



RMIT's Education Plan to 2025:

Learning through
Life and Work

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Deputy Vice-Chancellor Education Foreword

RMIT's founding motto, *a skilled hand, a cultivated mind* provides the mandate for an education that is defined by its authentic and applied nature. One that prepares learners to step into industry ready to solve real problems with a critical and practical approach.



**Professor
Sherman Young**
Deputy Vice-Chancellor,
Education

What links our past to the future is the University's ongoing commitment to education that responds to industry and community needs and we continue to deliver on this by building on the foundation of RMIT's distinctive position.

Learning through Life and Work is RMIT's Education Plan for 2023-2025. It operationalises the first three-year horizon of Direction 1 of RMIT's Strategic Plan: Knowledge with Action, and focuses on improving student outcomes, the student and staff experience, and responding to the challenges and opportunities of contemporary education.

We draw on RMIT's rich history as an institution of applied learning, through a clearly articulated Signature Pedagogy, delivering a workplace relevant, flexible curriculum that best engages modern learners of diverse ages, backgrounds and identities. Learning forms part of a holistic RMIT student experience that fosters belonging and connection with tailored support to suit individual learners.

Our approach deeply considers RMIT's educator workforce of the future – recognising and rewarding the diverse activities involved in the work of academics, educators and professional staff; and crafting a future-focused approach to working and career progression at our university.

The Education Plan is the overarching guiding document providing frameworks and building the mechanisms and support to empower our RMIT community to create an innovative system for lifelong learning.

Professor Sherman Young
Deputy Vice-Chancellor, Education
RMIT University

Action Area 1.

Pedagogy – how we teach

Our Signature Pedagogy is Active, Applied and Authentic (AAA). Our students are attracted to our reputation for practical, hands-on learning and we will ensure that we live up to that reputation. There is exemplary existing practice across RMIT providing a strong foundation on which we will build a consistent and coherent AAA learning experience where learning will be:

Active	Applied	Authentic
Students are active partners in their learning – we design constructively aligned activities giving them significant autonomy and independence, ensuring engagement and self-motivation.	Our pedagogy imbues the RMIT Capabilities (see Action Area 2) – students develop relevant transferrable work and life skills when engaging in their learning activities.	Our teaching is designed to transcend the grades learners achieve, supporting them towards capabilities and outcomes that will set them up for success with tangible evidence for their future work and life.
Learning activities are experiential and problem-based – we provide opportunities to learn through solving problems within scenarios grounded in real world experiences.	Industry-partnered learning (IPL) is embedded in all programs while expanded co-curricular activities and resources will enable more direct links to employment outcomes.	Outcomes will be authentic in their creation and relevant to learners' professional futures, and broader life journeys.
Our approach to learning is blended. High-quality and engaging on-demand content forms a digital spine, around which we wrap high value, interactive learning activities. This content will complement learning in face-to-face classes where students will deepen their understanding through application of theory in real world contexts.	Our learners engage with cutting edge research and have access to our world class researchers – through a well-considered approach to the research-teaching nexus co-created with the Research and Innovation Portfolio. Our pedagogy incorporates learnings from Aboriginal and Torres Strait Islander peoples' knowledges and practices and addresses our commitment to Sustainable Development Goals.	Assessment tasks are contextualised in life and work and provide practical evidence of learning (for example through a persistent e-portfolio) – and those tasks are designed with academic integrity front of mind.
	Future-focussed technologies are embedded in our activities, ensuring that students engage with relevant tools in their learning - whatever their disciplines – enhancing their learning experience and building their digital capabilities.	We encourage and celebrate connections between and across disciplines that reflect the interdisciplinary nature of the world within and beyond RMIT.

Our Signature Pedagogy is shaped by our blended learning approach where high value on campus, workplace and industry experiences are integrated seamlessly with a digital spine of high-quality, on-demand online learning activities, resources, and tools.



Action Area 2.

Curriculum – what we teach

2.1 RMIT Capabilities

Our curriculum will be centred around an agreed set of RMIT Capabilities to ensure that our employability focus encompasses the required – and broader – work and life skills.

This will be complemented by our values-driven ambition towards ethical global citizenship, which includes a commitment to sustainability and active engagement with Aboriginal and Torres Strait Islander peoples' knowledge systems. The RMIT Capabilities will be mapped to relevant program learning outcomes and addressed in our short course and co-curricular offerings.



- 1** Employ globally inclusive perspectives and a commitment to diversity, inclusion, and respect.
Actively engage with Indigenous perspectives and participate in action towards reconciliation and self-determination of First Nations.
Contribute to a more sustainable world through engagement with the Sustainability Development Goals.
- 2** Actively establish meaningful connection with professional, peer, government, industry and/or community networks.
Collaborate with diverse, multidisciplinary, and cross-functional teams to solve complex problems.
- 3** Employ intellectual agility, knowledge, and skills to develop solutions in a fast-changing world.
Utilise self-awareness to reflect on learning and experiences to build transferable skills and grow personally and professionally.
- 4** Create and utilise a blend of digital and human skills, tools, and emerging technologies to learn, solve problems, innovate, communicate and collaborate.
- 5** Establish and continue to grow and apply disciplinary and/or interdisciplinary knowledge and expertise in real life contexts and as life-long learners.
- 6** Employ intellectual independence and judgement to engage critically with information, make sound evidence-based decisions, actively challenge assumptions, and undertake research.

2.2 Curriculum architecture

To enable the flexible, interdisciplinary offerings our students and employers demand, our curriculum architecture will be consistent, modular, and credit-point based.

It will foster learner choice and drive opportunities for transdisciplinary and trans-sectoral study across RMIT. Building blocks will be common to all programs, making it simpler for students to undertake learning experiences across different disciplines.

The architecture will foster the interdisciplinary thinking that employers are increasingly demanding from their workforce and from graduates. It will also allow more straightforward collaboration between educators who wish to quickly create programs to meet external demands, by easily combining disciplinary blocks and/or smaller units of learning and accessing shared courseware.

2.3 Flexible learning options to empower lifelong learning experiences

RMIT's curriculum architecture will also offer learners a wide range of learning options from formal qualifications to single courses, blocks, short courses, and micro-credentials all based on our core curriculum. It will integrate those shorter learning opportunities into a single platform.

Shorter offerings can be designed through easy disaggregation of existing programs and courses; or bespoke short offerings can be stacked into larger blocks of learning or qualifications to support learners' lifelong learning and career aspirations.

This architecture is an enabling and empowering one – it will allow initiatives to align under a common framework. More ambitious opportunities will be targeted to where there is demand both internally and in industry and our community.

Action Area 3.

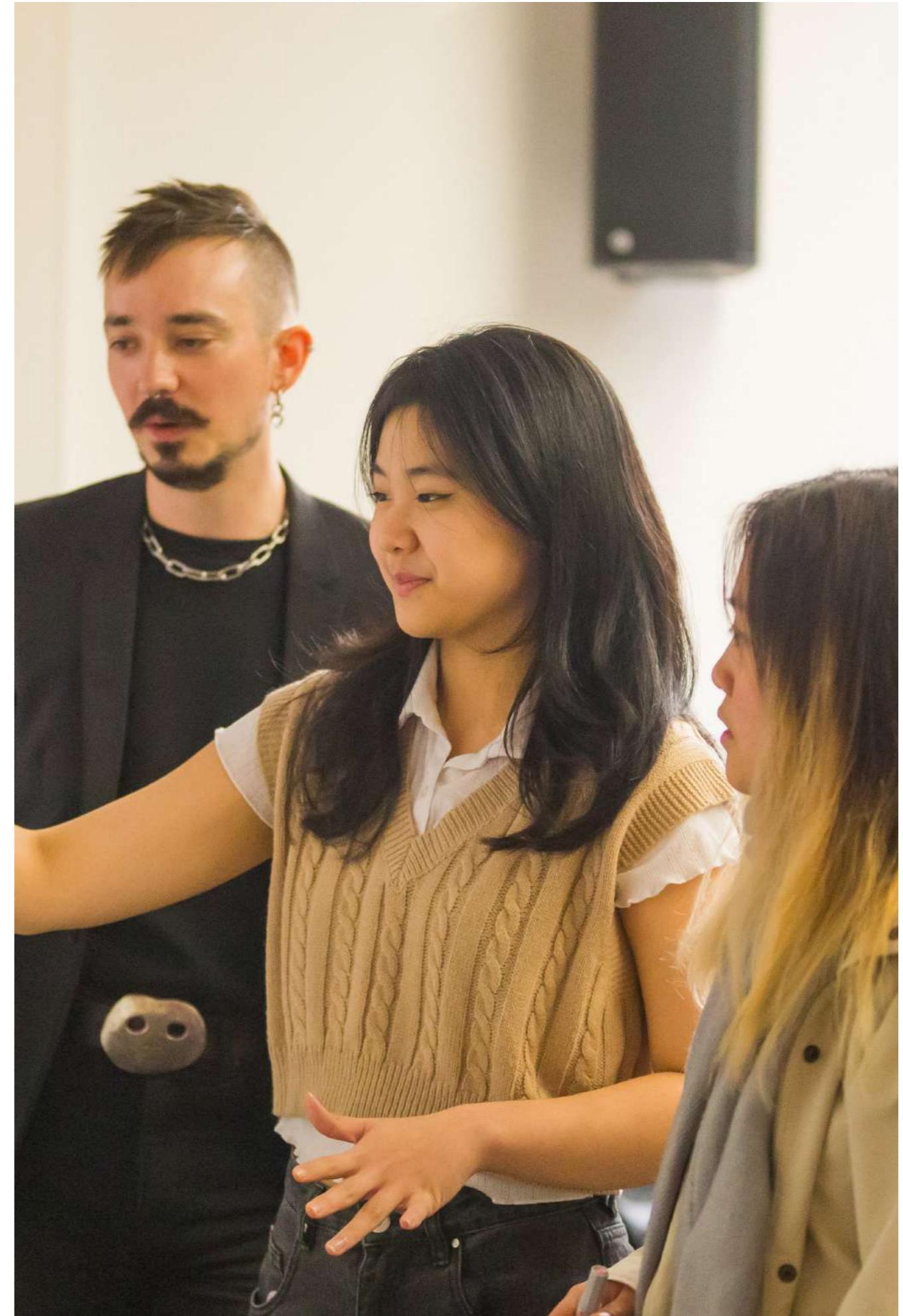
Connected Student Experience – providing a rich and seamless experience

Student Experience is a combination of learner experience, personal experience, and client experience. Our approach will build on RMIT's Signature Pedagogy in Action Area 1 which focuses on an excellent learner experience. By connecting that with the broader campus experience, and improving the necessary transactional processes, we will deliver an optimal and holistic student experience.

Importantly, we recognise that our students will be increasingly diverse – not just with different demographics, but as an expanding lifelong learning cohort with entirely different expectations and needs. We understand that learner needs will evolve over their lifelong learning journey – as one RMIT community we will nurture an ongoing relationship with them throughout that journey regardless of the path the learner chooses.

To achieve this aspiration, we need to ensure:

- **Connected learner journeys** – where all experiences (both in and out of the curriculum) are connected and easy to navigate
- **Accessible and inclusive experiences** – where all learning, environments, activities and engagements are purposeful, welcoming and safe – and easy to navigate between
- **Holistic care and learner support** – driven by meaningful analytics to provide personalised, targeted and joined-up care and support for all cohorts
- **Communities and networks** – to build belonging and networking opportunities through meaningful and productive connections with educators, researchers, peers, industry, community and alumni



Action Area 4.

Educator Engagement – supporting educators to challenge and inspire

Educators will undertake increasingly diverse work as they adapt to a lifelong learning environment and are likely to support a greater diversity of students and work across a wider range of learning and assessment contexts.

To support our educators, we will recognise the multiple activities and tasks that lead to a positive impact on the student learning experience. We will engage in deep conversations around the teaching/research/engagement nexus, the complex roles of the educator and the need to understand current and future workload challenges. We will pursue the ability to offer teaching focussed roles to those individuals who choose to pursue this career path – and ensure well designed and relevant reward and recognition opportunities that support individuals' aspirations and those of the wider University. This will include the opportunity for teaching fellowships; within RMIT and via broadened opportunities for deep engagement with and work within industry

We will provide a consistent multi-mode suite of professional development opportunities for educators focusing on leadership, pedagogy (design and delivery), scholarship and industry engagement. This will include opportunities for vocational and higher education staff to develop scholarly activity and industry currency as a foundation for active, applied, and authentic learning.

We will also implement a mentor/buddy program for all educators to support their career progression and aspirations.



Progressing the Education Plan

This Education Plan calls for a focused and aligned approach across all RMIT. It empowers our community to create an innovative system for lifelong learning and to meet our aspirations and those of our learners, educators, partners and community.

To do this we will work together as 'one RMIT' building on the best practices across all we do, streamlining our ways of working and prioritising what matters most – our students and staff. We will ensure we anchor back to our core purpose as outlined in Knowledge with Action: to enhance our learning communities' 'life and work through stimulating, high-quality, educational experiences and pathways, connected across RMIT's distinctive, open learning ecosystem, powered by expert educators who challenge and inspire'.

In doing so we will work with our learners, educators and broader RMIT community to deliver what they need, when and how they need it to meet their life and career aspirations.

