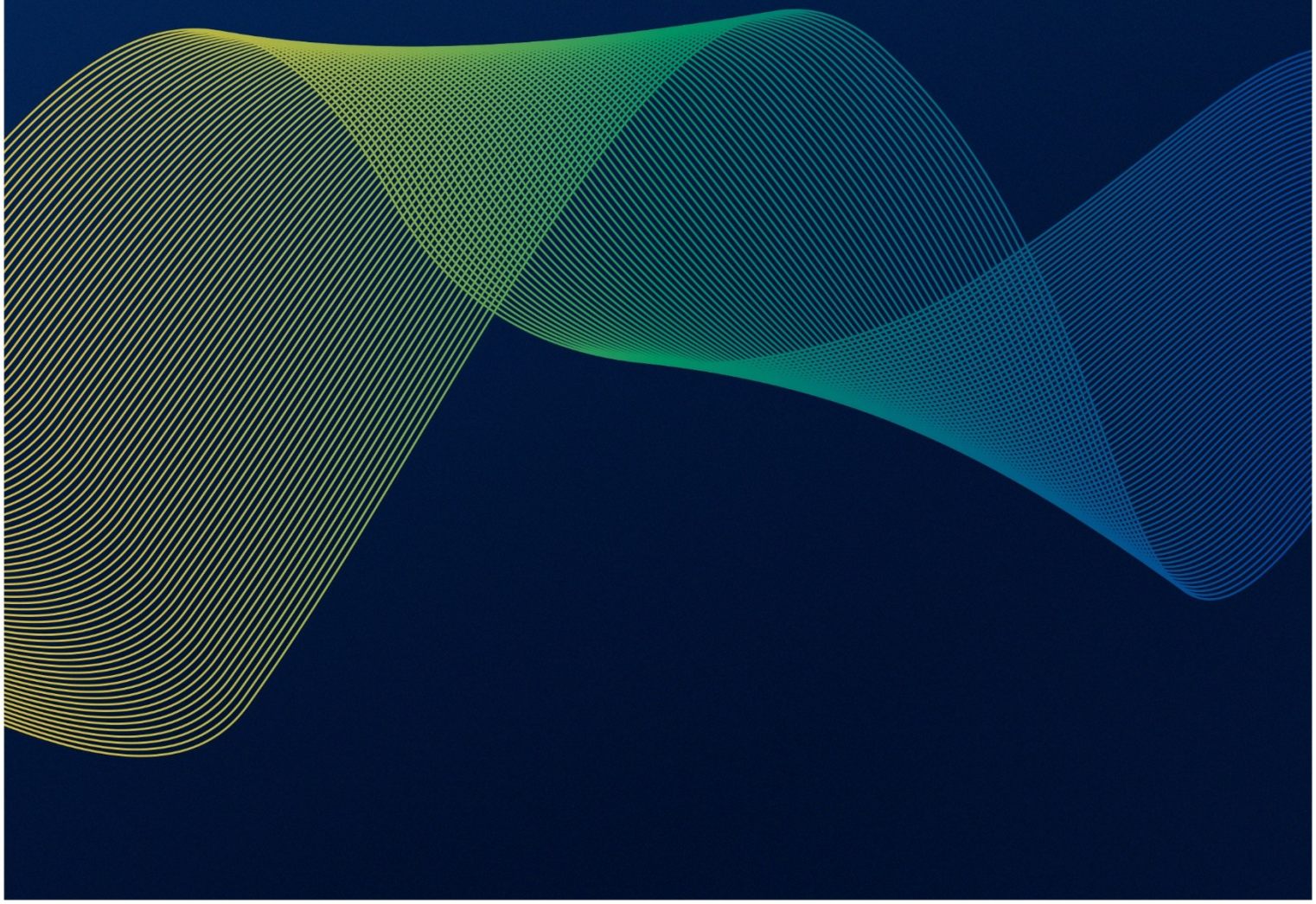
Australian Government

ATEC
Australian Tertiary Education Commission

The University Of Queensland
AUSTRALIA
CREATE CHANGE

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



Preface

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

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

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

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

The University of Queensland is a comprehensive, campus-based, research-intensive institution located in South East Queensland, with four campuses: St Lucia, Gatton, Herston and Dutton Park. UQ boasts a diverse community, which in 2025 included over 60,000 students from more than 140 countries, more than 365,000 alumni across 191 countries, and over 8,600 full-time-equivalent academic and professional staff, including full-time, part-time and casual staff. Our distinction in the Australian higher education sector comes from our combined strengths in teaching, student experience and research.

We deliver more than 330 undergraduate and postgraduate programs and have Australia's most awarded university teachers. Our partnerships extend to more than 450 international institutions, global agencies and industry partners to advance research, teaching, and global development. We are also ranked as Australia's top university for commercialisation.

The University of Queensland's mission is to deliver for the public good through excellence in education, research and engagement with our communities and partners: local, national and global – underpins everything we do. Our current strategic plan, The University of Queensland Strategic Plan 2026-2029, outlines how we will continue to fulfil this mission.

We continue to prioritise preparing graduates to lead and contribute meaningfully to society, breaking down barriers to education, advancing research that addresses global challenges, and partnering to deliver tangible social benefits. Our focus is on broadening UQ's contribution – socially, culturally, environmentally and economically – in Queensland, across Australia and around the world. As the University of, for and with Queensland, UQ's 2032 ambition is to:

- Deliver highly sought-after graduates who are ready to succeed in the workforce, through diverse, future-focused educational experiences.
- Contribute to Queensland's prosperity through The Queensland Commitment by reducing barriers to education and delivering social benefits.
- Leverage the breadth and depth of our research strengths and innovation precincts to address pressing global challenges, including climate change, technological disruption and increasing societal complexity.
- Be a trusted and agile partner, recognised as a leader in entrepreneurship, knowledge exchange and commercialisation.
- Have an extensive global reach in education and research, with a strong commitment to capacity building in the Indo-Pacific and beyond.
- Be values-led, committed to delivering for the public good, supporting our people, advancing reconciliation, driving sustainability and embracing diverse experiences and perspectives.

Enrolment strategy and priorities

The University of Queensland delivers a comprehensive suite of educational offerings in a research-intensive and academically strong environment, with a focus on on-campus delivery. St Lucia is UQ's main campus, accounting for around 90% of student load. UQ's three other campuses operate as specialised hubs: Herston for clinical health teaching and research, Dutton Park for health and biotechnology, and the regional Gatton campus for agricultural, environmental and veterinary science.

As a large and comprehensive university, UQ's scale and breadth enable it to meet the teaching and research needs of its local community while also supporting government, industry and global partnerships. This profile supports a wide range of programs and specialisations, research-informed teaching, high-quality educational resources and extensive student extra-curricular opportunities.

This breadth is reflected in UQ's student load by program group from 2021 to 2025, shown in Table 1.

Table 1: Student load by program group

Student load by program group	2021	2022	2023	2024	2025*
Total	**43,929**	**42,340**	**42,719**	**44,727**	**47,913**
Enabling	0.2%	0.2%	0.3%	0.2%	0.2%
Undergraduate	64.2%	65.0%	64.5%	63.8%	64.8%
Postgraduate Coursework	27.9%	26.1%	26.7%	27.9%	27.7%
Postgraduate Research	7.6%	8.3%	7.8%	7.5%	6.8%
Non-Award	0.1%	0.3%	0.7%	0.7%	0.6%

**Preliminary data.*

The on-campus student experience distinguishes UQ. In 2025, 84.1% of students were enrolled as full-time internal students, reflecting UQ's emphasis on immersive, campus-based learning and student life. UQ provides a vibrant academic and social environment and is expanding its student accommodation to support this experience. A second student residence complex at the St Lucia campus, opening in Semester 2, 2027, will grow accommodation to more than 4,500 purpose-built places across UQ-owned residences and 10 affiliated residential colleges at St Lucia. A further 430-plus places are available at the Gatton campus.

Within this overall profile, UQ's enrolment strategy is focused on four priorities:

Respond to domestic demand

Between 2023 and 2026, domestic undergraduate QTAC applications rose 6% across Queensland, while UQ's first preferences grew by 12%. This growth was largely driven by the 'Costello baby boom', with demand from school leavers up 11%.

UQ is committed to meeting domestic demand for higher education by ensuring that academically ready students who aspire to study at UQ can do so. This commitment has enabled us to largely maintain ATAR thresholds, ensuring access has not become more restrictive for prospective students. This is particularly important in the Queensland context where higher education attainment remains the lowest in the country. In 2025, only 38% of Queenslanders aged 25–34 held a university qualification, compared with the national average of 47% (ABS (May 2025) Education and Work).

Consistent with this commitment, UQ increased domestic undergraduate commencements to meet demand. This was despite limited growth in Commonwealth supported places (CSP) funding due to St Lucia's classification as a 'low growth metro' campus. As a result, UQ is currently projected to enrol 3,286 marginally funded CSP EFTSL in 2026, equivalent to an over-enrolment rate of 14%.

Looking ahead, Queensland's Year 12 market is expected to continue expanding, with growth forecast at 1.5% in 2027 and 3.3% in 2028. UQ's demand profile has historically been more heavily weighted towards school leavers than the broader Queensland sector, with UQ receiving 1.7 first preferences from school leavers for every preference from a non-school leaver, compared with 1.2 across Queensland

universities overall. To continue meeting demand from academically prepared applicants, UQ will need ongoing growth in CSP allocations to keep pace with population growth.

Remove barriers to higher education through The Queensland Commitment

Alongside meeting demand, UQ recognises that increasing participation in higher education also requires addressing the barriers that prevent some cohorts from accessing and succeeding in university study. Low participation in higher education is not primarily driven by unmet demand. For Semester 1, 2026, 95% of low socio-economic status (SES) and regional/remote Qld school leavers who applied to university through the Queensland Tertiary Admissions Centre received a university offer. For Aboriginal and Torres Strait Islander applicants, the figure was 92%. Most applicants who did not receive an offer had ATARs below 50 or had not completed the ATAR stream in Year 12.

The Queensland Commitment aims to reduce barriers to participation in higher education. To support this strategy, UQ delivers a broad range of initiatives to improve both access and student success, including outreach and engagement programs, alternative admissions pathways, adjustment factors, scholarships, accommodation support, financial assistance and targeted academic support services. Key initiatives include:

- The Tertiary Preparation Program delivered through UQ College
- The WRIT1999 course delivered to Year 11 students from low SES, regional/remote or Indigenous backgrounds to enhance their Year 12 performance
- The InspireU residential camps for Aboriginal and Torres Strait Islander students in Years 10-12
- The Young Achievers Program mentoring and financial support program to support students facing financial and educational disadvantage through their senior secondary and university studies.

Align program growth with current and emerging workforce and societal needs

As a leading Australian research and teaching institution, UQ plays a key role in developing the knowledge, skills and capabilities needed to support economic growth and social wellbeing. UQ prepares graduates for Queensland and Australia's future workforce through programs that are relevant, future-focused and aligned with evolving industry, professional and learner needs.

The University monitors student demand and workforce trends to guide program growth and planning. Over the coming years, UQ expects continued domestic enrolment growth in several high-demand workforce areas, including Engineering, Pharmacy and Dental Science.

Consistent with the skills and workforce priorities identified by the ATEC, UQ is also seeking to expand enrolments in health and allied health programs, including Nursing and Midwifery. However, growth is currently constrained by the availability of clinical placements managed by the Queensland Government. Support from the ATEC in working with the Queensland Government to expand placement capacity would assist UQ to meet growing workforce demand in these areas.

Maintain a diverse and balanced student profile and a positive student experience

A key enrolment priority for UQ is maintaining a diverse and balanced student profile that supports a high-quality educational environment and a positive student experience. We proactively manage the mix of domestic and international enrolments to ensure the University remains academically strong, globally connected and reflective of a broad range of backgrounds, perspectives and experiences.

UQ's mature network of strategic partnerships with leading international universities also supports this objective. These partnerships enhance student mobility, collaborative teaching and research, and transnational education opportunities, while strengthening UQ's academic excellence and global connectivity.

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

UQ is committed to creating positive social change through education, research, and partnerships, delivering lasting benefits for Queensland, Australia, and the global community.

As a leading research and teaching university, we will continue to play a key role in advancing the knowledge, innovation, and talent needed to drive economic growth, strengthen sovereign capability, and address Queensland and national priorities. The scope of our education programs means we are well placed to address workforce challenges and adapt to workforce needs. We will equip graduates with the skills required for Queensland and Australia's future workforce, including in regional and rural communities, as exemplified by our Regional Medical Pathway initiative. Our research will continue to strengthen national capabilities and help industries and communities adapt and grow. Through strong partnerships with governments, businesses, and universities worldwide, we will amplify the impact of our teaching and research.

Action

Increase enrolments in areas of Queensland and national priority, including Engineering, Pharmacy and Dental Science, aligning growth with emerging workforce needs and areas where UQ can make a distinctive contribution to Queensland and Australia's economic and social priorities.

- **Engineering**. Engineering is one of UQ's largest undergraduate program areas, and demand continues to grow. UQ is expanding its program offerings to ensure close alignment with industry workforce needs and to address Australia's productivity and sovereign capability challenges, e.g. in the fields of automation, systems and industrial engineering, artificial intelligence, advanced manufacturing and critical technologies. Engineering will also play an important role in addressing climate change and supporting innovation and capability in the housing and construction sector.
- **Dental Science**. To help address pressures on the public health system, UQ has opened more places to domestic students in our Bachelor of Dental Science (CSP-supported) and in 2024 introduced an accelerated 3.5-year Doctor of Dental Medicine (full-fee tuition), creating additional pathways into the profession and strengthening the health workforce.
- **Pharmacy**. In response to the expanding role of pharmacists in clinical diagnosis and prescribing, UQ will introduce a vertically integrated Bachelor of Pharmacy/Master of Pharmacy program in 2027, providing an integrated internship pathway to registration and supporting workforce capacity across health and community care.

Strengthen the Gatton Campus as a centre for workforce development, regional engagement and applied research.

We will leverage the Campus's strengths in agricultural, animal, environmental and veterinary sciences to expand educational opportunities and deepen industry partnerships. In doing so, we will contribute to workforce priorities spanning food security, agriculture, environmental sustainability and climate change, while strengthening regional capability. We will also increase participation in UQ Skills, our registered training organisation, to deliver applied education and training programs, with a particular focus on agriculture and health – areas of national and state workforce need.

Enhance UQ's partnership ecosystem, across industry, government and community, to facilitate longer-term, mutually beneficial research opportunities.

We will strengthen partnerships with government, industry, alumni and the not-for-profit sector through active leadership in emerging innovation precincts. This includes developing a clear strategy to develop the Boggo Road, Herston, and Gatton precincts to bring together health and industry partners, and researchers, creating opportunities to translate UQ's expertise into solutions that address state and national priorities, including health, sovereign capability, advanced manufacturing, digital and technology and climate change.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	5,030	Increased enrolments, aligned with student demand.	Increased enrolments.
Success rate	HESC – Verified 2024	87.65%	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	Maintain or improve the current success rate.
Retention rate	HESC – Verified 2024	88.82%	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	Maintain or improve the current retention rate.
060501 Pharmacy				
Total student enrolments	HESC – Verified 2025	865	Introduce the Bachelor of Pharmacy / Master of Pharmacy	Increased enrolments.
Success rate	HESC – Verified 2024	96.79%	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	Maintain or improve the current success rate.
Retention rate	HESC – Verified 2024	89.33%	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	Maintain or improve the current retention rate.
060701 Dentistry				
Total student enrolments	HESC – Verified 2025	162	Increased enrolments, subject to capacity and demand.	Increased enrolments.
Success rate	HESC – Verified 2024	100.00%	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	Maintain or improve the current success rate.
Retention rate	HESC – Verified 2024	87.18%	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	Maintain or improve the current retention rate.

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

We are committed to recognising, strengthening and growing the presence of Aboriginal and Torres Strait Islander students and staff, ensuring their customs, knowledge and traditions are embedded across all aspects of university life. We foster a culture of celebration, support, inclusion and respect that reflects UQ's core values. Guided by our Stretch Reconciliation Action Plan, we advance reconciliation across the University. As stated in The Queensland Commitment, we aspire for Aboriginal and Torres Strait Islander student participation at UQ to reflect population representation across Queensland, while advancing meaningful reconciliation throughout the University community. Although Aboriginal and Torres Strait Islander students at UQ already achieve strong retention and success outcomes, we are committed to achieving parity across all student outcomes and ensuring every student has the opportunity to thrive and succeed.

Action

Grow Aboriginal and Torres Strait Islander engagement to encourage pathways to higher education

We will expand our scholarship programs for Aboriginal and Torres Strait Islander students. We will also further develop our partnership with Aboriginal and Torres Strait Islander representative peak bodies, communities, schools and community organisations. These efforts aim to increase access to opportunities, support informed decision-making about higher education pathways, and strengthen relationships that enable access, engagement, self-determination and success in higher education.

We will seek to increase enrolments of Aboriginal and Torres Strait Islander students admitted through access and pathway programs through the Tertiary Preparation Program, Young Achievers Program and InspireU from 22 students in 2026, to 50 students by 2032. We will also seek to improve 9-year completion rates among First Nations students, with the long term goal of achieving parity with non-Indigenous students by 2032.

Introduce initiatives to increase Indigenous undergraduate enrolments

We will build on the recent introduction of the Aboriginal and Torres Strait Islander Admission Scheme, which provides automated rank adjustments for eligible students, and explore opportunities to further expand access pathways. We will ensure that students admitted through these pathways are supported to thrive academically and personally throughout their studies at UQ.

Improve student retention and completion rates via focused student support programs

We will grow targeted, evidence-informed student support services in line with enrolment growth through the Aboriginal and Torres Strait Islander Studies (ATSIS) Unit. The ATSIS Unit supports Indigenous students, from pre-enrolment through to graduation, by providing academic assistance, tutoring, scholarships, financial support, career advice, and opportunities for social, cultural, sporting and professional connections. The unit empowers students to achieve their goals and exercise self-determination on their educational journeys. Other student support services across the University will work in partnership with the ATSIS Unit, complementing rather than duplicating its programs and services, as part of a coordinated whole-of-University approach to improving Aboriginal and Torres Strait Islander student outcomes.

Embed and scale Indigenous perspectives

We will continue to extend, embed and scale Indigenising the Curriculum initiatives to strengthen culturally capable teaching practice and embed community voice and participation into the work of faculties and schools. We will also deliver the second UQ Aboriginal and Torres Strait Islander Research and Innovation Strategy, including priority actions relating to Indigenous cultural property, intellectual property, data sovereignty, research translation, and researcher development.

Sustain strong Indigenous leadership

We will continue to build a strong pipeline of Aboriginal and Torres Strait Islander leadership by supporting leadership development, succession planning and opportunities for emerging Indigenous academic leaders. This will be supported through key leadership positions, including the Pro-Vice-Chancellor (Indigenous Engagement), and Associate Deans (Indigenous) across all faculties. Complementing the leadership of the Deputy Vice-Chancellor (Indigenous Engagement), these roles will enhance Indigenous representation, leadership and influence within the University's governance and decision-making structures. Indigenous peoples will also be encouraged to apply for all other leadership positions in the university.

Note: The University of Queensland prefers to use the term 'Aboriginal and Torres Strait Islander peoples'.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	403	Increase enrolments	10% year-on-year increase until 2032
First Nations success rate	HESC – Verified 2024	85.11%	Improve the success rate	Parity with non-Indigenous students by 2032
First Nations retention rate	HESC – Verified 2024	87.83%	Improve the retention rate	Parity with non-Indigenous students by 2032

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

UQ is committed to equity, diversity and inclusion as foundations of academic excellence and social impact. We reject all forms of racism, including racial discrimination, racist harassment and racial vilification. We strive to ensure UQ is a place where our diverse community of students, staff and partners – including First Nations peoples and people of all races, genders, generations, sexualities and abilities – feel safe and experience a strong sense of belonging.

Through The Queensland Commitment (TQC), UQ is reducing barriers to higher education and improving participation, retention and success among underrepresented groups, including those from low socioeconomic, regional or remote backgrounds. We also continue to strengthen support for students with disability, chronic illness, mental ill-health and neurodiversity through accessible and inclusive learning and support services.

Action

UQ is investing in various initiatives that will benefit all students, while delivering particular value for equity cohorts:

- Continuing to implement the **UQ Transition Framework** to strengthen support for students transitioning into, through, and beyond university, with a focus on orientation and commencement activities in the first year of enrolment.
- Investing in **Universal Design for Learning** (UDL)-informed approaches supported by practical guidance for staff, to transition our teaching and learning materials and approaches to better support all students.
- Continuing to grow **UQ's Tertiary Preparation Program** (TPP) as a FEE-FREE Uni Ready pathway for domestic students who do not meet direct-entry selection rank or subject prerequisites. From 2021–2026, 17% of TPP students were from low SES backgrounds. Over the 2021-2025 period, 40% of those commencing the TPP subsequently enrolled at UQ.
- Improving **analytical tools** to support an evidence-based continuous improvement cycle across the University, including qualitative student feedback and analysis of performance at the course level.

The Queensland Commitment Roadmap sets out UQ's actions to increase participation and improve student success among students from low SES, regional or remote backgrounds by 2032. Retention for low SES, regional and/remote students increased from 79.9% in 2021 to 86.2% in 2024. Building on this, in 2027, UQ will:

- Review **The Queensland Commitment Scholarship** to expand eligibility and increase access, building on 2026 changes that increased funding levels. The retention rate for 2025 Queensland Commitment Scholarship recipients is expected to be substantially higher than that of low-SES students who did not receive a scholarship.
- Support rural, regional and remote students by adding new scholarships to the 62 available through the **Residential Accommodation Scholarship Scheme**, some of which support multiple recipients, and by progressing a **Regional and Remote Student Accommodation Support Package** proposed for 2028.
- Continue partnering with selected schools and communities through the **UQ Critical Thinking Project and WRIT1999** to build students' self-efficacy and awareness of higher education pathways. In 2025, the UQ Critical Thinking Project reached 400 students across 100 schools.

Disability areas of focus in 2027 include:

- Implementing revised approaches to **Student Access Plans** (SAPs) to improve consistency, timeliness, staff guidance, and alignment with best practice disability inclusion principles.
- Establishing specialist roles, including an **Academic Learning Support Specialist** and an **Accessibility Principal Project Officer – Strategic Enhancement**, to strengthen academic support, improve early intervention, advance accessibility priorities, and embed UDL.
- Increasing engagement with the **Neurodivergent Hub** through programs such as transition support, ADHD coaching, mentoring, peer connection and wellbeing check-ins.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	4,812	Monitor performance and identify any emerging risks to maintaining/improving the current result.	Maintain UQ's participation rate of at least 16.5%, which is above the prevalence of disability in the Australian community for 15-64 year olds.
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	2,853	Implement the recommended actions after reviewing the TQC scholarship.	25% of domestic undergraduate students from a low SES, regional or remote background by 2029.
Total enrolments	Regional	HESC – Verified 2025	3,805	Implement the recommended actions after reviewing the TQC scholarship.	25% of domestic undergraduate students from a low SES, regional or remote background by 2029.
Total enrolments	Remote	HESC – Verified 2025	151	Implement the recommended actions after reviewing the TQC scholarship.	25% of domestic undergraduate students from a low SES, regional or remote background by 2029.
Success	Students with disability	HESC – Verified 2024	85.61%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current success rate
Success	Students from low SES backgrounds	HESC – Verified 2024	87.76%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current success rate.

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Success	Regional	HESC – Verified 2024	91.24%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current success rate.
Success	Remote	HESC – Verified 2024	87.08%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current success rate.
Retention	Students with disability	HESC – Verified 2024	80.73%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current retention rate.
Retention	Students from low SES backgrounds	HESC – Verified 2024	80.68%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current retention rate.
Retention	Regional	HESC – Verified 2024	84.88%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current retention rate.
Retention	Remote	HESC – Verified 2024	81.03%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current retention rate.

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

We are committed to strengthening UQ's distinction through the combined excellence of our teaching, student experience and research, informed by a clear understanding of evolving societal, industry and community needs. At the heart of this commitment is teaching excellence: educators who inspire curiosity, challenge thinking and empower students to engage deeply with knowledge, technology and each other. Through innovative, evidence-informed and collaborative teaching practices, UQ will deliver transformative learning experiences that prepare students to thrive in a changing world.

Action

Building teaching capability

UQ will continue to invest in building the capabilities of academic and teaching staff through structured professional development and recognised qualifications. **Teaching@UQ** will develop foundational knowledge and practical teaching skills, leading to the Teaching Foundations Certificate, Associate Fellowship of the Higher Education Academy, and a pathway to the Graduate Certificate in University Teaching Practice.

The **Graduate Certificate in University Teaching Practice** will continue to support new and experienced educators in developing capabilities in teaching foundations, curriculum design, teaching practice and educational leadership. Individual courses offer flexible professional learning and recognised exit points, and completing the Graduate Certificate leads to Fellowship of the Higher Education Academy.

Tutors@UQ will continue to provide new casual academic staff with faculty-based professional development to clarify teaching expectations, build capability and support the application of learning during the semester.

UQ will continue to support **community sharing** and engagement through University-wide events, including Ready to Teach Week and Teaching and Learning Week, which incorporate whole-of-University and discipline-specific professional development. Individual academics will continue to share their work across the academic community. For example, the Assessment Ideas Factory will promote innovative assessment through a searchable interface that enables academics to share and innovate across the community.

Embedding learning expertise and innovation

UQ will continue to support **Specialist Learning Designers**, who are embedded in every faculty to work with academics, students and other stakeholders to strengthen curriculum and assessment, promote the effective use of educational technology, and improve student learning and experience, including through assessment transformation in response to the emergence of artificial intelligence.

UQ will continue to support **peer learning** through the UQ Open Course Scheme, which enables staff to observe effective teaching; the College of Peer Observers, which supports observation and collegial feedback; and communities of practice, workshops and events, including Ready-To-Teach Week.

UQ will invest **$1 million in Teaching Innovation Grants** across 2026–2027 to support staff in developing, testing and implementing innovative teaching and learning approaches that enhance the student experience and educational outcomes.

UQ will continue to strengthen continuous improvement through its **Academic Quality Assurance framework**, under which courses and programs are reviewed annually against quality indicators. UQ draws on quantitative and qualitative evidence, including QILT Student Experience Survey data, to generate actionable program-level insights. University-level processes support systematic reflection on performance, identification of improvement opportunities, and action to continuously strengthen the curriculum, teaching quality, and student outcomes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Retention rate for commencing domestic bachelors in 3y+ programs	UQ supplied – 2024	87.1%	Implement the recommendations from the UQ Transition Framework Final Report, including establishing a Student Success Working Group.	Maintain or improve upon the current retention rate.
National statistical rank, undergraduate satisfaction: overall quality of educational experience	QILT SES – 2024	5	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	National statistical rank of no more than 7 by 2029.
National statistical rank, undergraduate satisfaction: teaching quality and engagement scale	QILT SES – 2024	2	Monitor performance and identify any emerging risks to maintain/improve current outcomes.	National statistical rank of no more than 5 by 2029.

Joined-up tertiary system

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

Vision

As a research-intensive university with a strong academic learning environment, UQ remains committed to excellence in higher education and to contributing to a connected and collaborative tertiary education system. While deep collaboration with the VET sector is not a strategic priority for UQ, we remain committed to supporting a connected tertiary education system by maintaining and exploring opportunities to expand pathways between vocational and higher education, including through recognition of TAFE qualifications and UQ Skills as a registered training organisation.

UQ prioritises collaboration with other higher education institutions through co-delivery, joint academic programs and other partnership models. By working with other institutions, we aim to broaden educational opportunities, enhance the student experience and maximise collective impact, while remaining aligned with our mission as a leading research-intensive university.

Action

Strengthening UQ Skills

UQ Skills, UQ's registered training organisation, provides a practical bridge between vocational education and training, higher education, industry, and the broader workforce. It delivers applied, industry-relevant learning that complements academic study, supports workforce readiness and strengthens pathways across education sectors.

UQ Skills will expand access to UQ Skills programs for high school students, school leavers, industry and government, with a focus on practical learning opportunities that build workforce capability and respond to evolving skills needs. This will support structured pathways from school into vocational and higher education, strengthen student progression and employability outcomes, and contribute to domestic recruitment and community engagement. UQ Skills will also support degree students through concurrent, industry-recognised credentials that strengthen practical capability and workforce readiness. While enrolments at UQ Skills have increased consistently over the past five years, it is currently difficult to accurately track how many students transition from UQ Skills to UQ higher education. We will explore opportunities to improve the visibility of these pathways.

Advancing sector-wide credit recognition and transfer

UQ supports pathways between vocational and higher education, although VET is not a significant pathway into UQ undergraduate study. UQ accepts QTAC's schedule for converting VET qualifications into selection ranks for non-school leaver applicants. For applicants transitioning directly from school, UQ does not accept VET qualifications, as the Year 12 ATAR pathway is considered the most appropriate preparation for undergraduate study. UQ recognises relevant TAFE qualifications for credit towards Nursing, Midwifery and Social Work programs, and will continue to consider opportunities to extend credit recognition to other programs.

We will also continue to participate in the discovery phase of an Australia–New Zealand sector-wide credit management solution to support consistent, transparent and efficient recognition of prior learning and credit transfer across institutions.

Expanding collaborative partnerships and joint education models

We will explore opportunities to expand institutional partnerships through collaborative models such as co-delivery of teaching, joint academic programs, and shared capability initiatives with other universities. Building on successful examples such as UQ's Regional Medical Pathway programs, the Brisbane Universities Languages Alliance (BULA), and the Biostatistics Collaboration of Australia, UQ will consider how these approaches can be adapted across other disciplines, such as humanities, social sciences and economics, to enable students to remain in their local communities and study locally for longer, while responding to national and regional priorities. This work will be pursued progressively over the longer term.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total UQ Skills student enrolments	UQ supplied – 2025	3,837	Increased participation (>5% growth), aligned to workforce and pathway demand	Sustained growth in UQ Skills participation supporting workforce capability, student progression into further education and community engagement

Research

Sustaining national capability and supporting innovation through research and research training

Vision

As a leading, comprehensive research-intensive university, UQ is committed to excellence across the entire research and innovation pipeline, with a strong focus on developing the next generation of domestic research talent. We deliver high-quality Higher Degree by Research (HDR) training that equips researchers with the skills, experience and networks to contribute to Australia's future prosperity and to address its most pressing challenges, through careers in academia and beyond. Through our research, we aim not only to create new knowledge but also to translate it in ways that enrich our communities and deliver tangible societal benefit. As the University of, for, and with Queensland – and guided by The Queensland Commitment – we aim to shape the State's future prosperity, address its most pressing challenges and work with partners to achieve outcomes with global significance.

Action

Strengthening the HDR pipeline and enhancing candidate experience

Domestic HDR participation is a national challenge, reflecting financial pressures during candidature, competition from attractive employment pathways, and uncertainty about the value of a research degree for careers beyond academia. To attract and retain high-quality domestic candidates, UQ will strengthen the value proposition for HDR study by improving financial support, career development, industry engagement and the consistency of the candidate experience.

- **Stipends and other support**: In response to cost-of-living pressures, UQ has progressively increased its living stipend and will continue to review the competitiveness and accessibility of scholarship support. The University will also reduce barriers for candidates relocating to Brisbane through targeted assistance and explore opportunities to strengthen support for candidates from diverse backgrounds.
- **Industry placements and career development**: To demonstrate the breadth of careers enabled by research training, UQ will expand and better promote its HDR placement program, supported by a newly appointed placements officer and streamlined processes for establishing placements. Greater engagement with industry, government and other research end-users will help candidates build professional networks, apply their research in real-world settings and prepare for careers across sectors. The HDR Career Development Framework and advisor training will also be refreshed so candidates receive more consistent support to plan and pursue diverse career pathways.
- **Program administration and candidate support**: To improve retention and completion, UQ is strengthening program administration and candidate support. Graduate Research Coordinators are now embedded across UQ campuses, providing closer support to enrolling units and candidates. A revised HDR policy and procedure suite will improve clarity and consistency, while the HDR wellbeing and experience survey will identify emerging issues and inform targeted action plans. UQ will also work to make research integrity training more accessible through manageable online learning modules.

Expand career development opportunities for researchers

UQ will expand access to teaching roles and targeted Early and Mid-Career Researcher programs, while creating further opportunities for research-focused academics to contribute to teaching and training through Collaborative Research Platforms.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Number of commencing domestic HDR enrolments	UQ supplied – 2025	467	Stable trajectory	5% increase on 2025 by 2029
Number of Aboriginal and Torres Strait Islander HDR enrolments	UQ supplied – 2025	72	The number of Aboriginal and Torres Strait Islander HDR candidates has grown steadily over the past five years, and we aim to maintain this positive trajectory.	5% increase on 2025 by 2029
Proportion of HDR graduates who participated in an industry experience	US supplied – 2025	28.7%	An increased number of HDR students who have participated in industry engagement.	36% by 2029.

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.