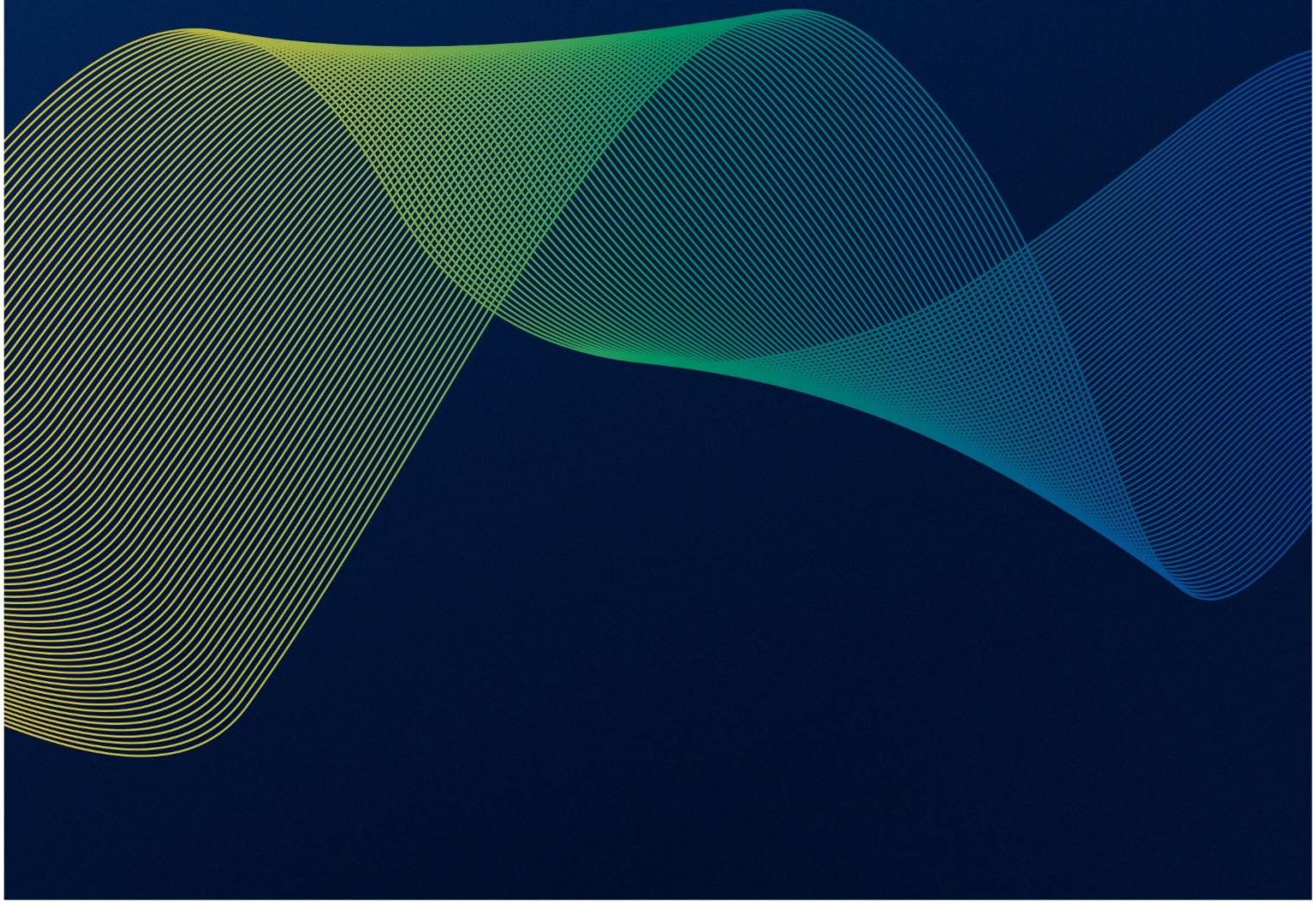
Australian Government

ATEC
Australian Tertiary Education Commission

UNIVERSITY of TASMANIA

2027 mission based compact between the ATEC and University of Tasmania



Preface

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

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

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

The ATEC may conduct annual check-in meetings with University of Tasmania as needed, to discuss University of Tasmania's progress towards meeting the terms of this compact. If University of Tasmania has any concerns about their ability to meet the agreed terms of this compact, including as a result of matters reasonably outside University of Tasmania's control, University of Tasmania 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 Tasmania's (UTAS) mission is to make a difference **for Tasmania** and a distinctive contribution **from Tasmania**. As Tasmania's only University, we carry a statewide responsibility. Our mission begins with Tasmania's people, places and future, and extends nationally where the University's distinctive capabilities contribute to national priorities.

Tasmania's context shapes our mission through strengths including leadership toward a zero emissions future, significant sustainability credentials, strong regional communities, innovative primary industries and distinctive natural, cultural and First Nations knowledge systems. Tasmania also faces serious structural challenges: lower productivity, educational attainment, adult literacy and numeracy, significant health inequalities and life expectancy gaps between regions. These conditions define our work to ensure Tasmania's future prosperity.

A place-based civic mission for Tasmania

We are deeply connected to Tasmania's communities and give expression to their commitment to learn, pursue knowledge, creative expression, civic engagement and debate. This sits alongside our obligation to provide the skills, research, innovation and professional education that Tasmania needs. This requires breadth across all Fields of Education to support a vibrant civil society, economy and environment. Our mission **for Tasmania** centres on 5 2050 Tasmanian Transitions, pursued by partnering with community, industry, and government:

- **Education:** lifting attainment so 80% of working-age Tasmanians hold a post-school qualification.
- **Health:** eliminating the inter and intra-state life expectancy gap.
- **Productivity:** exceeding the national average through applied research and industry partnership.
- **Climate:** positioning Tasmania as a national model for the zero-emissions transition.
- **Tasmanian Stories:** strengthening the state's cultural fabric by ensuring the full breadth of Tasmania's stories are given creative expression.

To the greatest extent possible, delivery must span Tasmania's 3 main regions (Hobart, Launceston, Burnie). Quality regional delivery provides access to life-transforming opportunities of higher education for all Tasmanians, allows employers to recruit locally and communities to avoid critical skill gaps. We enrol above-average proportions of low SES, regional and First Nations students, and improve their participation and success. We are also the island's major research and development provider, supporting public policy, health, primary industries, climate, protection of unique terrestrial ecosystems, earth sciences, and regional development.

A national mission from Tasmania

We also contribute nationally **from Tasmania** through health training and internationally leading marine and Antarctic science capability.

Decades of Tasmanian Health System partnership have built capabilities in health education, research and workforce development that support health systems across Australia. We are Australia's largest postgraduate nursing provider, through embedded partnerships with NSW Regional Health Authorities and hospitals nationally. We also deliver the only paramedicine program in inner-Sydney (NSW Ambulance), and train Australian Defence Force (ADF) and Royal Australian Navy (RAN) medics through longstanding ADF/RAN partnerships.

Tasmania's location underpins our globally significant role in temperate, cold-water and Antarctic marine science. Through Institute of Marine and Antarctic Studies (IMAS) and long-term Commonwealth agency integration, we hold important research, infrastructure and educational capability supporting Australia's Antarctic presence, climate and marine stewardship, food security and future workforce needs while sustaining Hobart's knowledge economy. This is complemented by our role as home of the Australian Maritime College, supporting critical maritime and defence sovereign capability.

Enrolment strategy and priorities

Our enrolment strategy reflects our role as Tasmania's only University, operating across multiple campuses in a state with low year 12 completion and tertiary participation. Our student load is organised around 4 cohorts, each mission-aligned and facing growth constraints that affect our ability to achieve sustainable scale.

Tasmanian mission-focused load is our largest and most direct expression of our place-based civic mission: on-campus domestic students in Hobart, Launceston and Burnie, and Tasmanians studying online. Growth is constrained by demographics and readiness – Tasmania's year 12 cohort is projected to decline by 10% by 2039, and with offer rates around 99%, unmet demand among prepared students is effectively zero. Latent adult learner demand is fewer than 1,000 students statewide, while around half of adult Tasmanians face literacy and numeracy barriers that place university out of reach without sustained pre-enrolment investment to enable structural change upstream of enrolment.

National health-focused load is approximately half of total Equivalent Full-time Student Load (EFTSL) and supports our national health mission through nursing and paramedicine, including Rozelle campus partnerships and postgraduate online programs. It provides critical cross-subsidisation for Tasmanian mission delivery, but on-campus growth is capped by NSW Health placement quotas and postgraduate online nursing is at-scale.

Other national-focused load comprises interstate students attracted to our distinctive offerings, primarily online. These programs support cross-subsidisation but operate in competitive national markets. Growth requires genuine differentiation aligned with our distinctive strengths.

International load is financially critical to Tasmanian mission, delivery and research, but highly sensitive to Australian visa, migration and market settings. We have invested in recruitment quality, specialist staff and tools to ensure international students are well matched to their programs and supported to succeed. International students also make a significant contribution to Tasmania's critical workforce needs, sustainable population growth and cultural diversity particularly where they build lives in Tasmania. Policy settings that provide stability and recognise Tasmania's genuinely regional character are important to Tasmania's future prosperity and our financial capacity to deliver our mission.

The total student profile is very different from the national average. We have a high percentage of equity and regional students and large cohorts who are mature age, part-time, on-line, and less prepared. These are critical to our access and equity mission, but all of these factors make it a high needs and high attrition risk student population. In all categories we focus on achieving success and retention results, which are better than predicted outcomes in the near term and parity in the long-term with those without these risk factors.

Enabling a more joined-up education system

The key constraint on enrolment growth is the number of Tasmanians who are prepared for university study, particularly among low-SES adults, First Nations Tasmanians and isolated regional learners. This work depends on sustained investment in programs that address Tasmania's adult literacy and numeracy challenge.

We are addressing this through a sustained close working relationship with the Tasmanian Schools Systems and TasTAFE as we work to extend our 3-sector partnership into one integrated education system from early childhood to learning in the third age. We have a formal partnership with the Department of Education, and we work with TasTAFE, schools, community organisations and employers to build aspiration, academic readiness and navigable pathways. Our formal articulation agreement with TasTAFE, covering over 25 qualifications, provides the foundation for a more joined-up tertiary system. This is extended through bi-directional pathways, stackable credentials and closer curriculum alignment so learners can build capability and capacity as they engage with higher education.

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

Our vision is to sustain the breadth of education, research and partnership Tasmania needs to be sustainable, inclusive and prosperous, in all 3 major regions wherever possible, while contributing nationally from distinctive Tasmanian strengths. As Tasmania's only university, every Field of Education we deliver is the only in-place university provision of that field in the State. Within this comprehensive role and significant breadth, the 2027 compact will focus on selected Fields of Education where targeted improvement in participation, success and retention, together with distinctive research capability, can make the greatest contribution to Tasmania's needs and national priorities.

Action

In 2027, we will sustain the breadth of education Tasmania needs for a flourishing society and economy, while concentrating improvement effort in selected priority fields of education and deepening focus on areas where our distinctive capability contributes to Australia's skill and knowledge needs.

Sustaining Tasmania's core education needs

As Tasmania's only university, we will maintain provision across all fields of education as each is the only in-place university education offered in Tasmania. We will manage our course portfolio to Tasmania's civic, professional, economic and cultural needs, including a range of essential sub-scale offerings in disciplines such as allied health, law, engineering, sciences and creative arts, where small cohorts sustain critical professions and vibrant communities, particularly in Tasmania's north and north-west. Within this comprehensive breadth, we will concentrate additional effort in priority disciplines in 2027 to strengthen participation, success and retention.

Aligning with national capability needs

We will deepen focus on internationally distinctive capabilities that support national strategic priorities:

- Building the national health workforce: through large scale provider partnership and innovative offering delivery
- Marine and Antarctic science: through the global leadership of IMAS and Hobart's role as Australia's Antarctic gateway
- Agriculture and food security: through TIA and its work with Tasmania's primary industries
- Earth Sciences: through CODES, supporting Australia's Critical Minerals Strategy
- Sovereign maritime capability: through Australian Maritime College (AMC), supporting defence, AUKUS, offshore resources, ports, supply chain logistics and national seafarer training.

Strengthening regional workforces

Tasmania is a place of places, and our curriculum responds to its regions. We will strengthen place-based workforce pathways in Hobart, Launceston and Burnie. In Burnie, where health outcomes are among the poorest in Australia, we expanded health offerings to include medicine, nursing, pharmacy and psychological science; the first locally trained nursing cohort entered the local workforce directly in 2022.

We will build on this model through strengthening partnerships with industry, community, health services and local government, so regional delivery is aligned with workforce and community need.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
01 Natural and Physical Sciences				
Total student enrolments	HESC – Verified 2025	1,203	Total enrolments to remain at least the same as baseline	At a level that enables UTAS to sustain the Field of Education (FoE) in Tasmania, ongoing
Success rate	HESC – Verified 2024	85.11%	Same or higher than baseline	At a level that enables a 70% university-wide completion rate by 2030
Retention rate	HESC – Verified 2024	74.65%	76%	79% by end 2029
05 Agriculture, Environmental and Related Studies				
Total student enrolments	HESC – Verified 2025	1,286	Total enrolments to remain at least the same as baseline	At a level that enables UTAS to sustain the FoE in Tasmania, ongoing
Success rate	HESC – Verified 2024	79.73%	Same or higher than baseline	At a level that enables a 70% university-wide completion rate by 2030
Retention rate	HESC – Verified 2024	58.82%	60%	64% by end of 2029
06 Health				
Total student enrolments	HESC – Verified 2025	4,457	Total enrolments to remain at least the same as baseline	At a level that enables UTAS to sustain the FoE in Tasmania, ongoing
Success rate	HESC – Verified 2024	87.59%	Same or higher than baseline	At a level that enables a 70% university-wide completion rate by 2030
Retention rate	HESC – Verified 2024	70.39%	72%	75% by end of 2029
07 Education				
Total student enrolments	HESC – Verified 2025	1,793	Total enrolments to remain at least the same as baseline	At a level that enables UTAS to sustain the FoE in Tasmania, ongoing
Success rate	HESC – Verified 2024	85.97%	Same or higher than baseline	At a level that enables a 70% university-wide completion rate by 2030
Retention rate	HESC – Verified 2024	69.82%	71%	75% by end 2029

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
09 Society and Culture				
Total student enrolments	HESC – Verified 2025	3,981	Total enrolments to remain at least the same as baseline	At a level that enables UTAS to sustain the FoE in Tasmania, ongoing
Success rate	HESC – Verified 2024	85.63%	Same or higher than baseline	At a level that enables a 70% university-wide completion rate by 2030
Retention rate	HESC – Verified 2024	55.55%	57%	61% by end 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

Grounded in Indigenous excellence and knowledge, we honour the culture and custodianship of the Palawa people. We recognise our responsibility to Lutruwita and that 'Campus is Country', where Palawa voices, knowledges and cultural authority are respected, visible and influential. Our ambition is for all Aboriginal and Torres Strait Islander students to access and succeed at university, supported by genuine self-determination in institutional governance and place-based pathways through relationships built on respect, reciprocity, truth-telling and trust. With Indigenous knowledges embedded across all disciplines by 2030 we create meaningful outcomes that strengthen communities and enrich our university for all.

Action

Leadership: First Nations governance with real authority

Our refreshed Aboriginal and Torres Strait Islander Strategy strengthens Indigenous governance and decision-making, which already exercises control over some important resourcing decisions. Key actions include establishing a new Indigenous Governance framework that will include an Indigenous Governance Committee, developing an Elders Advisory Group, increasing Indigenous representation across governance structures, and introducing stronger cultural accountability and reporting mechanisms.

Access: expanding pathways and outreach

We are strengthening access through outreach in Tasmanian schools, TAFEs and Indigenous community events, focusing on students from Furneaux Islands and rural and remote areas of Lutruwita. Place-based delivery is already improving outcomes, with the first Burnie medicine cohort achieving 20% Aboriginal and Torres Strait Islander enrolment. Entry and pathways programs will address educational barriers. We recognise our multi-campus presence as a key access mechanism and plans to extend this regional delivery model to additional disciplines from 2027.

Participation: culturally safe and flexible delivery

UTAS is improving flexibility and support for students with cultural, family and on-Country responsibilities. Initiatives include enhanced online learning support, academic assistance, and outreach led by Indigenous mentors and Knowledge Holders. This builds on increased undergraduate participation from 4.2% in 2025 to 4.4% in 2026. Indigenous knowledges are being embedded across academic units, with annual monitoring and cultural capability training introduced for university staff from 2026. A university-wide review of flexible delivery is planned for 2027.

Success: early intervention and targeted support

Indigenous student success remained steady at 79% between 2024 and 2025. Through the 4 Aboriginal and Torres Strait Islander Plans – Cultural Inclusion, Education, Employment and Research – UTAS is strengthening coordinated, data-informed support and early identification of students at risk of disengagement. An institution-wide early alert framework, co-designed with Indigenous stakeholders, will be piloted in 2027, with full implementation planned for 2028.

Knowledge and research: the Institute of Indigenous Knowledges

The Aboriginal and Torres Strait Islander Research Plan 2026-2030 embeds Palawa and Aboriginal and Torres Strait Islander knowledge systems across the University through the Institute of Indigenous Knowledges. Led by Indigenous researchers, the Institute advances community-defined research across land and sea management, education, health, culture and policy, while strengthening Indigenous research leadership, Higher Degree by Research (HDR) participation and interdisciplinary collaboration.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	615	Same or higher than baseline	Total enrolments of First Nations growing so that by 2050 First Nations are represented amongst students in a greater proportion than their presence in the general population.
First Nations success rate	HESC – Verified 2024	79.21%	Same or higher than baseline	First Nations students succeed at the same or greater rates as non-First Nations students by 2050.
First Nations retention rate	HESC – Verified 2024	57.96%	Same or higher than baseline	60% by 2030, with a long-term ambition for the retention rate of First Nations students the same or greater as non-First Nations students.

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

Our vision is for every Tasmanian, regardless of background, location or life circumstances, to have a clear pathway into higher education, enter well prepared and succeed once enrolled. Working with schools, vocational partners, libraries and communities, we will strengthen foundational capability and create seamless pathways into university. Students will experience accessible curriculum and learning environments shaped by universal design for learning, supported by simple, no-wrong-door advice and data-informed support at the right time. By removing structural barriers and expanding opportunity through Burnie and Launceston, we will lift participation, retention and completion and strengthen Tasmania's communities and workforce.

Action

Widening participation for Tasmania's future

Virtually every Tasmanian ready for university already enrols; growth requires expanding the pool who are ready. Around 50% of adult Tasmanians lack foundational literacy and numeracy for university. Subject to FEE-FREE Uni Ready funding, we will work with TasTAFE, libraries, RTOs and community organisations, particularly in regional areas, to strengthen these capabilities. We will maintain above-average participation by low SES, regional and First Nations students and sustain enabling programs, targeting 1,250 domestic enrolments by 2031, with an ambition of 1,500 subject to funding. More than one-third of commencing Tasmanian students will continue to study in Launceston or Burnie.

Improving success through targeting areas with high attrition risk

Our cohort includes high proportions of students with attrition risk factors well above the national average, which reflects our equity mission. Our 2025 domestic coursework commencers: online course enrolments (72%), studying part-time (64%), and mature age (50% are aged 30 or over) who are often balancing increased work and care responsibilities. Where those students are concentrated, we have higher attrition rates. Within this group we are targeting key cohorts, courses and units, including Health, Natural and Physical Sciences, Education, Agriculture and Society and Culture, aiming to improve retention in all priority areas by 5% by 2029. We are deploying our suite of data driven improvement methodologies to drive this change. We will also refresh flexible completion and exit pathways, including microcredentials, so students gain recognised outcomes where they do not complete their original program.

Strengthen overall student success through the right support at the right time

Universal design for learning will guide curriculum, assessment and learning environments, reducing reliance on individual adjustments. No-wrong-door advice, always-available digital resources, academic and accessibility support, peer mentoring, workshops and wellbeing services will make help easier to access. Data-informed responses will support intervention at critical points of disengagement, particularly before census date, at individual, unit and course levels.

Enabling local infrastructure for student success

Our Burnie and Launceston campuses bring higher education within reach of students unable to relocate. With 60-80% of regional campus graduates remaining to work locally, benefits flow directly to communities facing critical workforce shortages. In Burnie, expanded medicine, nursing, pharmacy and psychological science offerings are building local workforce capacity. From 2027, we will sustain and extend this model into other disciplines.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	2,709	Total enrolments are at the same level or higher compared to baseline	By 2050, Tasmanian students with disabilities are represented at university in the same proportion that they exist in the general Tasmanian population
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	4,395	Total enrolments are at the same level or higher compared to baseline	By 2050, Tasmanian students from low SES backgrounds are represented at university in the same proportion that they exist in the general Tasmanian population
Total enrolments	Regional	HESC – Verified 2025	10,667	Total enrolments are at the same level or higher compared to baseline	Regional students are a major contributing cohort to achieving the 2050 Accord targets
Total enrolments	Remote	HESC – Verified 2025	194	Total enrolments are at the same level or higher compared to baseline	Remote students are a major contributing cohort to achieving the 2050 Accord targets
Success	Students with disability	HESC – Verified 2024	79.02%	Success rates are at the same level or higher compared to baseline	Students with disabilities succeed at the same rate as all other UTAS students by 2050
Success	Students from low SES backgrounds	HESC – Verified 2024	82.47%	Success rates are at the same level or higher compared to baseline	Students from low SES background succeed at the same rate as all other UTAS students by 2050
Success	Regional	HESC – Verified 2024	86.68%	Success rates are at the same level or higher compared to baseline	Success rate at national average by 2050
Success	Remote	HESC – Verified 2024	83.23%	Success rates are at the same level or higher compared to baseline	Success rate at national average by 2050
Retention	Students with disability	HESC – Verified 2024	66.85%	Retention rate is at the same level or higher compared to baseline	The retention rate of students with disabilities is at the same rate as all other UTAS students by 2050
Retention	Students from low SES backgrounds	HESC – Verified 2024	62.04%	Retention rate is at the same level or higher compared to baseline	The retention rate of students from low SES backgrounds is at the same rate as all other UTAS students by 2050
Retention	Regional	HESC – Verified 2024	64.50%	Retention rate is at the same level or higher compared to baseline	Retention rate at national average by 2050
Retention	Remote	HESC – Verified 2024	58.23%	Retention rate is at the same level or higher compared to baseline	Retention rate at national average by 2050

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

Distinctiveness in student experience and high-quality teaching will characterise our students' time at UTAS. For all students, we aim to foster the intrinsic value of learning, discovery, and creative expression while providing the skills to fully contribute to society. Our vision is for every student, whether on-campus, online or at a regional centre, to experience teaching that is relational, place-connected, future-focused and ultimately, of high quality. Student experience, strong graduate employment and starting salaries above the national average are a concrete measure of whether our teaching is making a meaningful difference for students.

Action

Building teaching capability

Our Staff Capability Framework links our mission, strategy and Academic System to clear performance expectations for teaching at each academic level. Aligned with our academic promotions procedure and guidance, it provides a clear pathway for promotion through to Level E based on teaching excellence. In 2027, we will introduce an inclusive teaching practice unit for probationary academic staff, establishing a shared foundation in equity, universal design, and place-connected pedagogy. Beyond probation, staff are supported through structured professional development, scholarship of learning and teaching, and recognition through institutional awards and external fellowship programs. Our annual Teaching Matters forum shares best practice and new insights from across the sector, building system-wide capacity for continuous improvement.

Consistent and holistic improvements in teaching quality

Careful monitoring and rigorous improvement programs have increased our SES teaching quality score by 4.9% over the past 5 years, putting us on track for our 2026 target of 85%. In 2027, we will embed Optima, our Gen AI-enabled platform that integrates student experience, assessment and course performance data to generate course-level quality insights, within our quality improvement system, which includes course quality action plans and the Graduate Capability Framework. Optima surfaces performance drivers across cohorts and delivery modes, enabling constructive feedback and demonstrable care for learning.

Sustaining distinctive, place-based teaching quality

Academic units will continue to embed place-based, industry-connected content across campuses and online. In 2027, we will review curriculum alignment in broad-based degrees such as Sciences and Arts while embedding our refreshed Graduate Capability Framework, preparing students to navigate a rapidly changing world. Our globally significant research institutes directly underpin this teaching: students across health, marine science, agriculture, and engineering learn within active research environments, from researchers at the frontier of their fields.

Integrating ethical AI literacy and integrity

We will embed AI literacy and ethical capability across disciplines to strengthen ethical judgement and critical thinking. To ensure academic integrity, we implemented the Two-Lane Assessment Approach in 2025: Lane 1 uses secure, supervised assessment to verify independent attainment of course learning outcomes; Lane 2 uses open, unsupervised assessment promoting authentic learning with explicitly guided GenAI use. This has evolved into an assured assessment standard courses must meet, with Optima rigorously checking assessment design and tracking implementation across every unit and course.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Teaching quality and engagement	QILT SES – Verified 2025	83.3%	85%	At or above 90%, sustained year-on-year
Active course Quality Action Plans	Internal CQAC reporting (Optima) March 2026	19%	100%	Every course has an active Quality Action Plan, informed by triangulated attrition, progression, survey, assessment assurance and advisory data (previously only courses below national average meeting a threshold response rate).

Joined-up tertiary system

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

Vision

Our vision is for one integrated Tasmanian education system in which schools, TasTAFE and UTAS work together so Tasmanians can learn, upskill and retrain throughout life. We want to ensure students at all stages of readiness have clear, navigable routes to upskill or retrain. This requires a diverse and holistic approach to recognising learning across sectors in both directions. Considering the financial constraints impacting Tasmania's broader tertiary system, achieving the Accord's 80% attainment target in Tasmania will require formal 3-sector partnership, shared data and knowledge, and a commitment to the success of Tasmania's whole education system.

Action

Building the architecture for a joined-up Tasmanian education system

In 2027, we will work with the Department for Education, Children and Young People and TasTAFE to convert existing strong working relationships, and the initial formal partnership between UTAS and the Department, into a 3-sector arrangement strong enough to support data, knowledge and resource sharing, joint planning, and clearer learner pathways across schools, TasTAFE and UTAS. Within this partnership, we will scope the governance, privacy and data foundations required for a single transferable education record for Tasmanian learners.

Expanding TasTAFE articulation and credit pathways

We currently have 23 formal articulation pathways with TasTAFE, including pathways from 8 of its 14 diploma qualifications and credit recognition for the remainder. In 2027, we will work toward increasing this to 10 of 14 diplomas. We will work with TasTAFE to co-design curriculum, credit and learner pathways, and support TasTAFE to grow enrolments in areas where clear onward pathways to university are established.

We will also progress bi-directional recognition of prior learning, short courses and microcredentials, aligned with the emerging National Credit Recognition Framework, enabling Tasmanians to upskill without restarting and supporting Tasmania's Accord attainment target.

Co-designing cross-sector workforce pathways

We will collaborate with TasTAFE, schools, industry and government to co-design curriculum and articulation pathways in areas of workforce need, and which sustain the breadth of tertiary options available to Tasmanians. The Clean Energy Paraprofessional Pathway provides an early model: a Commonwealth-funded, blended and stackable microcredential co-designed with TasTAFE and industry partners (Engineers Australia, Hydro Tasmania, TasNetworks, TasWater), allowing learners to progress from short courses to a UTAS Engineering qualification. The 2026-2027 pilot will generate the evidence for scaling into other priority workforce areas.

Scaling harmonisation over time

Our 2027 focus is to establish the partnership architecture, expand priority articulation and demonstrate scalable co-designed pathways. Over successive compacts we aim to extend this approach across suitable TasTAFE qualifications and priority workforce areas. The pace of expansion will depend on sustained Tasmanian Government support for TasTAFE capacity and growth, alongside the capacity of all 3 sectors to design and deliver pathways together.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Number of TasTAFE diplomas/advanced diplomas with formal articulation pathways with UTAS	TasTAFE articulation schedule, 2025	8 of 14	10 of 14	An overall increase in the number of articulation pathways in Tasmania
Domestic students admitted to a bachelor course on the basis of VET	UTas domestic admissions data, 2025 commencing year	1,198	Continue to expand and streamline the articulation pathways related to priority workforce areas for Tasmania	By 2035, an efficient, targeted and robust articulation framework means that UTAS is graduating more students with qualifications that align with Tasmania's critical workforce needs

Research

Sustaining national capability and supporting innovation through research and research training

Vision

Commitment to excellence and community-aligned impact is a core theme of our strategic plan, which our research model enables through a programmatic and partnered approach: multi-year, large-scale, interdisciplinary work with government, industry, and community. UTAS's unique place makes possible research that cannot be done anywhere else. Our location as the gateway to Antarctica, and at the centre of Tasmania's agricultural, aquacultural, mineral, medical and marine sectors, gives us a distinct research identity and globally significant infrastructure. Our imperative is to drive Tasmania's transitions, contribute distinctively to the world, and sustain sovereign capability through innovations and HDR-trained researchers.

Action

Sustaining programmatic research in areas of national significance

We will sustain globally leading programs founded in our distinctive place, strongly aligned with the Australian Government's NSRPs and sovereign capability needs:

- IMAS: Global leader in temperate marine, Antarctic and climate science. Significant national partnerships through CSIRO, NESP, AAD and a Tasmanian Government joint venture integrating fisheries research with marine resource management
- Menzies: International leader in MS, dementia, and cardiovascular disease, addressing major health challenges in Tasmania and nationally
- Tasmanian Institute for Agriculture (TIA): drives national agricultural productivity, sustainable food production, and the transition to low-emission farming systems through a Tasmanian Government joint venture partnering with Dairy Australia, Hort Innovation and MLA
- AMC: Australia's national maritime institute partnering with the Defence Science and Technology Group (DSTG) to support sovereign capability (especially AUKUS), offshore resources, supply chain logistics, and national seafarer training and certification
- Centre for Ore Deposit and Earth Sciences (CODES): global leader in mineral discovery science, supporting Australia's critical minerals strategy and the copper supply essential to the renewable energy transition
- School of Natural Sciences: globally leading research on resilient ecosystems, spanning species conservation, ecosystem adaptation, forestry, and fire management in the face of climate change.

We enable research commercialisation through InVent and host national research infrastructure supporting Australia's sovereign capability, including AMC's DSTG-funded Defence research capability and the Mount Pleasant radio telescope which strengthens satellite and space-debris monitoring capability.

Building the domestic HDR pipeline

Over the past 5 years we have seen a 45% decline in domestic HDRs as result of financial pressures requiring a reduction in the University funded Tasmanian Graduate Research Scholarships, the Research Training Program stipend rate being 32% below the minimum wage and restrictions on industry co-investment. While numbers have declined, we have strengthened scholarship alignment with areas of distinctive research strength. We will continue to strengthen domestic research pathways by aligning HDR governance and progression with our research Institutes and by creating clearer undergraduate-to-HDR pathways. We will also grow industry-engaged HDR opportunities and strengthen pathways in areas of national capability. Together, this will build the domestic research workforce needed in health, defence, critical minerals, agriculture, marine and climate science.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Field Weighted Citation Index	SciVal for publications 2021-2025 Scopus data as of 4 October 2026	2.01	At or above 2.01	Maintaining a Field Weighted Citation Index at or above current levels (2.01), UTAS will continue to perform above the national average (1.69), demonstrating the sustained quality and global reach of its research output.
Domestic HDR commencements per annum	UTAS submission to TCSI, 2025	110	5% increase (116 commencements)	Reversing the domestic HDR decline and rebuilding UTAS's sovereign-capability pipeline
Number of industry / government co-funded HDR scholarships awarded per annum	UTAS GRO via student management, 2025	45	45 or more	Growing industry co-investment in HDR following the December 2025 co-funding reform
Number of industry placements / internships completed by HDR candidates per annum	UTAS GRO via student management, 2025	1	2 or more	Strengthening industry-relevance and post-completion employability of UTAS's HDR cohort

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.