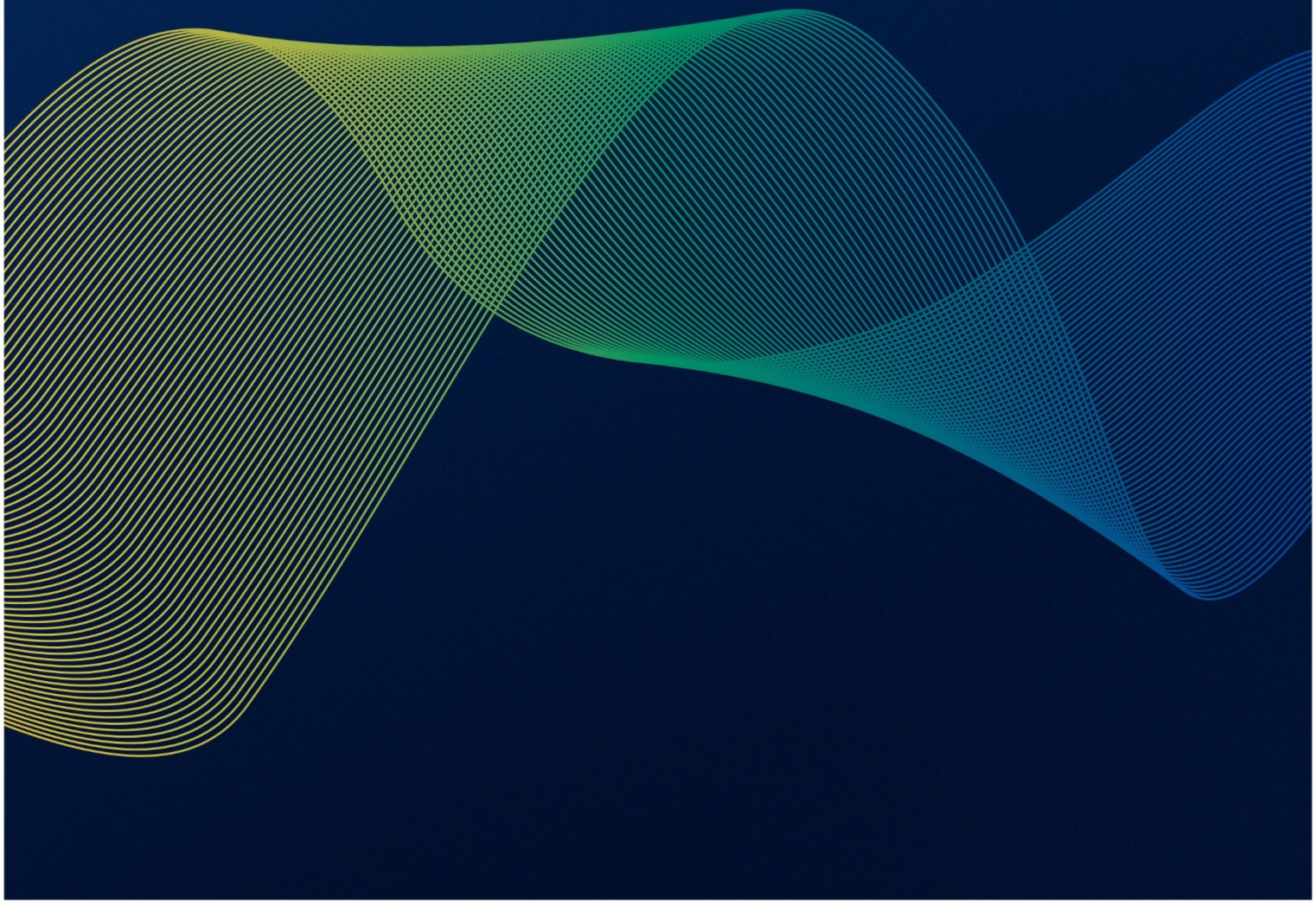
Australian Government

ATEC
Australian Tertiary Education Commission

Southern Cross University

2027 mission based compact between the ATEC and Southern Cross University



Preface

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

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

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

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

Southern Cross University is a regional university serving northern New South Wales and South East Queensland through our campuses at Lismore, Coffs Harbour and the Gold Coast. We also reach students around Australia and the world through flexible online and metropolitan study. Established in 1994, the University pursues a distinctive purpose: changing lives through revolutionary learning and research with real impact.

That purpose is grounded in the communities we serve. A large proportion of our students are the first in their family to attend university, and Southern Cross sustains one of the highest rates of Indigenous participation in the sector. Through accessible pathways, comprehensive student support and the work of Gnibi College of Indigenous Australian Peoples, the University is committed to widening participation and to closing the success gap for Aboriginal and Torres Strait Islander students.

Our teaching is built around the Southern Cross Model, an evidence-based curriculum of immersive six-week units in which students typically study one or two units at a time. The Model has lifted outcomes markedly: in 2025, for the first time across the University as a whole, more than 90% of unit enrolments resulted in a passing or better grade, with the strongest gains among equity cohorts. Continuous improvement is embedded through the Southern Cross Model Academy.

Our research is locally grounded and increasingly globally recognised, with established strengths across a broad range of fields, among them agriculture, engineering, marine science, natural products, and family and child law. Working in partnership with industry, government and communities, we address the environmental, agricultural, health and social challenges that matter most to our regions. The University is now among the world's top 500 institutions in the Times Higher Education Rankings.

Through *Strategy 2030*, Southern Cross University is aligning its course portfolio and research strengths to the skills its regions and the nation most need – in nursing, teacher education, health, engineering and the sciences – while developing innovative new courses, such as veterinary medicine, and preparing to extend its contribution further, including innovative and highly flexible post-graduate coursework offerings and work towards the establishment of medical education. In doing so, the University advances the national priorities of regional participation and success, equity of opportunity, a skilled workforce, and research that delivers public value. This alignment does not exhaust our obligations. As the university of our regions, we will continue to offer programs that serve deep community need in northern New South Wales and South East Queensland – including where cohorts are small but the regional impact is profound.

Guided by our values – we strive for excellence, we are bold, we care, we own it, and we build trust through action – Southern Cross University is determined to deliver outstanding outcomes for its students and lasting benefit for the communities it serves.

Enrolment strategy and priorities

Southern Cross University's enrolment strategy and priorities are shaped by its mission as a regional university and by the communities it serves across northern New South Wales and South East Queensland. The University enrols a high proportion of students from groups under-represented in higher education – students from regional, rural and remote areas, students from low socio-economic backgrounds, students with disability, and Indigenous students – and a large share who are the first in their family to attend university. Lifting the participation, success and attainment of these cohorts is central to the University's contribution to the national ambition of lifting educational attainment towards the target of 80% of working-age Australians holding a Certificate III or higher qualification by 2050, and to meeting the skills needs of its regions.

Demand for the University's offerings is grounded in regional workforce need, particularly in nursing, teacher education and health, and is met through campus-based study at Lismore, Coffs Harbour and the Gold Coast and through flexible online and metropolitan delivery that extends access well beyond the University's immediate geographic footprint.

The University's growth is built on a well-established pathway pipeline as well as addressing the needs of school leavers. Outreach begins early through the Southern Cross Advance School Engagement Program (Years 9–12) and the Scholars Program (Year 11), which offers guaranteed entry on successful completion, and continues through UniStart for Schools (Year 12). For students who do not enter directly, fee-free enabling courses – Preparing for Success and Transition to Uni – and a suite of AQF Level 5 diplomas provide supported routes into degree study, including for mature-age learners who may not have been in formal education for years or even decades. The Preparing for Success Program, which recently celebrated twenty years of operation, is supported by an evidence base showing high levels of success for its graduates in bachelor study, including relative to students who entered without it.

These enabling programs are the principal vehicle for the University's delivery of FEE-FREE Uni Ready places. More recently, the University has opened guaranteed TAFE-to-university pathways spanning the New South Wales and Queensland TAFE systems, giving holders of an approved vocational diploma a year of credit and assured entry into the second year of a named bachelor degree – a further route into higher education for vocationally qualified learners across both states.

Access is only meaningful if it leads to success, and the Southern Cross Model is central to how the University delivers it. Built on immersive six-week units that let students concentrate on fewer subjects at a time, the Model is a distinctive feature of study at Southern Cross and has materially improved retention and success, including for equity cohorts. It is reinforced by the First Year Success Program, Peer Assisted Learning, the Indigenous Australian Student Services unit, and study adjustment planning for students with disability.

Consistent with the planned and sustainable growth the ATEC is stewarding, the University seeks growth that is aligned to its mission and to identified workforce need, that increases the proportion of its load that is fully funded, and that it has a demonstrated capacity to deliver at quality. As a regional institution with strong equity participation and a sustained record of student satisfaction, and supported by Needs-based Funding introduced in 2026, Southern Cross is well placed to convert additional places into genuine gains in attainment for the people and regions it serves.

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

Southern Cross University will be the leading provider of higher education across northern New South Wales and South East Queensland, and a major contributor to the skills and workforce needs of our region and the nation. Across health; education; science, engineering and the sustainable management of land, water and food; and business, law and the arts, the University will align its teaching and research to the priorities its regions and the country most need, helping to close persistent regional skills gaps, strengthen local economies and communities, and retain the talent it develops in the regions that need it most.

Action

The University will continue to align its course portfolio and provision to the skills and workforce priorities identified by the Commonwealth, New South Wales and Queensland governments, and its regions, working through the following priorities:

Nursing and teacher education: sustain and grow the University's largest programs, addressing two of the nation's most acute shortages and responding directly to New South Wales's school-to-workforce priorities and Queensland's objectives of restoring regional health services and putting more teachers in schools.

Engineering and the sciences: continue to build provision for regional industry and the management of land, water and food. A dedicated engineering facility opened at the Gold Coast campus in recent weeks, and further science laboratory capacity is planned at Coffs Harbour and the Gold Coast; this investment directly addresses success and retention rates that sit below the University's other majors, with improvement expected against the milestones in this compact.

Veterinary medicine: establish and grow the new program in response to a recognised shortage of veterinarians in regional and rural areas, particularly large-animal practice. Success and retention data are not yet available, reflecting the establishment phase; early measures should be read accordingly.

Medical education: progress work towards establishment, addressing the acute shortage of medical practitioners across the University's footprint, felt most severely in North Eastern New South Wales, where recruitment has proven persistently difficult. Provision will align with the National Rural Generalist Pathway, training doctors for the breadth of regional practice.

Emerging priority fields: the University is developing a postgraduate construction management offering, with commencement from 2027 under consideration, in response to the interim SSP's identification of housing and construction as a national priority field. Commonwealth supported places would strengthen delivery from the outset.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	438	550	750 by 2030
Success rate	HESC – Verified 2024	83.09%	85.00%	87.50% by 2030
Retention rate	HESC – Verified 2024	66.49%	70.00%	75.00% by 2030
06 Health				
Total student enrolments	HESC – Verified 2025	3,313	3,650	4,500 by 2030
Success rate	HESC – Verified 2024	92.56%	93.00%	93.50% by 2030
Retention rate	HESC – Verified 2024	77.25%	77.50%	80.00% by 2030
0601 Medical Studies*				
Total student enrolments	HESC – Verified 2025	0	0	110 by 2030
Success rate	HESC – Verified 2024	95.45%	n/a	95.00% by 2030
Retention rate	HESC – Verified 2024	Data not available	n/a	85.00% by 2030
0603 Nursing				
Total student enrolments	HESC – Verified 2025	1,573	1,650	2,200 by 2030
Success rate	HESC – Verified 2024	93.84%	94.00%	94.50% by 2030
Retention rate	HESC – Verified 2024	78.91%	80.00%	82.50% by 2030
0611 Veterinary Studies				
Total student enrolments	HESC – Verified 2025	43	220	500 by 2030
Success rate	HESC – Verified 2024	Data not available	85.00%	92.50% by 2030
Retention rate	HESC – Verified 2024	Data not available	70.00%	75.00% by 2030
0701 Teacher Education				
Total student enrolments	HESC – Verified 2025	2,558	2,750	3,250 by 2030
Success rate	HESC – Verified 2024	83.70%	84.00%	85.00% by 2030
Retention rate	HESC – Verified 2024	74.74%	75.00%	80.00% by 2030

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

**0601 Medical Studies is included at a zero enrolment baseline, reflecting that the program is not yet established; only a unit-level success rate (95.45) is available and no retention data exists. Success rates include both commencing and continuing students. 06 Health is the broad parent field and already includes the 0601, 0603 and 0611 sub-fields shown separately, so figures across rows are not additive.*

First Nations

First Nations leadership, access, participation and success

Vision

Southern Cross University will be a national leader in Indigenous success and completion. With one of the sector's highest rates of Indigenous enrolment already achieved, its central commitment is to close the gap that follows – so that Indigenous students not only enrol but progress, graduate and move into rewarding careers. Guided by Gnibi College of Indigenous Australian Peoples and its elders, and by Indigenous leadership embedded in the University's governance and strategy frameworks, the University will sustain the support these students journey to success, while valuing Indigenous knowledge across its teaching and research.

Action

The University will pursue sustained improvement across the Indigenous student lifecycle – access, participation, success and completion – through the following commitments:

Self-determination: decisions affecting Indigenous students are shaped by Indigenous leadership, by design: the Gnibi Elders Council informs governance and strategic planning; programs are designed and delivered through Gnibi College of Indigenous Australian Peoples; and Indigenous Student Success Program arrangements incorporate Indigenous governance; accountability remains with the executive.

Retention and success: Indigenous student success has risen more than eleven percentage points since 2019 under the Southern Cross Model and strengthened student support. There is more to do: success (80.86%) and retention (61.58%) remain below the wider student body, and closing those gaps is the central 2027 priority. The University will strengthen first-year transition and progression support, and better understand withdrawal through exit surveys and cohort analysis. The University's commitments rest on high expectations: the milestones in this compact raise the bar towards parity, matched by the support to meet it.

Scholarships: new Indigenous scholarships are being restructured as longer, multi-year awards, providing certainty across a whole course, supporting persistence and completion.

Growth: Indigenous load is at a record level, with ambition for growth from 514 enrolments to 550 in 2027 and 625 by 2030.

Patterns of study: enabling and sub-bachelor programs are pathways of particular importance for Indigenous students entering tertiary education: diploma load has more than doubled since 2021, and part-time study is more common. Supports and measures are calibrated accordingly, and the University will strengthen these routes – an unbroken pathway from enabling entry to higher degrees by research.

Indigenous knowledges: the University values Indigenous knowledges, cultures and perspectives as a national priority and distinctive strength, and will support their inclusion across teaching and research, equipping graduates to move confidently between knowledge systems.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	514	550	625 by 2030
First Nations success rate	HESC – Verified 2024	80.86%	82.50%	85.00% by 2030
First Nations retention rate	HESC – Verified 2024	61.58%	62.50%	70.00% 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

Southern Cross University will be one of Australia's strongest performers in equity, enrolling and supporting to success large numbers of students from regional, rural and remote areas, from low socioeconomic backgrounds, with disability, and who are the first in their family to attend university. The University will move steadily towards parity of outcome – not only opening access, but ensuring that students from under-represented groups complete their studies and achieve graduate outcomes comparable to their peers – making higher education a genuine engine of opportunity and mobility across its regions.

Action

The University already enrols a high proportion of under-represented students; its task is to convert access into success and attainment, through the following priorities:

Participation and pathways: actively grow the number of students from the University's regions, raising aspiration early through the Advance School Engagement Program, the Scholars Program, UniStart for Schools, and guaranteed TAFE pathways. Emboldened by the Accord's ambitions, the University is developing Lismore as a regional hub for school engagement – drawing school students onto campus for immersive STEM learning and to use world-class facilities: the sound stage, performance spaces, swimming pool and new athletics track – so that young people experience university early and often, as somewhere they belong.

FEE-FREE Uni Ready: deliver FFUR places principally through Preparing for Success and Transition to Uni, supported by twenty years of evidence of strong bachelor-level outcomes.

Scholarships: grow the funds available for targeted scholarships, particularly for regional students, so that financial circumstance does not determine participation.

Retention and success: equity-cohort retention compares favourably with sector benchmarks, with one exception: low socio-economic students (68.97%), the principal equity priority for 2027. The University will deepen the supports that lifted outcomes under the Southern Cross Model, targeting low socio-economic and remote cohorts.

Practical barriers and costs: practical obstacles stand between regional students and study: inadequate public transport, scarce affordable housing, and the cost of study materials. The University is addressing each: advocating for better transport while providing free parking at the Gold Coast; building student accommodation at Lismore and Coffs Harbour; and systematically removing textbook costs, so that materials cost is never the reason a student falls behind.

Accountability: define measurable outcomes for each equity group, tracked against the baselines in this compact.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	1,239	1,275	1,350 by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	2,303	2,450	3,000 by 2030
Total enrolments	Regional	HESC – Verified 2025	4,002	4,100	4,500 by 2030
Total enrolments	Remote	HESC – Verified 2025	57	60	70 by 2030
Success	Students with disability	HESC – Verified 2024	83.96%	84.50%	86.00% by 2030
Success	Students from low SES backgrounds	HESC – Verified 2024	84.85%	85.00%	87.50% by 2030
Success	Regional	HESC – Verified 2024	88.18%	88.50%	90.00% by 2030
Success	Remote	HESC – Verified 2024	79.38%	80.00%	82.50% by 2030
Retention	Students with disability	HESC – Verified 2024	71.43%	72.50%	75.00% by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	68.97%	70.00%	75.00% by 2030
Retention	Regional	HESC – Verified 2024	73.54%	74.00%	75.00% by 2030
Retention	Remote	HESC – Verified 2024	45.45%	50.00%	60.00% by 2030

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

Quality teaching

Raising the quality and recognition of higher education teaching

Vision

Southern Cross University will be recognised for distinctive, evidence-based teaching that delivers strong outcomes for a diverse student body. Through the continued development of the Southern Cross Model and the Southern Cross Model Academy, the University will ensure its teaching is learner-centred, professionally recognised and continuously improved, equipping graduates in every discipline with the generic and applied capabilities – communication, teamwork, critical thinking, ethical judgment, problem-solving, and digital and AI literacy – that a changing economy and society demand.

Action

The University's approach to teaching quality is built on the Southern Cross Model – an evidence-based curriculum of immersive six-week units that has lifted student success, retention and satisfaction. It will be advanced through the following commitments:

The Southern Cross Model Academy: launched in 2025 as the University's central professional learning framework, the Academy raises the professional recognition of quality teaching through structured educative pathways and scholarly recognition. The Academy is establishing baseline data on teaching practice and student outcomes so that professional learning can be targeted where it most lifts outcomes.

Academic workforce development and scholarship: the University sustains a virtuous cycle between evidence and practice. Development of the academic workforce is ubiquitous and purposeful: tailored foundation training for every new academic; annual development for continuing staff; and investment directed where data indicate the greatest opportunity – all explicitly facilitative of professional pathways and rewarding academic careers. In turn, academics are supported and expected to engage in the scholarship of learning and teaching: the University's research paper series, now numbering 60 papers, places its findings on immersive block learning, student success and equity in the public domain, many developed for publication in leading journals. Evidence informs practice; practice generates evidence; and sharing that evidence openly – with colleagues and with the world – is a public good.

Assessment: implement an enhanced approach that privileges authentic and engaged assessment: secure tasks that assure and advance learning, aligned with real-world application, consistent with the Higher Education Standards Framework.

Student experience: strengthen the consistency and quality of the student experience and build the generic capabilities employers value. Progress will be measured against the QILT student experience indicators in this compact, with a 2027 focus on lifting learner and peer engagement while maintaining strong results elsewhere.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Skills development	QILT SES – Verified 2025	81.9%	82.5%	85% by 2030
Teaching quality and engagement	QILT SES – Verified 2025	81.1%	82.5%	85% by 2030
Learning resources	QILT SES – Verified 2025	84.8%	85%	87.5% by 2030
Learner/peer engagement	QILT SES – Verified 2025	43.5%	50%	65% by 2030

Joined-up tertiary system

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

Vision

Southern Cross University will be a national exemplar of a joined-up tertiary system, offering vocational graduates clear, guaranteed and generous pathways into degree study. Building on a nation-leading, guaranteed TAFE-to-university model that spans the New South Wales and Queensland TAFE systems, the University will make credit transparent and certain before a student enrols, recognise prior learning at scale, and work in both directions with vocational partners – so that learners across its regions can move between vocational and higher education without repeating learning or relocating, and gain the qualifications the workforce needs.

Action

The University has established a cross-border TAFE-to-university model that puts the ATEC's credit-recognition agenda into practice, and will develop it through the following commitments:

The guarantee: eligible holders of an approved TAFE NSW or TAFE Queensland diploma receive a full year of credit and a guaranteed place in the second year of a named bachelor degree, with credit confirmed upfront in the offer rather than assessed case by case. The initial series spans 20 pathways into eight degrees in areas of workforce demand – including nursing, early childhood education, information technology and the sciences – and, because vocational qualifications are nationally accredited, the guarantee extends to any AQF Level 5 diploma carrying the relevant national course code, alongside more than 300 broader credit arrangements.

Expansion: open new named pathways in further fields of regional and national skills demand over the compact period, with engineering the priority for the next series.

Transparency and support: maintain transparent published credit so prospective students understand their entitlement before they apply, and ensure students entering with credit receive the transition and academic support usually provided to first-year students, including connection with a Student Advisor.

A connected system: work with vocational partners to strengthen movement in both directions and support recognition of prior learning; deepen shared-campus relationships with TAFE at Lismore and Coffs Harbour; and act as a proof-of-concept partner for the National Credit Recognition Framework, as offered to the ATEC.

Measurement and data: the guaranteed pathways are newly established, with first admissions in 2026, so baseline data are limited and early cohort measures will be volatile while small cohorts mature. The University is developing dashboard reporting from its Data Warehouse to monitor credit volumes, admissions and outcomes consistently, and will report against the measures in this compact as the evidence base builds.

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	2026 data sourced from SCU's central student management system via the institutional Data Warehouse.^	0.45	0.5	We anticipate full-year credit pathways will raise this measure over time.

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic students admitted to a bachelor course on the basis of VET	2026 data sourced from SCU's central student management system via the institutional Data Warehouse.^	650	700	1,000 by 2030
Attrition rate of domestic bachelor students admitted on the basis of VET	2025 data sourced from SCU's central student management system via the institutional Data Warehouse.^	30%	29%	25% by 2030
Success rate of domestic bachelor students admitted on the basis of VET	2026 data sourced from SCU's central student management system via the institutional Data Warehouse.^	83.5%	84%	85% by 2030

^*The University is currently considering options to monitor performance via new or existing dashboards and reporting frameworks.*

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Southern Cross University will deliver research of genuine public value, concentrated where it can make the greatest difference for its regions – in agriculture, health, engineering, water and marine science, environmental sustainability, natural products, and safe communities. The University will also strengthen its postgraduate research training as a pipeline for the academic workforce and sovereign capability, increasing the domestic higher degree by research candidates it attracts and brings to completion.

Action

The University directs its research towards the environmental, agricultural, health and social challenges most relevant to its regions and the nation, and will act through the following commitments.

Research with impact: sustain performance at world standard or above across the many fields in which the University is already recognised, and continue translating research into real-world outcomes in partnership with industry, government and communities – including through the University's role in flood recovery and regional resilience across the Northern Rivers.

The domestic Higher Degree by Research (HDR) pipeline: confront the decline directly: domestic HDR enrolments have fallen in recent years, at Southern Cross as across much of the sector, and internal 2026 data show the decline continuing. The milestones in this compact deliberately profile a trough followed by recovery – 150 domestic enrolments in 2027, rebuilding to 250 by 2030 – reflecting cohorts already in the pipeline rather than aspiration unsupported by intakes.

Rebuilding commencements: lift commencement rates as the near-term priority: strengthened candidate recruitment, more competitive and industry co-funded stipend arrangements, expanded supervision capacity, and structured support for timely completion, so that completions recover (from 30 towards 50 by 2030) as rebuilt cohorts mature.

Research training for the economy: continue to expand industry-linked and co-funded research training, so graduates acquire skills valued in academia and across the economy, consistent with the interim SSP's emphasis on research training as sovereign capability.

Pathways: continue to improve entry into research training for under-represented groups, including Indigenous candidates, consistent with the University's equity mission.

Progress will be measured against the HDR baselines recorded in this compact, contributing to the national research and innovation system on which the University's regions and the country depend.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	195	150	250 by 2030
HDR domestic completions	HESC – Verified 2024	30	25	50 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.