



2025-2026 Mission-Based Compact Between the Commonwealth of Australia and the University of Technology Sydney

Purpose

This compact is an agreement between the Commonwealth and the University. Entering into a Compact is one of the quality and accountability requirements, which a higher education provider must meet under the *Higher Education Support Act 2003* (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires that Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a Mission-Based Compact with the Commonwealth for a period that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

Mission and Strategic Planning

The University of Technology Sydney's vision is to be a leading public university of technology recognised for our global impact. Our renewed institutional strategy, [UTS 2030](#), builds on our reputation and distinctive identity as we aspire to be a global, engaged university with the resilience and agility to drive impact which positively shapes a changing world.

To achieve this vision, we will focus on four strategic pillars:

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

Our Annual Plan provides detailed updates on our performance, providing insights and reflections on our achievements and areas for improvement. This structured approach enables UTS to remain agile, responsive, and steadfast in our commitment to delivering on UTS 2030.

Our approach to national and sector priorities includes:

- Commitment to working constructively with the Federal Government to progress its reform agenda as recommended by the Australian Universities Accord Final Report, including funding reform, Support for Students Policy and delivery of the Commonwealth Prac Payment.
- Ensuring that national skills priorities are at the heart of new course development and existing course reviews. We offer flexible curriculum designed to meet individual aspirations and national skills needs. We continue to review and strengthen our offerings in line with shifting socio-economic needs and work with government (primarily through Jobs and Skills Australia and the Institute of Applied Technology - Digital).

- Commitment to ensuring a safe, secure and supportive environment for our community under our Safe and Respectful Communities initiative.
 - We are sector-leaders in the prevention of sexual violence space, and actively engage, and seek to better our performance in addressing gender-based violence. UTS is introducing a new, whole-of-institution approach, while also improving our complaints and misconduct process, as part of the National Code to Prevent and Respond to GBV.
 - UTS has a strong record of tackling racism and promoting inclusion. Our primary focus is ensuring the safety of our community while supporting a culture in which diverse views can be freely expressed in line with our public purpose as a university.
 - UTS remains committed to ensuring Respect@Work principles are delivered for staff and partners. Information is available on our website ([Safety at UTS](#)).
- Engaging with our community to provide information about UTS policies, procedures and their application in relation to sector priorities:
 - countering foreign interference ([Foreign interference and foreign bribery](#)). This includes information for staff about how to report concerns and provides links to the Department of Education's guidelines on countering foreign interference.
 - Information security incidents (also known as cyber security) and data security ([Data breaches](#) and internal SharePoint),
 - upholding freedom of speech and academic freedom ([Academic Freedom and Freedom of Speech](#))
 - and other relevant strategic areas (e.g. [Modern Slavery](#)).

Strategies for Improving Equality of Opportunity in Higher Education

Indigenous Higher Education

UTS's Indigenous Leadership & Engagement portfolio drives priorities and targets to support First Nations staff and students. UTS has had a university-wide Indigenous Education and Research Strategy since 2011. The [Indigenous Education and Research Strategy 2025-2030](#) builds on the success of UTS's previous strategies, with focused areas for this iteration including:

- increasing Indigenous student participation and supporting a positive student experience
- growing Indigenous-led research
- providing a culturally safe environment for Indigenous students and staff
- increasing internationalisation
- recognising Indigenous data sovereignty and stewardship
- measuring Indigenous impact
- protecting Indigenous Cultural and Intellectual Property
- ensuring Indigenous-led innovation and creative practice.

As part of this strategy, UTS is committed to progressing development of a nationally significant Indigenous Graduate Attribute (IGA) in our teaching and learning. The IGA continues to be implemented in all onshore award courses to ensure that UTS graduates have knowledge of

Indigenous Australian contexts to inform their capability to work effectively for and with Indigenous Australians within their profession.

Our success will be measured through key success indicators as outlined in the strategy, including a demonstrated increase in our Indigenous staff and student cohorts.

Equity target groups

UTS aims to increase the number of people in equity target groups successfully completing a higher education degree at UTS. In March 2025 UTS launched its new [Pathways Plan](#) to open the door to university for students from underrepresented backgrounds.

Our plan includes:

- Scaling up existing non-ATAR entry pathways, such as the UTS U@Uni Academy.
- Guaranteed places and packaged support for First Nations students, including scholarships and subsidised accommodation.
- Expanding the Schools Recommendation Scheme, including changing the ATAR threshold from 69 to 60 for that program.
- Integrating equity targets into institutional processes and strategic planning.
- Developing discipline-specific outreach and marketing campaigns.

These measures are designed to not only widen access but to ensure that students receive the support they need to succeed. Because access without support is not real equity.

Our success will be measured by our progress against set performance indicators across the 3-year time span of the Plan.

Students with Disability

Through UTS's [Access and Inclusion Plan 2020-2024](#), UTS will ensure that our enrolment and student administrative systems, teaching practices, learning materials, digital learning platforms, assessment procedures, and research environments are accessible and inclusive for prospective and current students with disability.

Our success will be measured by having increased staff knowledge of current access and inclusion requirements and ensuring that they are reflected in our systems and communications.

Strategies for Improving Teaching and Learning

Being a student-centred university is a key pillar of UTS 2030. This means UTS is dedicated to delivering a high-quality student experience leading to student success.

Over 2025-2026, key strategies include:

Student Experience Framework Implementation

- Continuing to embed a whole-of-university approach to student success through academic engagement, wellbeing, belonging, and student partnerships.
- Strengthening peer programs and co-curricular activities delivered with ActivateUTS to enhance student wellbeing, employability, and graduate attributes.
- Monitoring impact through Student Experience Survey (SES) improvements, student wellbeing metrics, and engagement data.

Curriculum Transformation and Assessment Reform

- Progressing the Curriculum Transformation program to ensure all courses remain contemporary, employability-driven, and aligned with graduate attributes.
- Embedding a *mosaic approach to assessment* that balances authentic, digital, collaborative, and reflective tasks, reducing reliance on traditional exams.
- Ensuring academic integrity and fairness in an era of generative AI by implementing assessment reforms in line with national TEQSA guidelines.
- Success will be measured by improvements in course progression rates, accreditation outcomes, and student satisfaction with assessment.

Digital Enablement and Learning Analytics

- Implementing a Digital Learning Ecosystem that integrates enterprise systems (Canvas, CourseLoop, Workday, Salesforce) to provide a consistent, high-quality student experience across all faculties.
- Using predictive analytics and AI-enabled formative feedback to identify students who disengage early, enabling proactive intervention.
- Expanding digital tools that support flexible and inclusive learning, with universal design principles embedded to support equity groups and international students.
- Impact measured by retention rates, reductions in pre-census attrition, and improved SES results.

Employability and Graduate Outcomes

- Embedding *Career Registration* in the annual enrolment process to collect real-time data on students' career readiness.
- Using data-informed approaches at faculty level to co-design discipline-specific employability strategies with UTS Careers and industry partners.
- Enhancing curriculum integration of Career Development Learning and strengthening industry engagement across disciplines.
- Measured by Graduate Outcome Survey results, student participation in employability programs, and employer feedback.

Support for Academic Staff

- Continuing to build staff capability through professional development in digital pedagogy, inclusive design, and assessment reform.
- Expanding Advance HE Fellowships, the Graduate Certificate in Higher Education Learning and Teaching, and staff communities of practice.
- Leveraging sector-leading partnerships (e.g., Keypath, CinLearn) to support rapid upskilling and cultural shifts in digital learning.
- Outcomes tracked via participation in professional development and evidence of improved teaching quality through peer review and student feedback.

Strategies for Early Intervention and High-Quality Student Support

- Using predictive modelling to identify at-risk students pre-census and providing targeted outreach.
- Offering comprehensive support services, including counselling, accessibility, financial aid, academic learning support, and peer mentoring.
- Delivering English language assessments for all commencing students, with required tutorials for those needing additional support.
- Reforming attendance, participation, and special consideration policies to ensure accessibility, flexibility, and fairness across all cohorts.
- Raising awareness of support through centralised hubs, digital platforms, and proactive communication campaigns.
- Success measured by reduced first-year fail rates, improved outcomes for equity cohorts, lower attrition, and year-on-year SES improvements.

These strategies collectively ensure UTS strengthens teaching quality, supports staff and students, and continues to deliver an outstanding student experience while addressing areas for targeted improvement.

Strategies for Improving Research, Research Training, and Innovation

Research Impact

Over the past five years, research at UTS has undergone a significant transformation guided by the UTS 2027 Research Strategy. We have sharpened our research identity, invested in building capacity, and embraced innovation in how we support, translate, and scale our research. This has contextualised the next phase of planning to guide us under UTS 2030 and its two strategic pillars of *A creative and innovative university* and *A connected and engaged university*.

Core to this is creating new ways to develop and sustain research and education partnerships through our Knowledge Exchange Framework, cementing our position as a university of choice for engagement and partnerships, continuing to translate our research outcomes into practice, and working to co-develop future facilities with industry.

In relation to research training, UTS aims to build capacity, expertise and community practice through continuous professional development. This has led to multiple initiatives and projects to equip researchers and research support and enablement staff with the capabilities and skills to achieve research excellence through impactful and high-quality research through mutual understanding and respectful collaboration. UTS has also introduced a HDR Capability Framework

to empower candidates in their professional development, supported by a personalised Graduate Research Study Plan to guide their growth as researchers.

In relation to research commercialisation, UTS has introduced a Research Commercialisation Framework, clarifying our principles and pathways for bringing innovations to market through commercialisation pathways while ensuring we continue to champion non-commercial routes to impact, such as policy and legislative change, improved practice, and social innovation.

Our success will be measured by:

- Increasing research outcome
- Strengthening global partnerships
- Establishing new platforms for industry engagement and translation underpinned by our consideration of People, Progress, Productivity & Performance, and Pathways.

Strategies for Engaging with Industry

Engagement with industry

UTS 2030 recognised our deep connections with industry and community, and we will build on our reputation as a preferred partner for research collaboration across a diverse range of fields by investing in our world-class researchers, facilities and infrastructure.

Our initiatives include:

- Advancing a refreshed strategy for leveraging our major facilities such as UTS Tech Lab, UTS Data Arena, Biologics Innovation Facility and other assets to attract industry collaboration and investment, enabling new collaborative research opportunities. This initiative also aims to equip our students with industry-ready skills through work integrated learning opportunities, e.g. our Cyber Resilience Career Pathway Training Program for Aboriginal and Defence Veteran community members which includes a cadetship with an industry partner for successful trainees.
- Aiming for deep sector knowledge, extensive research activities, and for strategic partnerships to become the preferred collaborators in industry ecosystems that deliver economic, environmental and social impact and value. Our deep Sector Engagement approach is to align UTS wide expertise and capability with the needs of selected industry sectors and firms and organisations within those sectors, with the aim of ensuring that we achieve a comprehensive level of engagement that raises awareness of UTS within the industry sector and enhanced prospects for future partnerships of scale. This will create the greatest uplift in value and benefits, moving beyond individual organisational relationships to participate and scale our engagement across national and global sector ecosystems.
- Implementing our new “Outside-In” Partnership Model which prioritises the needs and goals of external partners (industry, government, community) and designs collaborations to deliver mutual benefit, moving beyond a traditional academic-centric approach. A partnerships support function allows our academics to focus on delivering academic value, while professional business development and partnership delivery functions handle engagement, administration, and project management, improving partner satisfaction and efficiency.
- Strengthening industry connections by leveraging alumni engagement locally, nationally and globally, offering them continuing value and community, and inspiring giving back through ways that align with shared values and amplify our impact.

- Evolving and growing our Enterprise Learning solutions by partnering with a broad range of clients in the public and private sectors to co-design tailored learning solutions that support them to achieve their goals, building capability, changing mindsets and behaviours, and delivering outcomes.

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA
by

Jessica Mohr

Full name (please print)

First Assistant Secretary

Position
of the Department of Education

Signature

01/12/2025

Date

SIGNED for and on behalf of
The University of Technology Sydney
by

Andrew Parfitt

Full name (please print)

Vice-Chancellor and President

Position

Signature

In the presence of:

Rachel Searl

Witness (please print)

Executive Officer

Position or profession of witness (please print)

Signature

In the presence of:

Ellen Goh

Witness (please print)

Manager, Government Affairs

Position or profession of witness (please print)

Signature