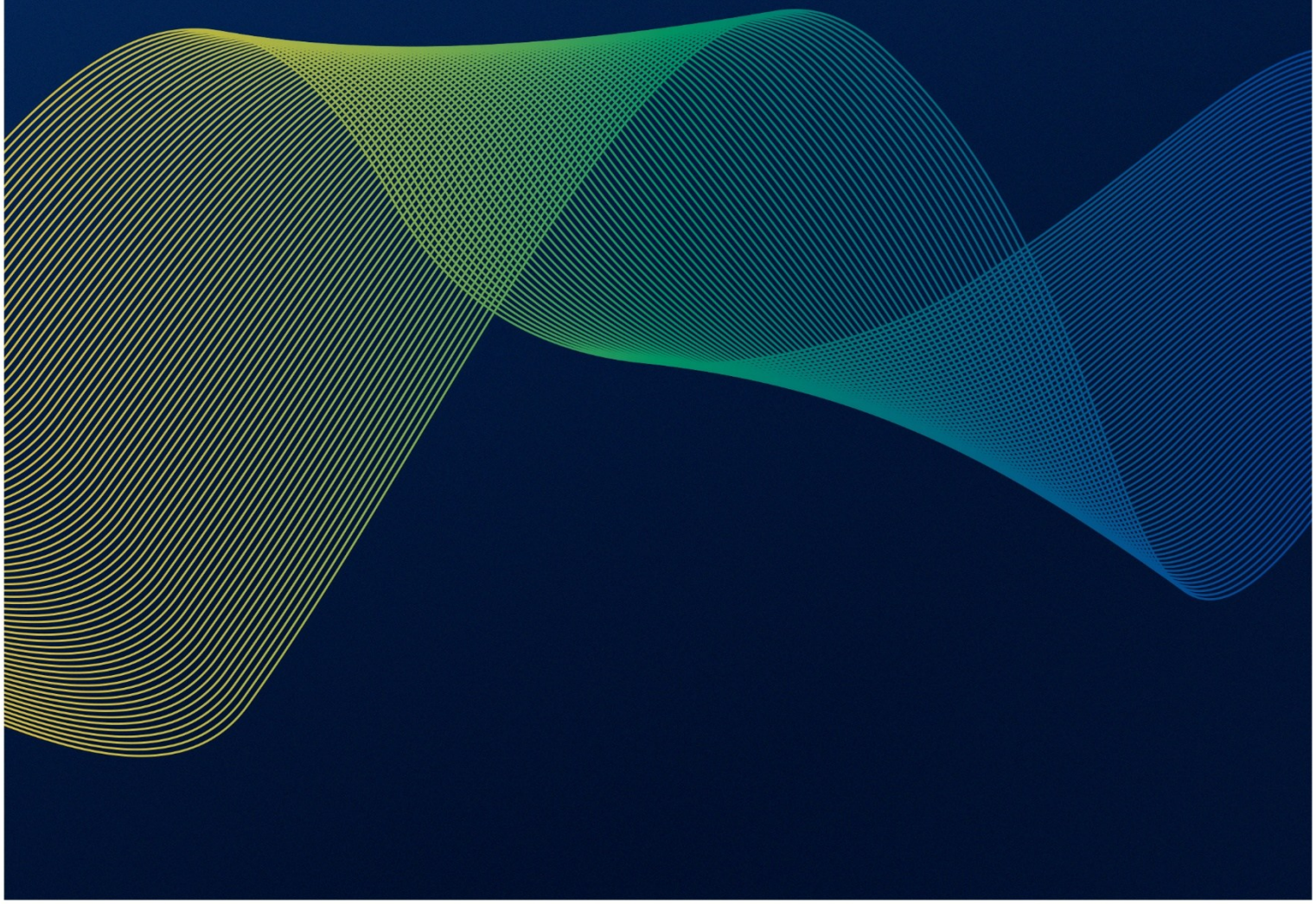
Australian Government

ATEC
Australian Tertiary Education Commission

UTS

2027 mission based compact between the ATEC and University of Technology Sydney



Preface

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

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

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

The ATEC may conduct annual check-in meetings with UTS as needed, to discuss UTS's progress towards meeting the terms of this compact. If UTS has any concerns about their ability to meet the agreed terms of this compact, including as a result of matters reasonably outside UTS's control, UTS 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 UTS mission is to advance knowledge creation, translation and sharing by fostering creativity, innovation and technology leadership. This focus aims to deliver positive global impact through inclusive, student-centred education and research in partnership with industry, government and communities.

Our UTS 2030 strategy builds on our reputation and distinctive identity as an industry-connected, globally engaged university with the resilience and agility to positively shape a changing world. Our vision of being a leading public university of technology recognised for our global impact guides us, and through core areas of impact UTS is an agent for social change, transforming communities and delivering significant value to students, industry, government and the broader community through the integration of strengths areas across teaching and learning, research and external engagement.

Our strategy is shaped by our institutional ambition and the broader policy and regulatory environment in which we operate. We are intentionally aligning our institutional strengths with government priorities, ensuring we are responsive to the evolving social and economic landscape and contributing meaningfully to national and state objectives.

Through our quality teaching and learning, UTS provides engaging, industry aligned and flexible educational experiences that foster curiosity, critical thinking and future focused skills. Students benefit from personalised, technology enabled learning environments designed for accessibility, inclusion and belonging. Authentic assessment, strong student–staff partnerships and enriched extracurricular opportunities ensure graduates are innovative, career ready and able to make positive contributions to our society and professions. These outcomes also deliver a strong talent pipeline and enhanced capability for employers, while contributing to social mobility and improved educational equity.

We are actively contributing towards a more joined-up tertiary system and co-designing innovative learning pathways that increase participation and mobility while safeguarding the strengths of both the VET and higher education sectors.

Through our focus on research impact UTS delivers high-quality, globally relevant outcomes that address complex real-world challenges. A collaborative and transdisciplinary research culture drives excellence, creativity and knowledge translation. Strong industry, government and community partnerships ensure research outputs achieve real-world adoption and generate broad economic, social and environmental benefit.

Underpinning our teaching and research excellence is our collaborative, outward focus. We have always been a university connected to the world around us, and this is evidenced by being a partner of choice for industry. As a university with social justice at its core, we aspire to sector leadership in equity innovation through community-connected pathways, First Nations partnership approaches, and evidence-informed programs that strengthen access, belonging, success and graduate outcomes across the student lifecycle. Widening participation and expanding access to historically under-represented students is central to our strategic direction, reflecting our commitment to inclusiveness and transformative educational experiences that positively impact the lives of our students.

To ensure we leverage our strengths to achieve our UTS 2030 vision, we are focusing on four strategic priorities with the aim to be:

- A creative and innovative university
- A connected and engaged university
- A student-centred university
- A resilient and agile university.

Enrolment strategy and priorities

UTS plans for measured, modest, sustainable growth in Commonwealth-supported domestic enrolments under the Managed Growth Funding System (MGFS), transitioning from a position of strong demand that has resulted in historical over enrolment to a funding glidepath that is able to be fully funded, thereby maximising the educational experience for all students. UTS has historically delivered above its funded load thanks to its high-quality course offerings and reputation for industry connectedness. While we continue to attract high-performing school leavers, our enrolment strategy ensures we remain accessible to all students who aspire to study at UTS, including active engagement with students from equity and First Nations students who have demonstrated aptitude to succeed at a tertiary level. Importantly, the support provided to our pathways students throughout their learning journeys at UTS is evident in our retention and completion rates.

Disciplinary priorities

UTS will sustain and selectively grow provision in fields of national skills need where we hold recognised strength: nursing and health; information technology and computer science; engineering and construction/building; the natural and physical sciences; teacher education; and behavioural science. These align with the interim Statement of Strategic Priorities and NSW workforce demand.

Equity and pathways

Equity students use all of our entry points but active growth will be underpinned by our Pathways Plan 2025–27 and enabling programs – U@Uni Academy, UniReady, the Schools Recommendation Scheme to widen participation for students from low-SES, regional, remote, First Nations, and disability backgrounds while ensuring retention and success through our comprehensive support services.

Tertiary harmonisation

UTS is actively contributing to a more joined-up tertiary system. Building on the Pathways Plan, we are strengthening VET-to-higher-education articulation and credit transfer with TAFE NSW and the NSW Department of Education and integrating our pathway portfolio – retiring the Early Entry Program in favour of U@Uni-anchored, needs-based pathways – to widen and clarify routes into higher education. This work proceeds alongside our transition to full MGFS compliance from 1 January 2026, ensuring sustainable, efficient use of our Commonwealth-supported allocation.

International and global delivery

Consistent with our New Overseas Student Commencements ceiling, UTS will manage international commencements sustainably, diversify source markets to maintain an appropriate balance, and expand offshore and digital delivery through transnational education partnerships, broadening reach without over-reliance on any single cohort or market.

Alignment with research strengths

The teaching priorities align with UTS research strengths and our six Sector Engagement areas – Health, Manufacturing, Space and Defence, Creative Industries, Agriculture/Horticulture Technology, and Climate – strengthening pipelines from coursework into Higher Degree by Research study in strategically important future-system fields.

Continuity with our 2025–26 compact

This strategy continues the commitments in our 2025–26 Mission based compact – including the Pathways Plan launched in March 2025, the lowered Schools Recommendation Scheme ATAR threshold, and Accord-aligned national skills priorities – extending them under the new MGFS settings.

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

UTS education and research have a strong alignment with Australia's skills and innovation needs, matching our distinctive strengths as a university of technology to national and NSW priorities. We will sustain our high-quality provision in priority fields – nursing and health, information technology and computer science, engineering, construction and building, the sciences, teacher education and behavioural science – and deepen our many existing industry partnerships, ensuring our high-impact research translates into economic, social and environmental value for the communities and industries we serve, and our graduates remain sought after for their contemporary skills, creative, solution-oriented thinking and their commitment to social justice and inclusion.

Action

In 2027, UTS will sustain enrolments, success and retention levels across its nominated priority Fields of Education, maintaining strong outcomes in fields of acute national skills need, by:

- **Aligning provision to national priorities.** UTS has good teaching and research alignment with the interim ATEC priority sectors and NSW workforce demand, concentrating effort where our strengths meet need – health and nursing, IT and computer science, engineering and the built environment, natural and physical sciences, teacher education and behavioural science.
- **State Government priorities.** Under the NSW Higher Education Strategy 2025-2029 UTS is partnering with Government to address the State's skills needs and deliver research and innovation with community impact. We have launched the Institute for Education, strengthening our contribution to teacher education. We are also partnering with Government in the Tech Central Innovation District and Institute of Applied Technology - Digital and driving initiatives with industry and government under the NSW Fashion Sector Strategy.
- **Sector Engagement.** Through our six deep Sector Engagement areas – Manufacturing, Health, Space and Defence, Creative Industries, Agriculture/Horticulture Technology, and Climate – UTS will align institutional expertise with industry and government partners to lift research translation and support graduate employability in priority domains.
- **Future-focused skills.** UTS embeds contemporary, industry-connected curriculum, including responsible use of generative AI, so graduates enter the workforce with the boundary-crossing skills employers require.
- **Pathways to priority fields.** UTS will strengthen pathways – including U@Uni, UniReady and VET articulation – to build supply into priority disciplines for students from under-served backgrounds.
- **Place-based contribution.** UTS is progressing place-based initiatives with NSW Government partners, including the Indigenous Institute for Designing with Country and Tech Central collaborations, linking our provision to regional and state economic priorities.
- **Monitoring.** Progress against enrolment, success, retention and graduate employment measures for nominated Fields of Education are monitored, actively managed and reported through UTS planning and governance cycles.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
01 Natural and Physical Sciences				
Total student enrolments	HESC – Verified 2025	3,763	3,763	Sustain or marginally uplift student enrolments
Success rate	HESC – Verified 2024	92.87%	93%	Maintain strong success rates
Retention rate	HESC – Verified 2024	85.83%	86%	Maintain or marginally uplift retention rates
02 Information Technology				
Total student enrolments	HESC – Verified 2025	3,383	3,300	Recognise slight softening of demand for IT related enrolments
Success rate	HESC – Verified 2024	92.78%	93%	Maintain strong success rates
Retention rate	HESC – Verified 2024	89.01%	89.5%	Maintain or marginally uplift retention rates
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	5,167	5,167	Sustain or marginally uplift student enrolments
Success rate	HESC – Verified 2024	93.88%	93.9%	Maintain strong success rates
Retention rate	HESC – Verified 2024	90.46%	90.5%	Maintain or marginally uplift retention rates
04 Architecture and Building				
Total student enrolments	HESC – Verified 2025	1,980	1,980	Sustain or marginally uplift student enrolments
Success rate	HESC – Verified 2024	96.91%	96.9%	Maintain strong success rates
Retention rate	HESC – Verified 2024	89.45%	89.5%	Maintain or marginally uplift retention rates
0603 Nursing				
Total student enrolments	HESC – Verified 2025	1,875	1,875	Sustain or marginally uplift student enrolments
Success rate	HESC – Verified 2024	95.89%	96.6%	Maintain strong success rates
Retention rate	HESC – Verified 2024	87.28%	87.28%	Maintain or marginally improve retention rates

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
0701 Teacher Education				
Total student enrolments	HESC – Verified 2025	312	312	Achieve sustainable enrolments as this priority area is re-introduced in 2027
Success rate	HESC – Verified 2024	98.68%	98.68%	Maintain strong success rates with as this priority area is re-introduced
Retention rate	HESC – Verified 2024	84.85%	84.85%	Maintain retention rates with 2025 levels as this priority area is re-introduced
0907 Behavioural Science				
Total student enrolments	HESC – Verified 2025	521	521	Sustain or marginally uplift student enrolments aligned with funding capacity and demand
Success rate	HESC – Verified 2024	94.36%	94.5%	Maintain strong success rates
Retention rate	HESC – Verified 2024	87.5%	87.5%	Maintain or marginally improve retention rates

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

UTS is committed to setting the national benchmark for First Nations education, research, leadership, innovation and community impact. Guided by the principle of First Nations self-determination, the Pro Vice-Chancellor (Indigenous Leadership and Engagement), as a key member of the University Leadership Team, drives institution-wide transformation to ensure First Nations voices and knowledges shape decision-making, governance and strategy. First Nations leadership is embedded across the University through Associate Deans in every faculty and senior leaders across divisions, creating shared accountability that is led by First Nations leaders to drive student success, research excellence and community impact.

Building on significant investment beyond Indigenous Student Success Program funding, UTS will expand access and participation across all levels of study, including supporting growth in First Nations postgraduate coursework enrolments to develop the next generation of Indigenous professionals and leaders. While maintaining a strong focus on retention, completion and student success, UTS will pursue ambitious growth in participation, graduate employment, leadership outcomes, research impact and community-led partnerships, positioning First Nations achievement and self-determination at the centre of the University's future.

Action

UTS demonstrates a sustained institutional commitment to First Nations education justice and self-determination, ensuring First Nations students can access, participate in, and succeed throughout their education lifecycle. This commitment is embedded across teaching, research, and engagement, underpinned by culturally responsive frameworks and strong community partnerships. This work is enabled and strengthened by the UTS Indigenous Education and Research Strategy 2026–2030, which provides a clear framework for advancing culturally grounded, evidence-based approaches to First Nations student success, participation, teaching, research and community engagement.

Access: UTS will strengthen entry pathways through culturally responsive, community-connected models led by Jumbunna.

- Expand targeted aspiration and outreach initiatives to streamline access into UTS.
- Scale the Indigenous Leadership Program to reach an additional four high schools and up to 120 students.
- Grow the UniReady enabling program and diversify pathway options through community-based and hybrid delivery in partnership with the Centre for Social Justice and Inclusion.
- Consider opportunities for growth and increased access for First Nations students in postgraduate (PG) study, and to strengthen advanced skills, research capability, and workforce preparedness of First Nations postgraduates.

Participation: UTS will drive participation through coordinated, lifecycle-based pathways that support progression from undergraduate to postgraduate study.

- Expand the Jumbunna Pathways Program, including early offers, streamlined admissions, and scholarship alignment to reduce structural and financial barriers.
- Strengthen strategic partnerships with communities, schools, and industry to ensure initiatives remain community-led, culturally grounded, and responsive to workforce priorities.
- Progress the establishment of a National First Nations College, embedding a culturally grounded residential model centred on First Nations knowledge and leadership.

Success: UTS will deliver an integrated, student-centred success model that drives retention, completion, and graduate outcomes.

- Enhance wraparound support through coordinated academic, mentoring, research supervision, and wellbeing services.

- Scale culturally responsive programs, including peer mentoring, cohort-based learning, and research communities of practice.
- Embed proactive monitoring and early intervention mechanisms through Faculty Associate Deans (Indigenous Leadership and Engagement) and Indigenous Student Liaison Officers to improve retention, progression, and completion.
- Leverage partnerships with key organisations to co-design and deliver meaningful internship and cadetship opportunities that contribute to improved graduate employability and careers outcomes.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	263	313	Improved participation for First Nations students across all offerings
First Nations success rate	HESC – Verified 2024	88.28%	90.0%	Maintain or marginally uplift strong success rates
First Nations retention rate	HESC – Verified 2024	83.87%	85.0%	Maintain or marginally uplift retention rates with sustainable growth from this cohort

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

A diverse student body is essential for UTS. As a university with social justice at its core, we aspire to be a destination of choice for students who seek to contribute to a more equitable world and expand participation for students from underrepresented backgrounds including an additional 250-300 low socioeconomic status (SES) students through innovative pathways, place-based partnerships and strengths-based admissions, while maintaining our current strong student success outcomes. Our vision is to be a university where diversity is embedded as an institutional strength, students experiencing structural disadvantage are supported to thrive, and equity is reflected not only in access, but in belonging, progression, completion and graduate outcomes.

Action

By 2030, UTS will strengthen the educational trajectory of students from underrepresented backgrounds by reducing the structural barriers that limit access, participation and success in higher education through UTS Pathways Plan 2025-27, the UTS Access and Inclusion Plan, and the Regional Partnerships Project Pool Program (RPPPP).

Access: Expand structured, community-connected pathways for students from low SES backgrounds, regional and remote areas, and students with disability.

- UTS will expand the U@Uni Academy to an additional five-eight partner schools in communities experiencing socioeconomic disadvantage increasing participation by reaching students who are not currently on a trajectory to university through sustained school, family and community engagement., while the Schools Recommendation Scheme (SRS) will continue to provide guaranteed entry pathways for priority cohorts with an ATAR threshold of 60.
- UTS will increase outreach and community engagement for the UniReady enabling program through Suburban and Regional Study Hubs to strengthen access for educationally disadvantaged students and First Nations communities.
- UTS will continue co-leading the Study Hubs In Place (SHIP) program, supporting 21 Regional University Study Hubs and 23 University partners to deliver community-led outreach alongside place-based engagement co-delivered with Jumbunna.

Participation: Address the intersecting financial and structural barriers that prevent students from persisting beyond enrolment.

- UTS will provide financial support for approximately 1,100 students through post-census scholarships, commencement grants, Equal Access Scholarships, emergency financial assistance and housing support.
- For students with disability, expanded accessibility services and increased Accessibility Consultant capacity will ensure timely, responsive support throughout their studies.
- The Priority Student Success Program will identify students from underrepresented backgrounds at risk of disengagement, providing early intervention and targeted support at critical transition points, particularly in first year.

Attainment: Deliver targeted, evidence-based interventions that support students to persist, belong and achieve strong outcomes across every dimension of university life.

- Fifty-six students from refugee and asylum seeker backgrounds will continue to be supported through the Humanitarian Scholarship Program, alongside targeted support for students impacted by global crises and displacement and strengthened transition support for Pasifika students.
- UTS will embed equity-focused practices across curriculum design where possible. Equity considerations for underrepresented students will also be reflected through the UTS Student Experience Action Plan.

- Students from underrepresented cohorts will be actively connected to employability programs, industry mentoring and professional networks to strengthen graduate outcomes.
- Progress will be monitored and reported through the Student Equity in Higher Education Evaluation Framework (SEHEEF).

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	3,406	3,425	Sustainably grow enrolments and participation from students with disability
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	2,309	2,493	Sustainably grow enrolments and participation from students from low SES backgrounds
Total enrolments	Regional	HESC – Verified 2025	888	997	Sustainably grow enrolments and participation from regional students
Total enrolments	Remote	HESC – Verified 2025	22	25	Maintain or gradually increase enrolments and participation from remote students
Success	Students with disability	HESC – Verified 2024	90.77%	91.0%	Maintain or gradually improve success rates with increased participation of students, aligned to non-equity cohorts
Success	Students from low SES backgrounds	HESC – Verified 2024	92.10%	92.4%	Maintain current success rates with increased participation of students, aligned with non-equity cohorts
Success	Regional	HESC – Verified 2024	94.01%	94.2%	Maintain current success rates with increased participation of students, aligned with non-equity cohorts
Success	Remote	HESC – Verified 2024	88.91%	88.91%	Maintain current success rates with increased participation of students, aligned with non-equity cohorts
Retention	Students with disability	HESC – Verified 2024	84.42%	85.0%	Maintain current retention rates with increased participation of students, aligned with non-equity cohorts
Retention	Students from low SES backgrounds	HESC – Verified 2024	83.55%	84.0%	Maintain current retention rates with increased participation of students, aligned with non-equity cohorts
Retention	Regional	HESC – Verified 2024	89.45%	89.45%	Maintain current retention rates with increased participation of students, aligned with non-equity cohorts
Retention	Remote	HESC – Verified 2024	85.71%	85.71%	Maintain current retention rates with increased participation of students, aligned with non-equity cohorts

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

UTS is committed to cultivating quality teaching as core academic work through enhanced recognition and professional learning. Our approach integrates four reinforcing elements: Educational Fellowship Program leading to Advanced HE affiliation, education and teaching practice related professional learning complimented by practice-oriented networks and mentoring, recognising and rewarding quality teaching across all career stages, from early-career and casual educators to experienced leaders; and stewarding quality teaching and student learning through a framework for shared data for continuous improvement and continued strategic alignment. UTS will also continue to work on implementing its Indigenous Employment Strategy, Education Inclusion Strategy and reduce casual academic teaching appointments.

This builds on our previous compact and aligns with the UTS 2030 strategy.

Action

- **Promotion and growth of the Educational Fellowship Program.** Building on Advance HE institutional accreditation secured in 2025 and the UTS Educational Fellowship Program established in 2026, UTS will expand participation across all by Advance HE Fellowship categories, giving academic and professional staff a structured, opportunity for professional learning and community building, to bolster quality teaching together with an internationally benchmarked pathway to recognition of their teaching practice.
- **Expansion of embedded professional learning aligned to the learning and teaching strategy and Advance HE Professional Standards Framework**. Professional learning on teaching practice is primarily situated within curriculum and assessment redesign, supplemented with a range of targeted workshops, events and seminars, and supported by networks, special interest groups, communities of practice, mentoring circles, application-writing support, an annual Learning & Teaching Forum. The suite of activities provides opportunities for all staff fostering collaboration, peer learning and opportunities for leadership and mentoring.
- **Enhanced Teaching Quality Framework**. Aligning the Vice-Chancellor's Awards and Citations with the Advance HE Fellowship pathway, the recognition pathway creates a route to professional body and national awards such as the Australian Awards for University Teaching. Recognition extends to professional staff who contribute to high-quality student learning and is aligned to the academic promotions framework which will be strengthened to articulate the knowledge, activities and values associated with quality teaching.
- **Curriculum renewal and assessment reform across all award coursework courses.** Course review and redesign, delivered in partnership between academic teaching teams and educational designers, centred around assessment reform to strengthen academic integrity and assurance of learning in AI-rich environments to support graduate employment. The attention to course design and future focused content in the curriculum renewal activity not only enhances student learning experiences, the collaborative approach to course design and development incorporates situated and contextualised learning to support academic practice and quality teaching, as noted above.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Teaching quality and engagement	QILT SES –2025 (all cohorts)	81.2%	81%-82%	Maintain or marginally uplift already above national average student satisfaction with teaching quality and engagement

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Staff engagement in the UTS Fellowship Program	UTS professional learning participation records	2025: 47. 2026 (Autumn half year only): 54	Growth toward 75-100 participants	Academic capability uplift across 2027
Advance HE Fellows (count / proportion)	UTS Educational Fellowship Program / Advance HE	75	Growth toward 90-100 Fellows	Quality teaching recognised across career stages by 2027
Academic staff engaged in curriculum renewal and assessment reform	UTS Curriculum Transformation Tracker	n/a as a new initiative	80% of academic staff	Sustained uplift in academic capability in curriculum renewal, assessment innovation and assurance of learning by 2027–2028

Joined-up tertiary system

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

Vision

UTS is committed to contributing to a more connected and easier to navigate tertiary system through a strengthened collaboration with TAFE NSW that further streamlines student journeys within the system. UTS will support clearer articulation pathways, credit recognition, coordinated transition support and explore flexible entry models that reduce structural barriers for students. As a university of technology, UTS recognises the importance of applied, industry-connected and community-informed pathways that support lifelong learning and workforce participation.

Action

UTS will:

- Continue to collaborate with TAFE NSW, Macquarie University and Microsoft through the Institute of Applied Technology – Digital (IAT-D), subject to agreement on an appropriate future operating model. UTS contributes its higher education expertise to the development of educational pathways and capability-building initiatives that support workforce upskilling and progression into higher education.
- Collaborate with NSW TAFE has part of the Centre of Excellence in Sustainable Fashion and Textiles to educate fashion and textile professionals for the jobs of the future.
- Comprehensively review and strengthen existing articulation and credit transfer agreements with TAFE NSW through the NSW Department of Education's Credit Recognition Working Group, identifying opportunities to streamline pathways and expand recognition of prior learning aligned to the National Credit Recognition Framework.
- Work with TAFE NSW to improve pathways information and student navigation support, including clearer communication of credit transfer opportunities and transition processes for prospective students through the school and community outreach plan co-developed by UTS and TAFE.
- Deepen collaboration with TAFE NSW Macquarie Fields through continued delivery of the UniReady enabling program for TAFE students building on the 2026 pilot.
- Explore opportunities for collaborative and integrated pathway models with TAFE in selected disciplines, including workforce-focused initiatives in construction supporting migrants and refugees.
- Develop, wherever possible, admissions criteria that recognises students' aptitude for tertiary study based on the successful completion of stand-alone TAFE subjects (with and without credit).

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic students admitted to a bachelor course on the basis of VET (includes both TAFE and Private Provider)	Internal, 2025	3.8% commencing headcount ratio	4% commencing headcount ratio	Sustain proportion of students admitted on the basis of VET with further increases in commencing numbers planned in 2028

Research

Sustaining national capability and supporting innovation through research and research training

Vision

UTS research is grounded in technological innovation and social transformation. It is transdisciplinary, solution-oriented and designed for impact through strong industry and community connection. Our vision is to build national capability through research excellence and training aligned to future systems, industry demand, societal impact, and national, state and regional priorities. UTS will do this by investing in distinctive research strengths, translational capacity, and a high-quality domestic Higher Degree by Research (HDR) cohort in priority areas. Through industry-connected, infrastructure-enabled and equity-informed research and training environments, we will produce skilled researchers, accelerate translation, and contribute to Australia's long-term economic and societal capability.

Action

Strategic capability

Build research excellence and research training capability in important future-system areas, fostering high quality education, addressing ATEC's skills and workforce needs and Australia's National Science and Research Priorities.

- Achieve targeted growth in domestic HDR enrolments in future-system areas aligned to national and state priorities. Concentrate scholarship investment to support high-potential domestic candidates in strategic research areas. Develop integrated pipeline pathways from undergraduate and coursework postgraduate programs into HDR, by leveraging overlapping domains of excellence in education and research.

Supporting innovation through translation

Ensure that our research discoveries, capabilities, training programs and resources are utilised, developed and adopted by others. Effective translation supports innovation within the broader R&D ecosystem and ensures our research and research training is responsive to industry, government and community needs.

- Invest in programs to enhance the translational capabilities of UTS researchers and HDR candidates and position UTS as a national leader in research translation. Expand co-funded HDR positions with industry, government and community partners. Activate research platforms (e.g. digital infrastructure and industry-facing facilities) as training environments for HDR candidates.
- Leverage the breadth of the UTS PhD suite, including industry, entrepreneurial and social impact streams, to provide flexible, applied research training pathways that enable domestic candidates to develop advanced research capabilities aligned to national priorities and workforce needs. These models strengthen pathways between research, innovation and application.
- Facilitate pathways for HDR students to develop skills or qualifications in cognate areas such as entrepreneurship, business, leadership and teaching.

Equity, quality and diversity

Build a high-quality HDR cohort in areas of strategic importance and workforce need, facilitating the participation and attainment of under-represented groups and priority cohorts.

- Implement structured HDR progression and completion support programs, including early intervention for at-risk candidates. Strengthen First Nations and equity pathways into HDR through targeted outreach and tailored support. Pilot targeted initiatives to improve HDR participation for equity cohorts.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	1,272	1,300 or 2% increase in baseline	Sustainable growth in HDR enrolments in both traditional and non-traditional PhDs
HDR domestic completions	HESC – Verified 2024	182	182	Maintain current completions with growth expected in later years
Proportion of HDR domestic students undertaking a non-traditional PhD	Internal numbers, 2025	1.8%	3.6%	Growth in non-traditional PhD enrolments towards 10% 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.