual Award programs.
- Continue targeted admissions and application support for priority cohorts.
- Continue the Future You Summit, targeting high schools across Queensland and attracting students from more than 147 schools. To support participation, QUT funds flights and accommodation for all Indigenous Australian and regional/remote students attending the event.
- Continue our Start QUT program that provides opportunities for Year 11 and 12 students to study university subjects and get a taster of uni-life. In 2026, this was opened to homeschooled students with positive feedback.

Participation

Strengthen inclusive student experience, accessibility and transition support to improve participation, belonging and retention for students from priority backgrounds.

- Continue implementation of institution-wide student inclusion and accessibility initiatives.
- Strengthen orientation, transition and belonging initiatives for commencing students.
- Improve accessibility and inclusive practice across learning, digital and campus environments.
- Continue targeted support for students entering through different pathways.

Success and retention

Strengthen student success, retention and attainment through coordinated institutional support, proactive interventions and equitable participation opportunities.

- Continue piloting and evaluating innovative retention initiatives in key courses, with a focus on increasing uptake of student success support services with currently connected students 2.7 times more likely to continue their studies into the following year.
- Continue provision of more than 2,500 scholarships and financial support annually for students experiencing disadvantage.
- Strengthen data-informed approaches to identifying and supporting students at risk of attrition.
- Improve coordination between faculties and central student support services.
- Support equitable participation in employability, leadership and career development opportunities.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	3,507	3,650	Total for disability to be 10% of undergraduate domestic students by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	4,497	Increase by 2% (approx. 4,580 total)	Total for ATEC Equity groups to be 27% by 2030
Total enrolments	Regional	HESC – Verified 2025	3,867	Increase by 2% (approx. 3,950 total)	Total for ATEC Equity groups to be 27% by 2030
Total enrolments	Remote	HESC – Verified 2025	193	Increase by 2% (approx. 200 total)	Total for ATEC Equity groups to be 27% by 2030
Success	Students with disability	HESC – Verified 2024	83.67%	Improve to 84%	Above 87% on average by 2030
Success	Students from low SES backgrounds	HESC – Verified 2024	83.88%	Improve to 84%	The sum of ATEC equity groups above 87% on average by 2030
Success	Regional	HESC – Verified 2024	87.44%	Maintain at 87%	The sum of ATEC equity groups above 87% on average by 2030
Success	Remote	HESC – Verified 2024	84.19%	Maintain at 84%	The sum of ATEC equity groups above 87% on average by 2030
Retention	Students with disability	HESC – Verified 2024	80.09%	Maintain at 80%	Above 82% on average by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	79.89%	Maintain at 80%	The sum of ATEC equity groups above 82% on average
Retention	Regional	HESC – Verified 2024	80.39%	Maintain at 80%	The sum of ATEC equity groups above 82% on average
Retention	Remote	HESC – Verified 2024	72.22%	Maintain at 72%	The sum of ATEC equity groups above 82% on average

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

QUT will be recognised as a leader in high-quality, real world learning, supported through our vision for transformative education and Quality Standards for Learning and Teaching. These frameworks guide the design and delivery of authentic, inclusive and digitally enriched learning, with work-integrated learning embedded across all undergraduate courses.

QUT's signature core curricula, QUT You is fully embedded in all undergraduate degrees and provides an interdisciplinary learning experience focused on core capabilities of critical thinking, communication, teamwork, creativity and resilience to help prepare graduates for working and living in technology-rich communities. Students take a selection of units from a comprehensive list to match their interests and career intentions.

We will strengthen our scholarly, evidence-informed teaching culture, using shared standards and evaluation to drive improvement in student success and graduate outcomes, supported by an expanded continuing professional development program.

Action

Academic Development

Further build capability in real world learning design, inclusive practice, and digital teaching.

- Expand and deliver a coherent suite of foundational learning modules to establish baseline expectations aligned to the Quality Standards for Learning and Teaching.
- Expand real-time learning modules to provide timely, practice-based support embedded within teaching cycles and responsive to emerging needs.
- Enhance the Pathway to Academic Excellence program as a structured developmental pathway for early career academics to support progression, scholarly practice, and leadership in teaching.
- Embed Artificial Intelligence capability development across academic development programs, equipping staff to design, deliver and assess learning in AI-enabled environments.
- Further embed CPD in annual planning and processes to increase participation across all relevant ongoing/sessional staff involved in learning and teaching.
- Continue to utilise individual modules and our AAUT award winning Associate Fellow (Indigenous Knowledges) to support embedding Indigenous knowledges and perspectives in curricula.

Curriculum Design

Embed QUT's Real World Learning vision and Quality Standards for Learning and Teaching as the foundation for curriculum and learning design, review and accreditation processes.

- Systematically integrate real world learning, including authentic assessment and work-integrated learning, across all courses.
- Ensure curricula are inclusive, culturally responsive and support success for diverse learners, including Aboriginal and Torres Strait Islander students.
- Strengthen course-level coherence and consistency through data-informed design, mapping and evaluation of student outcomes.

Core Curricula: QUT You

- Complete the full rollout of QUT You as core curricula for all undergraduate degrees
- Review program outcomes and opportunities for program expansion through new unit development aligned with industry needs, maintaining engagement and long-term employability as core principles.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Preliminary 2025 All Undergraduate	73.9%	Workshops in each Faculty reviewing Undergraduate Course level insights and agreeing on action plans for 2027 to increase overall satisfaction	Increase in Undergraduate satisfaction with overall experience to 77% by 2030
Staff engagement with Professional Development in Learning and Teaching	QUT Academic Development Dashboard	483 staff engaged with at least one University academic CPD module in 2025	Review staff requirements and alignment with new sector standards Flexible online modules made available to all academic and sessional staff in priority areas including Artificial Intelligence, Assessment and Feedback, Student Support, and Indigenous Knowledges and Perspectives in Learning and Teaching	550 academic and sessional staff engaging with CPD in learning and teaching per year

Joined-up tertiary system

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

Vision

Recognising the importance of prior knowledge and skills, QUT will continue to strengthen and expand upon its existing integrated pathways with TAFE Queensland and other VET partners through structured articulation, consistent credit recognition and transparent entry mechanisms, underpinned by institutional-level agreements that support coordinated delivery. Building on existing VET entry pathways, dual awards, advanced standing frameworks and recognition of prior learning, QUT will support flexible learning aligned to the industry needs for the future workforce. This student-centred partnership approach will improve equity of access, support student success in life-long learning, reduce duplication of study, and enable equitable progression across sectors.

Action

- Continue work as a founding member of the Queensland Alliance, comprised of select Queensland universities (QUT, UQ, GU, CQU and USQ). TAFE Qld and QTAC to focus upon a shared, student-centred approach to tertiary alignment across VET and Higher Education in Queensland.
- Renew existing overarching institutional level partnership and Articulation Agreement with TAFE Queensland operating for 2027 onwards.
- Widen the existing 12 dual awards, 46+ articulation pathways available to TAFE Qld students across courses from each of the five QUT faculties and QUT College.
- Increase the coordination of engagement activities between QUT and TAFE Qld staff and students to enable better understanding of the study pathways and to support more efficient transition
- Increased promotion and visibility of pathways available at both a state and National level (e.g. QUT's sponsorship of National Skills Week and 2026 social media campaign on successful graduates from TAFE/HE pathways).
- Deepen QUT involvement in the TAFE Centre of Excellence for Clean Energy Batteries, providing opportunities for further research into innovative solutions that can be incorporated into the collaborative development of integrated learning pathways to address growing workforce needs.
- Further develop processes around improved recording and tracking of data for students transitioning from the VET sector (e.g. basis of admission, specific cognate discipline pathways), in addition to attrition and success measures for students admitted with VET qualifications and experience, to better inform the provision of support services.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Renewed partnership and Articulation Agreement with TAFE Queensland	QUT supplied	Current institutional-level Articulation Agreement established in 2024	Renewed Articulation Agreement approved	Increased number of articulation pathways available by 2030
Number of students with a basis of admission of VET	QUT supplied	630 admissions in 2025	650 admissions in 2027	Grow to approx. 800 admissions by 2030

Research

Sustaining national capability and supporting innovation through research and research training

Vision

QUT will build a strong, sustainable domestic Higher Degree by Research (HDR) pipeline through innovative, high-quality research and research training, inclusive pathways, and industry-connected opportunities. We will align HDR student and supervisor development to the National Researcher Development Framework, expand internal pathways to a PhD from Honours, MPhil, undergraduate research experience schemes and industry programs, and support diverse study modes. By strengthening industry engagement through real-world research experiences, we will foster a vibrant HDR community that drives excellence, innovation, and impactful outcomes.

Action

Research training capacity and sustainability

- Promote and support domestic HDR recruitment through targeted scholarships, strengthened pathways to a PhD from Honours, MPhil and undergraduate research experience schemes, and proactive progression monitoring to support timely completion.
- Enhance candidature support through training and milestone assistance, with a focus on maintaining stable median time-to-completion.
- Refresh HDR development programs to support HDR resilience, inclusivity, and ethical and responsible research practices, and refine engagement strategies to connect more effectively with HDR students.
- Couple growth in HDR students to changes in the provision of HDR funding such as those addressed by the Watt Review.

Supervisor accreditation

- Lift the proportion of HDR accredited supervisors through a structured, competency-based supervisor development and accreditation program, supported by refreshed training, monitoring and recognition mechanisms that strengthen supervisory capability and research training quality across the university.

Industry and end-user engagement and internships

- Expand HDR industry internship opportunities by building stronger promotion of placements with industry, government and community partners, embedding internships into candidature planning, and providing brokerage and administrative support to increase HDR completions that include an industry internship.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Number of reportable industry end-user engagements for completed doctoral students	QUT supplied – Student Academic Management System (SAMS), 2025	44% of doctoral completion cohort	44% of doctoral completion cohort	45% of doctoral completion cohort by 2030
Percentage of HDR accredited supervisors	QUT supplied – Graduate Research Education and Development data, 2025	45%	50%	65% by 2030
Number of domestic HDRs	QUT supplied, 2025	1,401	Maintain	Maintain if no improvements to domestic HDR funding are made

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.