

RMIT's Education Plan to 2028

Education for the future of life & work

This document should be read in conjunction with *Knowledge with Action: Working together to deliver Horizon 2* and *Appendix A: Horizon 2 Roadmap*.

Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University. RMIT University respectfully acknowledges their Ancestors and Elders, past and present. RMIT also acknowledges the Traditional Custodians, their Ancestors and Elders of the lands and waters across Australia where we conduct our business.

As a collective and as individuals, we commit to respectful ways of working and understanding that acknowledge the experiences, history and knowledge of Aboriginal and Torres Strait Islander peoples. Through our commitment to Responsible Practice, we actively strengthen relationships between Indigenous and non-Indigenous peoples for the benefit of all Australians and the communities in which RMIT operates.





Foreword



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RMIT's Education Plan to 2028 *Education for the future of life & work* comes at a pivotal point for RMIT, the tertiary education sector and our community and partners. Grounded in the aspirations of *Knowledge with Action* to 2031, the Plan gives life to Direction 1: Learning through life & work and our aspirations across Horizon 2, and reaffirms our purpose as an international university of technology, design and enterprise and our commitment to Responsible Practice, Regenerative Futures and inclusive education.

Building on the foundations from *Knowledge with Action* Horizon 1, this Plan sets out a focused, future-ready response to the changing landscape of education, work and technology. It recognises the growing complexity facing learners, educators and our community and the accelerating impact of artificial intelligence on every aspect of work and life.

More than ever, our learners need:

- education that is inclusive, accessible, applied and deeply human
- support that recognises the realities of their lives
- pathways that prepare them for a future that is increasingly shaped by AI, automation and global transformation.

Our passionate and talented educators are central to this promise. We need to support them to realise their career aspirations through clear career pathways, development opportunities, as well as reward and recognition, while fostering wellbeing, opportunities for innovation and community building.

Together we will advance our shared vision: to empower people and communities to adapt and thrive across generations, with education that is applied, inclusive and purposeful.

Education for the future of life & work

RMIT's Education Plan sits within the broader context of Horizon 2 of RMIT's *Knowledge with Action* Strategy and drives the actions of Direction 1 Goal 1: Build a connected, coherent lifelong learning system.

The purpose as articulated in *Knowledge with Action* is that "RMIT is an international university of technology, design and enterprise" with a mission "to empower people and communities to adapt and thrive across generations, with education, research and civic engagement that are applied, inclusive and impactful".



We aim to deliver these outcomes by the end of Horizon 2

Outcome 1: Adaptive learners ready for life and work

RMIT's applied learning, authentic assessment and educational AI capability build industry relevance and employability for a changing world. Flexible and future-ready products and pathways meet the needs of learners, employers, and the community.

Outcome 2: Inclusive, contemporary student experience

Inclusive, digitally connected student experiences support every learner to belong and succeed. Systems, AI-enabled tools and human support unite to remove barriers and uplift engagement, retention and wellbeing, creating seamless lifelong learning and career success.

Outcome 3: Future-ready educators

Educators are supported to build their capability, grow their careers and succeed along with their students. They are integral to positive industry engagement and RMIT's reputation.

Background and context

RMIT's journey, from a technical college in the late nineteenth century to a dual sector university today, shows its capacity for continual adaptation and reinvention. Tertiary education is at an inflection point globally, with a complex and changing world impacting our community of learners, educators and staff, alumni, partners and employers. Our Education Plan sets out RMIT's response through innovation, agility and intentional transformation that evolves our educational practices, and is anchored in our tradition, values and purpose.

A rich and diverse learning community

The Australian Universities Accord's focus on equity, a more flexible and responsive skills system and broadening participation and attainment, closely aligns to RMIT's institutional strengths and aspirations. Broadening access, participation and success will not only address inequity, but also respond to workforce needs, emerging professions and the changing nature of work. Inclusive pedagogies, consistent and connected support and the design of learning environments that reflect cultural, generational and social contexts are critical to meet these aspirations. Indigenous ways of knowing continue to offer powerful models for grounding learning in place, community and relational practice.

Cost-of-living pressures compound barriers to participation, particularly for those from under-represented groups. The cost of textbooks, technology, transport, housing and unpaid placements (combined with the prospect of student debt) limits not only access to education, but also equitable learner outcomes. For many learners, financial precarity intersects with caregiving responsibilities, paid work, and mental

health challenges, intensifying the risk of attrition. These pressures are also felt by educators, who are the front face of support for students navigating increasingly complex personal and economic circumstances.

Demographic and societal changes are also altering patterns of education and participation is broadening. School-leavers are increasingly seeking more flexible, personalised and cost-sensitive alternatives, while adult learners return to upskill and reskill throughout life and career.

RMIT's highly engaged staff are at the heart of meeting these aspirations as they deliver and enable transformative learning experiences. As learner needs become more complex and artificial intelligence (AI) fundamentally shifts education and industry, it's increasingly critical to value and support the role our staff play in helping RMIT and our community succeed/thrive. The Accord calls for minimum teaching qualifications and improved professional development for educators. Our staff also need sustainable workloads, effective systems and a vibrant and diverse community to continue to skilfully educate, engage in scholarly activity and innovate in educational practices.

AI-driven changes in learning, life and work

The accelerating pace of technological change is forcing a fundamental reckoning of not only how education is designed, delivered and valued but also the role of the university. AI is here to stay, with far-reaching impacts already being felt across work and learning. We are at a critical moment for preparing our community for a future in which AI is embedded in every domain of life, work and learning. AI is both a disruptor and an enabler and educational institutions are rapidly integrating AI into learning, teaching, services and support while still grappling with its impact.

AI, emerging technologies and automation are escalating workforce transformation in both manual and knowledge industries. The nature of work is changing, and many entry-level jobs are disappearing. As employers place

greater emphasis on capabilities over credentials, universities need to demonstrate their relevance by supporting learners to build adaptable, durable skills and networks for future work, lifelong learning and economic resilience.

The possibilities AI offers are accompanied by complexity. AI systems are not neutral, and are shaped by design decisions and training data, and can reflect embedded social, cultural and linguistic biases. There is a risk of compounding existing disadvantage and pervasive narratives. Access to tools, confidence in use and clarity about ethical practice remain uneven across the community. While some educators and students are experimenting with enthusiasm, others feel ambivalent or disconnected. Institutional responsibility matters, to ensure access, equity and clear guidance, and to build the conditions for ethical and inclusive innovation.

While AI is a focus for the sector and industry now, we will rapidly move to a world where AI is a non-remarkable part of everything we do. RMIT, like other institutions, needs to be willing to disrupt our own systems, ways of working and organisational structures. This disruption enables rapid ideation, piloting and scaling – within guardrails – needed to drive sustainable benefits for educators, learners, employers and partners. While there is often a gravitation toward novelty in emerging technologies, structured experimentation, embedded support and long-term value need to be prioritised, and the skills required to navigate an increasingly integrated digital and physical world need to be elevated.

Institutional and civic purpose

Universities play a critical role in addressing complex social, political and cultural challenges, including a responsibility to strengthen Indigenous student access and success. The Truth Telling process and Victoria's Treaty call for more than acknowledgement, inviting educational institutions to work in genuine partnership with Aboriginal and Torres Strait Islander communities. At RMIT, Responsible Practice must mean embedding Indigenous perspectives across curriculum, pedagogy and place, moving towards place-based work and learning that ensures Indigenous learners are leading and shaping their educational experience. Grounding learning in place, community and relational practice will strengthen our commitment to Indigenous student access and success.

The climate crisis intensifies the urgency of our institutional purpose. As younger generations confront accelerating environmental change and question the ecological cost of digital and industrial systems, universities need to equip them with the skills, tools and structures to engage with institutions, technologies and possible futures. Climate anxiety is rising,

particularly among learners, and is intensified by the sense that institutions move too slowly in the face of urgent change. In this context, RMIT's shift from sustainability to regeneration requires embedding environmental responsibility in governance, learning and teaching and operations. This responsibility includes equipping learners with the capabilities, ethical frameworks and practical tools to lead in a world where our accountability is non-negotiable.

Responding with purpose

This Education Plan is grounded in RMIT's longstanding commitment to practical, future-focused learning. In response to significant disruption across the sector, including accelerating technological change, workforce transformation and environmental instability. The plan strengthens the learning and teaching foundations already laid in Horizon 1 of *Knowledge with Action* (KWA) and the *Education Plan to 2025*, while adapting to new demands. As a large, diverse, dual-sector university, RMIT is well-placed to respond to global and local challenges through educational innovation, civic engagement and system-wide renewal. We are actively shaping our response in real time, within clear strategic frameworks, scaling what works and embedding long-term impact.

As we continue to progress our educational aspirations, we will lean into RMIT's commitment to Responsible Practice, Regenerative Futures, diversity and inclusion and supporting our community's resilience and adaptability through complexity and change. We establish RMIT as a sector leader in AI-driven educational innovation and transformation where AI solutions are seamlessly integrated in our educational environment. We will evolve our engagement with AI and its application to educational practices and systems, while simultaneously building the capability of our staff and students to confidently use AI as a partner in their work. Scaling our capacity in this space will require coordinated investment across learning, systems, operations and culture. Developing core literacies and ensuring skills, such as those articulated in the RMIT Capabilities, will be at the forefront for staff and students moving into new ways of learning and working.

This Plan builds on the learning and teaching foundations already laid, and those that are ongoing, setting a clear direction for focused action across key educational domains. It builds on RMIT's strengths in applied learning, place-based knowledge and community engagement, and charts a path toward more purposeful, regenerative and civically grounded education. It recognises the need for institutional transformation: new tools, pedagogies and mindsets to allow learners and educators to thrive in a changing world.

KWA Horizon 1: Education Plan 2023 – 2025

Action Area 1: Pedagogy

Signature Pedagogy: Active, Authentic and Applied

Industry Partnered Learning, Authentic Assessment, Industry based learning models: mid-tier qualifications, HE apprenticeships.

Action Area 2: Curriculum

Curriculum Architecture: industry partnered, modularised and stackable learning with embedded RMIT Capabilities; building non-award learning to meet a greater range of learning needs.

Action Area 3: Connected student experience

Inclusion, Diversity, Equity and Access (IDEA) Framework; coherent lifelong learning system – seamless experience across sectors, locations and modes.

Action Area 4: Educator engagement

Crafting a future-focused approach to working and career progression; building educator capability and community.

KWA Horizon 2: Education Plan 2026 – 2028

Action Area 1: Delivering teaching excellence

Scaling our consistent AAA pedagogy where all learning is applied and all assessment authentic. Curriculum utilises AI and technologies and aligns to industry practices and tools to endure relevance, currency and quality.

Action Area 2: A purposeful product suite supporting student aspirations and outcomes

Progressing our Curriculum Architecture that is flexible and modularised, supporting products and pathways for lifelong learning. Products align to RMIT's values and industry and learner demand, meeting the needs of our communities, partners and employers.

Action Area 3: An inclusive, contemporary student experience

Inclusive, digitally connected student experiences support every learner to belong and succeed. AI-enabled tools and human support unite to remove barriers and uplift engagement, retention and wellbeing, creating seamless lifelong learning and career success.

Action Area 4: Educator of the future

Supporting educational capability, careers and success for all educators with a focus on building scholarship of learning and teaching and RMIT's reputation. We will scale educator focused roles across all disciplines and reduce administrative burden for all educators.

Action Area 5: A sector-leading Generative AI Lab for Education

Positioning RMIT as a sector leader in educational AI, building capability for educators and learners and optimising AI as a tool for learning and support.

Foundational elements

"One RMIT" focus, aligning policies and planning, embedding academic quality.

Action Area 6: Support lifelong learning through fit for future systems, processes and infrastructure

Investing in key systems and processes that enable a seamless lifelong learning ecosystem and ensure a smooth and simple learner experience.

Action Area 1:

Delivering teaching excellence

Scaling our consistent Active, Applied and Authentic (AAA) pedagogy where all learning is applied and all assessment authentic. Curriculum utilises AI and technologies and aligns with industry practices and tools to ensure relevance, currency and quality.

Our *Education Plan to 2025* introduced RMIT's signature pedagogy: Active, Applied and Authentic (AAA). This approach highlights the transformative nature of education, focusing on practical, hands-on learning experiences that are now embedded across program and course design, educator development and reward and recognition. We have embedded AAA pedagogy across RMIT's curriculum to provide rich and practical learning experiences for all learners, delivering Industry Partnered Learning (IPL), Assessment, Academic Integrity and Educator and Research Capability Frameworks. Through this work we have also mapped RMIT Capabilities and Responsible Practice into curriculum, assessment and program learning outcomes. We will continue to strengthen our commitment to our signature pedagogy and take the next step to meet evolving learning needs.

To do this, we will evolve active, applied and authentic learning across on-campus and workplace settings and build critical employability skills, mindsets and networks. We will scale industry-relevant learning and expand access to educational offerings. We will also revisit the principles for our educational delivery, particularly around blended learning, adjusting our approach as context, learner needs and educator roles evolve.

Inclusive learning and assessment embedded in our pedagogy

We will work with the RMIT community to agree on principles, develop resources and build educator capability in inclusive teaching and assessment practices, building on what we already do. This will support equitable learning, participation and success, reducing the need for individual learning adjustments and improving retention. We will also transition to Open Educational Resources, redesigning our pedagogy and removing the need for learners to purchase textbooks, a financial barrier to learning and success.

Purposeful learning and assessment

We will ensure our AAA signature pedagogy is embedded consistently and meaningfully at scale and evolve our assessment practices including programmatic and ungraded assessment. We will continue to embed assessment that is authentic, purposeful and inclusive, acknowledging accreditation requirements. Such assessment evaluates critical thinking and the learning process and provides learners with agency and choice. Authentic assessment focuses on real-world tasks that reflect how knowledge and skills are applied in professional, civic or community contexts. What is considered 'authentic' varies across disciplines and cultures, so assessment design must be grounded in context and supported through interaction and feedback throughout learning, not only at the final point of submission.

Programmatic assessment will be designed to focus on key competencies at meaningful points in learning – giving learners opportunities to reflect on and apply their learning. It will demonstrate learners' incremental skill acquisition and application across a program, reflecting personal, learning, professional and civic growth. Programmatic assessment principles and models will be co-designed with colleges to assure learning, providing key points for 'secure' assessment and mapping engagement with generative AI, recognising different disciplinary contexts. It will support an adaptive and harmonised learning environment across all sectors of RMIT, enabling smoother learning mobility, clearer credit transfer and a more cohesive experience for learners. This harmonisation will support learners moving between vocational and higher education, between modes and between education and the workforce. It will better support the elevation and visibility of key learning including the RMIT Capabilities and Responsible Practice.

Ungraded assessment is increasingly used across the sector to prioritise progression and mastery over ranking. At RMIT, this approach has already been piloted within Industrial Design and is a practice employed in vocational and higher degree learning. Ungraded (pass/fail) assessment for those entering undergraduate studies will support transition to higher education, building intrinsic learning motivation and shifting the focus from grades to mentoring, feedback and learning support. Reducing grade pressure has been shown to improve student wellbeing, motivation and retention. It will help engage students and support them to develop their independence, collaboration and risk-taking.

Ungraded assessment will focus on the undergraduate foundation block and selectively in transition points and skills-based units where threshold competence is more valuable than fine-grained differentiation. By co-designing principles and models and piloting in different disciplinary and interdisciplinary contexts, we will support implementation that balances learner needs, accreditation requirements and educator workloads.

Expanding Industry Partnered Learning (IPL) for employment resilience

As the graduate job market contracts in response to AI-driven automation, we will evolve and scale IPL, embedding the curriculum and experiences learners need to succeed. We will support learners to become AI ready graduates and adaptive lifelong learners, building their employability resilience in the face of workforce change. By connecting learners with authentic contexts, they will apply their skills, build professional networks and gain insight into the dynamics of contemporary workplaces. As work becomes more fluid and AI-enabled, industry collaboration will help learners navigate shifting roles and develop the adaptability, confidence and ethical awareness needed for meaningful and sustained careers.

Uplifting RMIT Capabilities

Given their critical place in the shifting landscape of education and work, we will uplift the RMIT Capabilities, making space in the curriculum for purposefully designed learning, building enduring life and work skills and values-driven ambition, ethical global citizenship, sustainability and reconciliation. We will enhance mechanisms for learners to acquire, apply, reflect on and communicate these enduring skills. Learning modules will explicitly introduce the capabilities as a way of surfacing skills acquired through discipline and interdisciplinary learning and connected lived experience, building confidence for life and work. Capabilities learning will explicitly introduce a foundation of values-based thinking and action, prioritising Aboriginal and Torres Strait Islander perspectives, Responsible Practice and regenerative thinking and practices.

Skills in AI, digital adeptness and critical engagement are crucial as we support learners to navigate the digital world, the digital-human interstices, ethics and AI design. These technical and cognitive skills will ensure that learners can use emerging technologies with critical awareness, adaptability and social responsibility. This interdisciplinary learning brings the Capabilities together through reflective learning focused on employability, self-advocacy and collaboration. It reflects our commitment to creating space for diverse perspectives and engaging in responsible and regenerative approaches to learning.

Action Area 2:

A purposeful product suite supporting student aspirations and outcomes

Progressing our Curriculum Architecture that is flexible and modularised, supporting products and pathways for lifelong learning. Future-ready offerings for inclusive lifelong learning align to RMIT's values and industry and learner demand, meeting the needs of our community, partners and employers.

A purposeful product suite needs to be coherent, relevant and agile to respond to changing demand, diverse learner aspirations and industry skills, broadening learning opportunities and modalities across sectors, locations and audiences. Embedding curriculum architecture, the implementation of the Curriculum Mapping and Management Tool system and initiatives to diversify RMIT's offerings (higher apprenticeships, Regenerative Futures learning, curriculum modularisation and stacking and expansion of non-award offers) have delivered a strong foundation for a future-focused product suite that mitigates the risks associated with shifting demand, industry practices and government funding uncertainty.

An RMIT-wide product strategy driving a purposeful product suite

Providing the clear, evidence-based strategic direction for RMIT's future-focused offers, an RMIT product strategy will focus our efforts to meet shifting demand and government policy. It will draw on our reputation as a global university of design, technology and enterprise, our strength as a tertiary institution and our commitment to Responsible Practice and Regenerative Futures. It will support the strategic diversification of our offers to ensure we are accessible to a broader range of learners and address changing demand particularly at the postgraduate level and in partnered workforce development.

We will lean into our strength as a dual sector institution to lead the sector in tertiary harmonisation. Aligning to the Universities Accord, aspirations will strengthen RMIT's commitment to inclusive and accessible learning and industry-relevant and future-focused skills for lifelong learning. By aligning vocational and higher education, we will optimise tertiary harmonisation, improve pathways, embed opportunities to reduce barriers between education levels, and enable lower costs pathways and certifications for job-ready skills.

Progressing our Curriculum Architecture aspirations

Curriculum architecture provides the structured foundation that underpins a purposeful product suite. It establishes consistent program rules, shared components and a common framework across vocational, undergraduate, postgraduate and non-award offerings. By enabling modular and stackable design, clarifying credit and recognition pathways and aligning curriculum structures across RMIT, we can diversify offers without fragmentation, and support lifelong learning and learner agency. We will build a common core of shareable curriculum and utilise AI tools for rapid disaggregation, re/design, re/development and customisation.

We need to finish what we started – finalising undergraduate curriculum architecture implementation while progressing our aspirations for a common core of modularised stackable curriculum that can be shared, reused and adapted across programs, products and audiences. This provides the foundation to diversify our product suite sustainably while optimising the use of our curriculum.

As the demand for full degree postgraduate programs weakens in favour of shorter flexible options, we need to leverage our current curriculum through targeted disaggregation to create flexible, shorter, stackable award and non-award offers, that augment traditional degrees. And in parallel, design approaches to student-led and program-led stacking, and resolve barriers in credit recognition, recognition of prior learning and simplifying progression through learning.

Scaling distinctive interdisciplinary learning

In the *Education Plan to 2025* we articulated and progressed our curriculum architecture aspirations for interdisciplinary learning and teaching while the Regenerative Futures and college-based floating minors were developed. We scaled interdisciplinary learning opportunities to support learners to build core industry-focused capabilities, networks and mindsets to work with diverse teams in tackling complex problems.

Through interdisciplinary learning, we have an opportunity for meaningful questioning of existing structures, addressing intractable world issues by engaging with diverse and sometimes contested ideas and perspectives. With Regenerative Futures as a flagship initiative and catalyst, we will scale inter- and transdisciplinary minors across RMIT and create market-driven interdisciplinary award and non-award offerings. Interdisciplinary learning will prepare our learners and graduates to engage effectively in an interconnected world, where collaborative and interdisciplinary approaches are a key employability skill. Industry connected disciplinary and interdisciplinary capstones will be implemented to provide learners with the relevant employability skills, experiences and networks to uplift employability and job outcomes and underpin lifelong learning.

Action Area 3:

An inclusive, contemporary student experience

Inclusive, digitally connected student experiences support every learner to belong and succeed. AI-enabled tools and human support unite to remove barriers and uplift engagement, retention and wellbeing, creating seamless lifelong learning and career success.

Australia's Universities Accord sets ambitious targets for equity, attainment and tertiary harmonisation, challenging institutions to transform how they attract, engage and support a diverse and growing learner base. Students today navigate unprecedented barriers: cost-of-living pressures, mental health challenges, social fragmentation and disability and neurodivergence. These pressures disproportionately affect underrepresented groups while AI reshapes how students learn, how staff work and the skills graduates need.

Our educators and professional staff face rising complexity and demand, often without integrated tools to deliver high-quality, personalised support. While RMIT maintains strong retention rates relative to peers, the overall trend is downward. A targeted uplift in retention is both achievable and strategically significant, reinforcing our leadership in student experience and inclusive education.

Without strategic focus and investment, we risk declining learner outcomes, reduced engagement and reputational impact. Institutions that act now will lead in equity, access and lifelong learning.

Weaving together inclusive student experiences

Under the Education Plan, we will transform the student experience by weaving together people, systems and environments to create learning journeys where every student can belong, succeed and flourish. Recognising diversity as our strength and inclusivity as our foundation, we will deliver scalable, digitally enabled and human-centred systems that prepare students for an AI-enabled future.

Five signature threads will weave throughout our transformation to create cohesive and purposeful evolution, ensuring all initiatives work together toward our shared vision.

1. **Equity and inclusion** form our foundation, actively dismantling barriers that have traditionally limited educational access through expanded scholarships and neuro-affirming, culturally safe design principles that honour diverse student needs and backgrounds.

2. **Digital innovation** transforms student interactions with our institution by simplifying and connecting platforms, creating seamless self-service experiences that empower students while enabling teams to provide more proactive and meaningful support.

3. **Student partnership** recognises that meaningful change happens only when student voices actively shape our direction. Through co-design processes, innovation laboratories and shared governance structures, we elevate students from service recipients to true collaborators in crafting their educational experience.

4. **Holistic support systems** meet students wherever they are in their journey, delivering timely, personalised guidance spanning wellbeing, academic success and career development. These systems create an adaptive safety net that evolves with each student's changing needs throughout their lifecycle with us.

5. **Career pathways and employability** equip students with the capabilities, confidence, and networks they need to succeed in a changing and AI-driven world, supported by career navigation guidance, industry-connected experiences, and skills development throughout their journey.

A three-stream approach

This transformation unfolds through three streams:

- Strengthening foundations through robust governance and assurance
- Establishing clear service catalogues and accountability frameworks
- Embedding impact and improvement practices with transparent metrics and continuous feedback to ensure sustainable, high-quality delivery.

This foundational work allows us to activate enablers by implementing integrated digital platforms that connect student services seamlessly, creating vibrant and inclusive spaces both digital and physical, and embedding meaningful student-staff partnerships directly into our design and decision-making processes.

Finally, we transform experiences by delivering access and success initiatives at scale, fostering deep

belonging and social cohesion across our diverse community, providing personalised and anticipatory support that meets students where they are and prepare both staff and students to thrive in AI-enabled futures where technology enhances rather than replaces human connection and care.

Leading equity, access and lifelong learning

This transformation represents more than a strategic initiative: it is our commitment to building a future-ready university where every learner can belong, thrive and succeed. By weaving together our five signature threads through three transformational phases, we will create a genuinely equitable institution that recognises diversity as our strength and inclusivity as fundamental to everything we do.

This comprehensive approach positions RMIT as a leader in equity, access and lifelong learning while meeting national ambitions and addressing the complex challenges facing students and staff in an increasingly dynamic world.

Action Area 4:

Educator of the future

Supporting educational capability, careers and success for all educators with a focus on building scholarship of teaching and learning, industry engagement and RMIT's reputation. We will scale educator-focused roles across all disciplines and reduce administrative burden for all educators.

Significant progress has been made towards our Horizon 1 *Knowledge with Action* and *Education Plan to 2025* aspirations to support educators to challenge and inspire. Educator-focused roles have been created for those who choose to pursue this career path; reward and recognition, engagement and career opportunities have been aligned to support individuals' aspirations and those of the wider University.

Learning and teaching and innovation grants, Scholarship of Teaching and Learning opportunities, an RMIT Education Innovation Lab and an Education Focused Development Program are building an educator community and fostering opportunities for exploration, evolution and disruptive practices to solve current and future educational challenges.

Cultivating educator community

As we have long recognised, the role of the educator is diverse and at the forefront of engagement, belonging and learning for students. Educators not only provide transformative educational experiences, but are also mentors, coaches and support for a wide range of learners with a diversity of needs (academic, career and wellbeing). We will continue to cultivate a community of educators who are resilient, future-focused, industry connected and valued for the critical roles they play; where they can sustainably and skilfully educate, navigating the interplay of technology, learner needs and their career aspirations.

We will work with educators and learning and teaching leaders and staff to understand the administrative burden and leverage the affordances of AI to improve workload. This will both support educator wellbeing and create space for educators to continue to innovate, engage, inspire and challenge. Operational areas and staff will be engaged to strengthen their understanding of learning and teaching, ensuring pedagogical and student experience perspectives are embedded across non-academic portfolios.

Building skills and capabilities for a future-focused workforce

Building on the successes of Horizon 1, we will expand multi-mode professional development for educators, focusing on leadership, pedagogy (design and delivery), scholarship and industry engagement. We will empower educators to innovate and take risks, evolve their practice and grow in confidence and capability – including in working and teaching with, and adapting to AI. The launch of a Graduate Certificate in Tertiary Teaching and the pilot of industry and teaching sabbaticals will support innovative, industry-relevant and scholarly practices, building digital fluency, inclusive teaching and teaching excellence.

Future educational framework and educator roles

As RMIT, the sector and industry evolve, so too will the role of the educator. Shifting educational models and modes, diversification of learners, tertiary harmonisation and normalisation of AI-supported learning and teaching provide the need and opportunity to consider the critical role of the educator in the future.

In this context, we will work with educators, educational leaders and staff to ideate, shape and incubate future-focused educator roles and teaching structures. These structures will consider emerging opportunities, academic identity, future practice and the educational third space. We will shape the role of AI to work alongside human educators, amplifying the unique qualities of our educators, while embracing the affordances and efficiencies offered by AI.



Action Area 5:

A sector-leading Generative AI Lab for Education

Drive meaningful, human-centred education AI integration, uplift AI capability at pace across RMIT and position the University as a leader in educational innovation in generative AI.

The rapid expansion of AI is transforming knowledge creation, disrupting the traditional role of universities and reshaping expectations of learners, educators, partners and employers. AI is now embedded across the knowledge-work of education, disrupting notions of expertise, pedagogy and employability. Expectations are changing rapidly, as we all navigate a transforming world of work, where AI is increasingly embedded in every domain. Entry-level jobs are disappearing, and credentials are giving way to capabilities, as skills expire faster in a transforming workforce. As both a disruptor and an enabler, AI is transforming work and learning, and RMIT's role is to ensure that our learners, educators and broader community have the skills, mindsets and practices needed to thrive.

RMIT has responded to this challenge strategically and tactically – developing an AI Strategy and iterative AI Plan, building human and systems capability, launching Val (RMIT's secure generative AI tool) and trialling AI-integrated teaching, interdisciplinary curriculum in AI and innovations in learning and teaching. The next phase requires faster mobilisation and thoughtful capability uplift, enabling RMIT and its community to stay at the forefront of emerging AI developments, from agentic systems to whatever comes next, ensuring our people, pedagogy and platforms are ready for the future.

To be a sector leader in AI-enabled education requires us to engage critically with the role and impact of AI. At the same time, we need to actively shape the social, ethical and sustainable use of these technologies in education, allow them space to be catalysts to reimagine what and how we teach, and consider how we support those who learn and work at RMIT and our broader community. Our own systems and practices will also be disrupted, and new ways of working will emerge, as we create space for rapid prototyping, testing and scaling of high-impact innovation. This work will be balanced by the ethical and principled guardrails that inform how we work and adopt new technologies, ensuring that opportunity and benefit are broadly shared.

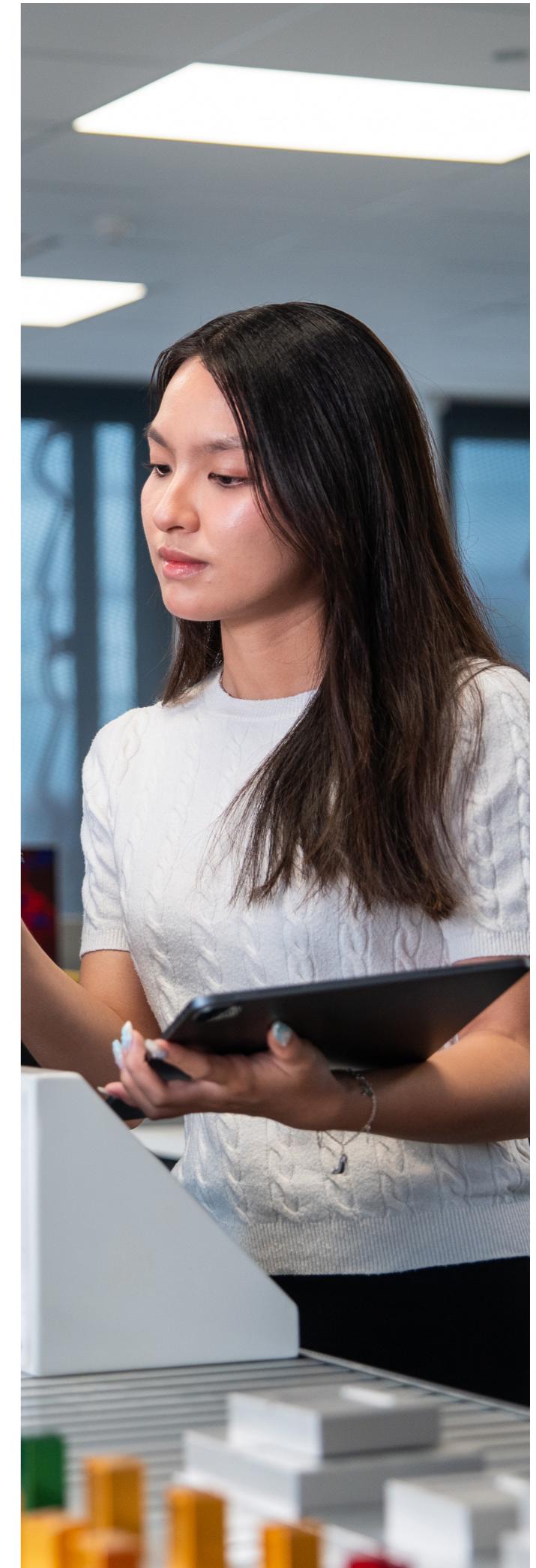
We will establish the Generative AI Lab for Education (GAILE) as a catalyst for this transformation.

GAILE will accelerate RMIT's shift into this post-AI future through activities that will:

- Support thoughtful adoption **for AI** by building educator capability, strengthening their agency in professional decision-making, and fostering innovation in how they design and deliver learning.
- Enable innovative practices **with AI** in content creation, feedback and assessment and curriculum design, expanding creative possibilities and transforming what's achievable in learning environments.
- Develop critical understanding **about AI** through engagement with technical fundamentals, societal implications including integrity, employability and speculative futures, informing ethical and responsible AI adoption and institutional decision-making.

In close collaboration with students, staff, industry and government, GAILE will fast-track high-impact initiatives, from concept through to implementation, with clarity, rigour and pace. This initiative will champion discoveries for, with and about AI, while building educational capability across the University.

AI is a transformative technology that has far-reaching and long-term implications for education and RMIT. The opportunity for RMIT is to lead with purpose, strengthening capability, reducing inefficiencies, improving staff and student experiences and ensuring that all learners graduate with adaptable skills and real-world confidence for an AI-shaped future.



Examples of AI-driven educational transformation opportunities

Seamless systems for learners

- Real-time assistance: 24/7 AI learning assistance to help students with writing, referencing and recommend reading lists.
- Real-time advice and support: proactive and responsive, linking learners to information, services and support for life, learning and work.
- Enhanced learning analytics for insights: use AI to identify success factors and offer proactive support to students based on engagement.

Workload reduction and efficiency

- Curriculum design and development: rapid design and content development utilising templates, models and industry and student insights.
- Curriculum materials and resources: AI-supported generation and validation of reading lists, case studies, quizzes, video content and gradebook insights. Streamlined content development and templating for consistency and ease.
- Revenue diversification: rapid customisation of products tailored for B2B market based on common curriculum.

Innovative learning teaching practices

- Assessment and feedback guidance: academic writing support, rubric and assessment guidance for learners, personalised feedback that builds capability where it counts.
- Simulated collaboration, role-play: use of AI simulated historical or industry personas as guest experts or collaborators to enrich learning through perspective-taking and applied scenarios.
- Personalised learning and job advice: mapping personalised learning and career pathways based on student's interests, strengths and market trends, providing dynamic, updated guidance for learning and work.

Staff and student capability

- Prompt packs for educators and students to build confidence in AI technologies for learning and teaching practice (assessments, rubrics, learning design).
- Space for play, shared practices and collaboration: building confidence and skills (aligned to RMIT Capabilities).
- Early capability development: students design their own learning support or "learning buddy" to build understanding of AI, agency and responsible use from the outset.



Action Area 6:

Support lifelong learning through fit for future systems, processes and infrastructure

Investing in key systems and processes that enable a seamless lifelong learning ecosystem and ensure a smooth and simple learner and staff experience.

The *Education Plan to 2025* set clear aspirations for a connected student experience and a coherent lifelong learning system to enable our educational strategy and operational requirements. To meet the needs of our lifelong learners, staff and partners, we need systems that are flexible, connected and streamlined. As we work towards the educational aspirations in Horizon 2 of *Knowledge with Action*, the challenge remains to create a more seamless experience for RMIT's diverse learner cohorts, addressing fragmentation of systems and structures.

Achieving our aspirations will require pedagogically driven integration of our platforms, processes and support systems, anchored in the realities of how students experience learning across their life and work. The introduction of the Curriculum Mapping and Management Tool (CMMT), movement towards a single and enduring learner identifier and enhancements in admissions, service capabilities and e-commerce systems all mark important milestones in our aspiration. While we have made progress, there are still significant gaps, including timetabling, flexible enrolment systems and enablement of curriculum architecture features such as interdisciplinary learning, majors and minors and integrated award and non-award learning.

Significant focus and investment are required to establish world-class educational infrastructure for a seamless lifelong learning system and a connected student experience on campus, in the workplace and online; and across learner types, sectors, locations and modes. For a truly seamless learner journey, we need a clear understanding of how learners engage with and move across RMIT's award and non-award ecosystems. Through discovery and experience mapping, we will identify key touchpoints across systems, pinpointing friction and duplication. These insights will shape an Education Infrastructure Plan and the design of the new Digital Learning Ecosystem that supports fluid transitions between learning modes and credentials.



Conclusion

The next phase of our Education Plan is both a continuation and an acceleration. We build on strong foundations; our commitment to active, applied and authentic learning, our dual-sector advantage and our industry and community engagement. These foundations will allow us to sharpen our focus to meet the challenges of a rapidly transforming world of work, evolving learner, educator and partner needs, and the profound shifts and opportunities brought by generative AI.

With a clear framework for teaching excellence, inclusive design, AI-enabled transformation and a vibrant student experience, we will lead with care and purpose. We will deliver education that prepares learners to thrive in complexity, engage ethically with technology, and shape a regenerative future. RMIT will drive the aspirations in this Education Plan across disciplines, sectors, and our diverse community, bringing the best of what we already do and adapting it into coherent action for the future.



