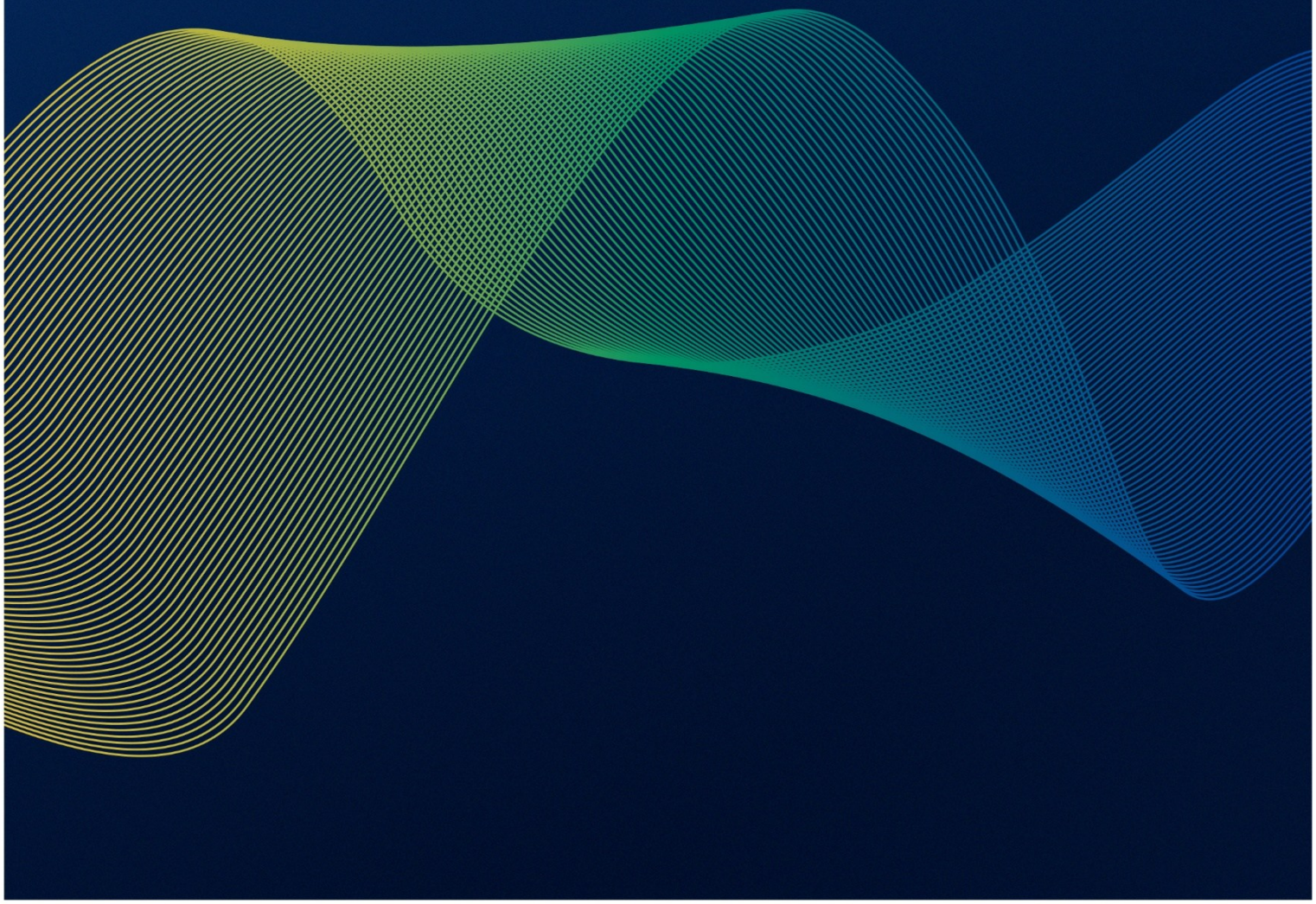
Australian Government

ATEC
Australian Tertiary Education Commission

University of Divinity

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



Preface

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

Following good faith negotiation, the form and terms of this mission based compact have been determined by the ATEC with the University of Divinity. In determining these matters, the ATEC has considered the strategic priorities and outcomes set out in the interim SSP, the purpose of compacts as set out in section 28 of the ATEC Act, and the University of Divinity's goals, missions and strategic plan, geographic location and local community, as well as the effect (if any) the proposed terms may have on the University of Divinity's academic freedom.

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

The ATEC must assess the University of Divinity's outcomes against the terms of this compact at least once per calendar year. For the purposes of paragraph 29(4)(b) of the ATEC Act, the ATEC's assessment methodology for this compact will require the University of Divinity to demonstrate it has made **reasonable efforts** to progress the agreed terms of the compact. Assessment is proposed to occur during 2028.

Assessment will focus on the extent to which providers have actively progressed commitments, recognising that full attainment of all outcomes may not be achievable in all instances. In considering whether reasonable efforts have been made, the ATEC will take into account:

- the actions undertaken by the University of Divinity to progress its commitments, including relevant steps, initiatives, activities, or planning work aimed at achieving the intended outcomes; and
- any factors it is aware of that are reasonably outside the University of Divinity's control that may have affected its ability to deliver the commitments set out in the compact.

In making an assessment, the ATEC may require the University of Divinity to provide relevant information consistent with subsection 30(2) of the ATEC Act.

The ATEC may conduct annual check-in meetings with the University of Divinity as needed, to discuss the University of Divinity's progress towards meeting the terms of this compact. If the University of Divinity has any concerns about their ability to meet the agreed terms of this compact, including as a result of matters reasonably outside the University of Divinity's control, the University of Divinity 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's mission is 'to excel in education, engagement, and research in spiritual practices and Christian beliefs and their contemporary application.' Through this mission, the University seeks to equip its graduates and partners to serve the common good and contribute positively to communities and society.

The University is committed to academic excellence, intellectual inquiry and the pursuit of knowledge that contributes to a more just, inclusive and flourishing society. Through high-quality education, research and engagement, it seeks to generate new thinking, address contemporary social and ethical challenges, and foster graduates capable of thoughtful, informed and responsible leadership in diverse professional, community and organisational contexts.

The University's distinctive history and collegiate structure bring together theological colleges representing a range of Christian traditions across Australia, together with an extensive network of educational, community, professional, religious and other partners. This heritage provides a foundation for engagement with diverse perspectives and traditions while supporting the University's wider commitment to dialogue, collaboration, social cohesion and the common good.

The University is committed to the rigorous academic study of theology and related disciplines in approaches that are responsive to historical, cultural and contemporary contexts. Fundamental to this is developing students' capacity for critical thinking and enabling them to explore how individuals and communities understand meaning, identity, spirituality, ethics, relationships and their responsibilities to one another and the world.

With Colleges located in Perth, Adelaide, Melbourne and Brisbane, and students studying both on campus and online, the University brings together diverse communities of learning and scholarship. It recognises the importance of Aboriginal and Torres Strait Islander knowledges and perspectives, cultural and religious diversity, and respectful engagement across different intellectual, spiritual and cultural traditions.

Through its teaching, research, partnerships and public engagement, the University seeks to understand critically the ways religion, spirituality, ideas and systems of belief have shaped societies and continue to influence contemporary life. In doing so, it aims to equip graduates to engage reflectively with intricacy, diversity and change and to contribute with integrity, wisdom and compassion to the communities and contexts in which they live and work.

Enrolment strategy and priorities

The main enrolment priority for the University over the next three years is to increase total enrolments to at least 500 EFTSL by 2029. After four years of relatively stable total enrolments this increase will equate to an overall net rise by 3% spread across the next three years. This growth will be supported through the following activities:

- supporting Colleges to increase domestic commencing enrolments.
- supporting Colleges to increase the success rate of visa applications for international commencing enrolments in line with the annual NOSC.
- implementing the first stage of the University Student Success, Retention and Completion Strategy to support Colleges to improve retention rates.
- strengthening transition, orientation, academic advising and early intervention across Colleges.
- strengthening coordinated University-wide recruitment into distinctive cross-collegiate programs and priority disciplines, using shared marketing, College networks and community partnerships to attract new cohorts without displacing existing College enrolments.
- expanding partnerships with Aboriginal and Torres Strait Islander communities, churches, organisations and theological educators and strengthen culturally responsive and accessible student-support practices including for Aboriginal and Torres Strait Islander students.
- developing and promote clearer entry and progression pathways into University awards through single-unit study, nested qualifications, VET/TAFE articulation, professional development and stackable postgraduate study, with particular attention to mature-age, first-in-family and career-transition learners.
- developing and refine programs that respond to demonstrated community and workforce need, with particular attention to under-represented groups and priority cohorts, and explore options for targeted CSP allocations where these would improve equitable access, participation and attainment.
- supporting Colleges working with industry partners to develop and refine awards that address their needs, especially targeting postgraduate and higher degree awards.
- adding new Colleges.

The existing student profile has the following characteristics: over 80% of the total student population is enrolled in part-time study at undergraduate and postgraduate level and their progress in study is not lineal; over 95% of the total student population is mature age; over 95% of the total student population is domestic. Courses are delivered on-campus and online. As part of the University's commitment to support the development of social cohesion both locally and across the globe, the tuition cost is the same for domestic and international students.

Section 2: Performance domains

National, State/territory and regional priorities

A tertiary education system which meets Australia's current and future skills and knowledge needs

Vision

The University of Divinity will contribute to Australia's future skills and knowledge needs by preparing graduates who combine disciplinary expertise with ethical judgement, critical thinking, intercultural capability and professional readiness. Drawing on its distinctive theological, ecumenical and collegiate character, the University will address complex human, social and technological challenges through education, research and partnership. Its particular contributions will be in workforce-ready graduate capabilities; AI, ethics and human flourishing; Aboriginal and Torres Strait Islander knowledges; lifelong learning; and spiritual and pastoral care supporting Australia's health, aged care and disability sectors.

Action

The University will pursue 5 interconnected priorities aligned with national workforce, educational and social needs.

- **Develop workforce-ready graduates.** The University will review the implementation and expression of its Graduate Attributes across all awards and strengthen their alignment with contemporary professional, community and ministry contexts. Curriculum renewal, authentic assessment and assurance of learning will embed capabilities including ethical reasoning, critical thinking, communication, intercultural capability, digital and AI literacy, collaborative practice, reflective professionalism, leadership and lifelong learning.
- **Advance AI, ethics and human flourishing.** The Theology and AI Ethics Taskforce will conclude its review and provide recommendations to Academic Board concerning graduate attributes, curriculum and responsible AI practice. An AI Special Interest Group will support interdisciplinary research, staff development and innovation in teaching and professional practice, including ethical AI, human dignity, bias and algorithmic justice, Indigenous perspectives, ecological impacts, and AI applications in education, healthcare, ministry and research.
- **Strengthen Aboriginal and Torres Strait Islander knowledges.** The University will strengthen Aboriginal and Torres Strait Islander theological scholarship, Indigenous pedagogies and culturally responsive education through curriculum renewal, culturally safe teaching, Indigenous research methodologies, community partnerships and learning informed by Country. It will also develop a cross-collegiate Indigenous Theologies program and seek targeted CSP support to strengthen First Nations access, participation and success.
- **Expand lifelong and flexible learning to support student success.** Recognising its predominantly mature-age and part-time student cohort, the University will work with wider community to expand flexible pathways including professional development, micro credentials, stackable qualifications, online and blended learning, continuing ministry education, leadership development and recognition of prior learning. These initiatives will support learners to engage and re-engage with education throughout their working lives.
- **Respond to health, aged care and disability workforce needs.** The University will complete the review spirituality, pastoral care, spiritual care and counselling pathways with healthcare, aged care, disability and chaplaincy partners. Curriculum renewal will address trauma-informed care, palliative and end-of-life care, grief, dementia, disability and accessibility, ageing, social and emotional wellbeing, and interdisciplinary spiritual care. Research and Higher Degree by Research (HDR) pathways in ageing, spiritual care and related fields will be strengthened through industry and community collaboration.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
09 Society and Culture				
Total student enrolments	HESC – Verified 2025	378	385	400 by 2029
Success rate	HESC – Verified 2024	85.74%	88.0%	90.0% by 2029
Retention rate	HESC – Verified 2024	74.23%	76.0%	78.0% by 2029

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

The University of Divinity will become a culturally safe, theologically responsive and intellectually vibrant environment in which Aboriginal and Torres Strait Islander peoples are essential partners in the University's future. It will strengthen participation and leadership; embed Indigenous knowledges, theologies and perspectives across teaching, research and governance; build culturally capable staff and graduates; and sustain reciprocal partnerships with communities, churches and organisations. Through truth-telling, curriculum renewal and institutional reform, the University will contribute to justice, equity, participation, success and Indigenous self-determination, contributing to reconciliation, community benefit and the flourishing of Aboriginal and Torres Strait Islander peoples.

Action

In 2027, the University will progress a whole-of-University approach to Aboriginal and Torres Strait Islander participation, knowledges, cultural safety and institutional transformation, with two major implementation priorities.

- **Implement curriculum decolonisation and renewal.** The University will complete the first stage of its Decolonising the Curriculum Project, overseen by Academic Board and informed by the findings and recommendations of the Yoorrook Justice Commission. The project will embed Aboriginal and Torres Strait Islander histories, cultures, knowledges, theologies and perspectives within course and unit review processes where academically and pedagogically appropriate. It will be supported by curriculum mapping, culturally responsive academic development and communities of practice, strengthening graduate capability to engage respectfully and critically with Aboriginal and Torres Strait Islander peoples, histories and contemporary Australia.
- **Strengthen Aboriginal and Torres Strait Islander participation, leadership and scholarship.** Through the Everlasting Grail Project, the University will establish a First Nations Council supporting Aboriginal and Torres Strait Islander women to undertake theological study, research and leadership. The University has also allocated RTP support for an Aboriginal or Torres Strait Islander HDR candidate commencing in 2027, contributing to the development of the next generation of Indigenous theological scholarship and research leadership.

Supporting these priorities, the University will develop a whole-of-University Aboriginal and Torres Strait Islander Strategy; establish an Aboriginal and Torres Strait Islander body to guide Academic Board, Council and the Vice-Chancellor; strengthen culturally safe student support, mentoring and transition initiatives; expand partnerships with Indigenous communities, churches, organisations and theological educators; and increase opportunities for Indigenous HDR participation and research collaboration. The cross-collegiate Indigenous Theologies program will build on existing work, relationships and expertise developed across multiple Countries and Indigenous communities. Progress will be monitored through institutional reporting on participation, retention, completion, employment and graduate outcomes, together with evaluation of curriculum renewal, cultural safety and partnership activity.

Through these actions, the University will strengthen the conditions for Aboriginal and Torres Strait Islander peoples, knowledges and theological scholarship to shape its teaching, research, governance and public engagement.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	<5	5	8 by 2029

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations success rate	HESC – Verified 2024	33.33%	40.0%	75.0% by 2029
First Nations retention rate	HESC – Verified 2024	Data not publishable	Maintain	Maintain

Indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

Equity

Increasing access, participation and attainment of under-represented groups and priority cohorts

Vision

The University of Divinity will provide an inclusive, relational and academically excellent learning environment in which students from diverse and under-represented backgrounds are welcomed, supported and enabled to flourish. Equity will continue beyond access to involve belonging, engagement, success, completion and lifelong learning. Through its distinctive collegiate model, small-class teaching and flexible modes of study, the University will respond to the needs of its predominantly mature-age and part-time student community. The University will identify and reduce barriers to participation and success, strengthen culturally responsive and accessible education, and ensure students are known, supported and able to participate fully in University life.

Action

The priority is a whole-of-University approach to equitable participation, student engagement, retention and success, building on the strong student experience outcomes and supporting improved participation and retention in the nominated Field of Education. Particular attention will be given to Aboriginal and Torres Strait Islander students; culturally and linguistically diverse students; regional and remote students; students with disability; mature-age, part-time and online learners; first-in-family students; students experiencing educational disadvantage; and those entering through non-traditional pathways.

- **Strengthen student success and retention.** The University will implement a more coordinated approach to student success across its Colleges, strengthening transition and orientation, early identification of students requiring additional support, academic skills development, wellbeing and referral pathways, relational teaching and mentoring, and timely academic intervention. Student participation, progression, retention and completion data will inform targeted intervention and continuous improvement.
- **Expand culturally responsive support.** The University will evaluate the CALD student support pilot within the Graduate Certificate in Professional Supervision and adapt effective practices across appropriate awards. This will inform culturally responsive orientation, academic language and learning support, peer support, inclusive curriculum design and staff capability development.
- **Improve regional, remote and online participation.** The University will review the effectiveness and accessibility of its Learning Management System and digital learning practices, with particular attention to navigation, student engagement, flexible and asynchronous learning, digital resources and equitable access to academic and student support.
- **Strengthen inclusive learning and teaching.** Curriculum and assessment renewal will integrate accessible and inclusive design, culturally responsive pedagogies and reasonable adjustments. Academic development will reinforce staff capability to support diverse learners, including students with disability, caring responsibilities and non-traditional educational backgrounds.
- **Strengthen pathways and partnerships.** Working with Colleges, communities, churches and professional partners, the University will strengthen alternative entry, recognition of prior learning, flexible study and lifelong learning pathways for under-represented groups.

Progress will be monitored through disaggregated participation, progression, retention, completion, student experience and graduate outcome data, with regular reporting to Academic Board and Council informing intervention, resource allocation and continuous improvement.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	72	74	78 by 2029
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	87	90	94 by 2029
Total enrolments	Regional	HESC – Verified 2025	73	75	79 by 2029
Total enrolments	Remote	HESC – Verified 2025	<5	<5	Increased enrolments by 2029
Success	Students with disability	HESC – Verified 2024	82.38%	84.0%	86.0% by 2029
Success	Students from low SES backgrounds	HESC – Verified 2024	80.27%	82.0%	84.0% by 2029
Success	Regional	HESC – Verified 2024	90.22%	91.0%	93.0% by 2029
Success	Remote	HESC – Verified 2024	Not applicable	In line with regional success rate	In line with regional success rate by 2029
Retention	Students with disability	HESC – Verified 2024	63.33%	64.0%	66.0% by 2029
Retention	Students from low SES backgrounds	HESC – Verified 2024	68.97%	70.0%	72.0% by 2029
Retention	Regional	HESC –Verified 2024	72.50%	73.0%	75.0% by 2029
Retention	Remote	HESC – Verified 2024	Not applicable	In line with regional retention rate	In line with regional retention rate by 2029

Indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

Quality teaching

Raising the quality and recognition of higher education teaching

Vision

The University of Divinity will provide dynamic, engaged and high-quality learning and teaching that supports every student to achieve the knowledge, skills and capabilities required of their award. Across in-person, online and blended learning, the University will provide consistent, accessible and intellectually rigorous educational experiences supported by effective technologies and evidence-informed practice. In a rapidly changing environment, including the increasing influence of artificial intelligence, the University will equip students to think critically, exercise ethical judgement, engage responsibly with developing technologies and apply their learning in ways that strengthen human relationships, contribute to their communities and serve the common good.

Action

In 2027, the University will improve learning and teaching through an integrated approach to Assurance of Learning, academic standards, evidence-informed improvement, responsible AI and academic staff capability. Improvement will be demonstrated through stronger evidence of student learning, greater Collegiate consistency and delivery modes, targeted responses to risks, and measurable staff engagement in professional learning.

- **Strengthen Assurance of Learning.** The University will review and strengthen its Assurance of Learning framework to demonstrate achievement of course learning outcomes and Graduate Attributes across undergraduate and postgraduate awards. Curriculum mapping, assessment design and moderation will be strengthened, with particular attention to assessment validity in the context of Generative AI. Evidence from course and unit review will inform improvement priorities.
- **Enhance quality and consistency across the collegiate system.** The University will strengthen curriculum review, moderation, benchmarking and evaluation across Colleges and in-person, online and blended delivery. Common expectations and review processes will support consistent academic standards while enabling appropriate disciplinary and contextual diversity.
- **Use evidence to drive improvement.** The University will monitor student feedback, academic integrity, progression, attrition, pass rates and other indicators of educational quality. Variations in outcomes will be identified, investigated with Colleges and addressed through targeted improvement actions. Disaggregated data will support analysis of differential student experiences and outcomes.
- **Implement the Generative AI Action Plan.** The University will strengthen ethical and educationally purposeful use of AI while safeguarding academic integrity, critical thinking, cultural integrity and achievement of learning outcomes. Assessment and curriculum review will identify where redesign or additional assurance is required, with attention to accessibility and equitable participation.
- **Build and evaluate teaching capability.** Academic staff capability will be strengthened through a Teaching Capability and Recognition Program incorporating professional learning, peer collaboration and communities of practice in pedagogy, assessment, inclusive and culturally responsive teaching, and digital and AI literacy. Evidence of professional learning, peer review, teaching innovation, cultural competency, application to practice, student feedback and quality indicators will inform targeted development, recognise quality teaching and demonstrate continuous improvement through academic governance and quality assurance processes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	94.4%	95.0%	96.0% by 2029
Skills development	QILT SES – Verified 2025	87.1%	88.0%	92.0% by 2029
Teaching quality and engagement	QILT SES – Verified 2025	94.4%	95.0%	96.0% by 2029
Learning resources	QILT SES – Verified 2025	92.5%	93.0%	95.0% by 2029

Joined-up tertiary system

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

Vision

As a specialist higher education provider, the University of Divinity supports a connected and flexible tertiary education system that enables lifelong learning and movement between education, professional practice and community contexts. While the University does not currently deliver vocational education and training qualifications, it will maintain accessible pathways into higher education through recognition of prior learning, credit and flexible study options. Working with its Colleges and external partners, the University will continue to be responsive to opportunities for collaboration and pathway development that align with its distinctive educational mission, student needs and emerging national tertiary education priorities.

Action

The University does not propose major new initiatives in this area during 2027. As a specialist higher education provider that does not currently deliver VET qualifications, its immediate priority is to maintain effective pathways into and through higher education while remaining responsive to developments in the joined-up tertiary system.

During 2027, the University will:

- review and strengthen credit and Recognition of Prior Learning (RPL) arrangements to support transparent pathways into undergraduate and postgraduate awards;
- explore formal articulation pathways with TAFE and VET providers into the Diploma and Bachelor of Counselling, including relevant qualifications in counselling, community services, mental health and related fields;
- develop clearer student pathways from VET qualifications through credit/RPL into higher education, professional practice and further study;
- support flexible progression through sub-bachelor awards, nested qualifications, professional learning, online and blended study, and lifelong learning;
- engage with TAFE/VET providers, professional organisations, industry and community partners where there is demonstrated student, workforce or community need;
- ensure articulation and credit arrangements are academically robust, transparent and support successful student transition; and
- monitor and respond to national developments in tertiary pathways and credit recognition

The Counselling pathway work will provide an initial opportunity to evaluate demand, credit equivalence, student transition and potential partnerships before broader expansion. Particular attention will be given to pathways that may improve participation for First Nations, mature-age, regional, first-in-family and other under-represented learners. This will enable the University to contribute practically to a more joined-up tertiary system while maintaining its specialist mission and creating sustainable pathways into University study.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Development of VET-higher education articulation and credit pathways, initially in Counselling and related fields.	University of Divinity supplied	No formal mapped articulation pathway currently in place for the Diploma/Bachelor of Counselling with a VET provider.	Undertake pathway and credit mapping with Kangan Institute during 2027, including consideration of relevant VET qualifications in counselling, community services, mental health and related fields; identify appropriate credit/RPL arrangements and assess the feasibility of a formal articulation pathway including mapping unit to unit and VET program to HE program.	By the end of 2027, complete initial mapping and feasibility work and identify agreed next steps for a formal VET-higher education pathway. By 2029, establish and monitor viable articulation pathway/s, including student uptake, credit awarded and student transition where implemented.
Explore and develop formal articulation pathways with specific TAFE and VET providers into the Diploma and Bachelor of Counselling, including relevant qualifications in counselling, community services, mental health and related fields.	University of Divinity supplied	Development of formal mapped articulation pathways by the end of 2027. Draft arrangement with Kangan Institute by mid-2027.	Unit to unit mapping and VET to higher ed program mapping complete by 2028.	Robust evaluation process in place by 2029 to assess success. Discussions with other VET providers.

Research

Sustaining national capability and supporting innovation through research and research training

Vision

The University of Divinity will produce research of outstanding academic quality in theology and related disciplines that contributes to knowledge and creates positive social, cultural and community impact in Australia and internationally. Through collaboration with communities, churches, industry and other partners, research will engage critically with contemporary challenges and contribute to the common good. The University will develop the next generation of researchers, strengthen Aboriginal and Torres Strait Islander research and scholarship, support research translation and engagement, and create a vibrant research culture characterised by intellectual rigour, cultural engagement, collaboration, ethical practice and meaningful impact.

Action

The University will reinforce research quality, engagement, impact and researcher development through five interconnected areas of activity.

- **Assure research quality and impact.** The University will continue its annual review of one of its five research disciplines, incorporating internal and external peer review of research quality, engagement and impact. Findings will inform discipline development, research planning, investment and continuous improvement.
- **Invest in research capability and collaboration.** Internal competitive funding will support high-quality research, research engagement and projects with potential for meaningful impact. Researchers will be supported through mentoring, collaboration and project development to strengthen research capability, build track records and increase competitiveness for external research funding and partnerships.
- **Increase research visibility, engagement and partnerships.** The University will redevelop its research website to strengthen the national and international visibility of its researchers, expertise, publications, supervision capacity and research impact. Targeted engagement with churches, schools, healthcare and aged-care organisations, community organisations and other stakeholders will support collaborative research and strengthen pathways into research degrees, including the Doctor of Professional Practice to support an increase in enrolments.
- **Strengthen research training and researcher development.** Through the School of Graduate Research, research students will have regular opportunities to develop research, professional and transferable skills, participate in scholarly communities and access appropriate research support and funding. Progression and completion will be monitored to support timely completion and successful research outcomes.
- **Strengthen Aboriginal and Torres Strait Islander research.** The University will strengthen First Nations research and research training through partnerships with Indigenous scholars and communities. It will support Indigenous-led research, theological scholarship, HDR enrolments, Indigenous methodologies and culturally appropriate ethics. Research involving Aboriginal and Torres Strait Islander peoples and knowledges will recognise Indigenous authority, priorities and demonstrable community benefit.

Together, these actions will strengthen a collaborative research culture that connects academic excellence with engagement, impact and contribution to the common good.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	74	80	85 by 2029
HDR domestic completions	HESC – Verified 2024	13	14	36 completions 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.