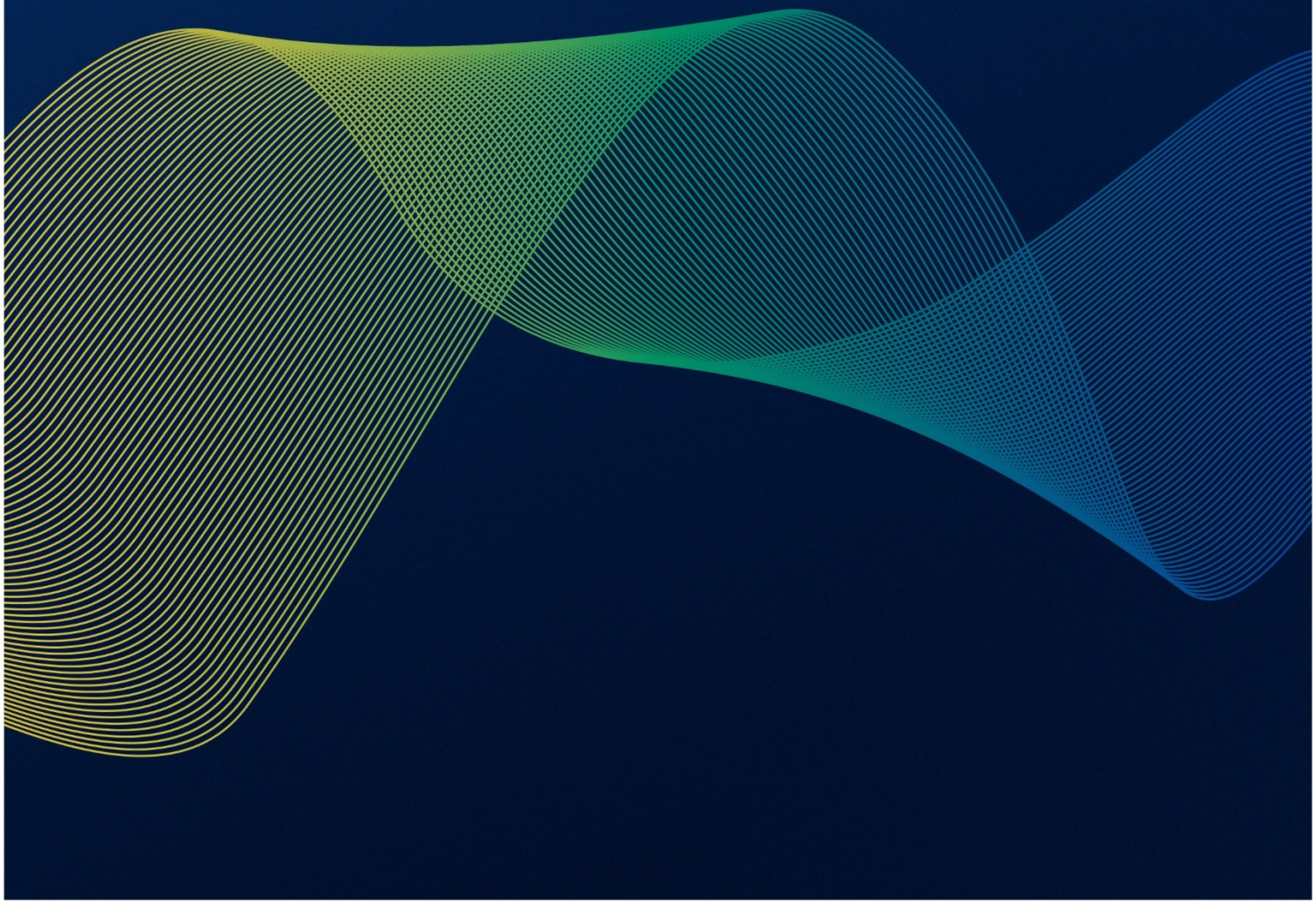
Australian Government

ATEC
Australian Tertiary
Education Commission

TORRENS
UNIVERSITY
AUSTRALIA

2027 mission based compact between the ATEC and Torrens University Australia Ltd



Preface

This mission based compact is established between the Australian Tertiary Education Commission (ATEC) and Torrens University Australia Ltd in accordance with the *Universities Accord (Australian Tertiary Education Commission) Act 2026* (ATEC Act). This mission based compact highlights the significant contributions Torrens University Australia Ltd will make to the priorities outlined in the ATEC's interim Statement of Strategic Priorities (SSP) and how it will achieve its own strategic goals, advance its mission, and deliver outcomes for students, industry and community.

Following negotiations held in good faith, the form and terms of this mission based compact have been determined by the ATEC with Torrens University Australia Ltd. 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 Torrens University Australia Ltd's mission, goals and strategic plan, geographic locations and local communities, as well as the effect (if any) the proposed terms may have on Torrens University Australia Ltd's academic freedom.

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

The ATEC must assess Torrens University Australia Ltd's outcomes against the terms of this compact at least once per calendar year. For the purpose of paragraph 29(4)(b) of the ATEC Act, the ATEC's assessment methodology for this compact will require Torrens University Australia Ltd 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 Torrens University Australia Ltd 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 Torrens University Australia Ltd'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 Torrens University Australia Ltd to provide relevant information consistent with subsection 30(2) of the ATEC Act.

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

Torrens University Australia Ltd (Torrens) is a national, private, dual-sector university with a profoundly public purpose to expand opportunity, improve lives and contribute new knowledge through flexible, purposeful and industry-connected education, training and research. It connects learners from diverse backgrounds with qualifications, employers and communities, supporting lifelong learning, workforce participation, productivity, social mobility and personal aspiration.

Torrens serves working adults, school leavers, career starters and changers, mature-age students and online learners seeking practical, employment-focused education. Many balance study with work, family and other commitments, while others enter through VET, professional or other non-traditional pathways. Torrens contributes to the higher education system by providing accessible and flexible pathways for students who may otherwise face barriers to university participation. Our current priority is to ensure that access is translated into successful participation, progression, completion and employment outcomes, particularly for students from under-represented groups.

As a dual-sector university, Torrens is advancing a harmonised tertiary education model in which vocational and higher education operate as a connected continuum. Nested qualifications, multiple entry and exit points, guaranteed pathways, recognition of prior learning and clearer credit arrangements enable students to move between qualification levels as their capabilities, circumstances and career goals evolve. This model supports working learners, career changers and students entering through VET or other alternative pathways, while reducing unnecessary duplication.

Torrens combines a national campus footprint with strong online and digitally-enabled delivery, reaching metropolitan, suburban, regional and remote communities. Smaller classes, personalised and proactive support, flexible study modes, accessible learning design and work-relevant assessment are central to its approach. Global partnerships and an internationally diverse student community further strengthen its education, research and industry connections.

Torrens has strong participation among low socio-economic, regional and remote, First Nations and other under-represented cohorts, and is committed to converting access into stronger student success. This includes strengthening First Nations leadership, self-determination, cultural safety and accountability.

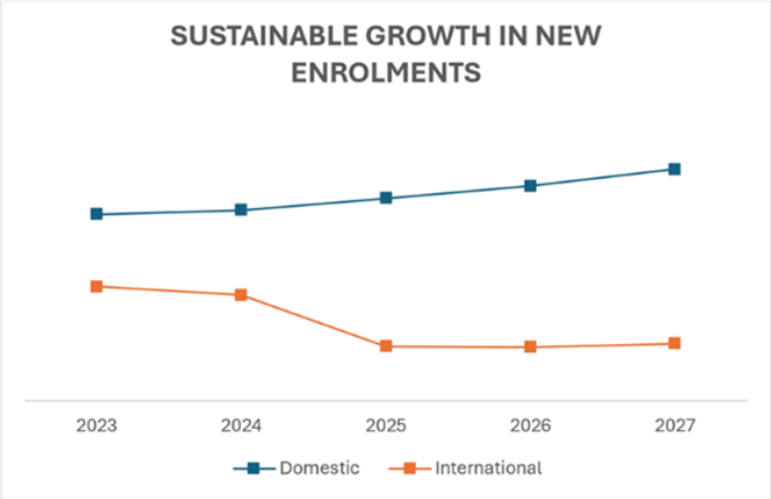
Torrens aligns its education and research contribution with Australia's workforce and productivity priorities. Its focus is on areas where it can make a clear contribution: health; digital and technology; and housing and construction, supported by business, management and entrepreneurship and emerging capability in engineering and advanced manufacturing. Employability is embedded throughout the student journey through industry-connected curriculum, work-integrated learning, career development and structured post-graduation support. As an Australian university, Torrens recognises the creation of new knowledge and original creative endeavour, together with high-quality research training, as core to its mission. It will build coherent, sustainable and internationally competitive research capability, scale and critical mass in areas of demonstrated strength. This will be supported by research-active staff, high-quality supervision, appropriate infrastructure, strong academic governance, research integrity and responsible research security.

Research informs teaching, curriculum renewal, academic leadership and opportunities for students to engage in inquiry. Through inclusive higher degree by research pathways and collaboration with industry, government, communities and international partners, Torrens develops research talent and translates knowledge into practical economic, social and environmental outcomes. This applied and internationally connected research will strengthen national capability, support innovation and contribute to informed public debate.

Through this mission, Torrens seeks to demonstrate how an innovative dual-sector university can make a distinctive contribution to a more accessible, connected and responsive tertiary education and research system – one that values institutional diversity, supports student success, advances knowledge and delivers enduring public benefit.

Enrolment strategy and priorities

Torrens enrolment strategy is to achieve sustainable, quality-assured growth while widening participation, improving student success and responding to national and state workforce needs. As a predominantly self-funded university operating largely outside Commonwealth Supported Place and Fee-Free Uni Ready (FFUR) growth settings, Torrens plans enrolments according to demand, learner suitability, capacity, retention and completion.



Torrens is continuing a deliberate shift towards a predominantly domestic cohort. Domestic students represent 66% of new enrolments and 76% of undergraduate new enrolments; international students represent 34% of new enrolments and 63%of postgraduate new enrolments. In 2027, Torrens plans 5% growth in domestic new enrolments and up to 2% in international new enrolments, while recognising that total enrolments may temporarily decline as earlier reductions in international commencements flow through.

Domestic growth focuses on working learners, mature-age students, career changers, regional learners and students from under-represented backgrounds, who comprise 63% of the domestic undergraduate cohort. Torrens continues to strengthen alternative entry, enabling and undergraduate certificate programs, embedded VET pathways, no-ATAR entry, recognition of prior learning and credit for professional and workplace learning. 52% of domestic undergraduate commencing students enter through sub-degree pathways. With 86% of students balancing study with work and a majority of domestic students studying online, Torrens is expanding flexible, asynchronous and digitally enabled delivery while maintaining its national campus network.

Torrens supports a sustainable, high-integrity and well-managed international education system. Its international strategy combines managed growth with stronger source-country diversification. Students come from more than 100 countries. While South Asia remains important, Torrens is reducing concentration risk by growing sustainable recruitment across Southeast Asia, including Vietnam, the Middle East and Africa, and the Americas; maintaining lower reliance on Greater China; strengthening high-quality agent and institutional partnerships; and monitoring conversion, visa outcomes and student success by market. Planning will also consider accommodation availability and student-support capacity.

The 2026 managed-growth methodology increased Torrens's allocation by approximately 3%, in line with 'other higher education providers', while the not-for-profit Table B universities were 'adjusted to be more consistent with publicly-funded universities', resulting in larger adjustments. Additional growth opportunities were exclusive to Table A universities. This differentiation arose from institutional classification rather than an institution-specific assessment of Torrens's quality, integrity, capacity or contribution to national priorities. The significant misalignment between New Overseas Student Commencement (NOSC) allocations and visa-processing decisions and outcomes has created considerable uncertainty for Torrens and many other universities, constraining their ability to forecast enrolments reliably, plan effectively and budget with confidence. Torrens will continue to engage constructively with Government and ATEC on future settings based on common, transparent, risk- and outcomes-based criteria.

Growth will be paced against capacity and student outcomes, with priority given to health, digital and technology, housing and construction, and enabling business, management and entrepreneurship capability. Integrated dashboards will monitor demand, source-market concentration, conversion, progression, retention, completion and graduate outcomes.

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

Torrens University Australia will continue to make a distinctive contribution to Australia's current and future skills needs through accessible, flexible, applied and industry-connected education in priority fields of national importance: health; digital and technology; and housing and construction, supported by business, management and entrepreneurship and emerging capability in engineering and advanced manufacturing With campuses across NSW, Victoria, South Australia and Queensland, and 64.5% of domestic students studying online, Torrens reaches working learners, career changers and diverse communities not always served by traditional university models. Consistent with the Australian Universities Accord and Ambitious Australia, our mission-distinct contribution prioritises access, retention, graduate success, workforce capability, and community impact, nationally and beyond metropolitan centres.

Action

In 2027, Torrens will continue focusing on strategic actions that strengthen its distinctive contribution to Australia's society, workforce, skills, and productivity needs across health, digital and technology; and housing and construction.

Curriculum alignment with workforce demand

Torrens maps workforce and skills priorities against its portfolio to inform curriculum renewal, partnerships and course development. Current activity spans health, including nursing access in Adelaide and Brisbane; engineering and advanced manufacturing supporting South Australia's defence and sovereign-capability priorities; and construction management responding to housing and construction needs. Its established industry-first model is deepening through work-integrated learning, placements, simulation, industry projects and applied assessment, supported by partnerships with Adobe, Microsoft, IBM, wand other employers.

Employability, access and flexibility

Existing career planning, professional identity, employer engagement, portfolio development and transition-to-work support are being strengthened, including structured graduate employment support for up to 12 months after graduation. becoming the first university in Australia to do so. Flexible online, blended, intensive and workplace-compatible delivery, credit recognition and recognition of prior learning support diverse learners.

Student success and retention

Torrens has set nuanced improvement targets that recognise the diverse and complex cohorts it serves, including substantial numbers of domestic working adults, part-time and online and students entering through VET, professional experience and other non-ATAR pathways, with recognition of prior learning and experience. This mission distinct contribution advances the Accord's access and participation objectives and is a source of institutional strength. While retention remains below Torrens's aspirations, QILT results show strong teaching quality (84%) and skills development (81%), providing important context for a balanced student success strategy. Torrens is pursuing improvement across engagement, progression, retention, completion and graduate outcomes using integrated data, real-time analytics, timely diagnostics and scaffolded support. The novel early intervention system established in 2025/2026, is being expanded and evaluated in 2027, with attention to priority fields and under-represented cohorts. Torrens will also enhance learner mobility through nested qualifications, flexible entry, exit and re-entry points, exit awards, guaranteed pathways, and recognition of prior learning.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0201 Computer Science				
Total student enrolments	HESC – Verified 2025	466	415	463
Success rate	HESC – Verified 2024	70.42%	75%	80%
Retention rate	HESC – Verified 2024	57.53%	61%	66%
06 Health				
Total student enrolments	HESC – Verified 2025	3,587	3,602	4,297
Success rate	HESC – Verified 2024	73.50%	75%	79%
Retention rate	HESC – Verified 2024	58.97%	63%	67%
0803 Business and Management				
Total student enrolments	HESC – Verified 2025	2,704	2,920	3,383
Success rate	HESC – Verified 2024	63.37%	67%	74%
Retention rate	HESC – Verified 2024	50.82%	55%	60%

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

Torrens University Australia has made First Nations student success a whole-of-institution priority, guided by data on participation, retention, progression, completion, and post-study outcomes. We support 396 First Nations students, up 51.7% since 2020, most studying full-time, online, in metropolitan areas at Diploma level. This growth reflects an integrated approach combining culturally responsive outreach, accessible pathways, personalised care and a dedicated First Nations Success Coach. In 2027, we will continue building culturally safe learning and working environments, strengthening leadership and accountability and supporting First Nations students to balance study with work, family, and community commitments.

Action

In 2027, Torrens will continue implementing the revised First Nations Strategy and Engagement Plan 2025–2027, building on work underway to advance First Nations peoples, knowledge, perspectives and cultural integrity. The plan strengthens leadership, cultural safety, self-determination, student and staff success, partnerships and transparent accountability.

Culturally safe environments

Torrens is strengthening culturally responsive online and campus-based environments. Culturally safe spaces are being identified, promoted and co-designed with First Nations students and staff, while Elders and community voices inform key events and activities.

Curriculum and learning

Curriculum audit and course-review processes are identifying opportunities to embed First Nations knowledges, perspectives, pedagogies and community context, aligned with discipline relevance and professional practice. Staff cultural learning is building capability for respectful and consistent practice.

Student success and retention

Current institutional data inform action to identify barriers, target support and monitor access, participation, progression, retention, completion and post-study outcomes. First Nations retention improved from 42.02% in 2024 to 52.68% in 2025, an increase of 10.66 percentage points. Progression increased from 54.49% to 62.84% over the same period and rose further to 76.55% in 2026. This work includes targeted action in priority disciplines including health, digital and technology; and housing and construction.

Retention and progression are supported through a coordinated, culturally responsive success model that combines a dedicated First Nations Student Success Coach, Student Success Teams and engagement data. It provides timely, wraparound support at key transition points, including entry, first year study placement, online learning, assessment, re-engagement, and transition to employment. Academic and engagement signals help identify emerging risk earlier, with responses developed in partnership with students and communities and monitored through established reporting cycles. Improvement activity addresses barriers across admissions, transition, learning design, placements, work commitments, and post-study outcomes.

Pathways, partnerships and governance

Torrens is deepening partnerships with regional study hubs, industry and Aboriginal Community Controlled Organisations to connect community, study, work-integrated learning (WIL) and employment. First Nations voices are being strengthened in governance, supported by data dashboards, defined measures and reporting to Academic Board and Governing Board.

Following the 2026 review of its strategy and reconciliation approach, Torrens is expanding action on education, employment, procurement, reconciliation and self-determination.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	374	390	400 by 2030
First Nations success rate	HESC – Verified 2024	53.03%	65%	77% by 2030
First Nations retention rate	HESC – Verified 2024	40.00%	53%	65% 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

Torrens University Australia's equity vision is to make higher education more accessible and support success for students whose circumstances, location or pathway may otherwise limit opportunity. Through flexible, career-connected education, accessible delivery, small class sizes, personalised support and Student Success Coaches, Torrens supports learners from equity backgrounds including regional and rural learners, First Nations students, students from low-SES backgrounds, students with disability and women in non-traditional study areas. Participation and outcome data guide outreach, pathways and early support, helping more students progress, complete, enter meaningful employment and pursue lifelong opportunity.

Action

Torrens is strengthening its coordinated approach to equity by connecting flexible access with proactive support, data-informed intervention, and employment-focused outcomes. Building on the Students First model and established practices across recruitment, transition, learning, support and employability, the 2027 focus is on improving retention, progression, completion and post-study outcomes for under-represented students.

Student success and early intervention

Students are supported at critical points across the lifecycle, including transition into study, early assessment, high-pressure subjects, and periods of personal disruption. Ethically governed analytics and integrated student data are being used to identify emerging risk and coordinate timely academic, wellbeing and administrative support. High-fail, high-withdrawal, and high-pressure subjects are reviewed to identify targeted improvements, particularly where equity cohorts are over-represented.

Transition, readiness and inclusive learning

Orientation, study readiness, academic and digital skills development, clear expectations, and early connection to support services help students commence and progress with confidence. The Student Hub, website and support channels are being improved to provide more easily accessible information, advice, services and referrals. Torrens's flexible delivery model supports students with disability, students from low-SES backgrounds, regional and remote learners, mature-age students, carers, and working learners through accessible learning materials, inclusive learning design, asynchronous support, services outside standard business hours and mode flexibility where pedagogically appropriate.

Pathways and targeted equity support

Undergraduate Certificates, enabling programs, recognition of prior learning and guaranteed credit pathways recognise work experience and prior study. Sophia-supported Study Start, school engagement for non-ATAR students and educator professional development further strengthen entry pathways. Building on 2,933 regional and remote enrolments in 2025, Torrens is using cohort data to refine engagement and support strategies for these learners. A dedicated Study Hub Engagement Plan, targeted scholarships and partnerships are connecting First Nations and regional, rural, and remote students with industry, community, philanthropic and government partners. Targeted support for First-in-Family students from culturally and linguistically diverse backgrounds, includes language and academic skills development.

Accountability and employability

Integrated dashboards monitor access, participation, retention, progression, completion and success across equity cohorts. Embedded career development connects learning with confidence, employment and lifelong opportunity, while established reporting cycles track whether interventions are improving outcomes.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	748	808	1,013 by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	2,667	2,906	3,644 by 2030
Total enrolments	Regional	HESC – Verified 2025	2,397	2,625	3,291 by 2030
Total enrolments	Remote	HESC – Verified 2025	75	82	103 by 2030
Success	Students with disability	HESC – Verified 2024	59.88%	64%	70% by 2030
Success	Students from low SES backgrounds	HESC – Verified 2024	64.20%	68%	74% by 2030
Success	Regional	HESC – Verified 2024	69.92%	74%	80% by 2030
Success	Remote	HESC – Verified 2024	74.58%	78%	83% by 2030
Retention	Students with disability	HESC – Verified 2024	58.27%	62%	68% by 2030
Retention	Students from low SES backgrounds	HESC – Verified 2024	52.51%	56%	62% by 2030
Retention	Regional	HESC – Verified 2024	55.29%	59%	65% by 2030
Retention	Remote	HESC – Verified 2024	52.78%	56%	62% 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

Torrens University Australia is strengthening the quality and recognition of teaching by positioning excellent, student-centred education as a defining institutional strength and valued academic practice. Structured professional teaching development for academic staff, integrated across our operating model, supports inclusive learning design, authentic and capability-focussed assessment, AI-augmented and digitally enabled pedagogy, industry-connected curriculum and scholarship of teaching and learning. A multifaceted approach including the Teaching Fellow scheme, learner feedback and student success data builds teaching capability across all delivery modes, enabling diverse, working, and online learners to engage, persist, and succeed, while improving graduate capability, employability, and confidence.

Action

Torrens is strengthening teaching quality through an integrated model that connects organisation-wide standards, structured staff development, digitally enabled delivery, responsible AI use, authentic assessment and recognition of teaching excellence. This model supports inclusive education and seeks to improve engagement, retention, progression, completion and post-study outcomes across online, blended and campus-based learning.

Teaching quality standards and improvement

Organisation-wide teaching standards are being implemented to clarify expectations for learning design, student engagement, assessment and feedback, accessibility, and academic support. They inform course review, accreditation and regulatory assurance, with priorities shaped by QILT results, learning analytics, retention and progression data, external benchmarking and student feedback.

Consistent, applied and digitally enabled learning

Building on the MyLearn Editor rollout, subjects are being refreshed to provide a more consistent, accessible, and engaging learner experience across delivery modes. Teacher-directed preparation, active learning and guided post-class activities support engagement, learning progression and assessment completion. Applied problem-solving and authentic learning remain key priorities, responding to learner and peer engagement at 42%, while building on strong teaching quality results of 84%.

Responsible AI and staff capability

Torrens is building student and staff capability to use AI ethically and productively through clear academic integrity expectations, fit-for-purpose assessment design, transparent guidance on permitted use, and proportionate responses to misuse. Structured professional development supports academic and professional staff to design digitally enabled, inclusive and industry-relevant learning, including simulations, authentic scenarios and preparation for placement, work-integrated learning, and professional accreditation.

Industry–connection and teaching excellence

Authentic capability focused assessment, industry briefs, simulations, case studies, placements, and work-integrated learning connect theory with practice and build on strong skills development results of 81%. Employer engagement and graduate outcome measures inform continuous improvement.

The Teaching Fellow scheme provides an innovation-focused career track for teaching excellence, advancing AI-augmented pedagogy and scholarship through communities of practice, peer review, learning analytics and scholarly enquiry.

Out of 43 Australian universities QILT SES 2025 results show that Torrens University is:

- 6th nationally for undergraduate teaching quality, rising from 19th
- 7th nationally for postgraduate teaching quality, with 87% positive ratings
- Top four nationally for postgraduate skills development, achieving 88%
- Top four nationally for postgraduate peer engagement
- Above national average for overall educational experience, across both undergraduate and postgraduate study.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	77.9%	80%	82% by 2030
Skills development	QILT SES – Verified 2025	81.2%	83%	85% by 2030
Teaching quality and engagement	QILT SES – Verified 2025	83.7%	85%	87% by 2030
Student support and services	QILT SES – Verified 2025	76.0%	78%	80% by 2030

Joined-up tertiary system

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

Vision

Torrens University Australia will advance a fully harmonised dual-sector model that creates a seamless, guaranteed education continuum between VET and higher education. Rather than operating as separate sectors, Torrens will integrate governance, delivery, curriculum alignment, guaranteed credit recognition, and student support to enable seamless more flexible pathways into, through and beyond tertiary education. Torrens will strengthen recognition of prior learning (RPL), credit articulation and bi-directional progression so working learners, career changers and students with prior learning can avoid duplication and progress confidently toward successful workforce and career outcomes.

Action

In 2027, Torrens will advance a fully harmonised dual-sector model in which vocational and higher education operate as an integrated continuum across all study areas. Relevant VET qualifications will be nested within bachelor programs, with multiple entry, exit and re-entry points enabling students to build qualifications over time, move between sectors and adapt their study to changing goals and circumstances.

Integrate the model across the portfolio

Torrens will continue consolidating VET programs within the University and aligning governance, quality assurance, curriculum design, student support and data. Each School will map its VET and higher education offerings to establish coherent qualification sequences and a consistent learner experience across the University.

Establish guaranteed pathways, credit and recognition

Torrens will formalise bi-directional pathways between AQF Diploma and other sub-bachelor qualifications and aligned higher education programs. It will streamline credit, recognition of prior learning, admissions and subject selection; strengthen credit precedents; and provide clearer pre-enrolment information. Nested awards and transparent progression arrangements will reduce duplication, preserve the value of completed learning and support working learners, career changers and students returning to study.

Demonstrate regional workforce contribution

All Torrens nursing students undertake 2 weeks of placement in regional or rural communities. This provides students with regional practice experience while contributing to workforce exposure and service capacity outside metropolitan areas. Torrens will continue strengthening regional placements and pathways as part of its response to health workforce needs.

Address funding barriers to full harmonisation

The funding architecture does not treat equivalent student and workforce contributions consistently. As a private university, Torrens has differential access to VET funding, and its nursing students do not receive the placement funding support available to students at eligible public institutions, despite meeting the same placement obligations and contributing to regional workforce needs. Torrens will work constructively with ATEC and governments toward provider-neutral VET and placement funding based on student need, quality, outcomes and public benefit.

Align with national reform

Torrens will map its policies, data and practices against the National Credit and Recognition Framework and use evidence from its integrated model to inform the 2028–31 compact period.

Measure

Indicators	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic students admitted to a bachelor course on the basis of VET	Torrens internal repository – 2025	475	524	606 by 2030
Retention rate of domestic bachelor students admitted on the basis of VET	Torrens internal repository – 2025	62.71%	65%	71% by 2030
Success rate of domestic bachelor students admitted on the basis of VET	Torrens internal repository – 2025	79.29%	81%	84% by 2030

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Our research vision is to deliver applied, industry-connected and globally engaged research that strengthens national capability and advances Ambitious Australia. Torrens is building focused research concentrations in Health via new Axis Health Research Institute, Business (focused on Hospitality and Tourism ranked 1st in Australia by QS), and Digital Technologies (focused on AI and Machine Learning ranked in top 300 in the world by ARWU Shanghai ranking).Our distinctive Higher Degree by Research (HDR) training vision combines research training depth, disciplinary expertise and real-world application, supporting a predominantly part-time, industry-embedded domestic cohort undertaking research at work, for work. A globally connected research network and discovery will increase workforce capability, knowledge and research-informed cognate learners.

Action

Torrens University Research Strategy 2027

Excellence

In 2027, Torrens University will elevate research performance through applied research, innovation capability building and a data-informed, and partnership-led research strategy aligned with TEQSA and Ambitious Australia expectations, and national priorities. Research training excellence will be strengthened using real-time analysis of the HDR lifecycle recruitment, progression, supervision quality, completion, and post-graduation outcomes.

Leadership

Leadership capability will be expanded through experienced researcher led structured research leadership development in schools aligned to institution-wide coordination of research priorities. The new PVC Research Performance and Development will lead capability uplift through early-career and mid-career researcher development programs, grant and publication mentoring, and personalised research development plans for schools. Associate Dean Research and Innovation roles across Schools will ensure academic leadership is embedded, accountable, and strategically aligned. New innovative additions to supervisor training with industry mentorship will increase capability and ensure HDR candidates receive high-quality, future-focused guidance.

Growth

Growth will be driven by targeted HDR recruitment, strengthened pathways, and expanded partnerships. Targeted research programs, professional doctorates, Global research partnership Hubs, HDR industry ConnectU, and School-based pathways will enhance candidate experience, completion rates, and employability.

HDR pipeline growth will be focussed on structured progression from postgraduate coursework pathways, partnerships with industry and alumni, global colleges, global universities. Programs of Research and expertise aligned to priority Fields of Research will drive demand-led HDR topic development and ensure institutional alignment.

Impact

Torrens will strengthen applied research impact through an interconnected innovation ecosystem linking Schools, research Centres, HDR, industry partners, and the new Axis Research Health Institute. Strategic partnerships will support co-designed applied research projects, HDR topics, co-funded opportunities, and innovation hubs, including regional and rural initiatives. An Industry Research Advisory Board will enhance external alignment and demand-led research translation.

Research–teaching integration

Research and teaching will be more tightly connected, with Programs of Research informing curriculum renewal and embedding contemporary knowledge creation into learning. Research-active staff will shape curriculum design, promoting engagement with emerging disciplinary insights and real-world problem-solving reinforcing Torrens's identity as a university where research and teaching mutually strengthen capability, employability, and impact.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	115	125	183 by 2030
HDR domestic completions	HESC – Verified 2024	5	10	30 by 2030
Programs of research (PoR)	Programs in centres and institutes	7 programs of research in 3 key FoR (46, 35, 32/42)	10 increased high performing PoR Development of new performing FoR	15 PoR by 2030 4 FoR by 2030
World standing research performance	PURE SCIVAL – 2025	283 outputs in Q1/Q2 60%	300 total quality outputs 70% Q1 and Q2 with 60% international collaboration	300 output Q1/Q2 85% with 60% international collaboration 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.