

# Student Voice and Partnership Framework

How RMIT listens to, partners with, and is accountable to its students.



April 2026

|       |                                                                    |    |
|-------|--------------------------------------------------------------------|----|
| 1     | Our commitment to Student Voice .....                              | 3  |
| 2     | Accountability for the Framework.....                              | 4  |
| 3     | How this Framework is organised .....                              | 5  |
| 4     | How RMIT Uses Student Voice.....                                   | 6  |
| 5     | Student Representation .....                                       | 7  |
| 5.1   | Elected Student Representative Bodies .....                        | 7  |
| 5.1.1 | RMIT University Student Union (RUSU) - Australia .....             | 7  |
| 5.1.2 | RMIT Vietnam Student Council - Vietnam.....                        | 8  |
| 5.2   | Student Representation in Governance and Advisory Structures ..... | 8  |
| 5.3   | Student Advisory and Reference Groups .....                        | 11 |
| 5.4   | Recognising Student Leadership and Contribution .....              | 12 |
| 6     | Consultation and Co-design .....                                   | 13 |
| 6.1   | Communicate .....                                                  | 13 |
| 6.2   | Consult .....                                                      | 13 |
| 6.3   | Co-design .....                                                    | 15 |
| 7     | Feedback and Insight .....                                         | 16 |
| 7.1   | Surveys and Service Monitoring .....                               | 16 |
| 7.2   | Feedback, Complaints and Appeals.....                              | 17 |
| 7.3   | Reporting and Response .....                                       | 18 |
| 8     | Accountability and Governance of This Framework .....              | 19 |

# 1 Our commitment to Student Voice

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RMIT recognises students as partners in shaping the university. Student voice is not an optional add-on - it is central to how RMIT governs, designs and evaluates its programs and services. Listening to, partnering with, and responding to students is essential to delivering high-quality education, an inclusive experience, and a strong institutional reputation.

RMIT's **Student Voice and Partnership Framework** describes how this partnership operates in practice. It is organised around three interconnected pillars:

- **Student Representation** - formal, structured roles through which students speak and act on behalf of their peers. This includes democratically elected student organisations, student members on governance and management committees, and student advisory and reference groups.
- **Consultation and Co-design** - planned engagement activities through which RMIT and students work together on decisions, policies, services and strategic initiatives. This includes communicating with students about changes and opportunities, consulting them on proposals and priorities, and partnering in co-design processes.
- **Feedback and Insight** - the mechanisms through which students share their experiences as individuals and cohorts, including surveys, service feedback, complaints and appeals, and the university's processes for analysing, responding to, and reporting on this input.

These pillars operate in parallel and at multiple levels of the institution. Student representatives ensure that student perspectives are visible in formal decision-making. Consultation and co-design activities bring diverse student perspectives into the development and improvement of programs, policies and services. Feedback and insight mechanisms provide ongoing evidence of the student experience and inform continuous improvement.

Effective student partnership depends not only on formal structures, but also on relationships of trust, openness and mutual respect between students and staff at the university.

RMIT's approach to student voice seeks to move beyond transactional consultation towards ongoing partnership, shared problem-solving and meaningful participation in institutional life.

Student voice also plays an important role in RMIT's institutional assurance, quality and risk management processes. By embedding student representation in governance, engaging students in the design of services and strategic initiatives and systematically monitoring the student experience through feedback and complaints processes, the university can identify emerging issues early, test assumptions, and assess whether decisions are delivering the intended outcomes. In this way, the Framework supports accountable, evidence-informed decision-making and helps ensure RMIT remains responsive to its students.

Student partnership does not mean all decisions are made jointly, nor that institutional accountability is shared equally in every context. Rather, it ensures that students are engaged in ways that are transparent, meaningful, proportionate to the decision, and connected to clear accountability for outcomes.



The Framework reinforces RMIT's commitment to transparent, inclusive and evidence-informed governance by ensuring student perspectives are embedded in institutional decision-making, quality assurance and continuous improvement processes.

This Framework primarily documents and clarifies RMIT's existing student voice mechanisms and does not introduce new requirements for staff. It is intended to improve visibility, coherence and effectiveness of current practice

This Framework supports RMIT's broader **Student Experience Tapestry** transformation and its signature student experience model of Access, Belonging and Capability. Student voice and partnership are critical to understanding the student experience, strengthening belonging and connection, and ensuring that services, systems and learning environments support student success across the full student lifecycle.

## 2 Accountability for the Framework

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This **Student Voice and Partnership Framework** is one of the ways RMIT gives practical effect to its commitment to student voice and partnership. It sets out how students participate in governance, how they are engaged in decisions and design processes, and how their feedback informs continuous improvement. To remain effective, the Framework must have clear ownership, be regularly reviewed, and be subject to appropriate oversight.

Executive accountability for the Framework rests with the Deputy Vice-Chancellor Education, who provides strategic direction and cross-portfolio authority for student voice at RMIT as Chair of the University Executive Education Committee. Operational responsibility for maintaining and implementing the Framework rests with the Executive Director, Students, who oversees the student voice and partnership systems described in this Framework.

This Framework is a living document. It is reviewed annually as part of the Student Support Thematic Report process to determine whether updates are required. A full review is undertaken when there are material changes to legislation, regulatory expectations, RMIT's operating context, or feedback from students and staff. Outcomes of this assessment, and key insights from student voice activities, are reported to the University Executive Education Committee, the University Executive, Academic Board, and the University Council, as part of the annual Student Support Thematic Report and other relevant mechanisms.

Student voice mechanisms described in this Framework are embedded within RMIT's governance and management architecture. In particular, the Student Experience Advisory Group (SEAG), the Student–Staff Consultative Committee (SSCC) network, and Portfolio and College-level Academic Governance Committees (CAGCs) operate as key consultation, co-design and governance mechanisms. They are subject to published Terms of Reference and regular governance review to ensure they remain effective, representative, and aligned with institutional priorities.

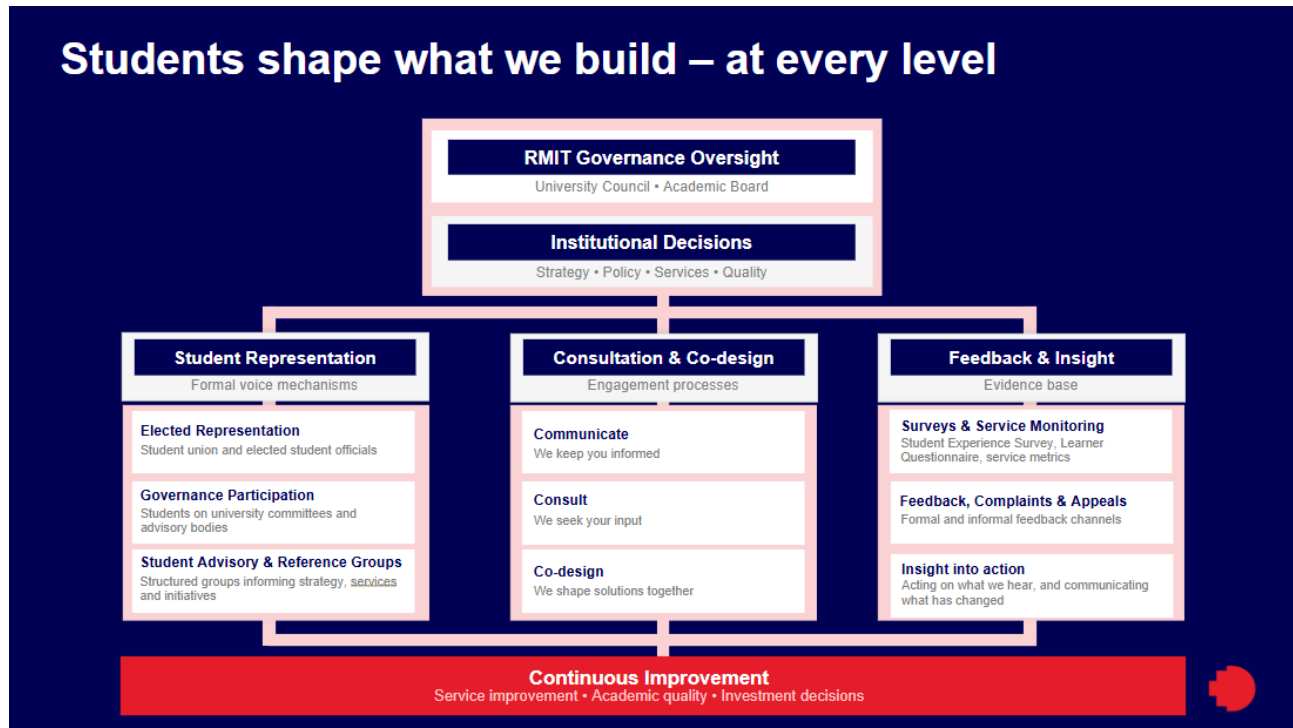
Through these accountability arrangements, RMIT ensures student voice is not only enabled in practice, but also governed, monitored, and continuously improved.

The Framework also serves as a single reference point for student voice at RMIT, improving visibility and understanding for internal and external stakeholders.

### 3 How this Framework is organised

The Student Voice and Partnership Framework is organised around three pillars: Student Representation, Consultation and Co-design, and Feedback and Insight. The diagram below illustrates how these pillars and their sub-modes work together across the student lifecycle and institutional environment. Sections 5–7 describe each pillar in more detail.

**Image 1: Student Voice and Partnership Framework**



## 4 How RMIT Uses Student Voice

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Student voice at RMIT operates as an integrated institutional system rather than as a series of standalone engagement activities. Insights gathered through representation, consultation, advisory groups, surveys, feedback and complaints are analysed together and used to inform decision-making across the university.

Student voice at RMIT is embedded in governance, policy development and reform, service design, academic quality and assurance processes, and institutional performance monitoring. Broadly, student voice data is used in three ways:

- **Institutional insight:** University-wide surveys, service data and deidentified complaints information provide insight into patterns and trends in the student experience. These findings inform strategic planning, quality improvement and risk management, and are reported through mechanisms such as the annual Student Support Thematic Report and other governance reporting.
- **Service and program improvement:** Feedback from advisory groups, co-design activities, Student–Staff Consultative Committees and day-to-day service interactions inform continuous improvement in student services, programs and systems, including teaching and learning.
- **Strategic initiatives and investment decisions:** Major funded student experience initiatives incorporate structured student engagement across discovery, design, delivery and evaluation stages, so that student perspectives inform business cases, investment decisions and assessments of benefit realisation.

Through this approach, RMIT ensures that student voice contributes not only to consultation, but to measurable improvement in the student experience and to evidence-informed decision-making.

## 5 Student Representation

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RMIT University and RMIT Vietnam students are represented through democratically elected student bodies and formal representative roles, alongside a range of structured mechanisms for student input and participation. Together, these arrangements ensure that students have a direct and legitimate voice in institutional governance, management, and advisory processes.

Within this pillar, student representation operates through three linked sub-modes: elected student representative bodies, student representation in governance and management committees, and student advisory and reference groups.

### 5.1 Elected Student Representative Bodies

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#### 5.1.1 RMIT University Student Union (RUSU) - Australia

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RUSU is an independent, democratically elected student organisation operating across RMIT's Australian campuses. As an incorporated not-for-profit association registered with the Australian Charities and Not-for-profits Commission (ACNC), RUSU represents, supports and advocates for students while contributing to student life, community and wellbeing.

Each year, RMIT students in Australia elect representatives to the Student Union Council (SUC), RUSU's peak governance body. RUSU consistently records high levels of participation in student elections relative to the Australian higher education sector, reflecting strong levels of student engagement. Election outcomes determine the composition of the Student Union Council (SUC) - the peak governance body of RUSU.

Between 90 and 100 student clubs are affiliated with RUSU each year, contributing to student life, connection and representation across the university.

#### The Student Union Council (SUC)

The SUC is the highest decision-making body of RUSU, comprising 28 elected student representatives. SUC members carry duties and responsibilities comparable to those of a company board and receive specific governance training and professional support to fulfil these obligations. The SUC meets monthly and its meetings are open to any RMIT student.

The composition of the SUC reflects the diversity of RMIT's student community and includes dedicated representation for cohorts and communities including vocational education students, international students, postgraduate students, First Nations students, students with disability or caring responsibilities, LGBTIQA+ students and women students, alongside portfolios focused on welfare, sustainability, clubs and societies, student activities and campus life.

#### RUSU Services and Support

In addition to its representative function, RUSU provides a range of services that complement the university's student support offering. RUSU works with RMIT to ensure students are aware of and

can access university services and support, playing an important role in connecting students with the broader institutional ecosystem and university community.

RUSU's services are funded in part through the Student Services and Amenities Fee (SSAF). Under Commonwealth legislation, the university is required to direct a proportion of SSAF revenue to student-led organisations.

### **RUSU Annual Priorities and Executive Engagement**

Each year, the incoming RUSU President presents the Student Union's annual priorities to the Academic Board, University Executive, and to the RMIT University Council. This presentation gives newly elected student leaders a formal platform to communicate directly with the university's highest governing bodies about student priorities, concerns, and calls for action. It remains one of the most direct pathways for student priorities to inform institutional decision-making.

The Vice-Chancellor, Deputy Vice-Chancellor Education and Executive Director, Students also meet regularly with RUSU leadership to strengthen relationships, discuss emerging issues and maintain ongoing dialogue about student priorities and institutional responses.

### **5.1.2 RMIT Vietnam Student Council - Vietnam**

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At RMIT Vietnam, the equivalent role is played by the RMIT Vietnam Student Council (SC), which operates independently at both the Saigon South and Hanoi campuses. The Student Council is the key advocate for all RMIT Vietnam students and serves as the conduit for communication between students and the university.

Like RUSU in Australia, the Student Council is democratically elected: executives and officers are current RMIT Vietnam students, elected annually through a transparent democratic election held each Semester 1. Students run campaigns, publish policy statements, and earn their positions through the votes of their peers.

The Student Council addresses students' educational experience, personal welfare, social life, and cultural activities, and communicates student concerns and perspectives to university management in Vietnam. Student Staff Consultative Committees (SSCCs) at RMIT Vietnam provide a parallel mechanism for structured consultation between students and academic staff at a program and course level. The Student Services and Amenities Fee (SSAF) and the SSAF governance arrangements described in this Framework apply to RMIT's Australian operations only.

## **5.2 Student Representation in Governance and Advisory Structures**

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Students hold representation across governance bodies, university management committees and a range of institutional advisory structures. Together, these arrangements ensure student perspectives inform institutional decision-making, operational planning, and the design and improvement of services and initiatives.

Student representatives on these committees receive relevant briefings and generally have full access to committee papers, enabling them to contribute informed perspectives to governance discussions. RMIT is committed to ensuring students in formal governance roles have access to



appropriate orientation and support to carry out their responsibilities effectively. RUSU's Governance and Operations Manager, Campaigns and Strategy Advisor, and Student Rights Service provide additional support to students undertaking these roles.

Student representatives are expected to bring forward the perspectives, experiences and priorities of their peers, contribute constructively to discussion and decision-making, maintain appropriate confidentiality where required, and engage respectfully with university staff and fellow students. While student representatives may draw on their own experiences, their primary role is to help ensure broader student perspectives are considered in institutional decision-making.

## Governance bodies

University Council and Academic Board are the university's peak governance bodies. Their sub-committees support the discharge of these governance responsibilities, including oversight of academic quality, policy, and student conduct. Under the Student Conduct Regulations, student representatives sit as full members of Student Conduct Boards and Student Conduct Appeals Committees and participate equally in the consideration and determination of matters.

| Governance Body                       | Student Representation                                                                                                                                                       | Notes                                                                                                                                                            |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RMIT University Council               | Student member appointed through Council                                                                                                                                     | The Council is RMIT's highest governing body, responsible for institutional strategy, risk, and accountability                                                   |
| Academic Board                        | RUSU President (ex officio); additional elected student representatives<br><br>RMIT Vietnam Student Council President represents RMIT Vietnam Student Body at Academic Board | The Academic Board is responsible for academic quality, standards, and policy across the university.                                                             |
| Academic Board - Education Committee  | RUSU President and Student Representatives                                                                                                                                   | Ensures excellence, integrity and compliance in teaching, learning and academic policy.                                                                          |
| Academic Board – Programs Committee   | RUSU President and Student Representatives                                                                                                                                   | Ensures academic quality and standards for new and amended awards.                                                                                               |
| Academic Board – Research Committee   | RUSU President and Student Representatives                                                                                                                                   | Ensures excellence, integrity and compliance in research and research training.                                                                                  |
| Student Conduct Boards                | Student representative                                                                                                                                                       | Student representatives sit as full members under the Student Conduct Regulations and participate in determining outcomes of student conduct matters.            |
| Student Conduct and Appeals Committee | Student representative                                                                                                                                                       | Student representatives participate as full members in the consideration of appeals against assessment outcomes and those relating to student conduct decisions. |
| RMIT Vietnam Education Committee      | RMIT Vietnam Student Council members attend RMIT Vietnam Education Committee (RVEC)                                                                                          | Provides governance on programs and courses at RMIT Vietnam and oversees academic, education and student matters.                                                |

## College Academic Governance Committees (CAGCs)

College Academic Governance Committees (CAGCs) are College and Portfolio-level academic governance bodies that provide a key link between local academic governance and Academic Board. Through student membership, student perspectives are embedded directly in discussions on academic quality, standards, innovation, risk and the student experience.

## Engagement between University Governance and Student Representatives

Members of RMIT University Council and senior university leaders engage directly with student representatives through structured forums and informal discussions focused on institutional priorities and the student experience.

These engagements bring together representatives from RUSU, student members of Academic Board and its committees, and students participating in institutional advisory groups such as Student Experience Advisory Group (SEAG).

These forums support direct dialogue about emerging issues, strategic priorities and the student experience, strengthening trust, understanding, and connection between students and institutional decision-makers.

## University management committees

University management committees support executive decision-making and policy implementation and include student representatives where decisions directly affect the student experience.

| University Management Committee                                       | Student Representation                  | Purpose                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vice-Chancellor's Advisory Group for Addressing Gender-Based Violence | RUSU President and RUSU Women's Officer | Advises the Vice-Chancellor on institutional policy, practice and culture to prevent and respond to gender-based violence affecting the university community, consistent with RMIT's whole-of-organisation commitment under RMIT Prevention and Respect.                   |
| Sustainability Committee and Working Groups                           | RUSU Sustainability Officer             | Provides leadership, coordination and guidance on the integration of sustainability principles and practices across RMIT's governance, teaching and learning, research and operations. Advises University Executive on sustainability performance, commitments and policy. |
| Inclusion, Diversity, Equity and Access (IDEA) Committee              | RUSU President                          | Provides governance oversight of RMIT's equity, diversity and inclusion commitments and advises on policy, practice and culture to advance equity across the staff and student experience, consistent with the RMIT IDEA Framework.                                        |

## IDEA Working Groups

Three working groups operate under the Inclusion, Diversity, Equity and Access (IDEA) Committee, each focused on a specific domain of inclusion. Together, they provide a coordinated approach for identifying barriers and advising on action across the staff and student experience.

| IDEA Working Groups                                | Student Representation                                        | Purpose                                                                                                                                                                                       |
|----------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accessibility Working Group                        | RUSU Disability and Carers Officer                            | Identifies barriers to accessibility and provides advice on policy, practice and culture to advance equitable participation for staff and students with disability or caring responsibilities |
| Cultural Inclusion and Racial Equity Working Group | RUSU General Secretary and RUSU International Student Officer | Identifies barriers to cultural inclusion and racial equity and provides advice on policy, practice and culture to advance belonging and equity for staff and students.                       |
| LGBTIQA+ Working Group                             | RUSU Queer Officers                                           | Identifies barriers to LGBTIQA+ inclusion and provides advice on policy, practice and culture to advance safety, recognition and belonging for staff and students.                            |

## 5.3 Student Advisory and Reference Groups

Student advisory and reference groups provide structured, ongoing student input into specific aspects of the student experience. Operating with defined membership, scope and governance arrangements, these groups ensure student perspectives inform the design, improvement and evaluation of services, programs and strategic initiatives.

### Student Experience Advisory Group (SEAG)

The Student Experience Advisory Group (SEAG) is RMIT's primary advisory body for student experience. Co-chaired by the Executive Director, Students and the RUSU President, SEAG brings together student representatives, RUSU and university staff to advise on student services, SSAF allocation and broader student experience initiatives. The group validates priority themes identified through the SSAF Student Poll, informs service design and strategic planning, and acts as a reference group for co-design activities. SEAG operates under published Terms of Reference and maintains a student-majority membership.

### RMIT Vietnam Student Experience Advisory Group (VN-SEAG)

VN-SEAG is the centrepiece of RMIT Vietnam's approach to structured student co-design and partnership. It is the primary mechanism through which diverse student perspectives are brought into the design and improvement of services, policies, and student experience initiatives at an institutional level. VN-SEAG is co-chaired by the Director of Student Experience and Success and a student elected by SEAG members.

## Library Student Advisory Board (SAB)

The Library Student Advisory Board (SAB) enables students to contribute directly to the design and improvement of library services, resources and environments. Open to students from across study levels and disciplines, the SAB provides feedback on library tools, digital platforms, student engagement approaches and physical and digital learning environments. Membership is refreshed through an Expression of Interest process.

## AI Student Advisory Board (AISAB)

The AI Student Advisory Board (AISAB) provides student perspectives on the use of generative AI and emerging technologies across learning, teaching and the broader student experience. Bringing together students from vocational, undergraduate and postgraduate programs, the Board provides feedback on AI-enabled learning, assessment and student support, helping inform responsible AI adoption and the development of future learning environments. It informs the work of the Generative AI in Learning and Education (GAILE) initiative, the RAISE Hub and other projects exploring responsible AI adoption.

## Other Advisory and Reference Groups

RMIT may establish additional student advisory or reference groups from time to time to support major projects, strategic initiatives or specific areas of the student experience. These groups operate with defined terms of reference and provide targeted opportunities for students to contribute to institutional planning, service design and continuous improvement activities.

## 5.4 Recognising Student Leadership and Contribution

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Formal recognition of student leadership is part of RMIT's commitment to treating students as partners rather than recipients. Students who contribute to university governance, student representation, and the broader campus community develop skills and experience of lasting value, and this contribution deserves institutional recognition.

*RMIT Plus* is RMIT's co-curricular achievement recognition program. It enables students to record and receive formal recognition for participation in activities beyond the curriculum, including student governance, leadership, volunteering, and community activities. *RMIT Plus* provides students with a credential to demonstrate the breadth of their experience to future employers.

The *RMIT Career Ready Award* is RMIT Vietnam's formal co-curricular recognition framework. It provides students with a structured yet flexible pathway to document, reflect on, and receive formal recognition for experiences undertaken alongside their studies. The program enables students to articulate their experiences effectively and present a strong employability narrative to future employers.

RMIT also provides a formal enrolment pathway for elected RUSU officers through the non-award *Student Union Council – Office Bearers* program. This enables elected officers (excluding international students) to take a leave of absence from their primary program during their term

without losing enrolment status. Participation is recorded on the student's academic transcript, an institutional acknowledgement that elected student leadership is a meaningful and time-intensive commitment. There are no fees, assessments, or credit points associated with the program. This does not apply to Student Council members at RMIT Vietnam.

At RMIT Vietnam, students in extended partnership roles, including VN-SEAG members undertaking significant co-design and partnership responsibilities, are eligible for recognition through incentives or compensation. The specific arrangements are determined in accordance with applicable University policy and are communicated to eligible members at the point of appointment.

## 6 Consultation and Co-design

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Beyond formal representation, RMIT engages students directly in shaping decisions, services, and strategic initiatives that affect their experience. This engagement occurs through three modes:

- Communicate – informing students about decisions, changes and opportunities to participate.
- Consult – seeking student feedback and perspectives to inform university decision-making.
- Co-design – students and staff working together to define problems, develop ideas and test solutions.

Different initiatives may use one or more of these modes depending on their scale, complexity and impact.

### 6.1 Communicate

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RMIT uses a range of channels to keep students informed about decisions, changes, services and opportunities to participate in student voice activities.

- Campus Buzz – student e-newsletter providing updates on services, initiatives and key dates.
- Student website and Canvas announcements – timely information about policy changes, support services and engagement opportunities.
- Project and initiative communications – updates on major student experience initiatives, including how student feedback has informed outcomes, communicated via the website, on-campus digital signage or email.

These communications support transparency, build trust, and help close the feedback loop with students.

### 6.2 Consult

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Consultation is used where RMIT seeks structured input from students to inform decisions about policy, programs, services, and the allocation of resources. Consultation occurs at both local (program and course) and institution-wide levels.



## Student–Staff Consultative Committees (SSCCs)

Student–Staff Consultative Committees (SSCCs) provide a structured mechanism for consultation between students and academic staff at program and course level. Operating across RMIT Australia and Vietnam, SSCCs may enable discussion of learning and teaching, assessment, program delivery and the student experience. They form an important part of RMIT's academic quality and continuous improvement processes by providing a mechanism through which student perspectives can inform local academic decision-making.

## Student Consultation in Policy Development

Student representatives are engaged in the development and review of university policy. In accordance with the university's policy framework, student representatives - typically through RUSU - are consulted during policy development and review processes. This consultation may occur through targeted engagement with relevant student representatives or through broader consultation across the university community. Through this approach, student perspectives inform the development and revision of policies that shape the student experience, including academic policy, conduct regulations, and policies relating to equity, accessibility, and the learning environment.

## SSAF: Student Consultation on Fee Allocation

The Student Services and Amenities Fee (SSAF) funds a range of non-academic services and amenities supporting student wellbeing, participation, employability, and student life. RMIT consults students on SSAF priorities through biennial processes and validates priority themes through SEAG before informing allocation decisions.

The SSAF Steering Committee oversees the allocation and governance of SSAF funding at RMIT. The Committee includes student representation via the RUSU President and considers student consultation outcomes and strategic priorities when recommending funding allocations and monitoring funded initiatives. RMIT publishes an annual SSAF Allocation Report outlining expenditure, consultation processes, and student outcomes in accordance with Commonwealth reporting requirements.

| Priority Theme                  | Description                                                                                                                                                                                                    |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Campus and Community Life       | Activities and programs that foster student connection, belonging, and social cohesion - including clubs and societies, sport and recreation, creative activities, orientation, and campus activation programs |
| Welfare and Wellbeing           | Support services addressing mental health, legal and financial advice, food security, accommodation assistance, and the specific needs of international students                                               |
| Graduate Outcomes               | Career development services, work-integrated learning support, co-curricular experiences, and employment preparation programs                                                                                  |
| Student Voice and Participation | Student rights advocacy, opportunities for diverse student voices in university decision-making, and support for student-led media                                                                             |

## Student Voice in Academic Quality Assurance

Student voice plays a central role in RMIT's academic quality assurance processes. Feedback gathered through Student–Staff Consultative Committees, the Course Experience Survey, and other course and program feedback mechanisms informs the ongoing improvement of learning and teaching. Consistent with the University's Program and Course Policy and related review procedures, program teams, schools, and colleges are expected to review and respond to student feedback as part of course and program review, enhancement and monitoring activities. In this way, student perspectives contribute directly to curriculum improvement, learning quality, and the maintenance of academic standards across the university.

### 6.3 Co-design

Co-design is used where RMIT and students work in partnership to understand problems, design solutions, and test or refine services and initiatives. This mode moves beyond consultation to shared design work, often using human-centred design methods.

#### Student Experience Advisory Group (SEAG) – Co-design Role

In addition to its advisory role, SEAG also supports co-design activities across the student experience. This includes providing structured student input into service design and strategic planning, acting as a reference group for human-centred design activities, and helping interpret evidence from surveys, feedback and SSAF consultation processes to inform service and initiative design.

#### Student Participation in Funded Strategic Initiatives

RMIT is committed to ensuring that students are engaged as participants - not merely beneficiaries - in the funded strategic initiatives that shape the student experience. For all funded student experience initiatives, RMIT applies a structured approach to student engagement across the full lifecycle of the initiative. Engagement methods may include surveys, focus groups, user interviews, co-design workshops, student advisory groups, and targeted testing of digital tools or services.

| Initiative Stage        | What Engagement Looks Like                                                                                                                                                          |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discovery and Scoping   | Review of existing student experience data, survey findings, and thematic reports to define the student-facing problem or opportunity the initiative addresses.                     |
| Design                  | Structured consultation with students to validate root causes and co-design solutions, using methods such as focus groups, workshops, user interviews, or co-design sessions.       |
| Delivery and Build      | User testing and feedback loops with student representatives at key milestones; ongoing communication with the student body about progress.                                         |
| Evaluation and Benefits | Evaluation of initiatives draws on baseline survey data, service metrics, and targeted engagement to determine whether the intended student experience benefits have been realised. |

## Continuous improvement and the Student Voice and Partnership Playbook

In 2026, RMIT will develop a Student Voice and Partnership Playbook under the Student Experience Tapestry program. The Playbook will provide practical guidance, reusable tools, and engagement approaches to support consistent, proportionate and evidence-informed student engagement across the university.

The Playbook is intended to support project teams, educators and professional staff to integrate student voice into existing governance, academic quality, service improvement and project delivery processes. Wherever possible, engagement activities should align with existing institutional processes rather than operate as separate or parallel activities and should not create parallel or additional administrative burden.

The Playbook does not replace or supersede the Framework but rather translates its principles into practical guidance for project teams and staff.

Major funded student experience initiatives will be expected to demonstrate appropriate and proportionate student engagement across discovery, design, delivery and evaluation stages. This positions student voice not merely as a reporting obligation, but as an input to institutional decision-making, quality improvement and benefit realisation.

## 7 Feedback and Insight

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RMIT gathers feedback and insight from students through surveys, service monitoring, deidentified complaints, appeals and other engagement channels. This information may be used to monitor quality, identify emerging issues, inform decision-making and support continuous improvement.

This pillar operates through three connected sub-modes:

- Surveys and Service Monitoring
- Feedback, Complaints and Appeals
- Reporting and Response

Together, these mechanisms support a continuous feedback cycle in which student insight is collected, analysed, acted upon and communicated back to students and governance bodies.

### 7.1 Surveys and Service Monitoring

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RMIT uses surveys, service metrics and operational data to monitor the student experience, identify emerging issues, and inform institutional decision-making and continuous improvement.

Student insight is gathered through:

- Institution-wide surveys – including national and internal surveys measuring student satisfaction, graduate outcomes and service experience.
- Course Experience Survey (CES) – course and program-level feedback used to support learning and teaching improvement.

- Targeted and pulse surveys – short surveys exploring specific issues, cohorts or initiatives.
- Service performance monitoring – service usage, response times, satisfaction and accessibility data across student-facing services and digital channels.
- Local feedback tools – quick polls, event feedback and targeted questionnaires used by Schools and service areas.

Findings are shared with relevant Colleges, portfolios, and governance and management bodies and used alongside other sources of student voice to inform priorities, planning and improvement activities.

## 7.2 Feedback, Complaints and Appeals

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In addition to structured surveys, RMIT provides multiple avenues for students to give feedback, raise concerns, and seek formal review of decisions that affect them. These mechanisms are essential to a fair and accountable student experience and are a key source of insight into issues that may not surface through surveys alone.

### General feedback and enquiries

Students can provide informal feedback or raise concerns through channels such as Student Connect (which includes access to College-based support teams) and through direct engagement with academic and professional staff. These mechanisms support early identification of issues, enable local resolution, and contribute to continuous service improvement.

### Complaints

RMIT provides formal complaints processes for students who believe they have been adversely affected by a university decision, action or omission. Complaints may relate to academic matters, services, conduct or other aspects of the student experience. Complaints processes are designed to support accessibility, procedural fairness and timely resolution, and students may access independent advocacy and support services such as RUSU Student Rights.

Insights from complaints, including recurring themes and systemic issues, inform policy, process and service improvement and are reported through relevant governance channels, including the Audit and Risk Management Committee (ARMC).

### Appeals

Students may appeal certain university decisions, including academic outcomes, exclusions and conduct findings, in accordance with relevant regulations and policies. Appeals processes provide independent review mechanisms and opportunities for students to seek advice or representation. Insights from appeals outcomes and feedback inform ongoing improvement in academic quality, student conduct and decision-making processes.

### External Review and Escalation

Students who are not satisfied with how their complaint has been handled by RMIT, or who consider RMIT has acted unfairly, may escalate to an external body. RMIT fully supports and actively promotes students' rights to access these external bodies and will cooperate with any external review.

| Student Cohort                                   | External Body                                           |
|--------------------------------------------------|---------------------------------------------------------|
| Higher Education and Foundation Studies students | National Student Ombudsman (NSO)                        |
| Vocational Education (TAFE) students             | Victorian Ombudsman (VO)                                |
| RMIT UP English students                         | Commonwealth Ombudsman (CO) or Victorian Ombudsman (VO) |

## 7.3 Reporting and Response

RMIT recognises that collecting feedback is only one part of the student voice cycle. Equally important is how the university analyses that feedback, decides what to do in response, and communicates changes back to students. Reporting and response processes are therefore a core mechanism for closing the loop and demonstrating that student input leads to tangible action.

Student feedback is analysed, escalated through governance processes, and used to inform institutional responses and improvement actions.

Wherever possible, RMIT seeks to communicate not only what students said, but how student input informed decisions, priorities or improvement actions.

### Using feedback to inform decisions

Student feedback from surveys, service monitoring, deidentified complaints and appeals is synthesised and escalated through existing governance and management structures. Quantitative data, qualitative feedback, service metrics and complaint themes are considered together to identify recurring issues, strengths and emerging risks. Insights are reported through relevant governance forums to inform policy, curricula, services, investment priorities and improvement actions across the university.

### Thematic reporting and governance and management oversight

To ensure feedback is considered systematically, RMIT produces thematic reports that consolidate insights on key aspects of the student experience. These reports consolidate insights from surveys, complaints, service feedback and targeted engagement activities to identify themes, emerging issues and priorities for improvement.

Key reporting products include:

- Student Support Thematic Report – annual analysis of student support trends, needs and outcomes.
- Higher Education Employability Thematic Report – annual analysis of graduate employment and further study outcomes.
- Student Experience Performance Reports – reporting on QILT Student Experience Survey (higher education) and NCVER Learner Questionnaire (vocational education) performance, trends and benchmarking.



These reports support governance oversight, strategic planning and continuous improvement across the student experience.

### Closing the Loop with Students

RMIT is committed to reporting back to students on what has been heard and what actions have been taken in response to student feedback. This occurs through:

- institution-wide communications such as newsletters, websites and annual reports
- targeted updates to consultation and co-design participants
- periodic public reporting on major improvement initiatives and outcomes.

These practices support transparency, responsiveness and trust in RMIT's student feedback systems.

## 8 Accountability and Governance of This Framework

This Framework is maintained by the Executive Director, Students and subject to executive accountability through the Deputy Vice-Chancellor Education. Reporting on the operation of the Framework occurs through University Executive Education Committee, University Executive, Academic Board, University Council and other relevant governance mechanisms.

| Role                                       | Accountability                                                                                                                                                                                                                                                                     |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deputy Vice-Chancellor Education           | Holds executive accountability for the Framework; provides strategic direction and cross-portfolio authority for student voice at RMIT.                                                                                                                                            |
| Executive Director Students                | Holds operational responsibility for maintaining and implementing the Framework; is responsible for the student voice and partnership systems described here; reports to University Executive, Academic Board, University Council and its sub-committees on student voice matters. |
| RMIT University Council and Academic Board | Receive regular reporting on student experience, survey results, and the operation of student voice mechanisms; include student representatives in their membership.                                                                                                               |
| SEAG and SSCC network                      | Operate as the primary consultation and co-design mechanisms within the Framework; subject to published Terms of Reference and regular governance review to ensure they remain effective, representative and aligned with institutional priorities.                                |
| RUSU and RMIT Vietnam Student Council      | Independent student representative bodies; essential partners in the student voice ecosystem; not accountable to RMIT for their independent advocacy function.                                                                                                                     |

Portfolio and College leaders are accountable for acting on student voice within their domains through existing governance, academic quality and service improvement processes, ensuring that feedback gathered through SSCCs, surveys and service channels inform local improvement through established processes and planning cycles.

## Indicators of Effective Practice

The following indicators describe what effective implementation of this Framework looks like in practice.

| Indicator                                                     | What it looks like in practice                                                                                               |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Student representation is active and supported                | Student places on governance bodies are filled; representatives receive orientation and have access to committee papers      |
| Consultation and co-design are embedded in funded initiatives | Business cases demonstrate student engagement; lifecycle compliance is evidenced at key milestones                           |
| Feedback loops are closing                                    | Survey findings are reported back to governance bodies; students are informed of what has changed as a result of their input |
| Complaints are monitored systemically                         | ARMC receives regular reporting on complaint trends and resolution data, not just individual outcomes                        |
| The Framework itself is maintained                            | Annual assessment completed; outcomes reported through the Student Support Thematic Report                                   |