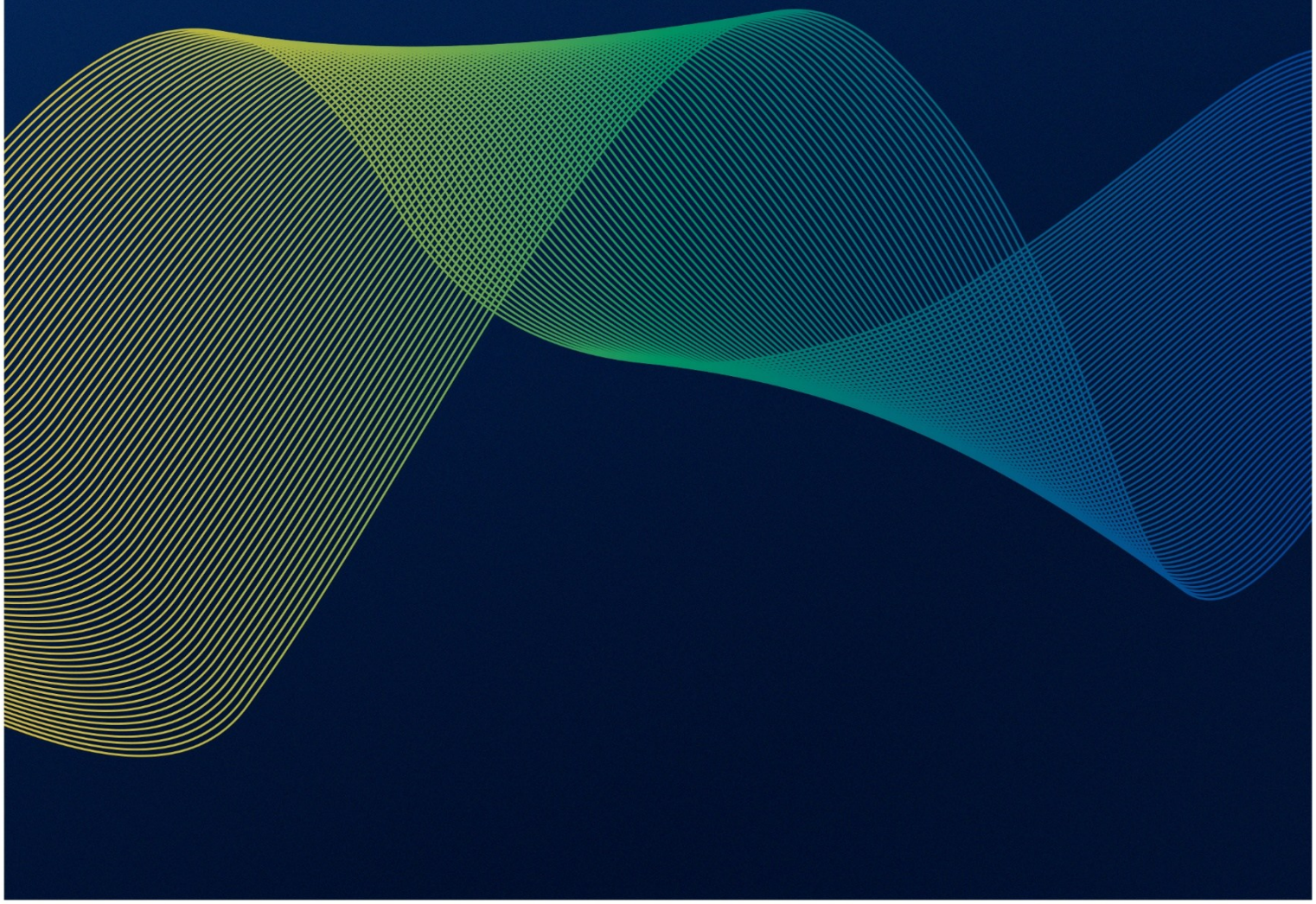
Australian Government

ATEC
Australian Tertiary Education Commission

SWINBURNE UNIVERSITY OF TECHNOLOGY

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



Preface

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

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

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

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

Established in 1908, Swinburne today is a multisector, multi-campus, multi-modal institution whose purpose is to bring people and technology together to build a better world. We have a long history in providing educational access to diverse learner cohorts and to enable these learners to live and thrive in a tech-rich future. We also continue to generate new knowledge and transform it into solutions with industry to deliver practical impact in society. Our vision for the future is to go beyond a traditional higher education institution, by more closely integrating higher education, vocational education, research and innovation within a single, harmonised ecosystem. In this way we contribute to the creation of new knowledge, technologies and industries, and translating discovery into technology enabled solutions, new ventures and capability.

Our strategy Ad Astra 2030 sets our long-term direction, in service of the needs of Victoria, Australia and the world. Our goal for 2030 is to advance four interconnected 'Quantum Leaps': 1) Delivering tailored and innovative pathways to success for all, 2) Leading and leveraging technology for purpose, 3) Co-creating the industries of the future, and 4) The world is our campus. Together, these aim to position Swinburne as a tech-infused institution that anticipates and responds to change, accelerates innovation and contributes to national productivity and global problem-solving. Guided by our strategy and equipped by our staff, our graduates will be entrepreneurial value creators.

Our strategy shapes how we contribute within the tertiary system and underpins the commitments in this compact. Building on more than 60 years of industry engagement, we are a university that works side-by-side with industry. We combine world-class research and innovation, academic excellence, applied learning and integrated tertiary pathways to generate new knowledge, develop technology solutions and build workforce capability. We promote integration across disciplines and qualification types, with industry and community needs embedded in design and delivery. This includes strong tertiary pathways that treat VET as a destination, while enabling movement between Australian Qualification Framework (AQF) levels and supporting learners to progress or pivot as their needs change.

Swinburne University of Technology is what tertiary harmonisation looks like in practice. We design and deliver a tertiary education offering with flexible access points, modern qualifications and clear pathways across vocational, undergraduate and postgraduate study. Our courses are academically rigorous, skills-dense, and targeted to recognised workforce needs. They are delivered through applied, industry-led learning and delivered in multiple modes to support diverse learner needs. We maintain a clear focus on learner participation and success, strengthen teaching quality through digitally enabled and industry-relevant practice (including AI-enabled pedagogy), and leverage research and innovation to ensure our offerings remain relevant and impactful.

Enrolment strategy and priorities

Swinburne's enrolment strategy is mission-led, responding directly to learner demand and the skill needs of Victoria and Australia. We lift educational attainment by making it more accessible for all learners to access, progress and succeed in studies.

Swinburne's student mix reflects this mission, with school leavers comprising c.40% of undergraduate commencements and direct applicants around 60%. We are determined to widen participation and improve outcomes for undergraduates from priority cohorts, while supporting progression into postgraduate study in fields of strategic need. This is demonstrated by our significant growth across all underrepresented groups and priority cohorts since 2022. We achieved this through initiatives like our 'Early Entry Program' – a leading non-ATAR equity access pathway – and 'Children's University', Swinburne's structured aspiration and engagement program, reaching over 2,200 learners from under-represented cohorts (aged 7-18 years) from 30 primary and 10 secondary partner schools.

We will continue to foster access, an inclusive learning community, personalised academic and pastoral support, and integrated qualifications, so that students who come to Swinburne stay and succeed. This is reinforced by our pathways, including English language provision, VET delivered in secondary schools, and work-integrated learning and through placements, internships and industry-linked projects. Swinburne is also extending tertiary harmonisation within our institution and with other educational providers, including VET-to-HE, HE-to-VET and integrated pathways. As part of this we are working towards integrated qualification design, enabling learners to move between sectors with less friction, addressing industry skill gaps and supporting learner success and employment outcomes.

Swinburne will prioritise growth in courses aligned to workforce need, institutional strength and public value in priority fields of education (see Section 2). Our multisector model supports a course portfolio spanning schools, undergraduate, postgraduate and vocational provision, enabling learners to upskill, reskill and progress at different life stages. This includes our ongoing work with flexible learning and capability by recognising prior learning across work experience as well as qualifications, admitting learners at the right level, rather than simply on prior formal qualifications. In postgraduate education, we focus on areas of current and future labour market demand and professional accreditation requirements, including targeted CSP-supported options.

Swinburne delivers education from campuses in Hawthorn, Croydon and Wantirna through research-led, on-campus, online, blended, part-time, and workplace-based learning. We recognise the flexibility our learners need, be they school leavers, mature-age learners, working students or those with caring responsibilities, and our delivery modes respond to these different circumstances.

International education remains an important part of Swinburne's global outlook. We have a diverse onshore international student cohort and expertise in transnational delivery through our international branch campus in Sarawak, Malaysia and delivery locations in Qatar, Vietnam, Sri Lanka, China and peninsular Malaysia.

Our enrolment strategy responds to sustained demand for flexible, employment-relevant study, shorter-form pathways and clearer progression opportunities. We will continue outreach beyond traditional school leaver channels, particularly for mature learners and equity cohorts, including First Nations and regional and remote learners and where appropriate, seek additional enabling places to strengthen access into priority fields.

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

Swinburne's ambition is to help shape a tertiary system that powers Australia's skills, knowledge and civic capability for a human-centric, applied technology-rich future. We will blend applied, industry-connected learning with critical inquiry so graduates can adapt as jobs and technologies change. Through a distinctive multisector model, we will build workforce capability in national priority fields, particularly health, education, digital, engineering and technology, while keeping opportunities open to learners at any age and any stage. We make movement between AQF levels simpler for students, helping more learners access, progress and succeed in tertiary education.

Action

In 2027, we will:

Skills and workforce development

Strengthen pathways into priority professions aligned to the Victorian Skills Growth Plan.

- Expand delivery across education, health, engineering and behavioural science, building from a combined baseline of approximately 12,000 students through flexible access points and pathways, supporting faster entry into shortage occupations across priority workforce sectors.
- Deliver construction and housing workforce graduates through programs in construction management and civil engineering, enabled by specialist infrastructure such as the Trimble Technology Lab, Construction Simulation Hub and the Indigenous Building Co-Fab, co-designed with community to address Indigenous housing affordability.
- Draw on Swinburne's STEM strengths to train engineers across civil, electrical and mechanical disciplines, directly supporting Australia's sovereign capability agenda.
- Target growth in health and allied health to address Victoria's projected staffing shortfall by expanding delivery across nursing, allied health and psychology by the newly opened Integrated Health and Technology Learning Hub at Wantirna and 800+ hours of supervised clinical placements across hospital and community health settings.
- Grow teacher education delivery from a baseline of 6,149 students, with consistently strong student-rated teaching quality, with growth currently constrained by placement availability and advocacy underway to expand placement capacity to directly address projected secondary teacher shortages by 2030.
- Strengthen retention across priority fields, for example, Behavioural Science retention has risen from 68% to 73% in 2025, targeting 78% by 2030.

Artificial intelligence

Equip learners for an AI-enabled economy through responsible practice.

- Deliver applied, industry-relevant teaching embedding AI capability, while building responsible use of AI through contemporary teaching practice and workplace readiness to uphold academic integrity.

Regional priorities

Support regional participation pathways.

- Provide flexible participation beyond traditional school-leaver channels, supporting working-age learners and equity cohorts across priority fields.
- Deliver place-based training such as through the Regional Outreach Model in East Gippsland and Wellington, funded through the Victorian Government's Early Childhood Tertiary Partnerships program.
- Sustain initiatives such as the Moondani Vocational Centre of Excellence Future Aspirations Camp as an annual VET access pathway for Aboriginal and Torres Strait Islander students from across Victoria, combining cultural learning, trades tasters and campus experiences.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
07 Education				
Total student enrolments	HESC – Verified 2025	6,149	6,150	6,500 by 2030
Success rate	HESC – Verified 2024	90.37%	91%	91% by 2030
Retention rate	HESC – Verified 2024	75.51%	76%	80% by 2030
06 Health				
Total student enrolments	HESC – Verified 2025	1,154	1,235	1,512 by 2030
Success	HESC – Verified 2024	92.76%	93%	95% by 2030
Retention rate	HESC – Verified 2024	76.66%	78%	80% by 2030
03 Engineering and related technologies				
Total student enrolments	HESC – Verified 2025	2,013	2,100	2,400 by 2030
Success rate	HESC – Verified 2024	87.81%	88%	>89% by 2030
Retention rate	HESC – Verified 2024	84.47%	85%	>86% by 2030
0907 Behavioural Science				
Total student enrolments	HESC – Verified 2025	2,783	2,922	3,383 by 2030
Success rate	HESC – Verified 2024	80.82%	82%	85% by 2030
Retention rate	HESC – Verified 2024	68.28%	74%	78% by 2030
1007 Communication and media studies				
Total student enrolments	HESC – Verified 2025	1,770	Prototype a harmonised multisector qualification, with embedded VET credentials within a higher education qualification in Creative Technologies in 2027.	1,900 by 2030
Success rate	HESC – Verified 2024	88.64%	89%	90% by 2030
Retention rate	HESC – Verified 2024	79.63%	80%	85% by 2030
0799 Other education				
Total student enrolments	Swinburne supplied (HESC – Verified 2025)	83	100	133 in 2030
Success rate	HESC – Verified 2024	95.94%	95%	95% in 2030
Retention rate	Swinburne supplied (HESC – Verified 2024)	80.36%	81%	85% in 2030

Indicators are for the domestic undergraduate student cohort, with the exception of '0799 Other education' which reflects the domestic postgraduate cohort. Success rate includes both commencing and continuing students.

First Nations

First Nations leadership, access, participation and success.

Vision

Swinburne aspires to be a university of choice for Aboriginal and Torres Strait Islander learners and a trusted partner on Country, where culture is visible, safety is real and success is expected. Led by the Moondani Toombadool Centre (MTC) and grounded in self-determination, we will grow participation, progression and completion, while building Indigenous leadership in our workforce. Indigenous perspectives and standpoints will be embedded in curriculum and learning. We will honour Indigenous Data Sovereignty and protect Indigenous Cultural and Intellectual Property. Swinburne will build this through an agreement with the local First Nations community.

Action

In 2027, we will:

Cultural responsiveness – leadership, governance and self-determination

Deepen community partnership and accountability on Wurundjeri Country, to enable sustained improvement engaging and supporting the success of First Nations students.

- Continue community engagement and student services led by MTC.
- Govern delivery of the University's indigenous strategies via the Indigenous Governance Committee, chaired by a respected external Indigenous community leader.
- Continue preparation for an agreement with the Wurundjeri Woi Wurrung people.
- Continue delivery of Indigenous Student Success Program (ISSP) and Needs-based Funding programs, with 100% of ISSP funds distributed by the Pro Vice-Chancellor, Indigenous Engagement.

Grow Aboriginal and Torres Strait Islander staff careers.

- Implement and report against the Indigenous Workforce Strategy 2026–2030.
- Focus on attraction, retention, development, cultural safety and leadership, with established governance oversight.

Being and becoming – access

Continue access and outreach to increase First Nations access and enrolment.

- Further activate First-Nations-led engagement with schools and Aboriginal organisations across Victoria, underpinned by a supportive and inclusive learning community.
- Develop Higher Education equity pathway program to support transitions to postgraduate coursework and research.

Being and belonging – participation

Embed Indigenous knowledges and uphold our Indigenous Student Charter so learners feel seen and their retention and success are supported.

- Progress curriculum change through MTC's Indigenous Teaching and Learning Strategy.
- Embed the Teaching and Learning agenda already underway through School-level Indigenous Business Action Plans, so Indigenous perspectives are visible in curriculum.
- Promote Indigenous Equity Pathways that help proactively attract Indigenous learners to the University, providing a culturally safe and relevant learning environment.
- Employ Aboriginal and Torres Strait Islander teachers to decolonise pedagogies and implement curricula and assessment improvements.

Protect Indigenous research practices and rights.

- Implement our Indigenous Research Strategy through Indigenous Data Sovereignty and Indigenous Cultural and Intellectual Property (ICIP) protocols, including ICIP training rollout and governance-level implementation.

Being and belonging – success

Deliver wraparound support that keeps students thriving and improves success rates.

- Introduce structured transition support between year levels addressing barriers.
- Maintain strong tutorial and pastoral support, engaging learners throughout their studies and continuing the development of safe spaces for First Nations learners.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	460	500	600 by 2030
First Nations success rate	HESC – Verified 2024	80.96%	82%	85% by 2030
First Nations retention rate	HESC – Verified 2024	66.83%	70%	75% 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

Swinburne remains proud of its history and track record in delivering access and success for equity students. Our vision is to be an institution of opportunity where everyone can reach their potential. We are committed to providing sector-leading education to under-represented cohorts including low SES learners, students with a disability, regional and remote learners. We use our multisector strength to create open and inclusive higher education and vocational training, meeting diverse learners' needs including school leavers, working adults, carers and those returning to study. Equity is designed into our curriculum, delivery and supports to enable access and progression.

Action

The last 5 years have seen a 33% increase in low-SES learners, a 43% increase in learners with a disability, and a 25% increase of regional and remote learners, of whom the majority are studying online, highlighting our ability to deliver success to an increasingly diverse learner community.

In 2027, we will:

Outreach and accessibility

Build on our success in tertiary sector outreach.

- Expand partnerships with low SES and regional/rural schools to empower students to get to where they want to go.
- Strengthen outreach in adult equity (community touchpoints, Skills and Jobs Centre, local employment networks) making education options clearer.

Extend bridges into university (Fee-Free Uni Ready and VET pathways).

- Continue adult migrant English and general education as practical on-ramps into tertiary education for learners with low literacy, numeracy.
- Enable broader participation in higher education through the Fee-Free Uni Ready initiative.

Participation and inclusion

Target equity cohorts where outcome disparities remain acute.

- Personalise support for students with disability, regional/rural, low SES and migrant cohorts through personalised support.
- Progress gender equity initiatives in trades and STEM, such as our focus on Women in Trades.

Support retention through targeted early intervention.

- Expand on our 2025 record where students receiving equity scholarships have success rates above the university average and a 95% retention rate. Expand on existing retention uplift in low SES and disability cohorts through wrap-around academic and wellbeing support.
- Further enhance our proactive, data-informed alert model to identify risk earlier and tailor personalised support to improve participation and engagement.

Expand equity in teaching and digital delivery by design.

- Grow equity inclusive pedagogies in course design, implement universal design in learning (UDL) across all first-year units, and build staff capability and capacity through targeted support.

Attainment

Strengthen progression to higher education through credit recognition.

- Provide flexible delivery modes, enabling access and progression at different life stages, and enabling students to study while remaining in regional locations.
- Design partnerships with external providers and clearer recognition of prior learning by placing greater emphasis on demonstrated capability and experience.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	2,466	2,616	2,859 by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	3,893	4,206	4,596 by 2030
Total enrolments	Regional	HESC – Verified 2025	4,180	4,432	4,843 by 2030
Total enrolments	Remote	HESC – Verified 2025	107	110	120 by 2030
Success	Students with disability	HESC – Verified 2024	83.07%	85%	>85% by 2030
Success	Students from low SES backgrounds	HESC – Verified 2024	83.41%	87%	>88% by 2030
Success	Regional	HESC – Verified 2024	87.27%	88%	>88% by 2030
Success	Remote	HESC – Verified 2024	76.10%	77%	>77% by 2030
Retention	Students with disability	HESC – Verified 2024	73.97%	80%	83% by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	72.16%	80%	83% by 2030
Retention	Regional	HESC – Verified 2024	73.53%	80%	83% by 2030
Retention	Remote	HESC – Verified 2024	73.53%	80%	83% 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

Swinburne's ambition is to be recognised for teaching that is consistently excellent, deeply student-centred, industry-connected, research-informed and future-facing. We view teaching as a core academic strength that is valued and developed, so every learner benefits from high expectations, high support and industry- and research-infused study. Digitally enabled and AI augmented pedagogy will make learning more personalised, practical and inclusive, while remaining grounded in educator expertise and evidence. Teaching is tightly connected to the broader student success ecosystem which integrates industry and with early, proactive support embedded in the learning journey and continuous improvement shaping everything we do.

Action

In 2027, we will:

Teaching quality

Lift teaching quality, through a new education quality framework.

- Introduce an education quality framework consistent across HE and VET to support consistent expectations for teacher quality across our multisector institution.
- Progress enterprise-wide connectivity, so educators and student support work together enables retention and delivers a better learner experience.

Strengthen professional practice through innovation, capability and tech uplift.

- Leverage Swinburne's strength as a multisector institution to support educator, improving teaching quality and learner outcomes in response to increasing learner diversity, evolving delivery models, digital transformation and external regulatory reforms
- Maintain professional practice and innovation platforms links, including Design Factory Melbourne, to connect teaching with real-world innovation and embed industry-integrated learning in the core student journey.

Teaching progression and professionalisation

Recognise excellent teaching through our capability and promotion pathways.

- Reward teaching excellence with clear capability pathways, internal and external recognition and promotion routes for all educators, as we already do for rewarding research excellence.
- Maintain expectations for educator professional development to strengthen professional practice, including recognition of innovation in teaching achievement and academic promotion pathways.
- Progress formal teaching qualifications and peer-review of teaching as pathways to evidence and enhance teaching practice, aligned with promotion expectations, and provide structured support and dedicated time for educational innovation.

Embed educator capability, pedagogical currency and inclusive practice.

- Maintain educator currency requirements, including VET annual evidence submissions.
- Continue capability development through the Education Innovation Exchange and associated Swinburne Educator Academy, the VET Educator academy, VET Educator Passport and communities of practice (e.g. GenAI, Assessment).
- Improve the consistency in the student learning experience by setting consistent expectations across HE and VET teaching practices.

Assessment

Shift assessment further towards assurance of learning and real-world tasks to motivate intrinsic learning and secure better employment outcomes for students.

- Redesign curriculum and assessment so it better reflects what students have learned and can do in practice.
- Continue the review of examinations, and (where appropriate) replace them with assessment tasks relevant to real-world application of skills and knowledge.
- Strengthen formative assessment as assurance of learning to support engagement and student retention.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	77.30%	80%	83% by 2030
Teaching quality and engagement	QILT SES – Verified 2025	80.80%	82%	84% by 2030
First year retention – domestic undergraduate	HESC Verified – 2025	78.79%	82%	86% by 2030
Full time employability	GOS – 2025	74.30%	75%	77% by 2030

Joined-up tertiary system

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

Vision

Swinburne is what tertiary harmonisation looks like in practice. Our multisector model enables us to build a joined-up ecosystem, designed around learners' evolving capabilities rather than institutional boundaries. We move beyond conventional, sequential pathways, enabling VET and HE to be combined through integrated qualifications, concurrent study, shared learning and bi-directional movement. Shorter, skills-dense and flexible learning will create opportunity for people to enter, progress, pause, work and return to study as needed. Recognising prior learning, capability and experience, and reducing unnecessary duplication, we will make tertiary education more accessible and efficient.

Action

As a multi-sector Institution, 23% of Swinburne's current university enrolments were admitted on the basis of a VET qualification.

In 2027, we will focus on:

Tertiary harmonisation beyond conventional pathway models

Build a more sophisticated tertiary education model.

- Scale delivery of shorter, skills-dense courses and integrated learning experiences bringing HE and VET students together in shared facilities and industry settings, with flexible access points for learners at different stages.
- Increase VET-to-HE admissions by targeted conversion campaigns across disciplines.

Prototype integrated qualifications that allow learners to move across VET and higher education with full recognition.

- Prototype integrated VET and HE qualification as the first year of new undergraduate degree model, with multiple access and completion points (e.g. Creative technologies).
- Expand concurrent cross-sector qualifications, enabling learners to study across sectors concurrently, for example, Bachelor of Psychological Science students can complete the Certificate IV in Mental Health alongside their degree, graduating with a certificate and a degree.

Shared learning across disciplines, sectors and levels

Grow interprofessional learning across AQF levels and disciplines.

- Bring higher education and VET cohorts together during studies (e.g. Diploma and Bachelor learning together).
- Create teams of students across AQF levels to build workforce-ready understanding of scope of practice (e.g. third-year architecture with trade apprentices).
- Extend cross-disciplinary, cross-level team learning through industry partnerships and work experiences.

Emphasise co-location of learners across sectors and disciplines to build future skills.

- Use co-location intentionally to build practical understandings of roles, and cross-sector pathways.
- Co-locate core research, HE and VET students in shared facilities designed for cognate disciplines, supporting learning across levels.

Mobility, recognition and system enablers

Make learner mobility possible by recognising capability and experience.

- Deliver tailored transition pathways and academic support for VET entrants, improving retention, progression and learner success.
- Advance more sophisticated recognition of prior learning by placing greater emphasis on demonstrated capability, competence and professional experience, creating more flexible pathways for working learners.
- Strengthen academic credit framework across pathways, with opportunities to maximise credit recognition for progression from Swinburne qualifications into undergraduate study.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Development and scaling of integrated multisector pathways and qualifications	Swinburne supplied	0	Prototype integrated multisector qualification implemented, demonstrating a harmonised VET and HE delivery model	A suite of integrated multisector qualifications delivered by 2030, demonstrating strong student outcomes, seamless progression pathways, improved access, and support for lifelong learning
Domestic students admitted to a bachelor course on the basis of VET	HESC – Preliminary 2025	1,392	+5%	+20% by 2030
Success rate of domestic bachelor students admitted on the basis of VET and used credits	HESC – Preliminary 2025	82.90%	>83%	>85% by 2030
Retention rate of domestic bachelor students admitted on the basis of VET	HESC – Preliminary 2025	79.42%	>80%	>85% by 2030

Research

Sustaining national capability and supporting innovation through research and research training.

Vision

Swinburne's unique research and innovation system focuses on 6 flagship areas which advance national and state priorities: advanced manufacturing; mental health and brain science, digital innovation and supercomputing; sustainability (including decarbonisation, critical minerals and energy transition), as well as astronomy, space and aerospace expertise. Our industry-focussed Higher Degree by Research (HDR) programs are designed to attract domestic candidates to highly skilled and sought after career opportunities in hard-to-recruit disciplines. As Australia's most innovation intensive university, we leverage our full-stack innovation expertise to translate research and ideas into solutions and startups that attract investment.

Action

Research and innovation specialisation

Refine our distinctive strengths aligned with national and Victorian priorities:

- Swinburne has 6 defined areas of research focus which guide internal research investment. In 2027 we will refine internal investment alignment with our specialisation areas to 90% of research expenditure.
- Developing industry partnerships is core to Swinburne's research. Our most industry focussed collaborations are in advanced manufacturing, mental health, energy transition, product design, freight decarbonisation, construction and structural engineering, and the space industry. We directly invest over $1 million in CRCs annually.
- In health innovation and brain science, we leverage our national neuroimaging infrastructure and psychological sciences expertise to improve the treatment of serious mental illness.
- Our strategic alliance with the Bionics Institute will advance translation of biomedical and medtech innovations.
- We maintain excellence in fundamental research in supercomputing, astrophysics, quantum, and the intersection of technology and society.
- We are enhancing our research security to meet evolving geopolitical changes and government expectations.

Research training

Diversify industry-ready research training opportunities to encourage domestic enrolments:

- From 2021-2025, domestic HDR headcount decreased from 869 to 523 and is projected to stabilise at 50% total HDRs, with 80-90 new enrolments per annum. Domestic HDRs represent 87% of health sciences and psychology doctorates but 33% of STEM disciplines.
- Swinburne prioritises industry-engaged research to attract domestic candidates looking for highly skilled and sought-after industry career opportunities in hard-to-recruit STEM disciplines. Over 75% of HDR projects are industry engaged.
- We prioritise industry co-funded projects, industry-partnered PhD programs and internships. We embed HDR candidates in our industry-led research hubs (e.g. Siemens-Swinburne Energy Transition, MedTechVic and AIRHub).
- We have introduced a flexible honours-to-research Masters pathway to fast-track research qualifications and grow Australia's domestic capability.
- Our new GradPD program provides integrated innovation and entrepreneurship training programs.

Research commercialisation

As an innovation-intensive university, Swinburne will:

- Maintain our sector-leading commercialisation record. We are Top 10 nationally across major commercialisation metrics – inventions disclosures, patents and active startups.
- Further expand our student and staff venture pathways through increased equity investment, and tailored startup support at scale.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Proportion of HDRs who are industry-engaged	Graduate research – 2024	73%	85%	Maintain 85% to 2030
Proportion of domestic HDR enrolments (excluding offshore)	Graduate research – 2024	56%	50%	Projected to continue to drop based on current enrolment trends
Research expenditure concentrated in designated areas of specialisation	ABS higher education R&D expenditure survey – 2024	6 areas of specialisation + baseline 84% of expenditure in those areas	Areas of specialisation redesigned with resource allocation aligned to new designations	Increase proportion of research expenditure to 90% invested in refreshed designated specialisation areas by 2030
Number of active startup and spinout companies in commercialisation portfolio for university size (per dollar of research expenditure)	Survey of Commercialisation Outcomes from Public Research (SCOPR), Knowledge Commercialisation Australasia and Department of Education	#1 in 2024	Remain top 5 nationally*	Remain ranked in the top 3 nationally in 2030

**Note: Because universities at the top are so closely grouped, rankings can shift with small changes outside Swinburne's control. Our milestone reflects sustained high performance rather than a particular rank.*

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.