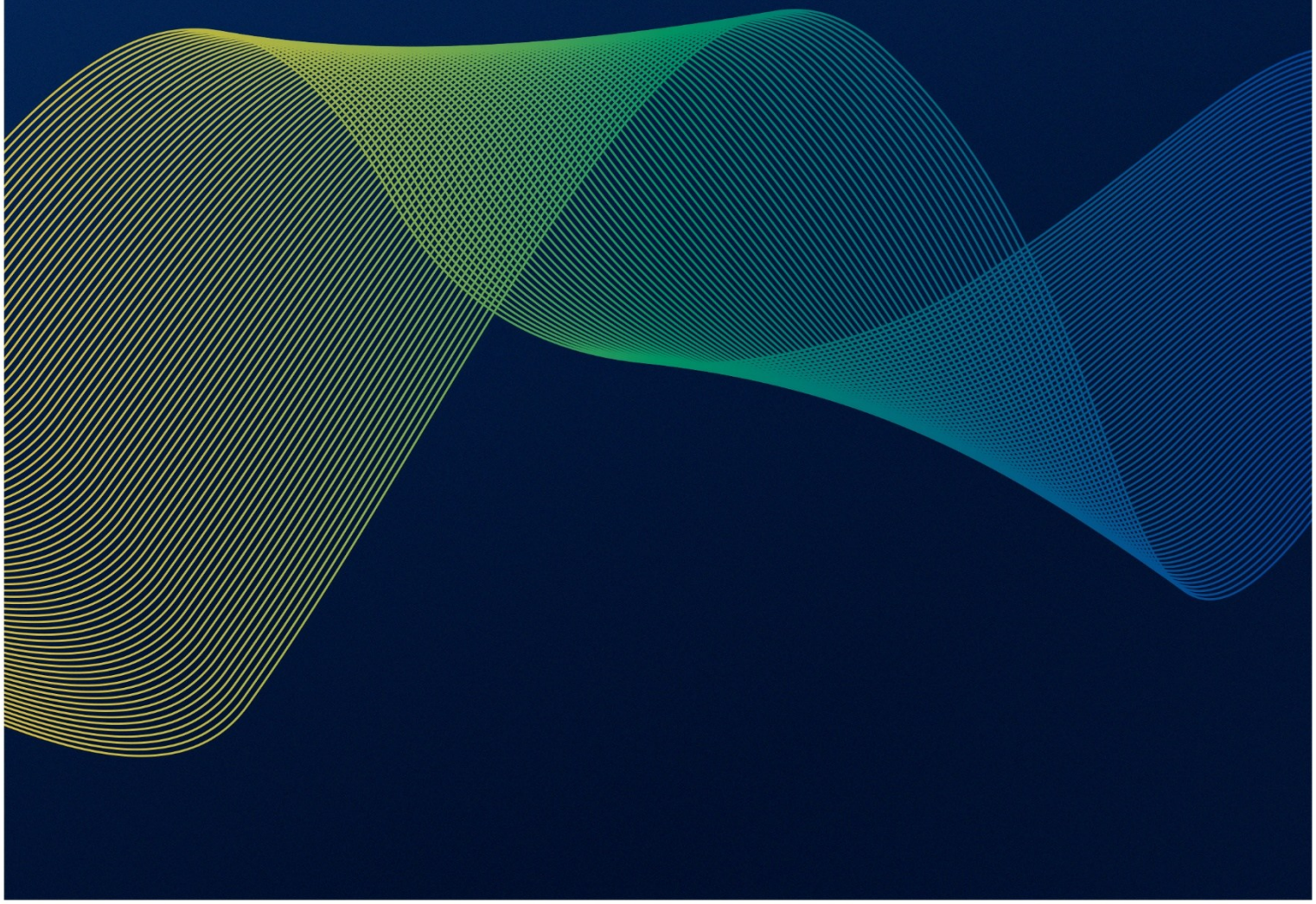
Australian Government

ATEC
Australian Tertiary Education Commission

THE UNIVERSITY OF WESTERN AUSTRALIA

2027 mission based compact between the ATEC and the University of Western Australia



Preface

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

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

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

The ATEC may conduct annual check-in meetings with UWA as needed, to discuss UWA's progress towards meeting the terms of this compact. If UWA has any concerns about their ability to meet the agreed terms of this compact, including as a result of matters reasonably outside UWA's control, UWA 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 Western Australia's mission is to provide world class education, research and community engagement for the advancement of the prosperity and welfare of our communities. Seek Wisdom guides the ethos of our comprehensive university.

As Western Australia's research-intensive public university, UWA has a distinctive role in the State's tertiary education system. We educate graduates who are prepared to lead, contribute and adapt in a changing world; advance knowledge through excellent and influential research; and work with communities, industry, government and partners to address challenges that matter to Western Australia, Australia and the wider region.

UWA's 2030 Strategy, Purpose into Action is grounded in the knowledge, culture and custodianship of Noongar peoples, the Traditional Owners of where the University's main campus is located. UWA is committed to creating inclusive opportunities for learning, discovery and engagement and supports students and staff to succeed and belong, recognising that diverse perspectives strengthen our capacity to generate knowledge and deliver impact.

UWA's mission is realised through two interconnected foci of Purpose:

- **Empowering education** that expands access, supports success, and delivers experience-rich, research-informed learning. UWA graduates are equipped with the disciplinary knowledge, digital capability, and human-centred skills required to adapt, lead and contribute across their lives and careers in a rapidly changing world.
- **Influential research** that advances understanding and addresses real-world challenges through collaboration with industry, government, community and global partners. We provide research training to higher-degree students and translate research into practical outcomes that support economic diversification, societal wellbeing and environmental sustainability.

People remain core to this purpose, and UWA will continue to enrich the student and staff experience by fostering a culture of curiosity, collaboration, integrity and service, and by creating safe, respectful and inclusive environments for First Nations peoples and diverse communities of students and staff. This imbues great responsibility in stewarding the UWA legacy by caring for Place, strengthening community connection and using physical and digital infrastructure to enable learning, discovery and engagement across the State. Acknowledging the vastness of WA, work with communities in regional and remote areas, from the Great Southern, through the Midwest and north through the Pilbara and Kimberley, will shape priorities to support local economies, improve outcomes for First Nation communities, and address challenges unique to the social, economic and geographical communities of WA and Australia.

In delivering this mission, UWA contributes to national, state and regional priorities by:

- building workforce capability in areas of critical need,
- strengthening pathways across the tertiary system and supporting lifelong learning,
- improving access, participation and outcomes for First Nations peoples and under-represented groups, and
- advancing research and innovation that supports Australia's long-term prosperity, resilience and global impact.

Through these commitments, UWA seeks not only to generate knowledge, but to apply it – ensuring that education, research training, research and engagement deliver enduring public value and meaningful benefit to the communities we serve.

Enrolment strategy and priorities

UWA's strategy is to align domestic student growth with WA's needs and the interests of our students and communities, leveraging long-term academic strengths. The focus is on disciplined expansion in areas where student demand, institutional strength and national and state priorities intersect.

UWA has targeted courses to the undergraduate level, providing students an opportunity to specialise and qualify sooner, with lower cost to them, and in areas with priority employment needs: Engineering, Social Work, various Sciences, Business, Education and Nursing (new in 2026). Postgraduate cohorts remain important, offering several unique qualifying health degrees in WA (including Audiology, Podiatry, Optometry and Dentistry), Law and Psychology, and ensuring a suite of courses supporting the upskilling and reskilling of the workforce to adapt to changing needs and enable career advancement. Combined Bachelor and Master/Doctor degrees create opportunity to qualify at a higher level in a shorter time, while joint Bachelor degrees provide a broader education to support the multidisciplinary workforce required to support economic diversification, such as the energy transition and advanced manufacturing. The comprehensive nature of courses is enhanced by UWA's broad research expertise, with strength in STEMM complemented by social sciences, arts, business and humanities.

Accessibility, improving the options to gain admission and making more courses available regionally or digitally-enabled remains a focus, with a critical growth agenda for UWA's Albany campus and broader reach into regional WA, in partnership with local community and industry. New courses are being designed for greater accessibility in the regions, proven with 18 students studying Nursing and Education in Albany in 2026.

The year 12 enrolment population starts to moderate (2.6% in 2026, WA Dept of Education) with demand for UWA high, seeing significant growth in domestic 2026 commencements at UWA. Launch of a new Bachelor of Nursing follows a streamlined course for Pharmacy qualification and post graduate courses supplement the expanding scope of practice within Pharmacy and Allied Health. With a new brand launched in May 2026, a revitalised high school engagement approach and improved admission options, demand is expected to continue to grow in 2027.

UWA offers a long-standing enabling program for First Nations students to access the full range of our degrees. In expanding access, and in response to declining ATAR participation in WA, UWA has launched a further enabling program. This program is taught by and at UWA, with options for participation closer to home or digitally enabled. Three streams are offered: UWA Catalyst for students to pursue science and technology; UWA Thrive targeting future healthcare professionals; and UWA Headway for students with interests from arts and business to education, music, design and social work.

UWA will continue to pursue international students as a valuable contributor to the learning environment and campus vibrancy. Balanced growth will ensure it does not crowd domestic participation or compromise quality. New transnational education programs support diversity and balance, with the launch of UWA India (in 2026) a step in a new direction to attract a new international cohort and solidify WA in the Indo-Pacific rim.

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

UWA will advance national and state priorities by building workforce capability, widening participation, and focusing growth where student demand, public need, and institutional strength are most aligned. This includes the energy transition, advanced manufacturing, critical minerals, the resource economy, education, tourism and hospitality, and health. In doing so, UWA will help build a more capable, resilient, and inclusive Western Australia. Strong partnerships with government, industry, health services, and communities will deliver responsive education, influential research, and clearer pathways into study, work, and contribution. In regional Western Australia, this means place-based approaches that expand opportunity and respond to local community need.

Action

UWA will continue to grow its program portfolio in areas where student demand, workforce need, and institutional capability align. This builds on deliberate investment over recent years and reflects our role as Western Australia's public, research-intensive university: responsive to emerging needs, but anchored in long term strengths and public purpose.

First, UWA is piloting Integrated Professional degrees (for Bachelor of Science, Arts and Commerce) that create clearer, more direct pathways into workforce critical professions. By embedding 900 hours of Work Integrated Learning, these courses are designed to bring practice earlier into the student experience, strengthen progression and completion, and better connect learning with the realities of professional work, while continuing to meet accreditation requirements.

Second, UWA is expanding undergraduate engineering, including combined degrees that link engineering with fields such as digital technology, environmental science, data, commerce, health, and public policy. This reflects growing student interest in more flexible and connected study options, and Western Australia's need for graduates who can contribute to the energy transition, critical minerals, advanced industry, and broader sovereign capability. This growth is being shaped through partnership with industry, government, and defence related sectors, including work connected to AUKUS workforce priorities.

Third, UWA will continue to adapt its health offerings to changing workforce needs, with growth focused on areas of clear demand and public value. In the near term, this includes expanding enrolments in Nursing, the combined Bachelor of Human Sciences and Doctor of Pharmacy, the Doctor of Pharmacy, and new postgraduate professional capability courses, alongside growth in established areas such as Optometry, Clinical Audiology, Social Work, Podiatry, Exercise Physiology, Dentistry, Medicine and Psychology. Our aim is not simply to add places, but to build the workforce capability Western Australia will need over time.

Fourth, UWA is strengthening the placement infrastructure needed to support growth in health and education. This depends on sustained partnership with hospitals, primary care providers, aged care and disability services, regional health services, schools, and clinical supervisors. Placement quality, supervision capacity, and student support must grow with enrolments. Regional placements are especially important, both for student learning and for supporting the communities and workforce pipelines of regional Western Australia.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	2,118	>2,600	Year-on-year growth sustained to 2030
Success rate	HESC – Verified 2024	91.78%	>91%	Success rate exceeds 92% across all Engineering disciplines and cohorts from 2029
Retention rate	HESC – Verified 2024	92.01%	92%	Retention rate exceeds 92.0% across all Engineering disciplines and cohorts from 2029
06 Health				
Total student enrolments	HESC – Verified 2025	292	Growth over 2026, with 140 students in Bachelor of Nursing	Postgraduate health enrolments >2027 Undergraduate growth continues to 2030
Success rate	HESC – Verified 2024	96.63%	97%	Success rate exceeds 97% across all courses and cohorts by 2030
Retention rate	HESC – Verified 2024	80.33%	>80%	Retention rate exceeds 85% across all courses and cohorts by 2030

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

UWA's vision is grounded in a commitment to self-determination through recognition of First Nations peoples, place, rights, knowledges, cultures and custodianship. With Indigenous leadership at the Executive level, representation in governance and strategy, ownership of relevant program design and ongoing partnership with community, UWA seeks to ensure First Nations perspectives shape institutional priorities, resource allocation and delivery of outcomes. Through this, we will increase First Nations student access, participation, completion, leadership and employability, by ensuring culturally safe and enriching learning environments. We focus on First Nations students entering and succeeding at all levels – from Enabling to Undergraduate to Postgraduate and Higher Degree by Research (HDR), and we will grow and strengthen First Nations staff through our Indigenous Workforce Strategy.

Action

UWA will progress a First Nations action plan over the 2027 compact period that connects education, student success, curriculum, research, community engagement, governance and the national Indigenous higher education agenda. This will be led by the Deputy Vice-Chancellor, Indigenous, and developed in conjunction with the University's Senior Cultural Adviser, and the Deputy Vice-Chancellor (Education and Student Experience) Portfolio. First Nations students and staff, and relevant community partners will be integral to the development.

First, we will strengthen pathways into UWA for First Nations students through the extension of our Indigenous-specific enabling programs, outreach, school partnerships, and tailored transition support. This includes clearer entry routes, early course advice, scholarship information and stronger coordination between outreach, admissions and student support.

Second, we will maintain our high rates of retention and success, whilst improving participation, engagement and student experience across all courses and levels through culturally safe academic and pastoral support. This includes early intervention, mentoring, Indigenous tutorial assistance, peer and staff networks, targeted financial assistance and clearer referral pathways. Support will be designed across the student journey, from initial contact through to completion, employment or further study.

Third, we will build First Nations leadership and employability by increasing opportunities for Indigenous students to progress to postgraduate study, participate in internships, cadetships, work integrated learning, student ambassador roles, alumni networks and leadership activities. These opportunities will support professional identity, belonging and career pathways, while strengthening UWA's contribution to Aboriginal communities and organisations.

Fourth, we will embed Indigenous knowledges and cultural literacy across curriculum and teaching practice. This includes expanding Indigenous curriculum across UWA schools and degrees, embedding cultural protocols, and supporting cultural competency development for staff.

Finally, we will strengthen governance, evidence and accountability. Indigenous student access, participation, retention, completion, sense of belonging, graduate outcomes, scholarships, tutorial assistance, internships, cadetships and leadership opportunities will be tracked distinctly and reported through relevant action planning and governance processes. This evidence will support transparent accountability and enable UWA to adjust actions, where further effort is required.

First Nations access, participation and success will be a core measure of UWA's educational quality, public value and contribution to Western Australia.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	161	195	>220 by 2030
First Nations success rate	HESC – Verified 2024	83.54%	83.5%	Success rates are consistent with broader domestic cohort by 2030
First Nations retention rate	HESC – Verified 2024	85.71%	85.71%	Retention rates are consistent with broader domestic cohort 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

UWA's vision is that educational disadvantage should not determine who can access, succeed in, or benefit from higher education. We will widen participation by building clearer pathways into UWA, strengthening belonging and support, and ensuring students from under-represented backgrounds can thrive once they arrive. In doing so, we will advance our public purpose by expanding opportunity, supporting success, and enabling more students to contribute to the prosperity and wellbeing of Western Australia.

Action

UWA seeks to grow the number of students who access a higher education, and in doing so, expand diversity within the UWA student cohort, while retaining strong retention and success.

To improve access, three new enabling pathways allow students who are academically capable, but not yet ready for direct entry or haven't had recent chance to obtain an ATAR, have a clearer pathway into a UWA degree. These pathways support students seeking a health, STEMM or more general course of study and aligns curriculum, assessment, transition support and articulation with UWA's educational priorities, and include stronger monitoring of progression, retention and attainment. Expansion of this program to regional areas and online in 2027 will further enable greater access. This complements the successful Broadway and Fairway programs, expanding access opportunity for students from lower SES and regional/remote areas.

Raising aspiration continues to be a focus across Perth and in the regions (Great Southern, Peel, Mid-west, Gascoyne, Pilbara and Kimberley) through the Aspire program with 70 partner schools and Children's University with 22 partner schools. To increase the opportunity to study regionally, the number of courses available at the Albany campus continues to expand. In 2026, the Bachelor of Nursing and Bachelor of Education (Primary) were both available at Albany, which grew UG commencements by ~30%. Broader course flexibility is enabling more students to study close to home or in the regions. Further reach into the regions is in planning in partnership with government, industry, Regional University Study Hubs and community partners to ensure relevant programs, placements and support is available.

Academic support and teaching excellence for a more diverse cohort have been aligned to support student success. Stronger transition support, embedded academic skills development, early identification of students requiring assistance, culturally responsive teaching, targeted pastoral support and clearer referral pathways are in place as part of the student journey.

Finally, a targeted philanthropy campaign is underway to provide opportunity to those students who have a financial barrier to success. This builds on the success of the UWA Connect scholarship and the existing 30+ scholarships for regional students.

UWA's commitment to more active engagement and support of regional WA is evident through a commitment to regional health training (Rural Clinical School with sites the length of WA) and the WA Centre for Rural Health (primarily serving the Mid-west and Pilbara), UWA Albany in the Great Southern and membership of the Northern Australia Universities Alliance.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	2,712	2,750	2,900>3,000 by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	1,506	1,555	>1,600 by 2030
Total enrolments	Regional	HESC – Verified 2025	1,092	1,150	>1,300 by 2030
Total enrolments	Remote	HESC – Verified 2025	179	185	220 by 2030
Success	Students with disability	HESC – Verified 2024	86.08%	86%	Success rates are consistent with broader domestic cohort by 2030
Success	Students from low SES backgrounds	HESC – Verified 2024	87.51%	88%	Success rates are consistent with broader domestic cohort by 2030
Success	Regional	HESC – Verified 2024	91.66%	92%	Success rates are consistent with broader domestic cohort by 2030
Success	Remote	HESC – Verified 2024	90.46%	91%	Success rates are consistent with broader domestic cohort by 2030
Retention	Students with disability	HESC – Verified 2024	82.69%	83%	Retention rates are consistent with broader domestic cohort by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	85.84%	86%	Retention rates are consistent with broader domestic cohort by 2030
Retention	Regional	HESC –Verified 2024	82.13%	82%	Retention rates are consistent with broader domestic cohort by 2030
Retention	Remote	HESC – Verified 2024	87.50%	88%	Retention rates are consistent with broader domestic cohort 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

UWA delivers high quality teaching across a comprehensive and research-intensive curriculum. We will build on this strength by focusing effort where it matters most for student success: inclusive and engaging teaching, purposeful assessment, timely feedback, and strong academic connection across campus, online, regional, and offshore settings. This will ensure teaching quality remains a defining strength of the UWA experience and that our graduates are well prepared to contribute in their professions, communities, and the wider world.

Action

UWA's approach to teaching quality rests on four integrated commitments: building academic capability, recognising and rewarding excellence, using evidence to drive improvement, and delivering inclusive quality for all students.

Coordinated capability development

The Centre for Integrity and Impact in Teaching Excellence (CiiTE) brings together academic integrity, assessment and learning design, digital learning support, teaching excellence, academic skills support, and education analytics. This coordination produces positive feedback loops: for example, the Academic Integrity and Assessment teams work side-by-side, so assessment design incorporated emerging integrity trends. The focus is on supporting staff to have the skills to teach well, aligned with diverse student needs. Specific examples include a free Graduate Certificate in Tertiary Teaching (30 staff enrolled in 2026), more than 25 formal Communities of Practice, and a developing Professional Learning and Practice Recognition Framework. Emerging academics receive school-based mentoring, peer learning and formal development opportunities, concentrated on assessment design, inclusive teaching, academic integrity, GenAI, and digital learning.

Recognition of teaching excellence

Teaching is recognised through School and University awards for both Teaching Excellence and Teaching Innovation; national award nominations (30 nominations over the past 5 years, of whom 16 have been successful); Learning and Teaching Week events; Learning and Teaching Impact Grants; and Higher Education Academy Fellowship pathways. Over 350 staff have gained Fellowship since UWA joined the Advance HE scheme, including 80 in 2025 alone.

Evidence-driven improvement

Student feedback is considered alongside course performance, retention, progression, success, complaints, and qualitative data through continuous course monitoring, course review, and academic governance. Where the need arises, the response is holistic: issues are examined at unit, course, and cohort level, with action plans and follow-up.

Inclusive delivery

Inclusive teaching and consistent digital learning support ensure students experience equivalent quality across modes and locations, with equity cohort outcomes tracked through course monitoring and review.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Higher Education Academy Fellowship participation (% of teaching-focussed staff*)	AdvanceHE, UWA – 2025	21%	23%	30% by 2030

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Professional Learning Recognition courses per teaching-focussed staff**	CiiTE – 2025	0.3	0.5	1.0 formal CiiTE course per staff member by 2030
Teaching satisfaction of undergraduate units	Student Experience with Learning and Teaching (SELT) surveys – 2025	71%	>73% of undergraduate units achieve student satisfaction score ≥75%	>75% of undergraduate units achieve student satisfaction score ≥75% by 2030

** 'Teaching-focussed staff' includes all teaching-intensive and teaching-research staff, as well as professional staff involved in the direct support of teaching (Office of the PVC-A and College Services).*

*** Professional Learning Recognition metric based only on central CiiTE-run courses. Does not include school and discipline-based events.*

Joined-up tertiary system

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

Vision

UWA will work with TAFE and other vocational education partners to build clearer, more connected pathways across Western Australia's tertiary system. The aim is not simply to improve credit arrangements, but to make movement between VET and a UWA higher education more coherent, more transparent, and more useful for students whose lives and ambitions do not fit neat sector boundaries. This means recognising prior learning, reducing unnecessary repetition, and creating pathways that support timely progression, strong outcomes, and wider participation. Done well, this strengthens both student opportunity and the overall effectiveness of the tertiary system.

Action

UWA is actively working with TAFE and other VET partners to strengthen pathways in areas of shared workforce priority, including health, education, and emerging technical fields. The focus now is to deepen that work by creating clearer, more connected routes into higher education for students whose capabilities and ambitions have often been developed across different parts of the tertiary system.

This includes clearer pathway design, more transparent credit and advanced standing arrangements, and stronger advice for students considering transition to UWA. Recognition of prior learning will continue to be based on equivalent learning outcomes and AQF level, so that students receive meaningful credit for prior study and relevant experience without compromising academic standards or professional accreditation requirements. In fields such as nursing, where established arrangements already exist, UWA will build on those foundations and use them to inform further pathway development.

Tailored orientation, course advice, academic skills support, and clearer guidance about university expectations, assessment, and progression are deployed to support success.

An example of this is the development of an articulation programs with TAFE that will award Diploma and Advanced Diploma graduates 12 and 24 points of credit in recognition of prior learning. Through 2027, UWA aims to expand this across TAFE institutions. Alongside this, discipline leadership from UWA and local TAFE providers will enable nuanced advanced standing arrangements. The approach builds on the Associate Degree in Applied Technologies (co-designed with South Metropolitan TAFE through the Advanced Apprenticeship Pilot), where students take units from both institutions that are scaffolded for AQF-6 outcomes. One key insight from this pilot is the importance of embedding of experiential learning to better connect students with current and future industry partners.

Another example is the Veteran Access Pathway to support veteran transition from military service into higher education. This approach combines the recognition of qualifications gained in military service (such as the Diploma of Leadership and Management of Diploma of Project Management) with educational preparation in UWA's new Pathways programs for a successful transition. This involves parallel credit recognition (based on the AQF), while providing targeted employability and development support for veterans.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic students admitted to a bachelor course on the basis of VET	UWA supplied – 2026	32	50	200 by 2030

Research

Sustaining national capability and supporting innovation through research and research training

Vision

UWA will sustain Australia's research capability and drive innovation by building a strong pipeline of domestic HDR candidates. We will attract exceptional, diverse Australian students into HDR study, align scholarships and pathways with national and Western Australian priorities, and provide high-quality, inclusive research training and supervision. Through a coordinated graduate research ecosystem, UWA will equip HDR candidates with deep expertise, integrity and translational skills so they can contribute to trustworthy research, inform policy and deliver social, economic and environmental benefits for Australia.

Action

UWA will strengthen research training as a national capability asset by consolidating and extending recent reforms to its graduate research ecosystem. The University will embed high-quality, inclusive and distinctive HDR experiences that enable more domestic candidates to undertake and complete research training aligned with national and Western Australian priorities. UWA research focuses on local and global challenges around clean energy transition and sustainable resources, health and biotechnology, frontier technologies, our place – culture and heritage, resilient environment and climate change. Our experience focus is in the context of challenged funding, relevance and inclusion and seeks to enhance the appeal of the domestic HDR program.

UWA will expand industry, government and community-embedded research training through an Internship Growth Strategy, with recent 10% per annum growth in HDR internships. This will include a new Policy, procedures and scholarship arrangements that normalise high-quality, paid internships as a standard feature of candidature, particularly in areas of skills shortage and strategic importance.

Research integrity and public trust will be strengthened by a Conflict of Interest Management Policy and implementation plan tailored to HDR and supervisory contexts, and by streamlined examination procedures that maintain rigour while improving timeliness and transparency for candidates and examiners.

UWA will modernise admissions and candidature frameworks to widen access while protecting standards. The Admissions Policy will broaden entry pathways (including recognition of relevant professional experience), reposition the Master of Philosophy as a structured pathway to the PhD, and support growth in domestic recruitment. The Graduate Research Training Policy and HDR course rules will be significantly simplified, reducing unnecessary formalities and shifting emphasis toward the thesis, research integrity and translatable research skills. Joint PhD arrangements will be streamlined through a revised policy that enables expedited, high-quality one-off agreements with strategic partners. Other program enhancements come through mobility and international connectedness through international partnerships.

The Researcher Development Academy, a new teaching function within the Graduate Research School, will deliver evidence-based training in generic and cross-cutting research capabilities for HDR candidates, uplift capability in the early- and mid-career researcher cohort, and improve supervisory practice across UWA through structured development, standards and communities of practice.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	1,114	Maintain existing baseline	Growth over 2026

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.