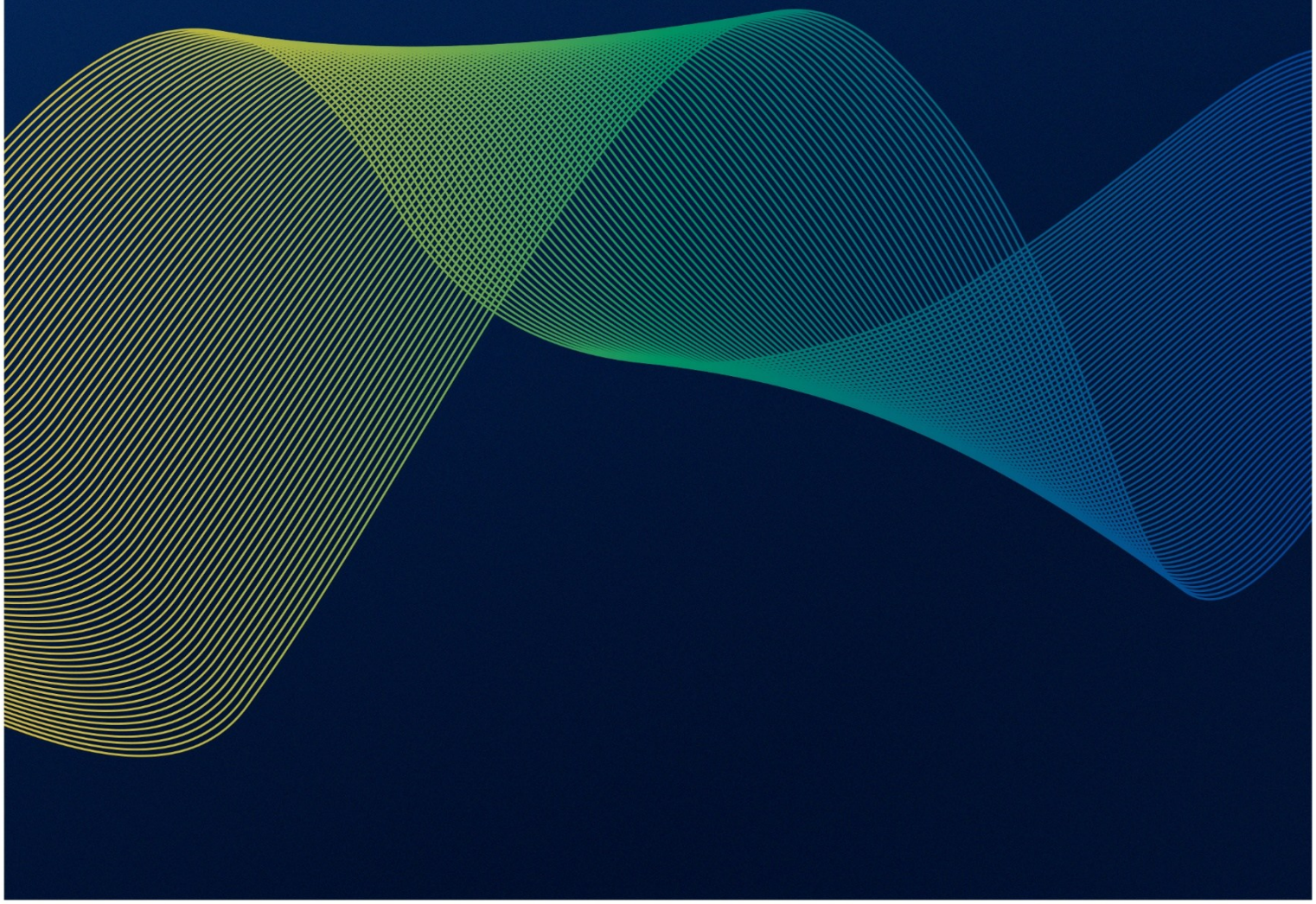
Australian Government

ATEC
Australian Tertiary Education Commission

2027 mission based compact between the ATEC and the University of Notre Dame Australia



Preface

This mission based compact is established between the Australian Tertiary Education Commission (ATEC) and the University of Notre Dame Australia 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 Notre Dame Australia 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 Notre Dame Australia. 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 Notre Dame Australia'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 Notre Dame Australia's academic freedom.

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

The ATEC must assess the University of Notre Dame Australia'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 Notre Dame Australia 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 Notre Dame Australia 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 Notre Dame Australia'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 Notre Dame Australia 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 Notre Dame Australia as needed, to discuss the University of Notre Dame Australia's progress towards meeting the terms of this compact. If the University of Notre Dame Australia 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 Notre Dame Australia's control, the University of Notre Dame Australia 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 Notre Dame Australia (UNDA) is a purpose-driven Catholic institution committed to high-quality education, grounded in teaching and research excellence, professional formation, and pastoral care. UNDA champions education for the common good and integral human development, welcoming students of all or no faith.

UNDA occupies a distinct position in Australian higher education. As a smaller, values-based Catholic university operating across two states, it advances equity, workforce development, research, and tertiary pathways through deep community partnerships and a personalised approach to education. This personalised model enables UNDA to deliver strong student success outcomes while remaining responsive to the communities it serves. UNDA's strategic intent is to grow with purpose, expanding access for underrepresented cohorts in priority workforce disciplines while preserving the quality and character that defines its educational experience.

Since achieving Table A status in 2020, UNDA has grown from 9,600 students in 2019 to over 13,000 in 2025, underpinned by strengthened financial sustainability and deliberate enrolment planning. This growth trajectory aligns with national priorities, particularly the Accord's target for an 80% tertiary-qualified workforce by 2050, with a clear and consistent focus on equity cohorts. Growth has been especially strong in health and education disciplines, and in underserved areas including peri-urban Sydney and Broome in the Kimberley – regions where access to quality higher education has historically been limited.

UNDA's strategic direction is deeply connected to its Catholic mission and established community networks. It champions flexible, multimodal program delivery in direct support of the Government's Needs Based Funding initiative and the expansion of equitable access for disadvantaged students commencing in 2027. Innovative pathways – including Fee-Free Uni Ready (FFUR) programs, Undergraduate Certificates, and an Experience-Based Entry model reflect UNDA's genuine leadership in inclusive education and its commitment to supporting diverse student journeys at every stage.

UNDA proactively addresses national workforce needs, particularly in priority areas of Health – including medicine, nursing, allied health, and physiotherapy – and in Education, with strong emphasis on early childhood and primary teaching. Flexible learning options ensure UNDA serves both traditional and emerging student cohorts, with ongoing investment in initiatives that deliver measurable improvements in student outcomes and experiences.

Expansion into Western Sydney through existing infrastructure, alongside continued growth in the Kimberley – with established presences in Broome, Kununurra, Oran Park, and Auburn – positions UNDA to meaningfully engage new cohorts, particularly among Catholic, First Nations, and migrant communities. This expansion is in direct alignment with UNDA's founding mission and the Accord's equity and access goals.

UNDA's primary challenge is not a lack of commitment to equity, but the absence of scale required to fully meet diverse cohort needs. As UNDA remains more vulnerable to policy shifts than larger, more diversified providers, sustainable growth is therefore essential – not as an end in itself, but as the means by which UNDA can continue to widen participation, improve completion outcomes, and deliver transformative opportunities for students and their communities for decades to come.

Enrolment strategy and priorities

Enrolment priorities for the 2027 compact period:

Our growth is purposeful and planned, reflected in current enrolment data, and is targeted at the disciplines and cohorts this Commission has identified as national priorities. UNDA is not one market – it is several markets, each with its own dynamics. We are a system, within the national system. Our strategy plays out differently across the country; organic growth of existing programs, with roots in our Objects of providing training for the professions;

- **Health based programs:** Our new Health Sciences offerings in Sydney are the clearest evidence of that: launched in 2026 and expected to grow in excess of 100% in 2027. The Health FOE now makes up 44% of our EFTSL, up from 34% in 2020. UNDA will grow allied health, physiotherapy, and non-MD medicine enrolments in response to workforce shortages in Western Australia and New South Wales. Our 2027 focus is to diversify through delivery of other programs to equity cohorts, predominantly in Western Sydney. Nursing in 2027 will be a lower profile for UNDA as we progress a new accredited program. UNDA anticipates Nursing to resume commencing enrolments from S2, 2027.
- **Education:** UNDA will expand teacher education, including early childhood and primary programs, in direct response to the national skills priority. UNDA's teacher education pipeline has grown 15% in the most recent year.
- **Western Sydney:** using existing infrastructure UNDA will expand its presence in Western Sydney, targeting the growing Catholic and migrant population of Greater Western Sydney. Our analysis suggests this population – uniquely aligned to UNDA's mission – has a higher than average low SES population, thus UNDA's greatest opportunity to provide an education to equity cohorts (in support of the Accord's ambition).
- **Pathways, enabling programs and VET to higher education:** Currently, FFUR programs support 243 students, and our projections are for increasing demand, which new credit pathways from VET, such as from Diploma into the Bachelor of Counselling, allow for one full year of credit to be awarded. Guided by the University's Pathways Action Plan, UNDA will expand its FFUR programs (Tertiary Pathway, UniPath in Schools), inclusive admissions pathways (e.g. Experience-Based Entry), and VET to Higher Education credit pathways. This approach will support growth in equity participation, alongside greater cross-sector harmonisation. Further discipline areas will be added and integrated into a coherent, institution-wide credit pathway ecosystem.
- **Kimberley and Broome:** UNDA's medical school campus in Broome is one of the most remote medical school campuses in the world, specifically focussed on First Nations pathways into Medicine, and increasing the number of First Nations' medical practitioners. UNDA will sustain its remote campus and grow First Nations enrolments through expanded VET delivery, Pathways (both typically sub-Bachelor) and culturally appropriate student support.
- **Postgraduate Medicine and undergraduate pathways to Medicine:** aligned to both our Mission and to national priorities – these will continue to be a focus.

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

UNDA was established to deliver professional education grounded in the Catholic intellectual tradition, with a longstanding focus on serving schools, hospitals and community services. That mission remains strongly aligned to ATEC's priority workforce needs in health, aged care, disability support and education. UNDA's strongest contribution is in Health Sciences and Education. In Western Australia, it is the only Catholic university and a significant provider for metropolitan, Kimberley and remote communities. In New South Wales, its Western Sydney expansion will improve access for underrepresented, low-SES communities while helping meet national and state skills needs.

Action

- **National, state and strategic priorities:** UNDA supports national NSW and WA priorities, where it primarily operates. UNDA will continue to grow enrolments through its maturing Health/Allied Health programs in NSW, maturing Education programs, recommencement of Nursing recruitment in S2 2027, and staged growth in Western Sydney. UNDA educates a significant share of WA's primary and ECE teachers. UNDA will grow teacher education enrolments and maintain Broome-based programs serving Kimberley and remote schools. Flexible delivery and equity pathways improve access for regional, low-SES and First Nations students. In Western Sydney, UNDA will serve Catholic and underserved students through flexible programs in high-demand fields, supported by FFUR pathways.
- **Western Sydney:** UNDA's most significant institutional innovation. Liverpool and surrounds have lower higher education participation rates, a large and growing Catholic population, and strong demand for health and education graduates. UNDA launched at Oran Park in 2023, in S2 2026 in Auburn, and in 2027 UNDA plans to broaden its offerings including Arts, Business, Law, and Education at Liverpool, addressing national and NSW priorities for access in underserved communities and creating a new graduate pipeline for south-west Sydney.
- **Online and regional growth:** Through partnership with Open Universities Australia, UNDA will scale flexible offerings integrated with stackable micro-credentials supporting lifelong learning. UNDA will also partner with University Study Hubs to provide accessible, in-place education for regional, remote, and outer-suburban communities.
- **AI and emerging technologies:** UNDA's Centre for Technology and Human Futures leads human-centred, ethical research into AI drawing on philosophy, theology, and the social sciences. With a curriculum refocus toward AI and cybersecurity, UNDA will equip students to engage responsibly with emerging technologies while preserving human professions and purpose.
- **RTO:** Following reaccreditation, priority programs are scoped for 2027, in keeping with tertiary harmonisation principles.
- **Retention and success – key initiatives:**
    - Early identification of students at risk using engagement, assessment and progression indicators, combined with personalised outreach, support referrals and Success Plans, enables intervention before disengagement becomes attrition.
    - A university-wide focus on transition, belonging, engagement, inclusive teaching, assessment and support navigation, supported by the First-Year Experience Network and staff capability development.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0701 Teacher Education				
Total student enrolments	HESC – Verified 2025	2,070	3,011	4,029 by 2030
Success rate	HESC – Verified 2024	95.67%	96.70%	96.80% by 2030
Retention rate	HESC – Verified 2024	84.35%	85.50%	87.00% by 2030
06 Health				
Total student enrolments	HESC – Verified 2025	3,243	2,773	4,167 by 2030
Success rate	HESC – Verified 2024	89.68%	92.00%	95.00% by 2030
Retention rate	HESC – Verified 2024	82.55%	85.00%	88.00% by 2030
0617 Rehabilitation Therapies				
Total student enrolments	HESC – Verified 2025	696	1,024	1,200 by 2030
Success rate	HESC – Verified 2024	97.43%	97.60%	98.00% by 2030
Retention rate	HESC – Verified 2024	91.67%	92.00%	94.00% 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

UNDA's Broome campus provides a place-based connection to Indigenous communities that few universities share – growing from our mission and aligned with and community needs. The Indigenous Education Office supports approximately 300 First Nations students across VET and undergraduate programs. UNDA will grow First Nations enrolments, improve retention and completion outcomes, and embed Indigenous knowledges across curriculum and governance. The Nulungu Research Institute, Chairs of Indigenous Knowledges and Indigenous Research, and Majarlin (Kimberley Centre for Remote Health) provide First Nations leadership, self-determination, and community-responsive research across the Kimberley and beyond. First Nations leadership and self-determination will shape how this work develops.

Action

Key actions for 2027:

- **Governance:** UNDA has First Nations representation on UNDA's Board of Governors and National Student Board, supported by the National Indigenous Student Society, and two Chairs of Indigenous Research. This supports self-determination and informs planning and resource allocation. This commitment to leadership will continue under the new Vice Chancellor.
- **Indigenous Education Office:** UNDA is growing its Indigenous Education and Support Office (IESO), delivering consistent enrolments, streamlined student support, and strong retention. UNDA is transitioning Indigenous Student Success Program (ISSP), Needs-based Funding (NBF), and Away from Base (AFB) grant funding to ensure program continuity and growth. Using NBF, UNDA is recruiting a Director for the IESO, and is embedding Indigenous Student Support Officers within faculties, enhancing both academic and non-academic support to First Nation's students including mentorship, career guidance, and graduate programs.
    - Retention: UNDA identifies 'at risk' First Nations students using our retention centre and systems, then referred to relevant areas of the University for support. Our First Nationals Student Engagement Strategy is 'on track' for 2027 implementation.
    - Outreach and access: Through co-designed, culturally targeted outreach and expanded pathway programs responsive to the lived experience of First Nations students, UNDA will grow commencing student numbers.
- **Indigenising curriculum:** UNDA is embedding First Nations knowledges, culture, and perspectives across curriculum. This includes engagement, input and review by external First Nations subject matter experts.
- **Community partnerships:** UNDA continues to strengthen relationships with Aboriginal Community Controlled Organisations across the Kimberley and WA, alongside established and new partnerships with organisations. Our repository has been developed by engagement with First Nations staff and students.
- **Reconciliation Action Plan:** UNDA is implementing its first Reflect Reconciliation Action Plan in 2027, with deliverables focused on enhancing First Nations leadership, access, participation, and success.
- **Work-readiness and careers:** UNDA partners with industry delivering culturally responsive placements with embedded Indigenous values, graduating First Nations students who are work-ready and career confident. Career development programs align planning with cultural identity and strengths. Current First Nations students are offered cadetships with industry partners aligned to their professional degrees.
- **Lifelong learning:** UNDA promotes ongoing education beyond degree completion through culturally grounded, community-connected learning opportunities that support lifelong aspirations.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	102	104	150 in 2030 Concerted strategy to engage with Schools and community groups to continue an increasing intake of students.
First Nations success rate	HESC – Verified 2024	77.36%	79.00%	82.00% in 2030
First Nations retention rate	HESC – Verified 2024	72.22%	75.00%	79.00% in 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

Equity sits at the heart of UNDA's Catholic mission. We embed equitable practice, celebrate diversity, and help students from underrepresented backgrounds thrive. Through a whole-of-university approach spanning outreach, pathways, learning, teaching, student support, and institutional development, we've grown both the number and proportion of Equity students, taking transformative, evidence-informed action across the student lifecycle. Our focus is improving access, participation, and success for students from low socioeconomic backgrounds, those with disability, and regional and remote communities, while building on strong retention for these cohorts. Our presence in Western Sydney and the Kimberley further advances national equity priorities and widens participation.

Action

- Our retention of Equity students is high. We will continue to improve retention through the Student Retention and Success Framework, including the First-Year Experience project, Student Success Plans for at-risk students, curriculum renewal (including assessment and Blackboard Ultra enhancements), and strengthened student support focused on engagement, flexibility, and accessibility. These initiatives will be supported by targeted improvements at course and program level.
- UNDA has an equity reserve on popular undergraduate programs.
- UNDA will activate a place-based model in Western Sydney, targeting first-generation students, Catholic communities and migrant families.
- In WA, UNDA will expand flexible and hybrid delivery and pathway programs through Fremantle and Broome to address persistent geographic barriers to access.
- Expansion of access pathways through the launch of a structured Pathways Action Plan, including expanded FFUR programs (e.g. UniPath in Schools), admissions pathways (e.g. Experience Based Entry) and VET-Higher Education articulation. Admissions transformation and improved equity cohort identification will support growth in participation among underrepresented cohorts.
- Through the development of a Disability Access and Inclusion Plan and Mental Health and Wellbeing Framework, UNDA will begin to embed inclusive practice and targeted solutions across academic, support, and operational domains.
- Financial inclusion will be advanced through the implementation of an Equity Scholarships Framework, including streamlined and automated scholarship processes, and expanded targeted supports for equity cohorts, as well as the development of a Financial Inclusion Action Plan and Digital Access Program (including a laptop loan scheme and technology grants).
- Operationalisation of expanded outreach and transition programs (e.g. Future You) for low socioeconomic and regional communities.
- Student belonging and support will be enhanced through the expansion of the recently established University-wide Student Hubs and Portal, improving access to services and coordinated case management.
- UNDA is enhancing cohort monitoring and early intervention processes, integrating student lifecycle data, at-risk indicators and proactive support. This will be complemented by embedding retention-focused interventions and implementation of a whole-of-university Retention Action Plan.
- Inclusive learning and teaching will be strengthened through the rollout of accessibility-focused digital tools through new LMS, alongside expanded online and hybrid delivery to increase participation for regional, remote and disabled students

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	1,160	1,275	Following trends, expected access rate to be 13.5% by 2030
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	808	975	Expected access rate to be 17% by 2030
Total enrolments	Regional	HESC – Verified 2025	492	568	Expected access rate to be 10% by 2030
Total enrolments	Remote	HESC – Verified 2025	108	127	Expected access rate to be 2.5% by 2030
Success	Students with disability	HESC – Verified 2024	87.38%	89%	By 2030, maintain a success rate over 86% while expanding participation
Success	Students from low SES backgrounds	HESC – Verified 2024	88.14%	89%	By 2030, maintain a success rate over 85% while expanding participation
Success	Regional	HESC – Verified 2024	93.44%	94%	By 2030, maintain a success rate over 90% while expanding participation
Success	Remote	HESC – Verified 2024	90.45%	91%	Maintain a success over 85% while expanding online offerings and participation
Retention	Students with disability	HESC – Verified 2024	77.06%	79%	By 2030, achieve a retention rate over 80% while expanding participation
Retention	Students from low SES backgrounds	HESC – Verified 2024	78.26%	80%	By 2030, maintain a retention rate over 80% while expanding participation
Retention	Regional	HESC –Verified 2024	75.58%	78%	By 2030, maintain a retention rate over 75% while expanding online offerings and participation
Retention	Remote	HESC – Verified 2024	79.55%	80%	By 2030, maintain a retention rate over 75% while expanding online offerings and participation

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

Educating for the Common Good is fundamental to our mission, working across three intersecting levels: individual performance and recognition, collaborative teaching practice, and institutional initiatives relevant at every career stage. UNDA will professionalise teaching through recognised standards, structured development pathways, and sector-aligned recognition. Whole-of-program curriculum renewal, aligned with contemporary disciplinary knowledge, industry needs, and workforce capability, will strengthen teaching as a scholarly, collaborative practice, while programmatic assessment enhances assurance of learning. Digital and AI-enabled approaches will support accessible, practice-relevant learning while preserving UNDA's distinctive personalised student experience, underpinned by the Academic Excellence Framework guiding career development and promotion.

Action

Key actions for 2027:

- Staff new to the University and who have not completed a Graduate Certificate in HE are required to complete a full suite of short modules we have introduced to support staff new to Teaching; professional development in teaching in pedagogies for supporting the needs of a diversity of learners and student engagement
- **Professional learning and recognition**: Academic staff will be supported through structured development pathways aligned to Advance HE Fellowship standards and the Graduate Certificate in Higher Education. UNDA targets 10% of academic staff recognised through Fellowship by 2027, and 20% over five years. Again, we have structured this along the academic lifecycle so that there is emphasis on early-career through Associate Fellowship, as well as teaching leadership at senior Fellow and national leadership at Principal Fellowship. Peer review, mentoring, and communities of practice will embed reflective and collaborative teaching approaches. Promotion pathways will be supported through exemplars, learning circles, and monitored trend data.
- **Curriculum renewal:** UNDA is advancing evidence-informed curriculum renewal, aligning with disciplinary knowledge, industry needs, and accreditation standards across professionally accredited disciplines.
- **Digital learning:** UNDA will complete Blackboard Ultra activation across all programs by end of 2026, with all courses meeting UDL and WCAG 2.1 AA standards, and 75% of academic staff trained in digital pedagogy by end of 2027.
- **Assessment design:** UNDA will adopt authentic, programmatic assessment aligned to learning outcomes, with Cadmus supporting scaffolded design, feedback, and integrity in an AI-enabled environment.
- **AI and digital skills:** UNDA will accelerate AI-ready teaching and assessment, embedding critical thinking, ethical judgement, and digital skills informed by the humanities and Catholic intellectual tradition.
- **Strengths-based and inclusive teaching:** UNDA will embed UDL across curriculum and pedagogy, train staff in high-expectations teaching, and implement a Disability Education Inclusion Strategy with students and staff as partners.
- **Student success:** UNDA is expanding pre-census nudges and Success Plan interventions for at-risk students, backed by enhanced analytics to support diverse cohorts.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Skills development	QILT SES – Verified 2025	84.9%	85.2%	86% in 2030
Teaching quality and engagement	QILT SES – Verified 2025	76.7%	77.5%	82% in 2030 This trajectory assumes targeted uplift in postgraduate student experience through tailored interventions in course design, delivery, and support.
Student support and services	QILT SES – Verified 2025	56.4%	57.4%	65% in 2030
Learner/peer engagement	QILT SES – Verified 2025	70.9%	72.2%	74% in 2030

Joined-up tertiary system

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

Vision

UNDA holds dual-sector status as both a higher education provider and a Registered Training Organisation, enabling genuinely integrated VET-to-higher education pathways beyond transactional credit arrangements. UNDA will establish TAFE-University-Industry partnerships in WA priority workforce areas, develop scalable pathway models in Western Sydney, and facilitate relationships with First Nations RTOs to support student progression into higher education. Partnerships with Catholic Dioceses, school systems, and community organisations will directly respond to tertiary harmonisation priorities identified by WA and NSW. For UNDA, harmonisation extends beyond credit recognition to mission-driven, community-responsive skills-based training that serves industry needs, people and place.

Action

UNDA has received ASQA accreditation for the next 7 years (unconditional). In 2026, 8.2% of our students come from an RTO. For the 2027 compact period:

- **WA workforce pathway model**: UNDA has commenced discussions to build a state-based VET-to-higher education pathway model in partnership with WA TAFE providers, covering qualification mapping, block Advanced Standing, and credit into degrees. TAFE-UNDA-Industry tri-partite agreements with Kimberley Pilbara TAFE will formalise shared partnerships in health and education, the two areas of greatest workforce shortage.
- **Sub-degree qualifications**: UNDA is developing AQF Level 5 Diploma and Undergraduate Certificate qualifications as nested entry points into bachelor programs, delivered face-to-face and online. These broaden access for students not ready for direct bachelor entry and build a stronger tertiary pathway ecosystem.
- **Dual enrolment**: UNDA is designing a dual enrolment model allowing bachelor students to concurrently attain a VET qualification, supporting workforce participation during study.
- **Lifelong Learning Framework**: UNDA's Lifelong Learning and Continuing Education Framework provides micro-credentials, bootcamps, and short courses for reskilling and upskilling. These offerings build pipeline enrolments and position UNDA as an industry and community workforce development partner. UNDA is actively working with the Archdiocese of Perth for specific micro credentials for their staff.

We have reverse-mapped levels 5-7 of the AQF into an Associate Degree of Enrolled Nursing and Diploma of Enrolled Nursing. UNDA offers a full year of credit to be awarded for the Diploma of Counselling into the Bachelor of Counselling. In additional to existing articulations (including from SEDA, Diploma of Counselling, Diploma of Enrolled Nursing), UNDA is expanding its VET to Higher Education credit pathways, with the aim of facilitating a robust credit pathways framework that enables students up to one year of credit into relevant undergraduate degree programs.

This work is a key component of the University's Pathways Action Plan, and will support growth in equity and participation, along with enabling greater cross sector harmonisation. This program involves mapping aligned VET qualifications to higher education entry points and developing scalable and sustainable diploma to degree pathways. for Further discipline areas will be added and integrated into a coherent, institution-wide credit pathway ecosystem.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Number of programs with approved credit from VET	Internal – VET credit pathway repository – 2025	1	3	Approved credit pathways established from Diploma qualifications into Bachelor degrees for 5 new programs by year end 2028
Number of TAFE-UNDA-Industry tri-partite partnership agreements established	Internal – Third Party Agreement (TPA) repository – 2025	0	1 new partnership	At least 3 partnerships established by 2028
Sub-degree offerings developed (AQF 5/6)	Internal – courses and programs repository – 2025	5	1 new program	At least 2 new AQF 5/6 pathways available from 2028

Research

Sustaining national capability and supporting innovation through research and research training

Vision

UNDA's research is guided by the Catholic intellectual tradition: scholarship should serve humanity. Transformative Research is one of our five strategic pillars. The research strategy concentrates on pursuing research excellence and impact in health and medicine, the humanities, and applied social research in areas aligned with state and national priorities, including the ethics of Artificial Intelligence through the Centre for Technology and Human Futures, and community-led First Nations research through the Kimberley-based Nulungu Research Institute. UNDA is strategically and sustainably building our Higher Degree by Research (HDR) cohort in our areas of research specialisation in connection with developing mission-aligned industry and philanthropic partnerships.

Action

Research actions for the 2027 compact period:

- **Building our HDR cohort:** UNDA will strengthen domestic HDR enrolments in areas of research specialisation through strategic scholarships, including the Notre Dame Transformative Research HDR Scholarships in areas such as the Ethics of AI and the strategic priorities of the NSW-ACT Domestic, Family and Sexual Violence Research Network, as well as the Notre Dame Aboriginal and Torres Strait Islander HDR Scholarship. Growth will be supported through mission-aligned partnerships, internship opportunities and dedicated work-based HDR cohorts in areas of professional need such as Nursing and Education.
- **Research specialisation through new Centres:** The Centre for the History of Philosophy (established 2024) will grow its focus on Abrahamic intellectual traditions and their relevance to contemporary social cohesion including responses to antisemitism and islamophobia. UNDA will establish 2 new centres of specialisation within our national research institutes: the Centre for Technology and Human Futures (CTHF) and the Centre for Injury Prevention and Pain (CIPP). Targeted research training scholarships will be linked to these specialisations.
- **Ethics of Artificial Intelligence:** The CTHF will lead human-centred research into the ethical and social implications of AI, growing through research activity, partnerships, and public-facing events exploring AI's impact on education, personal formation, and work.
- **Injury prevention and pain:** Through the CIPP, UNDA will advance research into musculoskeletal injury and pain, one of the most prevalent and growing burdens of disease in our community, complementing existing strengths in cardiovascular health, aged care, homelessness, and Indigenous health. A focus on prevention, early intervention, and improved outcomes for vulnerable populations aligns with Australian and WA Government priorities in prevention and healthy ageing.
- **First Nations community-led research:** UNDA's Kimberley-based Nulungu Research Institute will lead research on just energy transitions, alongside ARC-funded projects on rock art conservation and water governance, aligning with national and WA priorities in climate adaptation, environmental stewardship and clean energy, strengthening heritage resilience and supporting sustainable, community-based economies. Nulungu will lead the growth and supervision of Indigenous research for our HDR cohort, forming a core strength in UNDA's distinctive regional, remote and community-partnered research profile.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	239	250	275 domestic HDR enrolments by end of 2030.

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic completions	HESC – Verified 2024	50	44	50 domestic HDR completions by end of 2030.
Research institutes and centres	Provider supplied (baseline is total # of new centres of specialisation within our national research institutes in 2025)	1	3	5 centres of specialisation within our national research institutes 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.