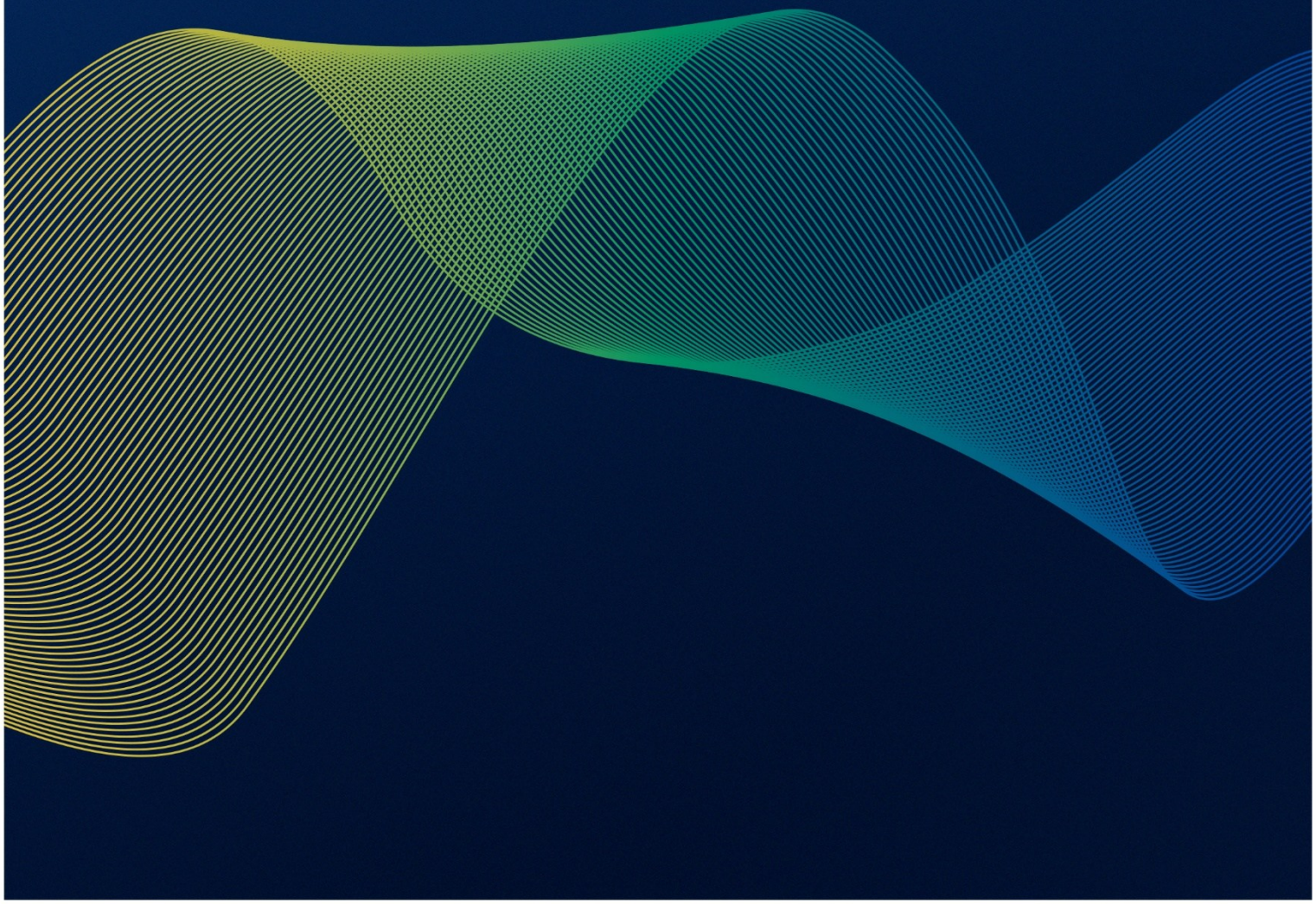
Australian Government

ATEC
Australian Tertiary Education Commission

THE UNIVERSITY OF MELBOURNE

2027 mission based compact between the ATEC and the University of Melbourne



Preface

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

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

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

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

Contents

Preface **2**

Section 1: Context **4**

Mission statement 4

Enrolment strategy and priorities 5

Section 2: Performance domains **5**

National, State/territory and regional priorities 6

First Nations 4

Equity 10

Quality teaching 12

Joined-up tertiary system 14

Research 16

Section 3: Course and campus changes **18**

Section 1: Context

Mission statement

The University of Melbourne (UoM) is globally recognised as one of Australia's leading universities for education and research. Our mission is to benefit society through the transformative impact of education and research, reaffirmed through Strategy 2030: Resilience which elevates 3 core ambitions:

- Exceptional Education: Educating our outstanding students to thrive in complexity
- Transformational Research: Creating knowledge, fostering innovation and transforming lives
- Our Resilient University: Serving and connecting Country, people and community

Our educational excellence is reflected in the QS subject rankings, with top 50 rankings in all broad educational fields, and top 20 in 3.

In 2008, UoM transitioned to a pedagogy model distinctive in the Australian higher education sector (the Melbourne Curriculum) but aligned in structure and philosophy with leading universities in Europe and the United States. UoM plays a vital role in providing diversity and choice to the sector by offering a small number of broad undergraduate degrees and delivering all its professional education at the postgraduate level. This means UoM has one of the broadest suites of graduate programs in the sector, and approximately 50% of our students are postgraduates, reflecting our status as a comprehensive and research-intensive university.

UoM undergraduate education requires students to study one-quarter of their subjects outside of their 'home' faculty, so that they are exposed to diverse disciplines and perspectives at this formative phase of their higher education journey. Simultaneously, by choosing one of more than 100 majors, they acquire deep disciplinary knowledge, enriched by its proximity to cutting-edge research and researchers. The intent is to foster greater breadth of knowledge, interdisciplinary mindsets, and analytical and adaptive capabilities in graduates in a changing world.

Our graduate programs provide a rigorous and focused professional education among students who are more mature, often with some level of professional experience to draw on. They also provide career-change education to mature professionals – a crucial capability as the Australian economy evolves and will need different professional capabilities which require upskilling and reskilling over a working life. Given many countries only recognise graduate level professional qualifications, UoM qualifications are more likely to be globally recognised and respected.

As outlined in the performance domains, the UoM is committed to:

- Educating future thinkers and leaders in a rapidly changing world and the emerging GenAI era. We will target national priority areas of education for in-demand professions, recognising our distinct role and offer in a diverse higher education system.
- Supporting Indigenous excellence, leadership and self-determination, contributing to individual and community outcomes.
- Attracting talented students from the widest possible range of backgrounds and experiences; ensuring underrepresented and priority cohort students have scaffolded pathways to participate and thrive.
- Building a culture of excellence in teaching and learning through evidence, investment and recognition of quality teaching.
- Expanding our partnerships with other educational providers, to offer articulated pathways for students between institutional programs.
- Providing one of the nation's largest graduate researcher cohorts, and research that delivers tangible economic and societal outcomes in partnership with communities, industry, and government.

Enrolment strategy and priorities

The University of Melbourne takes a targeted and responsible approach to our enrolment strategy. Aligned with the aspirations outlined in Strategy 2030: Resilience and drawing on UoM's distinctive Melbourne Curriculum, we will:

- Pursue modest growth in high-demand programs aligned with national and state priorities, particularly in STEM and health disciplines. This growth will enable the University to meet the anticipated increase in the Victorian school leaver population in 2027, while maintaining undergraduate ATAR entry standards and facilitating managed growth at the postgraduate level.
- Strengthen the pipeline for First Nations leadership through advocating for access and uncapped Commonwealth Supported Places (CSPs) for all Indigenous students, irrespective of their course level (undergraduate or postgraduate). UoM is dedicated to becoming the nation's leading academy of First Nations leadership and being a sector leader in educating and training students from undergraduate to graduate research.
- Enable entry points and pathways for Indigenous and underrepresented students through credit recognition and articulation partnerships. Building on the success and 100% retention of the 2026 cohort of students through the 'Fee-Free Uni Ready' initiative, UoM will continue to broaden pathways and leverage Victoria's diverse tertiary education sector to expand student opportunities in line with national and state priorities.
- Attract, support and retain talented students from historically underrepresented backgrounds including regional and remote students, students with disability, and from low SES backgrounds through a range of scholarships, guaranteed pathways, support and enrichment activities.
- Increase Australia's research training capacity through ensuring a strong domestic research training pipeline to advance innovation and impact.
- Pursue a deliberate enrolment strategy to reduce the number of marginally funded CSPs. In partnership with ATEC, a carefully managed glidepath will also support the University's financial resilience and sustainability.

Our enrolment strategy is grounded in evidence. Demand for UoM undergraduate programs remains among the highest in the country and in Victoria: the 3 primary UoM undergraduate programs are consistently in the top 5 VTAC preferences in the state. UoM has not dropped its ATAR entry requirements in undergraduate programs and, in some cases, ATARs have been increased to manage demand to ensure the University remains within the agreed 2026 commencing CSP glidepath.

UoM is a sector leader for student retention and success (> 90%). A range of student support services are outlined in subsequent sections to demonstrate the University's commitment to delivering exceptional student experience and quality teaching.

UoM is a globally connected university, deriving strength from the international diversity of its staff, students and partnerships. The University delivers an international education that serves both local and global communities. Our enrolment strategy looks to maintain our current profile of domestic and international students and to broadly align any growth in international students with growth in domestic students. The University prioritises a diverse and balanced international student population through its *International Student Diversification Plan* which aims to reduce the proportion of students from any one country, with a focus on growing enrolments from Southeast Asia, and developing a range of transnational education pathways.

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

The University of Melbourne is committed to meeting Australia's national skills, knowledge and workforce needs through working with local and regional partners to deliver education and research. The strongly correlated national and state priority areas mean that as a leading comprehensive teaching and research university, UoM is well-positioned to contribute towards both priority areas concurrently. With a significant footprint in metropolitan Melbourne and regional Victoria, UoM draws on its deep and broad expertise in health, education, climate change, housing, technology advanced manufacturing, defence and AI through ensuring relevant curriculum to support a pipeline of skilled graduates in future growth areas.

Action

Undergraduate curriculum renewal

- The high-demand Bachelor of Science curriculum is being redesigned to ensure quality and contemporary relevance. Actions include: introduction of specialisations in areas of mathematics and statistics, computing, and industry, community and research experience. The redesign will enable clearer pathways for students to enter disciplines including Engineering and Health.
- Renewing undergraduate curricula of the Bachelor of Design (with majors in architecture and construction), Biomedicine and the suite of breadth subjects to reflect national and state skills and workforce needs.

Innovations targeting future knowledge need, workforce supply and employability

- In response to student demand and feedback, the University is exploring a broad range of undergraduate curriculum specialisations in technology to meet Australia's future skills and knowledge needs in AI, digital and technology.
- We will continue to integrate GenAI in pedagogically responsible ways for both students and educators as showcased in the University's GenAI Hub and AI at Melbourne, including developing GenAI-enabled learning activities and assessment. We also aim to expand specific subject and program offerings focussed on GenAI.
- Our established careers preparation through a focus on experiential learning, both inside and alongside the curriculum, in undergraduate and graduate programs.

Research supporting priority industry and workforce demands

- The new 'Melbourne Impact Accelerators' will bring together researchers, graduate researchers, industry partners and communities to find solutions in climate, democracy, health futures, Indigenous knowledges, national security and transformative technologies domains.
- Pursuing research that enhances safety and enables national security systems to meet an increasingly complex security landscape.
- The Melbourne Entrepreneurial Centre has a suite of staff and student facing programs that build a skilled entrepreneurial workforce critical for maximising research translation impact.

Student engagement and success

- The University provides extensive academic support to help students succeed which is key to student engagement, retention and success, including an Outreach and Referral service to support student progression and performance.
- The University has mature academic mentoring and peer mentoring programs that have recently been complemented by a pilot Peer Assisted Study Sessions program, which builds connections among students, and this will be reinforced.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
01 Natural and Physical Sciences				
Total student enrolments	HESC – Verified 2025	8,994	9,345	Modest growth 2027-2030
Success rate	HESC – Verified 2024	92.02%	93%	Maintain success rates
Retention rate	HESC – Verified 2024	93.60%	94%	Maintain retention rates

Data note: This fixed indicator does not enable an accurate measure of UoM's Melbourne Curriculum of broad undergraduate programs and professional education at the postgraduate level.

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

Murmuk Djerring, the University's Indigenous strategy, and the Indigenous Student Plan 2023 – 2027 guide the University's commitment to supporting Indigenous excellence, leadership, self-determination and truth-telling, contributing to individual and community outcomes. This includes: a growing pipeline of graduate coursework and doctoral research students, wraparound support for First Nations students to progress and succeed, and substantial contribution to research and economic development outcomes in multiple sectors. Indigenous governance and First Nations leadership is being embedded as business-as-usual across decision-making, alongside truth-telling through the Centre for Truth-telling and Dialogue, and expanded outreach and regional partnerships to sustain growth and promote Indigenous excellence.

Action

Access

Expand Indigenous entry pathways through alternative entry, enabling programs and community-based models delivered in partnership with First Nations organisations to increase participation from regional Victoria and underrepresented cohorts. The University will:

- Review and enhance Indigenous outreach programs to ensure they are fit for purpose, Indigenous-led and coherent across the institution, with a strengthened focus on regional Victoria (specifically the Goulburn Valley) and community-led engagement.
- Explore Recognition of Prior Learning (RPL) and credit transfer processes in partnership with other institutions to support equitable and streamlined entry into higher education, particularly for non-traditional learners, contributing to a more joined up higher education system.

Participation and Success

Through Murrup Barak, the Wilin Centre, and other culturally grounded Indigenous-led student services, UoM strengthens culturally safe, flexible and place-based learning models that support participation, retention and success for First Nations students. The University will:

- Ensure timely and culturally safe interventions and academic support systems to improve First Nations student success, retention and completion outcomes.
- Enhance wraparound academic support and culturally grounded student services to improve engagement, retention and wellbeing.

Leadership and self-determination

UoM will strengthen and embed Indigenous governance, accountability and decision-making across the institution to ensure decision-making authority. First Peoples leadership will inform strategy, investment and academic priorities through:

- Increasing Indigenous senior leadership roles and pipeline of Indigenous graduate researchers to lead Indigenous research strategy aligned with national science and research priorities, SERD and Indigenous research sovereignty.
- Ensure First Nations authority, support, and clear decision-making power at all levels of governance.

Truth-telling

Responding to the recommendations of the Yoorrook Justice Commission, including strengthening institutional responsibility for truth-telling and partnerships with Traditional Owners is a key priority and action for the University. We will:

- Explore reciprocal agreements with Traditional Owners on University campuses to advance First Peoples leadership, land use, and embed Indigenous knowledges, histories and cultures across the University.

- Harness our leading Centre for Truth-Telling and Dialogue to ensure that Indigenous-led scholarship on Truth-Telling, Treaty and Social Cohesion thrives and are supported.
- Ensure that responsibility for addressing racism is owned by the whole institution, with accountability across governance and leadership.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	238	5% year on year (YoY) growth (274)	YoY growth sustained to 2030 (276)
First Nations success rate	HESC – Verified 2024	84.65%	Progress towards parity	Parity with UoM success rate for all domestic undergraduate students
First Nations retention rate	HESC – Verified 2024	83.05%	Progress towards parity	Parity with UoM retention rate for all domestic undergraduate students

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

The University's Strategy 2030: Resilience and Advancing Students and Education strategy recognise that to maintain our place as a leading global institution in a changing world, we need to attract talented students from the widest possible range of backgrounds and experiences. We will ensure that underrepresented and priority cohort students have scaffolded pathways to the University and are supported to thrive. We acknowledge this requires shifts in mindset and practice across the entire student lifecycle – from pre-access to postgraduate study – to attract, support and retain talented students from historically underrepresented backgrounds to deliver a transformed student profile for the UoM.

Action

The University is adopting a holistic, systems-wide approach to improving access, participation and success for priority cohorts. Actions and initiatives include:

- **Schools outreach**: The University has renewed its schools outreach framework to target deeper, repeated engagement with a smaller number of priority schools, focusing on low ICSEA schools in Melbourne's North-West, active outreach to Pasifika, African and recent migrant communities, and the Goulburn Valley region where we have a campus presence. This is consistent with our strategic approach to a joined up tertiary system.
- **Pathway programs (pre-access)**: In 2026, we launched the Uni-Ready Enabling Program (utilising the Fee-Free Uni Ready initiative): a one-semester, maths-focused program designed to provide a pathway into the Bachelor of Science or Bachelor of Commerce for priority cohort students who are yet to satisfy the Mathematical Methods entry requirement. The cohort of 34 students included 10 from low SES backgrounds, 8 students with disability and 2 regional/remote students. Our STEM Centre of Excellence in Science Gallery provides targeted support to further build preparedness for undergraduate study.
- **Access Melbourne guarantees**: A core element of Access Melbourne special entry scheme is guaranteed, adjusted ATAR entry for priority cohorts, including low SES students, regional and remote students and Aboriginal and Torres Strait Islander students through the provision of financial, transition-in and academic supports and continued reforms to our admissions processes to better identify and select applicants from priority cohorts.
- **The Narrm Scholarship Program**: This program provides financial supports and dedicated enrichment activities throughout students' entire undergraduate program, including skills and study supports, career-readiness programs including work placements, and additional opportunities to establish contacts with industry.
  The Program is increasing equity group participation levels. Narrm Scholars also demonstrate strong learning outcomes as measured by retention and success rates. With some of the inaugural Narrm Scholars cohort graduating in 2026 we have designed a program to ensure students wishing to continue to a postgraduate study are allocated a CSP.
- **New service model for Student Equity and Disability Services (SEDS)**: A significant expansion of SEDS over 2026-27 will improve the quality and availability of supports to students with disability.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	3,228	1% YoY growth (3,293)	YoY growth sustained to 2030 (3,393)
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	1,225	5% YoY growth (1,351)	YoY growth sustained to 2030 (1,563)
Total enrolments	Regional	HESC – Verified 2025	2,254	5% YoY growth (2,481)	YoY growth sustained to 2030 (2,877)
Total enrolments	Remote	HESC – Verified 2025	32	5% YoY growth (35)	YoY growth sustained to 2030 (41)
Success	Students with disability	HESC – Verified 2024	90.59%	Progress towards parity	Parity with the UoM success rate for all domestic undergraduate students.
Success	Students from low SES backgrounds	HESC – Verified 2024	90.03%	Progress towards parity	Parity with the UoM success rate for all domestic undergraduate students.
Success	Regional	HESC – Verified 2024	92.53%	Progress towards parity	Parity with the UoM success rate for all domestic undergraduate students.
Success	Remote	HESC – Verified 2024	94.56%	Progress towards parity	Parity with the UoM success rate for all domestic undergraduate students.
Retention	Students with disability	HESC – Verified 2024	89.35%	Progress towards parity	Parity with the UoM retention rate for all domestic undergraduate students.
Retention	Students from low SES backgrounds	HESC – Verified 2024	90.80%	Progress towards parity	Parity with the UoM retention rate for all domestic undergraduate students.
Retention	Regional	HESC – Verified 2024	89.57%	Progress towards parity	Parity with the UoM retention rate for all domestic undergraduate students.
Retention	Remote	HESC – Verified 2024	85.71%	Progress towards parity	Parity with the UoM retention rate for all domestic undergraduate students.

All 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

The Strategy 2030: Resilience ambition of 'Exceptional Education' and focus on empowering people and performance is reflected in our Advancing Students and Education (ASE) strategy where 'Valuing Excellence in Education' is one of 5 pillars. Our strategy is to build a culture of excellence in teaching and learning and student support that parallels our culture of excellence in research. Our ambition is to have both academic and professional staff who are known for their approachability and availability to students inside and outside the classroom. We will achieve this by supporting all staff to provide outstanding teaching, learning and student experiences.

Action

Work being pursued under the Advancing Students and Education strategy includes:

Academic development and leadership

- A new Framework for Educational Excellence that defines dimensions of high quality teaching and evidencing educational excellence which supports the measurement of educational impact. These two frameworks assist staff to identify and develop excellent teaching practices, are linked to performance and professional development programs and support institutional quality assurance.
- Adding Leading Educational Quality and Innovation to our existing, highly regarded suite of academic development programs offered through the Centre for the Study of Higher Education, to build the University's pipeline of future education leaders.
- Supporting the growing cohort of education-focused staff at the University as they progress in their careers, and ensuring they receive recognition and reward for teaching excellence.

Reward and recognition

- In 2024, the University joined AdvanceHE, an international organisation that provides recognition, support and networking for teaching and learning leaders. To date, 70 staff have been appointed to fellowships, recognising their international standing as teaching and learning leaders. This is expected to continue to grow in 2027. Three Fellows have achieved the highest level of fellowship.
- UoM offers prestigious GEM Scott fellowships, which support leading educators to undertake research that has immediate and lasting impact in the classroom. Recent fellowships have focused on AI, including developing AI literacy frameworks and supports for staff and students; and supporting teachers to build innovative and engaging learning experiences in the classroom.

Staff support

- The University offers Teaching and Learning Innovation grants that support educators to build novel classroom experiences for students or focus deeply on known issues. Findings and impacts from these grants and fellowships are disseminated throughout the Education at Melbourne hub and several communities of practice that bring together staff interested in exploring areas such as Assessment Reform, AI in Education, Education Innovation and support for education-focused staff.

Quality improvement

- The University has implemented a new process to systematically improve the quality of subjects and programs where reports of student satisfaction are low. Educators are supported to address curriculum, teaching, learning and assessment issues, and to improve the student experience. This process has been successful in prior years and will continue in 2027.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience (undergraduate)	QILT SES – Verified 2025	72.6%	Progress towards target	80% undergraduate satisfaction by 2030
Overall educational experience (postgraduate)	QILT SES – Verified 2025	74.6%	Progress towards target	80% postgraduate satisfaction by 2030
Teaching quality and engagement (undergraduate)	QILT SES – Verified 2025	78.9%	Progress towards target	80% undergraduate satisfaction by 2030
Teaching quality and engagement (postgraduate)	QILT SES – Verified 2025	82.1%	Progress towards target	85% postgraduate satisfaction by 2030

Joined-up tertiary system

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

Vision

The University will contribute to a joined-up tertiary system by forming strong partnerships with other universities in program-based articulation arrangements, capitalising on the distinctive Melbourne curriculum model. Victoria has 4 dual-sector universities and given this, UoM's focus will be on program-based articulation arrangements that build upon the strengths of Victoria's diverse tertiary education sector to expand student opportunities in line with national and Victorian priorities. We have established relationships particularly in the north and west of Melbourne and will seek to expand these. We are currently exploring further partnerships with 3 universities for guaranteed articulation pathways into our postgraduate programs.

Action

UoM's 7 metropolitan and regional campuses offer opportunities to deliver education in regional areas and develop enabling pathway partnerships. Drawing on the sector diversity offered through the Melbourne Curriculum and Victoria's tertiary providers, UoM will maintain its high entry standards and partner with providers to widen access to education through:

Partnerships and articulation arrangements to widen access to postgraduate study

- The University has partnered with La Trobe University and Victoria University to deliver medical places to address doctor shortages in regional and remote Victoria and in Melbourne's North-West, with students completing an undergraduate program at La Trobe or Victoria University then progressing to a guaranteed place respectively in the Doctor of Medicine (rural pathway in Shepparton) and the Doctor of Medicine at Parkville.
- We are in discussions with universities in Victoria on potential articulation arrangements to support entry into the University's postgraduate programs. UoM aims to complement the strengths of partner universities to grow overall attainment by providing alternative pathways to professional postgraduate education.

Academy of Sport Health and Education

- The Academy of Sport, Health and Education (ASHE), based in Shepparton, is a partnership between UoM and Rumbalara Football and Netball Club (RFNC). ASHE provides support for Indigenous (and other young people) to finish secondary or TAFE qualifications and transition to employment or further education opportunities.
- The University provides strong support to the operation of ASHE, and GOTAFE is engaged in the delivery of course programs with some ASHE students formally enrolled in GOTAFE Certificate qualifications. ASHE graduates who pursue further study typically do so within the Goulburn Valley region, enrolling at GOTAFE Shepparton or in undergraduate programs offered at La Trobe University's Shepparton Campus. UoM aims to build on and strengthen this existing partnership.

Partnership and articulation arrangements

- In 2027, we are establishing a new VET pathway into the Bachelor of Oral Health for Indigenous students with a Certificate III in Dental Assisting. More generally, we will review entry requirements and recognition of prior learning settings for our undergraduate degree programs, to ensure that we are fully utilising VET study outcomes as an indicator of academic preparedness and likely course completion.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Number of commencing students entering UoM programs via articulation partnerships with Victorian institutions	UoM admissions data (VTAC), 2026	15	23	2030 target: 63 commencements
Number of program articulation partnerships with Victorian tertiary institutions	Internal UoM data, 2026	2	6	2030 target: 12

Research

Sustaining national capability and supporting innovation through research and research training

Vision

UoM is one of Australia's largest providers of research and research training. Strategy 2030: Resilience articulates our vision for research that is ambitious and accessible, tackling today's biggest challenges. Engendering trust in research, the University aims to translate knowledge into action for impact and benefit. The University's research will be known for delivering tangible economic and societal outcomes in partnership with communities, industry, and government. The supporting strategy, Advancing Research 2030: Excellence for Impact, outlines aspirations to foster a bold research culture, advance the boundaries of knowledge, ensure an enduring positive impact and to be a trusted collaborator.

Action

Increasing Australia's research training capacity

- UoM graduated over 1000 Higher Degree Research students in 2025. To strengthen the pipeline of domestic research training, UoM has maintained stipend values in real terms (15% above Research Training Program base rate) and a DVC-R-faculty co-investment scheme to support and attract domestic candidates.
- Graduate Research Melbourne, a centrally coordinated hub provides targeted support including cohort development, candidature progression and future job ready pathways.
- UoM aims to expand the 300 PhD students enrolled in the International Collaborative Research Academies, recognising the importance of connecting Australian researchers with leading international research.

Advancing research translation and impact

- Melbourne Impact Accelerators: these new Accelerators will drive targeted investment and enhance cross-disciplinary partnerships bringing together researchers, research students, industry partners and communities to focus on research-informed solutions in national and state priority areas such as climate, sustainability and ecosystem health, democracy, civil society and inclusion, health futures, Indigenous knowledges and research, national security and transformative technologies.
- The Melbourne Entrepreneurial Centre (MEC): MEC, alongside Genesis and Tin Alley Ventures, supports researchers, students and alumni to explore, develop and translate research and innovative ideas for tangible impact. MEC also now has a Venture Studio which helps startups be venture-ready and builds companies. The University aims to establish 20 new start-up companies per year by 2030, all using university IP.
- UoM will continue to invest in building rich research ecosystems through its precincts such as the Parkville Biomedical Precinct (one of the largest in the world), and the Southbank Arts and Culture Precinct. These precincts bring together University researchers with hospitals, research institutes, performing arts organisations and industry to enhance research quality and impact.
- Delivering improved health for Australians, the University will open the Australian Institute for Infectious Disease (AIID) and Aikenhead Centre for Medical Discovery (ACMD) within the Parkville Biomedical Precinct. AIID is being delivered through significant co-investment from the Victorian government and partners to further establish Victoria as a global leader in infectious diseases and public health.
- The University is establishing Melbourne National Security and Defence to coordinate and uplift research with Australian's defence and national security agencies and defence industry.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic completions	HESC – Verified 2024	488	Progress towards 2030 target	495 by 2030
Total HERDC income	UoM supplied, 2025	$644 million	4% YoY increase	$900 million by 2030
Annual number of start-ups formed (utilising UoM IP)	UoM supplied, 2025	13	16	20 by 2030
Number of IP disclosures	UoM supplied, 2025	173	Progress towards 2030 target	200 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.