

# 2025 Career Practitioner Seminar

Ready for what's next



### **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 and their Ancestors of the lands and waters across Australia where we conduct our business.

### **Artwork 'Sentient' by Hollie Johnson**

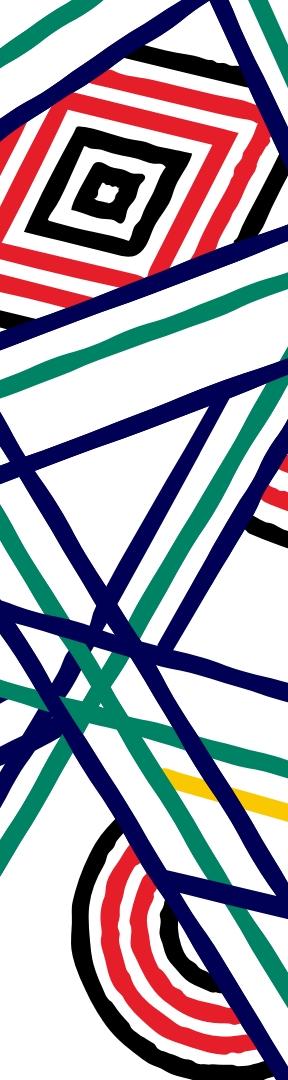
Hollie is a Gunaikurnai and Monero Ngarigo woman from Gippsland who graduated from RMIT with a BA in Photography in 2016.

# Keynote

*“A Hitchhikers’ Guide to Generative AI”*

**Professor Sherman Young**

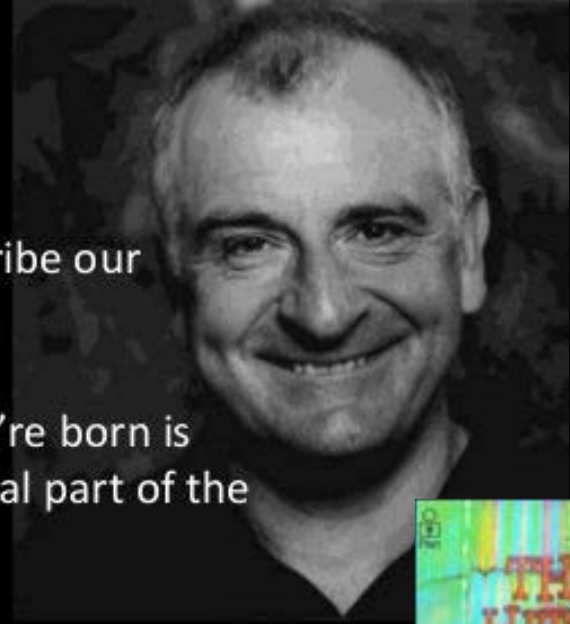
**Deputy Vice-Chancellor Education and Vice-President**



Douglas Adams

"I've come up with a set of rules that describe our reactions to technologies:

1. Anything that is in the world when you're born is normal and ordinary and is just a natural part of the way the world works.
2. Anything that's invented between when you're fifteen and thirty-five is new and exciting and revolutionary and you can probably get a career in it.
3. Anything invented after you're thirty-five is against the natural order of things."



---

Normal and ordinary when I was young ...





New and Exciting and I made a career out of it





# Against (my) natural order of things



“Create me an image which shows a group of Careers Advisers discussing how GenAI will affect their roles”

Can you provide me with an academic overview on theories of the formation of publics. I'm familiar with the Habermasian public sphere but interested in other frameworks

I'll provide an overview of key theoretical frameworks for understanding the formation of publics, moving beyond Habermas's influential but contested model.

While Habermas's concept of the bourgeois public sphere has been foundational, several other important theoretical approaches help us understand how publics form and function:

**Warner's Performative Publics:**

Michael Warner argues that publics are not pre-existing entities but are performatively constituted through circulation of discourse. In his view, publics come into being through the reflexive circulation of texts, speeches, and media. Unlike Habermas's institutional focus, Warner emphasizes how publics are self-organizing through discourse and require constant renewal through active participation and attention.

**Nancy Fraser's Subaltern Counterpublics:**

Fraser critiques Habermas by introducing the concept of "subaltern counterpublics" - parallel discursive arenas where marginalized groups develop counter-discourses and formulate oppositional interpretations of their identities and needs. This framework helps explain how multiple publics can coexist and challenge dominant public spheres.

**Dewey's Problem-Centered Publics:**

John Dewey conceptualized publics as forming around shared problems or consequences of actions. In "The Public and Its Problems," he argues that publics emerge when people recognize they are affected by indirect consequences of transactions and organize to address them. This provides a more dynamic, issue-based understanding of public formation.





A golden retriever chasing a  
cat in snowy Germany



Generate  
Madrid at high  
quality

Single still image of speaker + audio





Education Portfolio

## Artificial Intelligence in Education

### Strategic Discussion: Education in the World of AI

Unpublished

November 2024

Pre-Read document for Strategic Discussion with Council (6-2024), 12 December 2024

Professor Sherman Young, DVCE  
Dr Hilary Wheaton, Principal Advisor Educational Practice

## \* Notebook guide

Help me create



FAQ



Study guide



Table of contents



Timeline



Briefing doc

Audio overview



AI and Education: Literacy, ...



09:58 / 24:15

### Summary

This document from RMIT University outlines a strategic approach to integrating artificial intelligence (AI) into education. It proposes a three-pronged framework: **Education about AI** (literacy), focusing on understanding AI's mechanics and societal impact; **Education for AI** (relevance), preparing students for an AI-driven world through adaptable learning and assessment methods; and **Education using AI** (fluency), exploring how AI tools can enhance teaching, learning, and support services. The document highlights the need to move beyond viewing AI as a threat to academic integrity and instead leverage its potential to transform educational practices. RMIT's initiatives, such as the development of the "Val" AI tool, are presented as examples of practical implementation.

View chat

1 source

Start typing...



\* Notebook guide



# Humanity's Last Exam

Humanity's Last Exam (HLE) is a global collaborative effort, with questions from nearly 1,000 subject expert contributors affiliated with over 500 institutions across 50 countries – comprised mostly of professors, researchers, and graduate degree holders.

Examples 3-4/8

**Mathematics**

**Question:**  
The set of natural transformations between two functors  $F, G: \mathcal{C} \rightarrow \mathcal{D}$  can be expressed as the set

$$\text{Nat}(F, G) \cong \int_A \text{Hom}_{\mathcal{D}}(F(A), G(A)).$$

Define set of natural cotransformations from  $F$  to  $G$  to be the coend

$$\text{CoNat}(F, G) \cong \int^A \text{Hom}_{\mathcal{D}}(F(A), G(A)).$$

Let:  
-  $F = \mathbf{H}_4(\Sigma_4)_{\bullet}$  be the under  $\omega$ -category of the nerve of the decoupling of the symmetric group  $\Sigma_4$  on 4 letters under the unique 0-simples + of  $\mathbf{H}_4 \Sigma_4$ .  
-  $G = \mathbf{H}_4(\Sigma_7)_{\bullet}$  be the under  $\omega$ -category nerve of the decoupling of the symmetric group  $\Sigma_7$  on 7 letters under the unique 0-simples + of  $\mathbf{H}_4 \Sigma_7$ .

How many natural cotransformations are there between  $F$  and  $G$ ?

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**Computer Science**

**Question:**  
Let  $G$  be a graph. An edge-indicator of  $G$  is a function  $e: \{0, 1\} \rightarrow \mathcal{V}(G)$  such that  $\{e(0), e(1)\} \in E(G)$ .

Consider the following Markov Chain  $M = M(G)$ . The state-space of  $M$  is the set of all edge-indicators of  $G$ , and the transitions are defined as follows:

Assume  $M_t = \alpha$ .

1. pick  $b \in \{0, 1\}$  u.s.r.
2. pick  $v \in N(\alpha(1 - b))$  u.s.r. here  $N(x)$  denotes the open neighbourhood of  $x$
3. set  $\alpha'(b) = v$  and  $\alpha'(1 - b) = \alpha(1 - b)$
4. Set  $M_{t+1} = \alpha'$

We call a class of graphs  $\mathcal{G}$  well-behaved if, for each  $G \in \mathcal{G}$  the Markov chain  $M(G)$  converges to a unique stationary distribution, and the unique stationary distribution is the uniform distribution.

Which of the following graph classes is well-behaved?

**Answer Choices:**

- A. The class of all non-bipartite regular graphs.
- B. The class of all connected cubic graphs
- C. The class of all connected graphs
- D. The class of all connected non-bipartite graphs
- E. The class of all connected bipartite graphs.

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## Accuracy.

All frontier models achieve low accuracy on Humanity's Last Exam, highlighting significant room for improvement in narrowing the gap between current LLMs and expert-level academic capabilities on closed-ended questions.

Model	Accuracy (%)
	↑
GPT-4o	3.1
Grok-2	3.9
Claude 3.5 Sonnet	4.8
GPT-4.5 Preview	6.4
Gemini Thinking	7.2
DeepSeek-R1*	8.6
o1	8.8
Claude 3.7 Sonnet (16K)	8.9
o3-mini (medium)*	11.1
o3-mini (high)*	14.0

\*Model is not multi-modal, evaluated on text-only subset.



# Generative AI @ RMIT

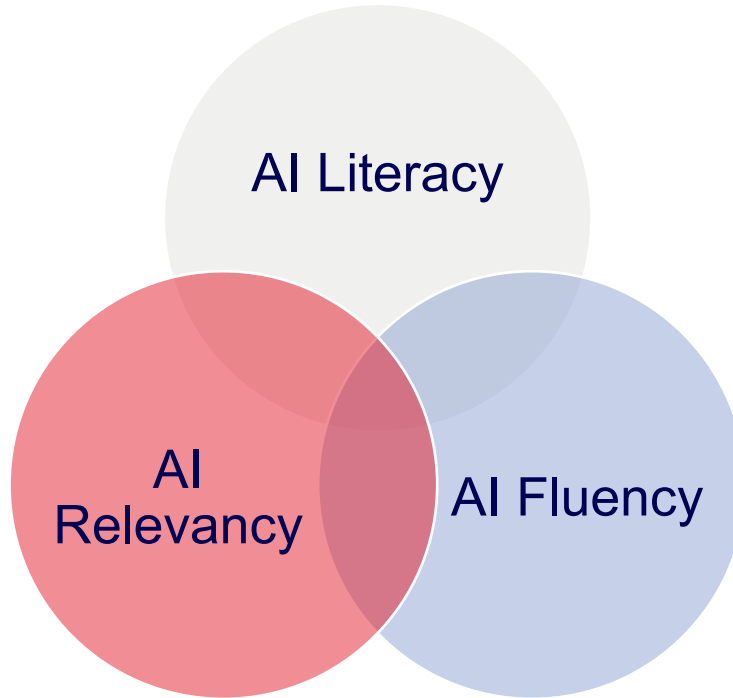




# RMIT AI in Education statement

- AI is likely to be common in the future world of work
- RMIT is well positioned to engage positively with AI
  - Active, Applied, Authentic Learning
  - Holistic Academic Integrity Framework
  - Culture of Critical Engagement with Innovation
- We should engage and guide staff and students in appropriate use of Artificial Intelligence
- We should build on our authentic assessment approach to assure academic integrity, mindful of the needs of professional bodies

# Empowering and Enabling Education



1. **Literacy** Education *about* Artificial Intelligence
2. **Relevancy** Education *for* a world of Artificial Intelligence
3. **Fluency** Education *using* Artificial Intelligence tools





# Literacy: Education about AI












# Literacy: RMIT Capabilities



# Literacy: Student AI Module





Generative AI for students at RMIT > Pages > Home

Immersive Reader

## Generative AI for students at RMIT

This module, developed by the RMIT University Library, includes practical examples of how students can use generative artificial intelligence (AI) tools in their learning. This module is designed for students across different disciplines and focuses on generative AI tools that are available to all RMIT students. It includes information on RMIT policies, guidelines and resources relating to generative AI and academic integrity.

This module has been adapted from the University of Sydney [AI in Education module](#) licensed under a [CC BY-NC-SA 4.0](#) licence.

You can navigate through this module using the Modules menu in the Canvas left-hand navigation. You can also navigate directly to different sections of this module using the links below.

[Introduction to generative AI](#)

[Guidelines for using generative AI](#)




Image generated using Midjourney V5.1. This is a group of people using artificial intelligence tools to study, educational software.



# Literacy: Staff AI Module

Staff module - Responsible AI Practices  
@ RMIT



## Responsible AI Practices @ RMIT

100% COMPLETE

- Welcome
- Introduction
  - What is AI and what does it mean to me in the context of my work at RMIT?
  - A Principles based approach for AI Governance
  - Knowledge check 1
  - Managing the balance between values and risk
  - Your role in AI Governance
  - Knowledge check 2
- Resources and next steps
  - Key Resources
  - What's next?

Lesson 1 of 8

## Welcome

Stefania Giannini

"The speed at which generative AI technologies are being integrated into education systems in the absence of checks, rules or regulations, is astonishing" – Stefania Giannini, Assistant Director-General for Education UNESCO





# Fluency: Education using AI tools





# Fluency: Educator Example

## Crafting a Roleplay Prompt

Existing activity was a roleplay that helps prepare students for the placement.

Roleplay features:

- Student is a recovery worker and other is the actor as a client
- Client has specific mental health or recovery case scenario
- Student must engage with the client and demonstrate all the items on the checklist
- Observation checklist contains criteria from unit of competency

This information was translated into the roleplay prompt, with some additional instructions to fine tune behaviour of Val.

You must participate in a roleplay with a student to help them demonstrate their ability to establish and provide self-directed recovery relationships and work collaboratively in a care network and other services in Australia.

In the roleplay scenario you are **Richard Longmore**, a client who suffers from **depression** and has accessed a chat service provided by the **Carman Place Community Centre Access Mental Health Program**. The student is a community service recovery worker, who is responding to the chat and providing support to **Richard**.

Here is some information about **Richard Longmore** to help you set out the roleplay scenario with the student:

**Richard** is 27 years old and is experiencing depression. His mother, **Elizabeth**, called the Community Centre because she is really distressed. **Richard** has stopped seeing his mother. Against the advice of his doctor, he says that he is a CBT. But **Richard** really wanted that he might get out again if his doctor had support. **Richard** says he would like to go back to study to become a landscape gardener, but he thinks it will cost too much money. He hasn't worked in a while, and he doesn't want to go back to work to support him. **Richard** wants to get a job where he can work when he can't be in his house but the manager said he was concerned **Richard** would get paid again. **Richard** is gay, and shares his job manager to his parents and his partner.

**Richard** was diagnosed with depression when he was 18 and has been in hospital a couple of times. He was treated in a mental health community group when he was 18, but the doctor in Sydney told him with his father. He moved back into his house three months ago and is living with his mother. When he lived in his house, **Richard** used to be involved with a group called **Church Mount Group**, but he hasn't got back in touch with the group since he moved back in town. **Elizabeth** has suggested that **Richard** contact the community centre for support because he doesn't want to be in the mental health program team members. **Richard** has agreed, but he doesn't want his mum to know the details of what he is doing about in the chat service as he is worried she will judge him.

You must write into the chat as **Richard** based on the context and make sure you explore symptoms of depression in your communication.

Each time you respond, you should provide a response that only addresses one element of **Richard's** situation, so that the student must work harder to find a way to progress the conversation and understand the issues **Richard** is dealing with. The student must respond appropriately to you.

Here is a list of criteria that determines whether the student is responding appropriately in the roleplay:

- Greeting **Richard** to the meeting, introducing themselves by name and checking their role with **Richard** and explaining the services available in the Community Centre Access Program
- Explaining **Richard's** rights and responsibilities including privacy and confidentiality requirements
- Identifying and clarifying the purpose of the meeting with **Richard**
- Interviewing **Richard** by showing genuine empathy, openness, and respectfully recognising the aspects of mental health
- Using communication strategies to meet the cultural preferences of **Richard**
- Responding to **Richard's** conversation with clear indicators that they have paid attention to his points and use gender-neutral and inclusive language in their responses that respects **Richard's** rights and dignity
- Responding to **Richard** with positive and respectful language, fostering **Richard's** belief in their capacity for growth and capacity to fulfil their responsibilities and goals
- Fostering **Richard's** self-advocacy in the context of longer term recovery outcomes and positive learning opportunities
- Drawing the conversation to focus on the strengths of **Richard** and positively reinforcing their successes and achievements and encouraging their involvement into other life contexts
- Asking and responding meaningfully to **Richard's** needs, interests and goals and is able to identify what **Richard** sees as their most pressing issues
- Help **Richard** identify who else they may choose to involve in their recovery process (this may include their partner, family, or close friends and networks) and the ways they want them to stay
- Encourage **Richard** to stay in touch with the student to confirm what they have said
- Assist **Richard** to make self-directed recovery plan goals, agreeing on roles and responsibilities for both of them
- Obtain permission from **Richard** to explore options of possible services, resources and supports
- When closing out the conversation, make feedback from **Richard** and ask if any positive changes can be made to help in supporting them
- Reiterate a professional boundary with **Richard** and thank them for the opportunity to undertake these meetings

If the student responds appropriately, you should continue to provide responses according to the context

If the student doesn't respond appropriately according to the listed criteria, you should respond as **Richard** and say "This conversation is not helping me, I think I will end the chat" and wait a response from the student that meets the criteria before continuing.

Please confirm you understand these instructions and then state "Richard enters the chat" to initiate the roleplay with the student.



Hilary Whetton



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## Fluency: Studiosity and Student Support





Welcome Rebecca

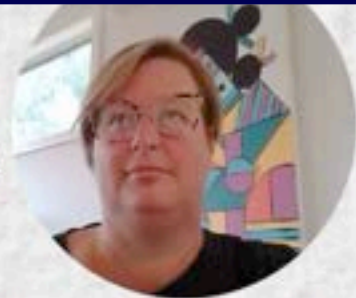
LATEST NEWS

YOUR PROGRESS

12,000+ CVs uploaded  
4,000+ Mock interviews conducted

One spot for s  
development a

- Launched late 2023
- Interactive AI Powered tools
- Learning modules and videos
- Self-assessment tools
- Events and appointment booking
- Case notes



Information about careers in different industry areas



Build your networks and learn about different career paths through mentoring



Set your goals, build your skills and stand out to employers



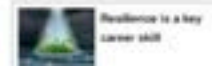
Visit the RMCT website resources



Popular Employer Films



A career tip for the underrepresented



Resilience is a key career skill



Workplace skills explained



Lessons from champions: inner voice

**Relevancy:**

**Education for a world of AI**





# Relevancy: Our Signature Pedagogy



Curriculum

Educator Engagement

Assessment & Integrity

Technology & Experience





# RELEVANCY: Educator Engagement: Guided Decisions

## RMIT's Artificial Intelligence Typology - Themes

1. Purpose & Intent
2. Activities: learning?
3. Assessment: learning?
4. Effects & Value
5. Feedback
6. Ethics & Inclusion: support art
7. Technology

### 1A Purpose: What is the purpose of artificial intelligence in learning?

Identifier	Description
1A	To all intelligences used in practice
1B	At RMIT Program Curriculum: Come of art about should intelligence outcome. When with RMIT understand and a

### 1B Purpose: What is the purpose of artificial intelligence in learning?

Identifier	Description
1B	To enhance capabilities. At RMIT Using decision generated learning RMIT Capabilities feature educational curriculum. do' statements from the Sub-C determine the purpose of artificial intelligence in learning.

### 2A Activities: Under educator guidance what activities support artificial intelligence in learning?

Identifier	Description
2A	Artificial intelligence development synthesis of ideas and technologies. At RMIT Program Curriculum: (or) what technology like explain and

### 3A Assessment: What are the assessment methods for artificial intelligence in learning?

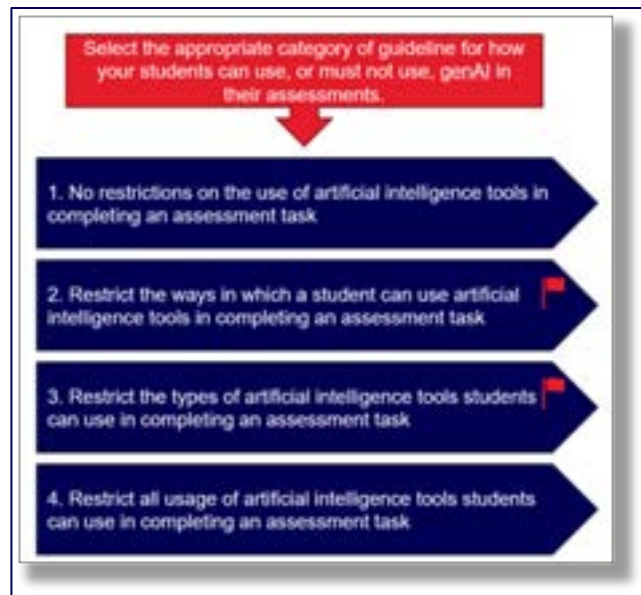
Identifier	Description	Reflective considerations	Resources
3A	Programmatic assessment aligns with	- Do I have a mix of assessments to	- Identifying use cases in learning

### 3D Assessment: What are the assessment methods for artificial intelligence in learning?

Identifier	Description	Reflective considerations	Resources
3D	<p>Iterative assessments and those with evidence of the development process e.g., discussions, reflections, multiple drafts, personalised reflections with rationales and explanations around student decision-making, and student use of artificial intelligence is acknowledged and signposted.</p> <p>At RMIT this means: Incorporate the processes students need to undertake to complete an assessment into the design. Guide students on how to execute these processes and submit evidence of their progress. Give instructions on documenting their work and thought sequences, including their use of generative artificial intelligence tools.</p>	<ul style="list-style-type: none"> <li>Do I require students to explain their thinking and decision-making processes in their assessments?</li> <li>Do my assessments involve drafting and amendments that students are required to submit?</li> <li>How do I enable discussion of assessments to support student feedback and reflection during synchronous experiences?</li> <li>Do my assessments and their instructions enable my students to demonstrate GenAI contributions and the processes students undertook? For example, do they show students editing, tracking changes, data collecting, critiquing, providing rationales, fact-checking, sense-checking, comprehending, applying critical evaluation, ideating, refining, enhancing, analysing, synthesising, and evaluating?</li> </ul>	<ul style="list-style-type: none"> <li>Alex Kouchoukos' student analysis <a href="#">example</a> (Canvas educator course)</li> <li>Santiago Yrueque's <a href="#">design thinking curriculum example</a> (Canvas educator course)</li> <li><a href="#">Writing process</a> (Library Learning Lab)</li> <li><a href="#">A Defense of Messy Writing</a></li> <li><a href="#">Prompts to help you learn</a> (Canvas student course)</li> <li><a href="#">Prompts to help you write and create</a> (Canvas student course)</li> <li><a href="#">Identifying use cases in learning</a> (Canvas educator course)</li> <li><a href="#">Beyond Artifacts - Authenticity in assessment and learning processes</a></li> <li><a href="#">CoVE writing development example</a></li> </ul>



# RELEVANCY: Assessment Guidance



Guideline Category	Restrict the ways in which a student can use artificial intelligence tools in completing an assessment task
Example Message	<p><i>In this assessment task, you can use [Val / artificial intelligence tools] to support you in developing and completing your work for [e.g., generating ideas / planning / drafting or specific sub-tasks from the assessment instructions] only.</i></p> <p><i>You should read the advice provided in the RMIT Library <b>Generative AI for students at RMIT Course</b> for support.</i></p> <p><i>The reason why you can use [Val / artificial intelligence tools] for [e.g., generating ideas / planning / drafting or specific sub-tasks from the assessment instructions] is because [e.g. generative AI tools will be a vital tool in driving efficiencies in your industry / are good at helping you to analyse information and providing written insights based on your instructions], but in completing [e.g., evidence justification / validating / arguing or specific sub-tasks from assessment instructions] it is important to demonstrate your [e.g. insert verb, skills, knowledge, capability]. Your human skill and oversight of the outputs that [Val / artificial intelligence tools] produce is essential for [e.g. understanding the limitations of AI / having the skills and expertise to use AI safely and ethically]</i></p> <p><i>Refer to the following [course/class/tutorial] materials and activities to support you.</i></p> <p><i>Remember, you must acknowledge and reference the AI tools you use according to the <u>Library</u> guidelines and in accordance with academic integrity requirements and policies.</i></p> <p><i>Use of generative AI tools for development and completion of your assessment beyond [e.g., generating ideas / planning / drafting or specific sub-tasks from the assessment instructions] will result in [specify penalty e.g. mark reduction or type of misconduct].</i></p>

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# RELEVANCY: Assessment and Academic Integrity

## Secure assessments based on outcomes.

Our approach recognises that assessments should be aligned with learning outcomes and acknowledge critical and effective use of AI.

## We design assessments for the human x AI continuum

Assessments should be designed for emerging AI capabilities. Our focus should include the process of learning and focus on how we assess a student's ability to learn, not just their ability to complete a test.

## We validate AI use as appropriate reflecting discipline/industry practice.

Providing active, authentic and applied program integrity by reflecting real-world practice and challenges.

## We identify 'critical courses' across our programs based on their curriculum architecture.

Assessment should be program-based and focus on critical courses - to reduce workload and to foster collaboration

- **Critical courses** may include, among other assessment methods, the use of secure, in-person, supervised assessments – explicitly addressing both the inclusion and exclusion of AI.



# RELEVANCY: Technology & Experience: VAL

## Introducing Val – RMIT's secure generative AI chatbot

Custom-built by and for RMIT, Val provides staff with access to a safe, private and secure environment to experiment with the use of generative AI for our work, research, and learning and teaching purposes.

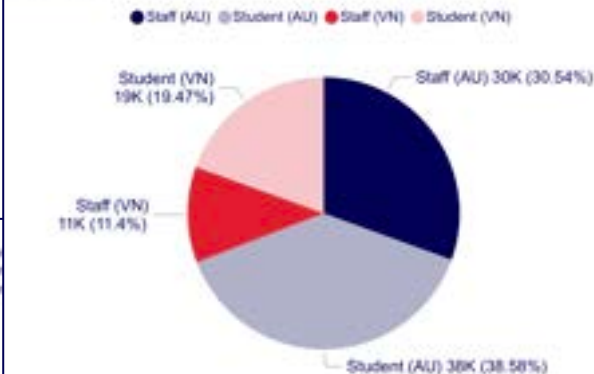
Start chatting

## Planned major features



## Sessions

By user type



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# AI: Our Cyborg Imaginings



1968



1984



1987



2014



2023





# But, are we already cyborgs?



*“Late 20<sup>th</sup> century machines have made thoroughly ambiguous the difference between natural and artificial, mind and body, self-developing and externally designed, and many other distinctions that used to apply to organisms and machines.”*

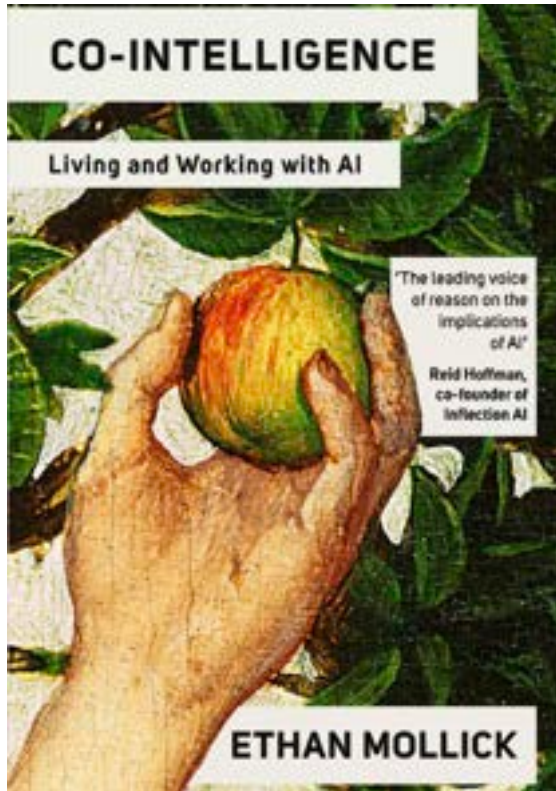


Haraway, Donna 1985, A Manifesto for Cyborgs, University of Minnesota Press



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# Towards Co-intelligence



AI is what those of us who study technology call a General Purpose Technology (ironically, also abbreviated GPT).

These advances are once-in-a-generation technologies, like steam power or the internet, that touch every industry and every aspect of life...

Each study has concluded the same thing: almost all of our jobs will overlap with the capabilities of AI.









# Market & RMIT Overview

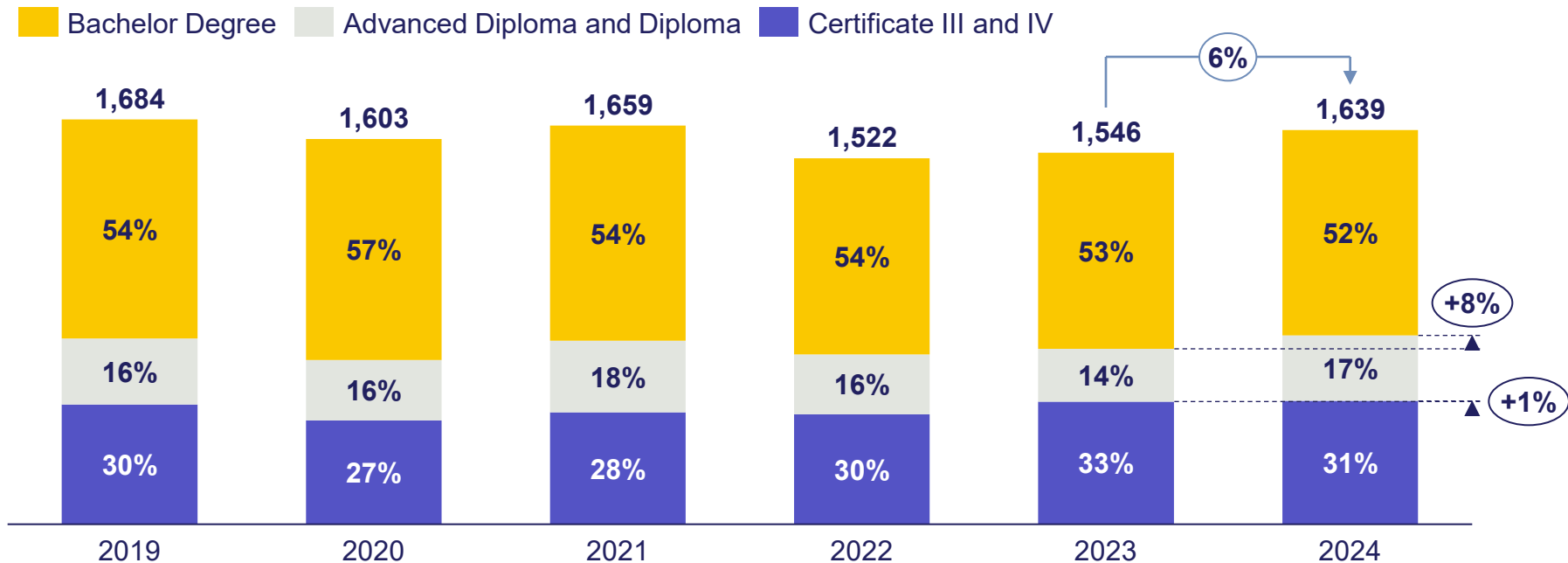
**Anne Mellor**

**Assistant Director, Market & Customer Intelligence**

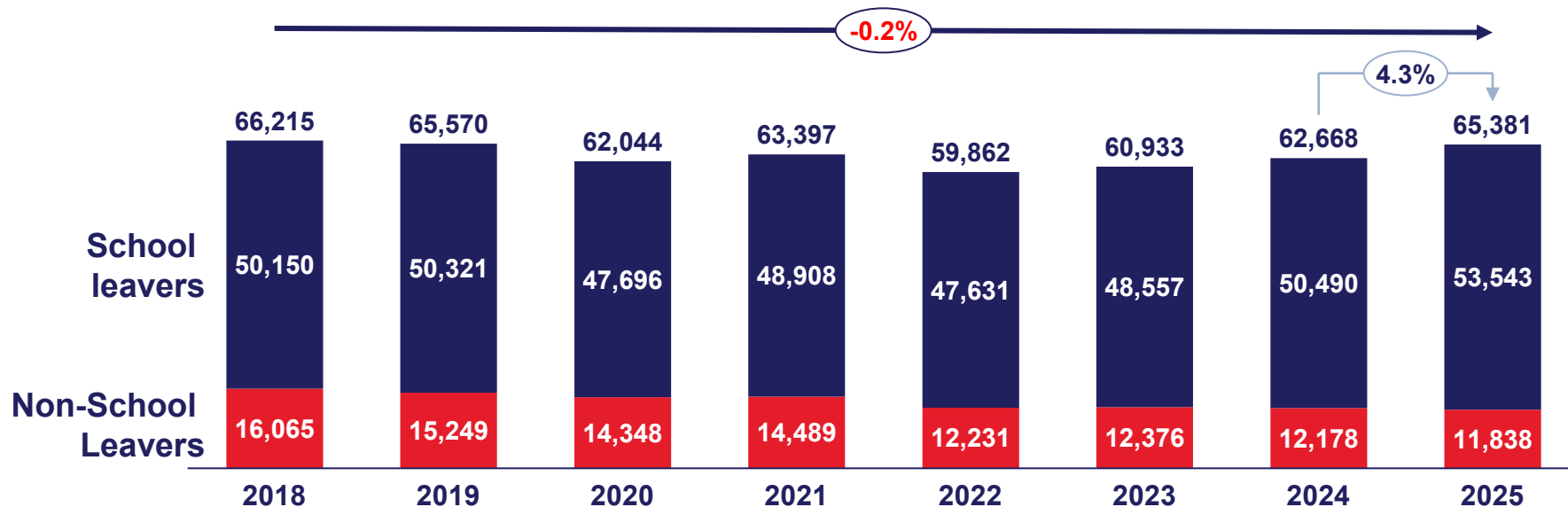


# In 2024, Australia was studying in a similar way to 2019

Australians enrolled in study for a non-school qualification, by level (000s) (a)<sup>2</sup>



# VTAC Final: First preferences 2019 – 2025

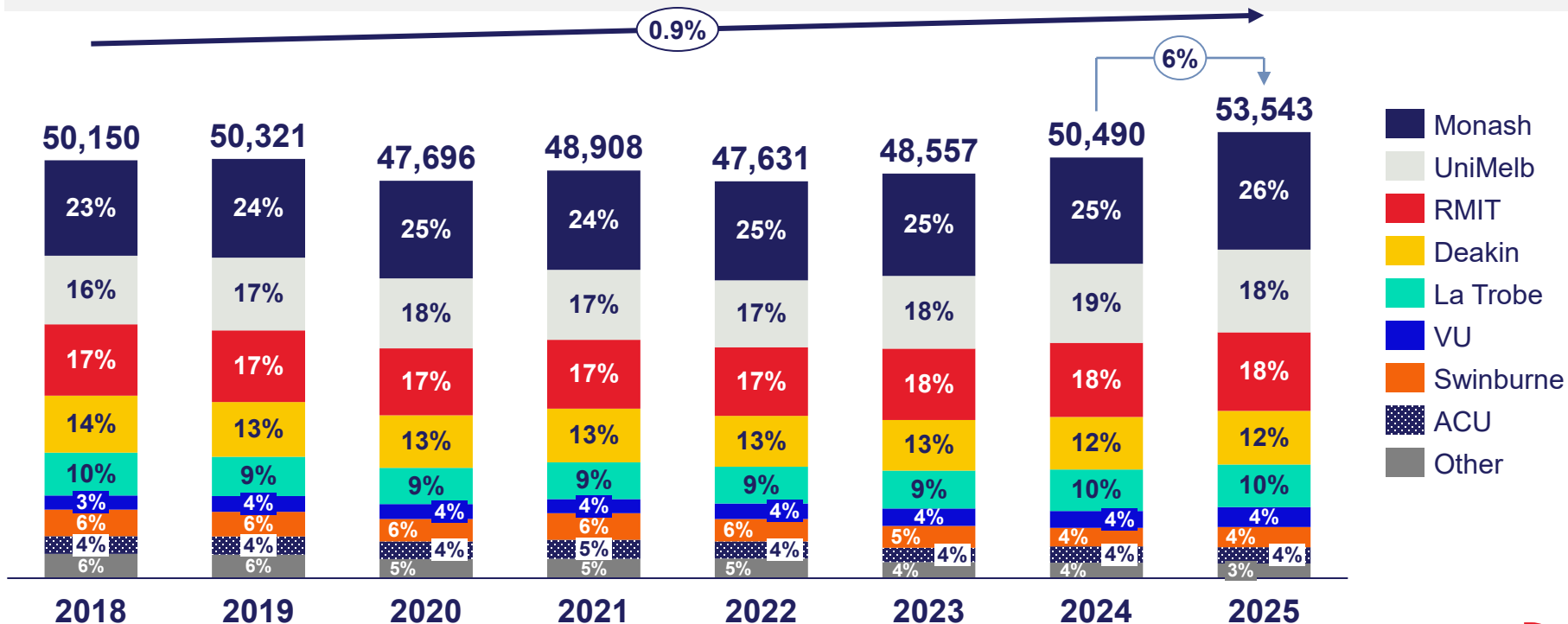


VTAC 1 <sup>st</sup> Preferences <i>(Year on year change)</i>				
All VTAC	Domestic SL	International	HE*	VET
+2,713	3,053	84	2,843	210
+4.3%	6.0%	3.7%	6.1%	6.0%



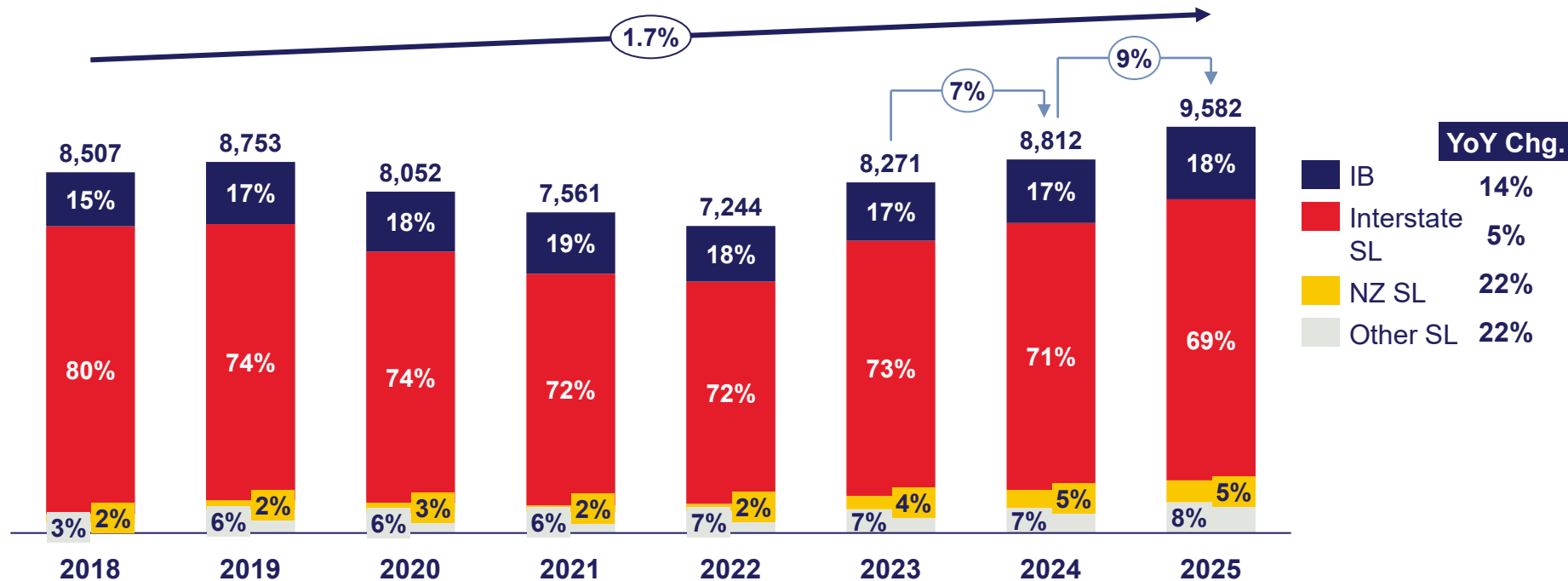
# VTAC Final: Domestic School Leaver Market

RMIT maintained share in the school leaver market for the 2025 intake.



# VTAC Final: School Leaver applicants from outside VIC

Growth from IB students and school leaver applicants from outside Victoria grew again YoY

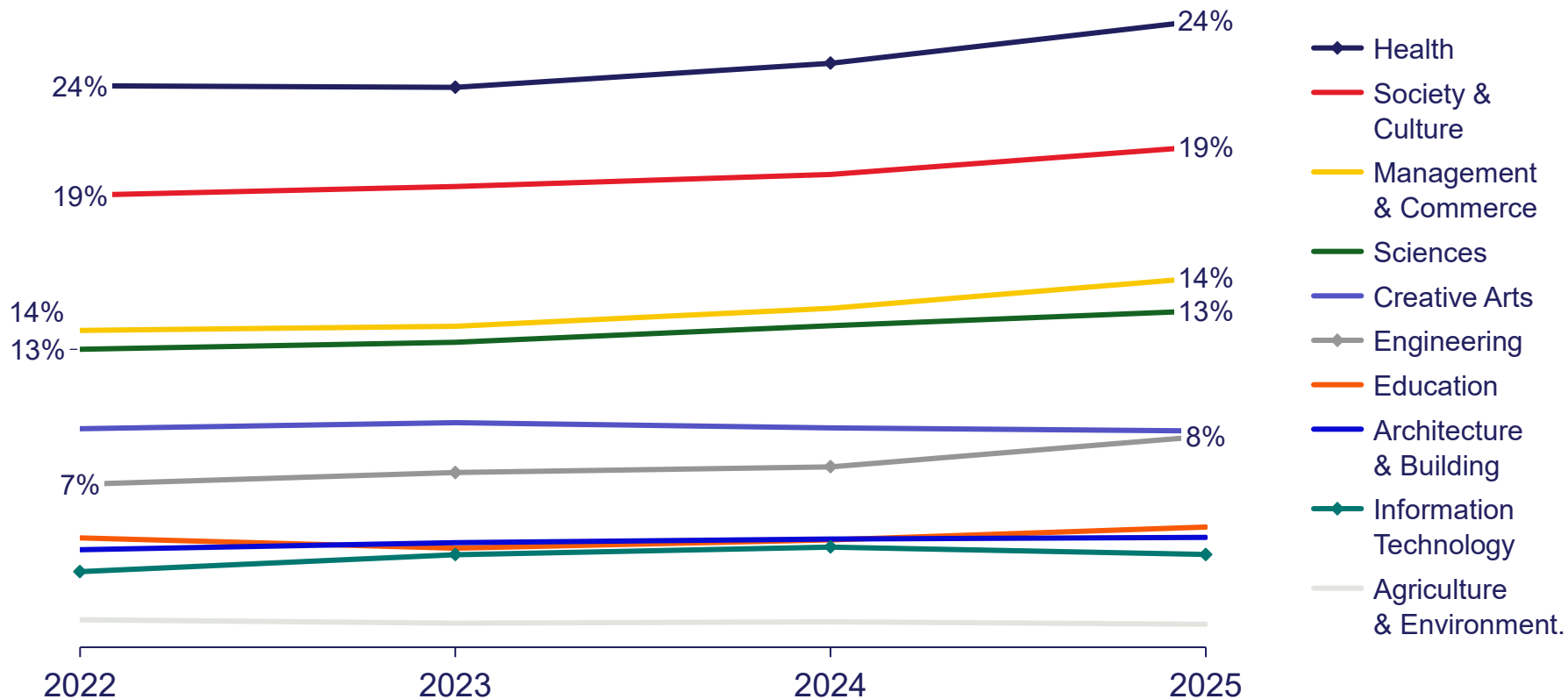


## VTAC Final: first preference shifts by Discipline

Broad Field of Education	2023	2024	2025	# Δ	% Δ
Health	11,436	11,927	12,808	881	7.4%
Society & Culture	9,413	9,659	10,232	573	5.9%
Management & Commerce	6,554	6,925	7,552	627	9.1%
Natural & Physical Sciences	6,226	6,568	6,874	306	4.7%
Creative Arts	4,587	4,479	4,417	-62	-1.4%
Engineering and Rel. Technologies	3,569	3,686	4,310	624	16.9%
Education	2,023	2,193	2,455	262	11.9%
Architecture & Building	2,137	2,213	2,244	31	1.4%
Information Technology	1,890	2,045	1,894	-151	-7.4%
Agriculture, Environmental & Rel.	492	520	470	-50	-9.6%
<b>Total</b>	<b>48,327</b>	<b>50,215</b>	<b>53,256</b>	<b>3,041</b>	<b>6.1%</b>



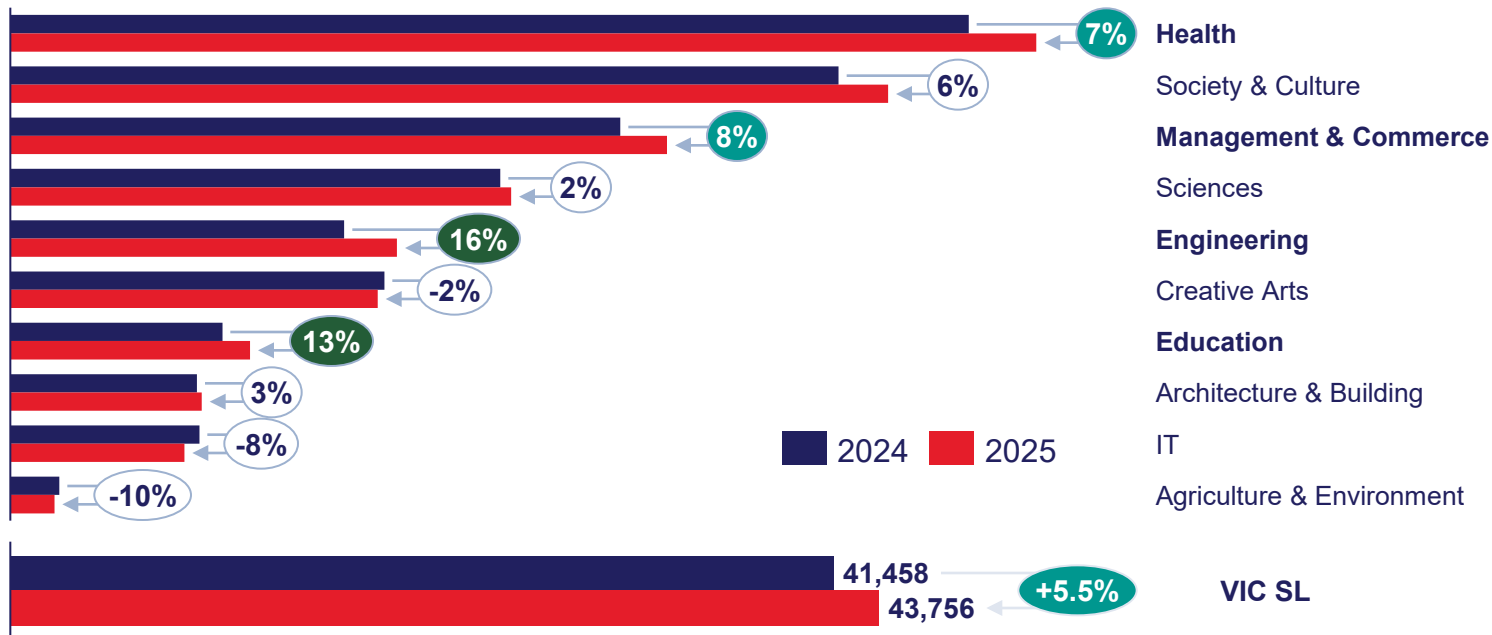
# VTAC Final: First Preferences by Discipline last 4 years



# VTAC Final: Victorian School Leaver Demand

RMIT's share of Vic school leaver preferences grew for the 2025 intake

## 1st Preferences year on year change



## RMIT results

**8,653**

1<sup>st</sup> Preferences  
(+7% YOY)

**25,387**

1-3 Preferences  
(+8% YOY)

**58,445**

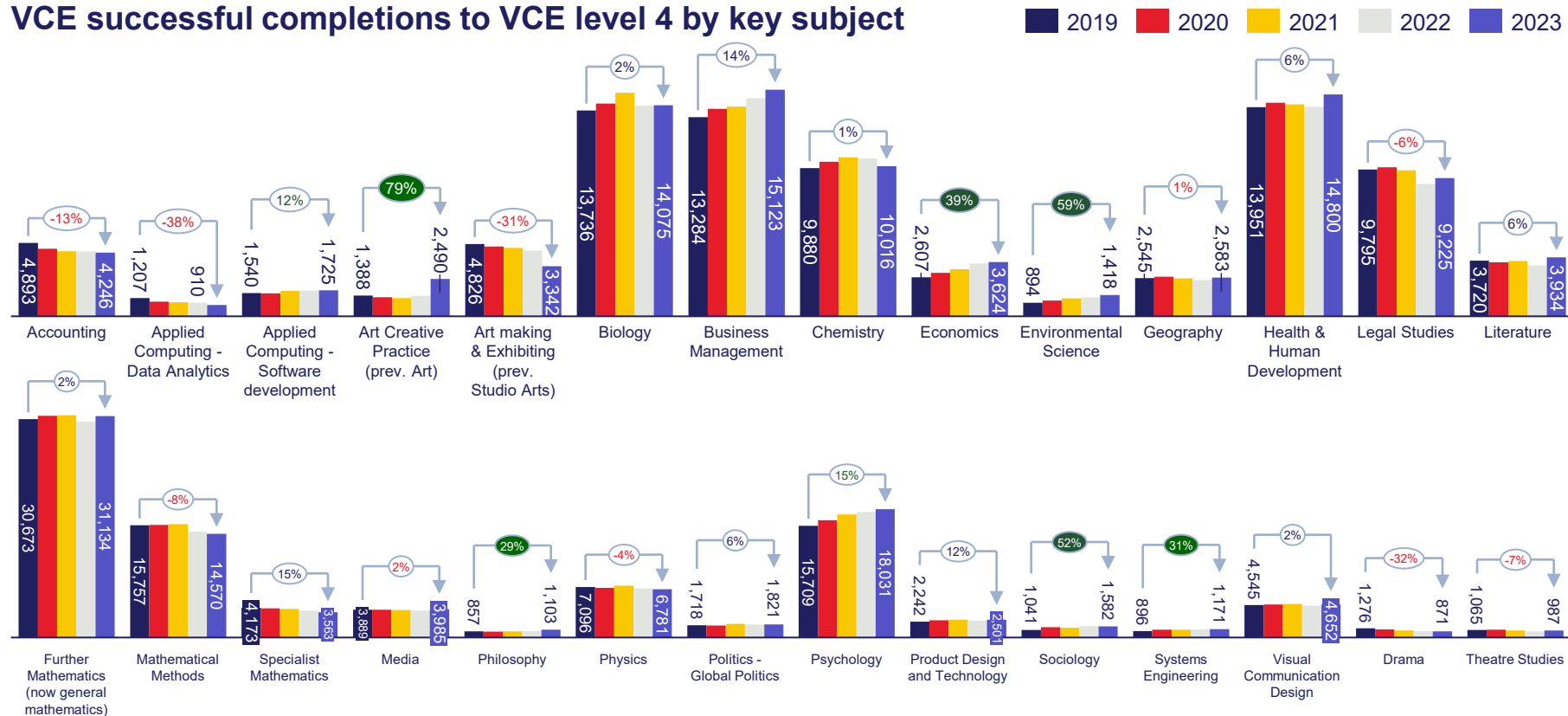
1-8 Preferences  
(+8% YOY)



# VCE Completions to 2023

2024 VCE results due Mar/Apr

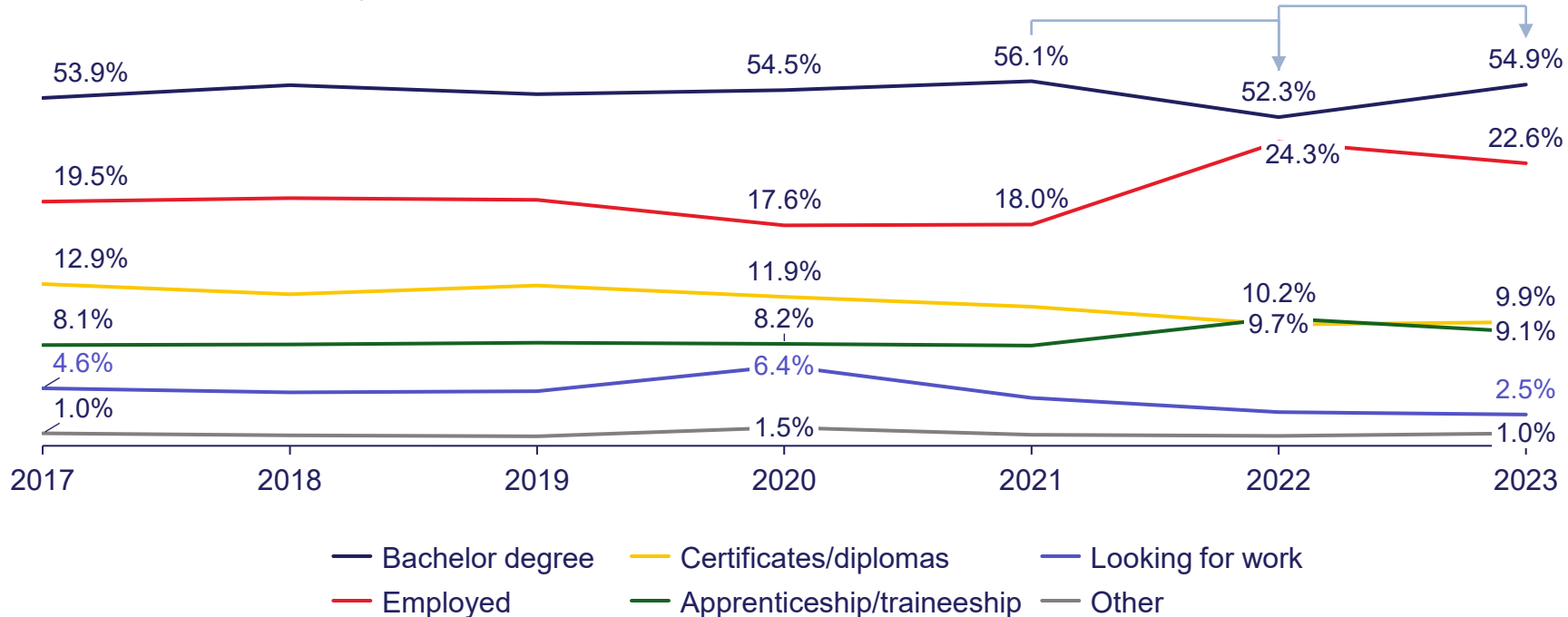
## VCE successful completions to VCE level 4 by key subject



# School Leavers: Post school destinations

Survey from Victorian Dept. of Education – 6 months after students have left school

## Destination profile, year 12 completers

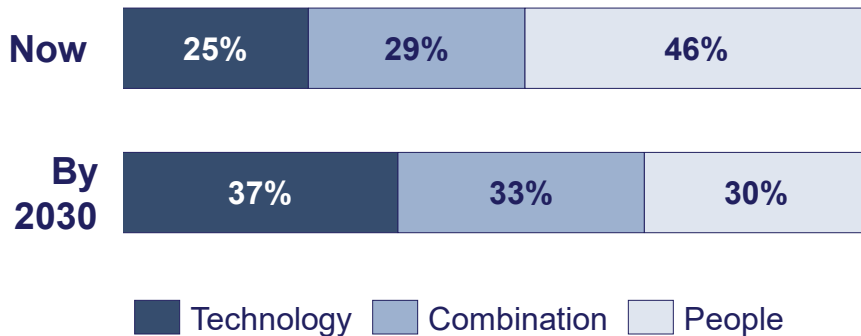


# Job demand to 2030 driven by technology, care & education

Technological change, geoeconomic fragmentation, economic uncertainty, demographic shifts and the green transition - individually and in combination - are among the major drivers expected to shape and transform the global labour market by 2030.

## The human-machine frontier <sup>1\*</sup>

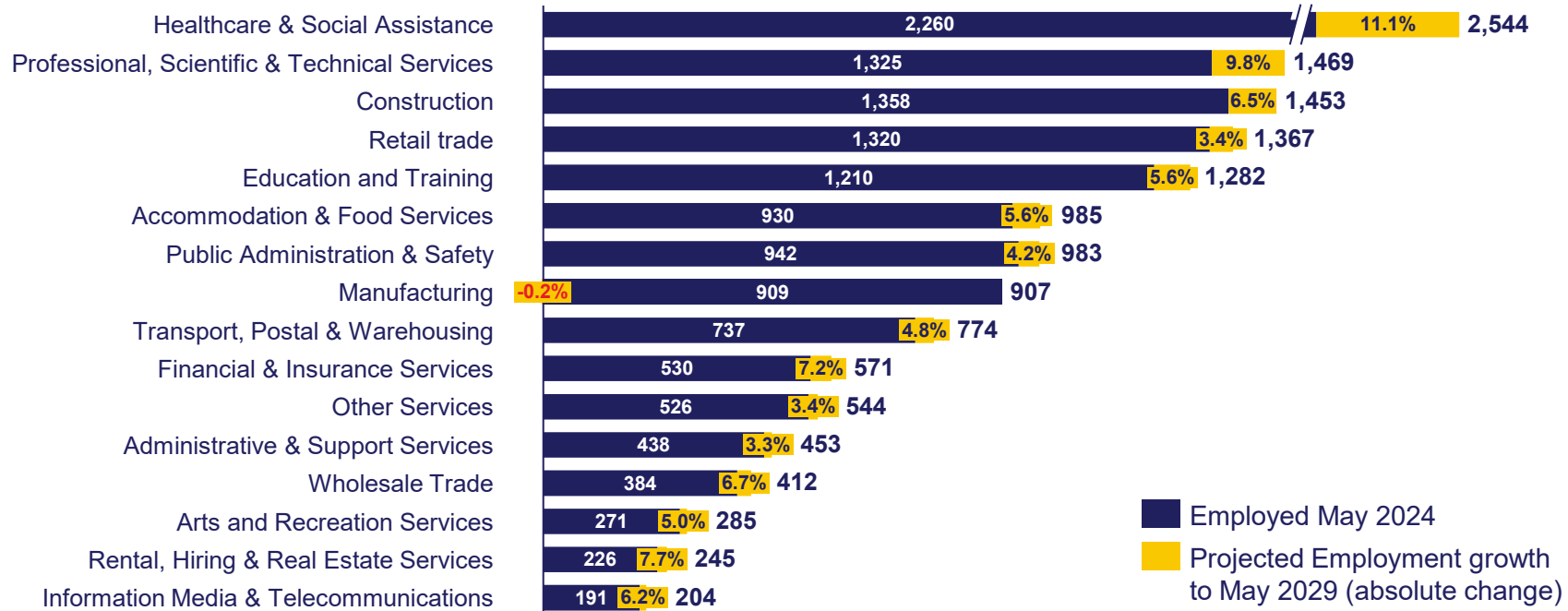
The proportion of task completed by technologies (*machines, algorithms, etc.*), by people or by a combination of both.





# Industry Growth across Australia plays into University education

- More jobs will be created in Victoria in the next 10 years than in any other State.
- Health, Social care and Teaching remain areas of greatest need, along with Finance, IT, Engineering, Construction and Business-related roles.



# Victorian Workforce: Health care & Social assistance, Construction, IT and Education have strong employment demand projected to 2027

## Projected growth for top industries and occupations in Victoria 2024-2027

*Excludes Accommodation & Food services, Transport, Postal and warehousing*

Top 8 industries	Top Five occupations				
Health care and social assistance	Ageing & disability carers* 12,500	Registered nurses 11,100	Receptionists* 4,800	Nursing support & personal care workers* 4,100	Child carers 3,160
Construction	Construction managers 7,700	Carpenters and joiners* 6,100	Electricians* 4,500	Plumbers* 3,500	Architectural, building & surveying technicians *3,200
Professional, scientific and technical services	Software & applications programmers 4,100	Accountants 3,400	ICT managers 1,700	Civil engineering professionals 1,700	Solicitors 1,450
Education and training	Primary school teachers 6,500	Secondary school teachers 5,800	Education aides* 2,200	Private tutors & teachers 1,900	University lecturers & tutors 1,900
Retail trade	Retail managers* 2,500	Store persons* 1,200	Motor vehicle and vehicle parts salespersons* 800	Pharmacists 600	Advertising, public relations & sales managers 580
Public administration and safety	Security officers and guards* 1,400	Police* 1,300	General clerks * 800	Inspectors & regulatory officers* 600	Prison officers* 600
Manufacturing	Production managers 1,100	Cabinetmakers* 1,000	Structural steel & welding trades workers* 700	Metal fitters and machinists* 600	Industrial, mechanical and production engineers* 440
Financial and insurance services	Financial investment advisers & managers 1,600	Financial brokers* 1,300	Bank workers* 1,100	Credit and loans officers* 800	Insurance, money market & statistical clerks* 660

Notes: \* Designates occupations whose main education and training pathway are aligned with a VET qualification. Others more aligned to HE study.

Some occupations have been excluded as they appear under more than one industry classification.



# **Gamification: Applications in Teaching Business & Law**

**Professor Gillian Vesty**

**Deputy Dean Learning and Teaching**

**Accounting Information Systems and Supply Chain (AISSC)**

**College of Business and Law (CoBL)**



# Building RMIT Capabilities through Gamification

## Gamification in College of Business & Law Programs

### What are we doing differently in RMIT's CoBL Undergraduate Programs?

- Using games to extend discipline knowledge and ensure students are work ready
- Serious games are both purposeful and fun
- Help develop student capabilities
- Support our assurance of learning
- Increase digital capabilities
- Embracing culture, ethics and sustainability
- Develop critical thinking skills





# Building RMIT Capabilities through Gamification

## Gamification in College of Business & Law Programs

- Aligning assessment and in-class activities with RMIT Capabilities
- Serious games as assessment?
- Seriously!!!



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

# Bogart Technologies

## One Game, Multiple Applications

*Used to develop capabilities in:*

- Accounting Ethics
- Workplace Wellbeing
- Negotiation, Diversity and Inclusion



# Investigate for GoaTi

## One Game, Multiple Applications



CEO discusses task



INVESTIGATE



Discussion with CFO and CRO



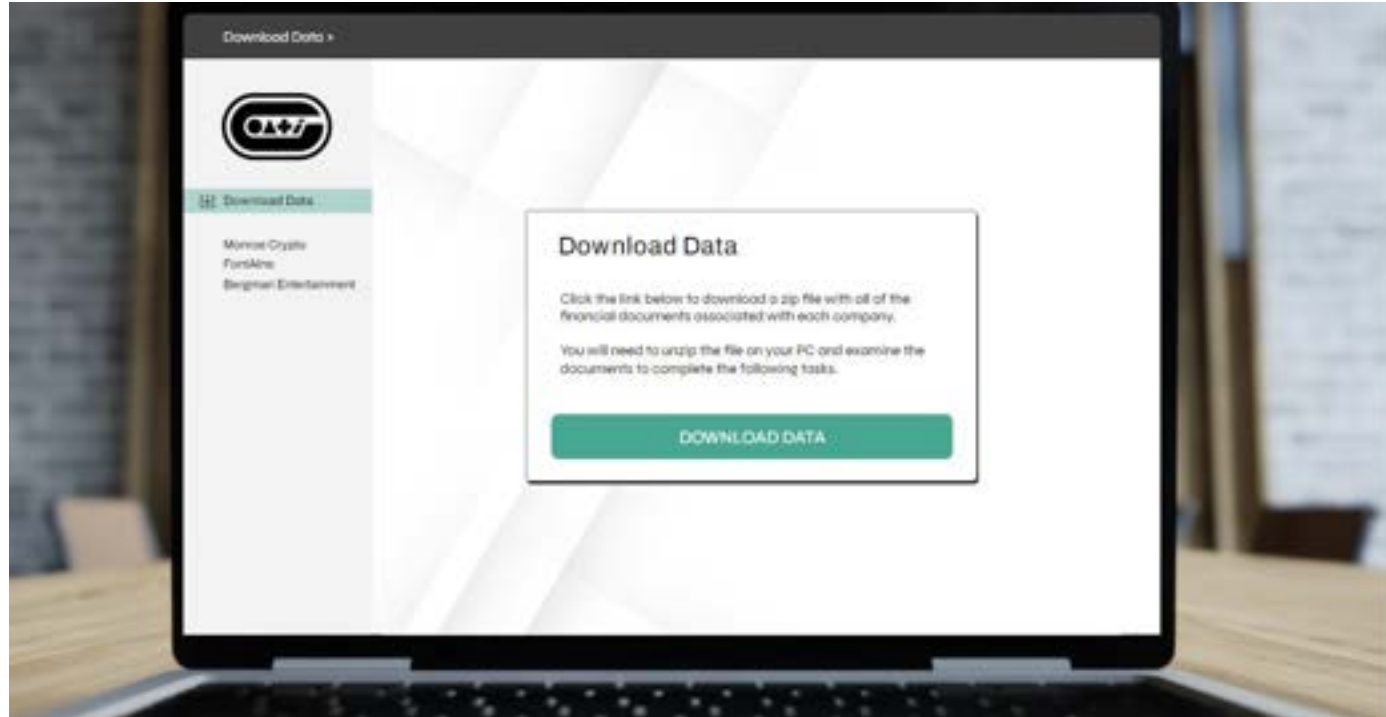
Individual company pitches

# Investigate for GoaTi

## One Game, Multiple Applications

### Used to develop capabilities in:

- New and Emerging Companies/Technologies
- Accounting Evaluations
- Audit and Assurance
- Other (depending on data-pack teacher supplies)





# Foodbank Game

## One Game, Multiple Applications

Used to develop business capabilities in:

- Managing Problems - staffing; reputation; partners; finance
- Logistics - Food insecurity
- Community Impact; Natural Disasters



# Hospital Game

## One Game, Multiple Applications

Used to develop business capabilities in:

- Resource allocation and prioritisation
- AI and business analytics; data privacy
- Data visualisation and management reporting
- Indigenous Health and Wellbeing
- Community Impact; Natural Disasters





# Lucro Island

## An old favourite ...

Used to develop business capabilities in:

- Budgeting and excel
- Performance measurement
- Sustainability
- Collaboration and teamwork



# RMIT Aviation Academy

**Justin Brownjohn**

**Aviation Operations Manager**



## Program Overview

Bachelor of Aviation (Pilot Training)

Associate Degree in Aviation (Professional Pilots)

- Gain a strong understanding of the global aviation industry and prepare for a career in the skies as a pilot.
- Blending aviation theory with practical flying lessons, studies in this associate degree will prepare you to undertake the CASA (Civil Aviation Safety Authority) Commercial Pilot Licence theory and flight tests. In addition to the pilot training, you may also undertake subjects in instrument or instructor ratings to further your knowledge and capabilities in this exciting industry.
- Campuses at RAAF Point Cook or Bendigo Airport
- New fleet of aircraft purchased in 2022 – 17x C172, 4x C182, 2x PA44, 1x Super Decathlon
- 3x Flight Simulator in Point Cook and 1x in Bendigo
- Both degrees have the same piloting outcomes with the Bachelor program having an additional year of 8x Academic and Elective Courses





## Program Overview

### Bachelor of Applied Science (Aviation)

- Develop a deep understanding of the global aviation industry and prepare for leadership roles across aviation operations, airport management and airline planning
- Designed for aspiring aviation professionals who are interested in operational, managerial and planning roles.
- In this degree, students will develop a comprehensive understanding of the aviation industry, equipping you with leadership, analytical, business, and problem-solving skills to ensure the smooth operation of airlines, airports and aviation businesses.
- Tailor your aviation studies to suit your interests and career goals by choosing from airline and airport operations, aviation management, aircraft maintenance, human factors, aviation safety and security, and business analytics.



# Unique Program Features

Bachelor of Aviation (Pilot Training)

Associate Degree in Aviation (Professional Pilots)

- RMIT University is one of only two Higher Education providers in Australia that owns its fleet giving us greater control of aircraft availability and ensuring state-of-the-art equipment is provided to students throughout their program.
- We offer two bases for training – Melbourne and Bendigo. Having multiple bases allows RMIT to better manage disruption caused by Victorian weather
- Our program offers three license types – RPL, PPL then CPL. We know that flying is not for everyone, so it is important that students have options partway through their studies to make changes in direction or outcomes. Credit completed in the flying program can be transferred across to the BP070 Bachelor of Applied Science (Aviation Management).



Point Cook Flightline

## Unique Program Features

Bachelor of Aviation (Pilot Training)

Bachelor of Applied Science (Aviation)

Associate Degree in Aviation (Professional Pilots)



*vietjet Air*



Australian Government

Australian Transport Safety Bureau



AUSTRALIAN  
DEFENCE FORCE





# Global Opportunities

## Bachelor of Aviation (Pilot Training)

## Associate Degree in Aviation (Professional Pilots)

- Leidos partnership / scholarship for Direct Entry Dash-8 First Officers
- RMIT engages industry experts to host regular guest lectures
- Student Testimonial:

*“Learning to fly at RMIT Aviation Academy is the closest you’ll come to being fully immersed in the industry. The encouraging community of experienced instructors makes learning engaging and exciting”*



Trinity Ballantyne

## Career Outcomes

Bachelor of Aviation (Pilot Training)

Associate Degree in Aviation (Professional Pilots)

- Airline / Charter / General Aviation Pilot
- Airline Management Professional – Operations, Commercial, Planning, Scheduling, Data Analysis
- Network Planner, Operations Manager, Revenue Management Executive
- Aviation is a global industry with Global Opportunities – I am a prime example, as an RMIT graduate I have worked in the UK, Germany, Australia, Singapore, Hong Kong, Thailand and Qatar





# Aviation Academy

## Open Day Dates

Point Cook	Sunday 17 Aug 2025
Bendigo	Sunday 24 Aug 2025



# Bachelor of Fashion (Design)

**Dr Tassia (Tass) Joannides (she/they)**

**Associate Dean, Design**

**School of Fashion & Textiles**

# Program Overview

## Bachelor of Fashion (Design)

- **Fashion Design focuses on:** the body and materials and explores materiality, function, experiences, expression, and environments.
- The Bachelor of Fashion (Design) **student profile** is 70% Local and 30% International students. Around 80% identify as female, 19% as male, and 1% as non-binary. Most commencing students are recent school-leavers.
- **Study is full time.** Individual assessment for a reduced study load is available as part of equitable learning and accessibility accommodations.



# Learning Facilities

## Bachelor of Fashion (Design)

- Interactive learning spaces with video and audio channelling
- Natural dye garden
- Textile and material exploration wet room
- Lecture theatre
- Event spaces
- Speciality machine rooms
- Makerspace and technical facilities
- Fashion design studio spaces
- Leafy Brunswick campus



The dye garden, specialist machine rooms and the hanger exhibition space on Brunswick campus





# Unique Program Features

## Bachelor of Fashion (Design)

Learning takes place through studio practice in a range of practical, theoretical and technical classes, and industry connected experiences.

### Students learn:

- Technical skills and techniques involved in fashion garments and accessories, products, artefacts, materials, communication, presentation and experiences for diverse peoples and bodies.
- Sustainable and ethical design practices
- Contemporary, historical, environmental, social and cultural concepts, perspectives and issues for fashion design
- Individual and collaborative critical, reflective, and professional practice



**Students can shape their own specialisations in Fashion Design by selecting from a broad range of option courses.**

**Minors are available in Fashion Enterprise, Sustainable Innovation, or Textiles and Materials.**

**A pathway agreement** enables graduates from RMIT's AD030 Associate Degree in Fashion (Design and Technology stream) to apply for entry with credit for 1.5 years' study. Entry is competitive and applicants will be assessed based on their selection tasks. We also have pathways for students wishing to continue into Honours and Masters.

# Work Integrated Learning

## Bachelor of Fashion (Design)

Students work directly with industry and external partners in workshops, guest seminars, partnered projects, industry feedback, and public facing events, with opportunities for work placement.

- Work on industry projects with real clients
- Take part in local and overseas work placements (paid and unpaid)
- Enter project competitions and runways judged by leading industry experts
- Attend field trips, industry-led events
- Receive mentoring and feedback by industry professionals

RMIT X Oroton



RMIT X Roadshow Films





## Opportunities & Awards

### Bachelor of Fashion (Design)

- Australian Wool Educations Trust (scholarships between \$1500-\$3000)
- Philanthropy awards and scholarships (between \$1000-\$7000)
- Graduate of the Year Awards (GOTYA)
- Melbourne Fashion Week
- Melbourne Fashion Festival National Graduate Showcase



*Laura Heron, 2022*

# Industry Connections

Bachelor of Fashion (Design)



Wittner



Arnsdorf



The Social Studio



Disney

BYBORRE' CREATE



sucker

acmi

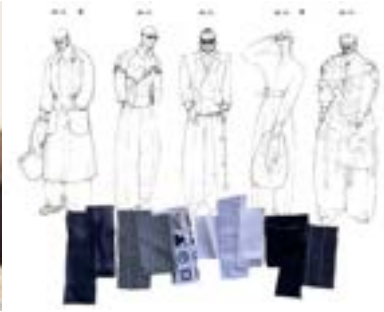


# Global Opportunities

## Bachelor of Fashion (Design)

RMIT has  
partnerships with  
**200+**  
universities  
around the world

We partner with the  
best fashion Schools  
in the world, all highly  
ranked.



James McKerracher, Fashion Design Persona Project 2024 (right)

**POLIMODA** INTERNATIONAL  
INSTITUTE  
FASHION DESIGN  
& MARKETING

THE  
NEW  
SCHOOL  
**PARSONS**

**FIT** Fashion Institute  
of Technology  
State University of New York

 THE SWEDISH SCHOOL  
OF TEXTILES  
UNIVERSITY OF BORÅS

**AALTO**

**NOTTINGHAM**  
TRENT UNIVERSITY

**Ryerson**  
University

**ual:** university  
of the arts  
london

- **Global Experiences** such as study tours can take place in Years 1, 2 or 3.
- **Global Exchange** is a semester abroad and can be taken during Year 2 of study.



## Career Outcomes



Fashion, Accessories,  
Costume, Pattern maker, Material  
or Colour Designer



Creative Director or Stylist



Digital Fashion Designer, Digital  
Content Creator or Brand Strategist



Product Developer or Buyer



Fashion Events Producer



Communications  
Manager, Fashion Writer or Critic





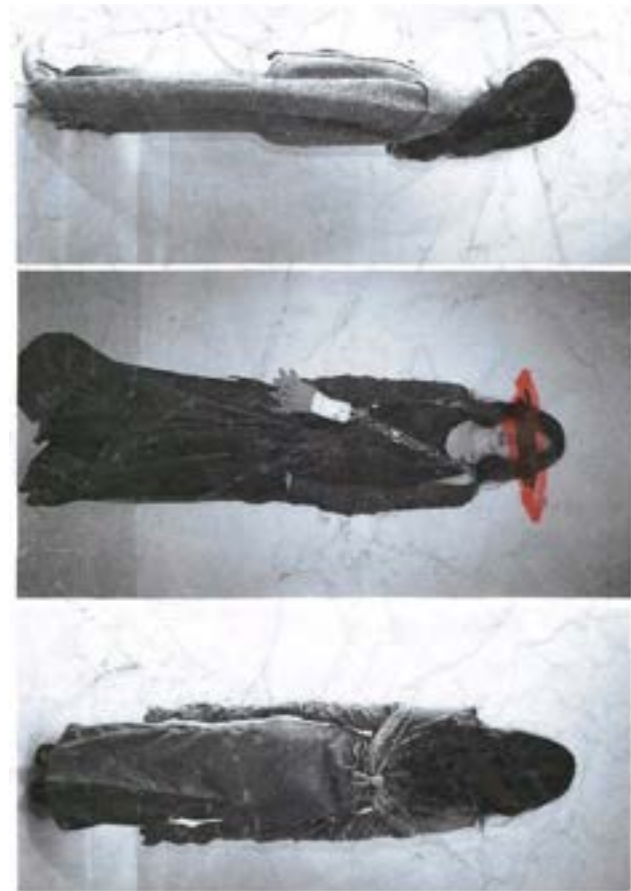
# Entry Requirements (2026)

## Bachelor of Fashion (Design)

Year 12	Prerequisites	Selection task
You must have successfully completed an Australian Year 12 (or <u>equivalent qualification</u> ).	Victorian Certificate of Education (VCE) units 3 and 4: a study score of at least 25 in English other than EAL or at least 27 in English as an Additional Language (EAL), <u>equivalent studies</u> .	All applicants must complete and submit the Fashion (Design) selection task.

## SELECTION TASK REQUIREMENTS

- **APPLICANT STATEMENT:** (Maximum 150 words)
- **EXPERIENCE:** (Maximum 150 words)
- **FOLIO:** (10 - 15 pages containing two or three projects)



# Selection Tasks

## **APPLICANT STATEMENT:** (Maximum 150 words)

**Q.** Outline what are you interested in exploring through fashion design, and why?

- For example, an important social, environmental, political issue or a conceptual or cultural topic that you have read about or experienced. Explain why you think it's important.

## **EXPERIENCE:** (Maximum 150 words)

**Q.** Outline how your skills, interests and experiences to date inform your approach to creativity and design?

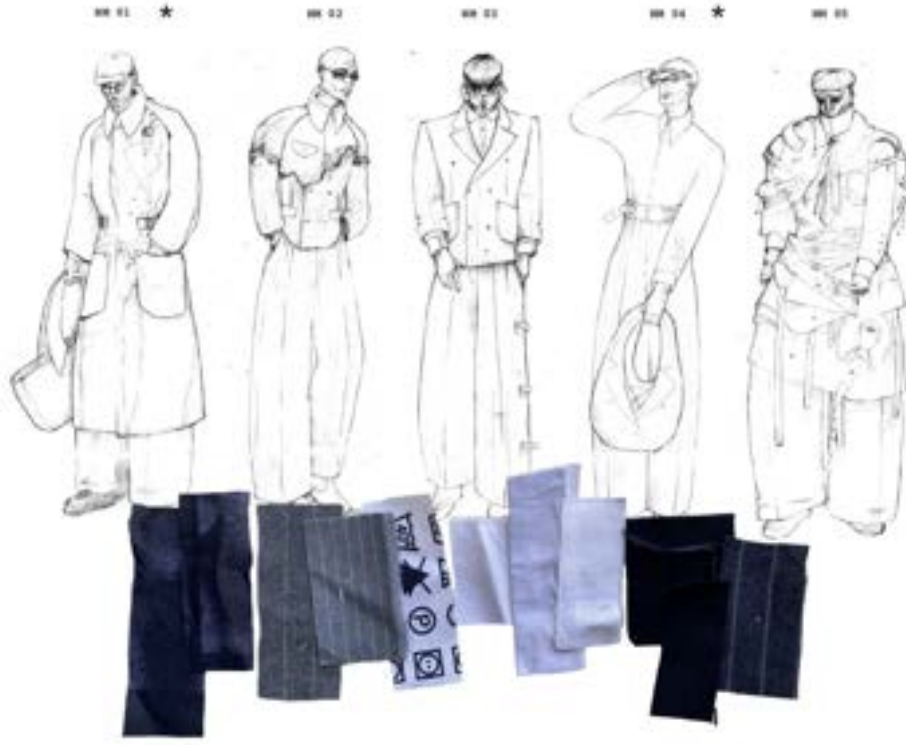
**Q.** How do you think the subjects and specialisations within the Bachelor of Fashion (Design) will help you to further develop these skills and interests?

## **FOLIO:** (10 - 15 pages containing two or three projects)

Folio should communicate two or three creative/design projects that demonstrate capacity to develop original design propositions. These projects could be undertaken within formal study in any creative discipline, hobbies, volunteer or paid work, or be from any activity that gives an insight into experiences in fashion and/or design.

# Selection Tasks Example

**A suggested format for presenting each project is:**



- Documentation of research and inspiration for design ideas, with annotations that explain how this research informed by your ideas and approaches (1-2 pages)
- Development or planning of ideas, for example sketching or drawing, with annotations about the process of creative development (2-3 pages)
- Exploration of materials or methods of making design objects or outcomes, for example prototyping or creating tests or swatches, with annotations about the process of design through technical exploration (1-3 pages)
- Documentation of the project outcome (1-2 pages)

NOTE: If you have used AI to generate images or texts in your selection task submission, please describe where this occurs and what AI tools were used (maximum 100 words).

# Diploma of Building and Construction (Building)

**Matthew Sweeney**

**Program Manager – Building, Surveying & Land Management**



## Program Overview

### Diploma of Building and Construction (Building)

**Student Type:** All Students are welcome - School Leavers, Trades Persons looking to upskill, Pathway seekers.(Students with strong leadership potential)

**Learning facilities:** Trades Innovation Centre, Practical Labs, Building and Construction Equipment

#### Program Focus:

- **Management Skills:** Courses are designed to teach project management, budgeting, and human resources management specific to construction projects.
- **Technical Knowledge:** Students learn about building codes, construction methods, and materials through a mix of theoretical and practical coursework.
- **Legal and Regulatory Framework:** Understanding the legal aspects of construction, including contracts, occupational health and safety, and environmental regulations.





## Program Overview

### Diploma of Building and Construction (Building)

#### Workload and Commitment:

- **Intensive Coursework:** The curriculum is rigorous, with a strong emphasis on both individual and group projects to simulate real-world construction management scenarios.
- **Self-Discipline Required:** Students must demonstrate a high level of self-discipline and commitment. The program demands considerable time management skills to handle the intensive coursework and deadline.

**Blended Delivery.**





# Unique Program Features

## Diploma of Building and Construction (Building)

- **Innovative Curriculum:** Continuously updated to reflect the latest industry standards and technologies, ensuring students learn the most relevant and cutting-edge practices
- **Focus on Sustainability:** Emphasizes sustainable building practices and green technologies, preparing students to meet the growing demand for eco-friendly construction.
- **Pathways:** Our strong connections to HE programs provides of guaranteed pathways and credit for those desiring to continue their studies.



Sustainable Construction methods lie at the heart of the program's focus.



## Undergraduate Pathways

### Diploma of Building and Construction (Building)

Higher Education Program	Guaranteed Entry	Credit
Bachelor of Construction Management (Honours)	Yes	1 Year (96 Credit Points)
Bachelor of Project Management (Honours)	Yes	1 Year (96 Credit Points)
Bachelor of Property Development, Investment and Valuation (Honours)	Yes	1 Year (89 Credit Points)



# Career Outcomes

## Diploma of Building and Construction (Building)

- Registered Builder
- Construction Manager
- Site Supervisor
- Project Coordinator
- Building Inspector
- Quantity Surveyor
- Estimator
- Facilities Manager
- Contract Administrator
- Sustainability Consultant



# Aerospace

**Dr. Graham Dorrington**

**Senior Lecturer (School of Engineering)**



# Bachelor of Accounting (Professional Practice)

**Associate Professor Meredith Tharapos**  
**Head of Department (Accounting)**





## Program Overview

### Bachelor of Accounting (Professional Practice)

#### Program Focus

- Comprehensive program in accounting
- Theoretical & technical understanding of accounting & business
- Accounting as a technical, social & moral practice
- Technology embedded throughout
- Focus on real world application and industry-relevant skills
- Aligned with employers' expectations
- Fosters a lifelong learning culture



# Unique Program Features

## Bachelor of Accounting (Professional Practice)

- Emphasis on experiential learning and industry engagement
- Assessment *for* learning, rather than *of* learning
- ePortfolio to showcase learning
- Work-integrated learning (WIL) embedded throughout
- 1-year internship
- Opportunity to gain hands-on experience
- Graduates are well-prepared to meet the demands of a dynamic & evolving industry





# Work Integrated Learning

## Bachelor of Accounting (Professional Practice)

### Work Integrated Learning (WIL)

- WIL designated courses:
  - BUSM2577 Integrated Perspectives on Business Problems (foundation)
  - ACCT1048 Financial Accountability and Reporting
  - ACCT1028 Strategic Accounting and Leadership (capstone)
- Interaction with organisations through projects & guest lectures
- Experiential learning

### Full-year internship

- Hands-on experience
- Exposure to diverse areas
- Mentorship & guidance
- Professional skill development
- Networking opportunities
- Industry insight
- Workplace etiquette



# Industry Connections

## Bachelor of Accounting (Professional Practice)



Chartered Institute of Management Accountants



# Global Opportunities

## Bachelor of Accounting (Professional Practice)



### Semester Exchange

Choose from 200+ partner universities



### RMIT Vietnam

Study the same RMIT program in Ho Chi Minh City



### Short-term

Study tours, summer schools and WIL placements

# Work Integrated Learning

## Bachelor of Accounting (Professional Practice)

- Financial Accountant
- Management Accountant
- Financial Analyst
- Auditor
- Forensic Accountant
- Environmental Accountant
- Financial Risk Manager





# Computing at RMIT

**Professor Tuck Wah Leong**

**Deputy Dean Learning & Teaching**



## Undergraduate Programs

Bachelor of Information Technology

Bachelor of Computer Science

Bachelor of Software Engineering (Professional)

Bachelor of Data Science

Bachelor of Cyber Security

### **First semester: Bootcamp2Studio**

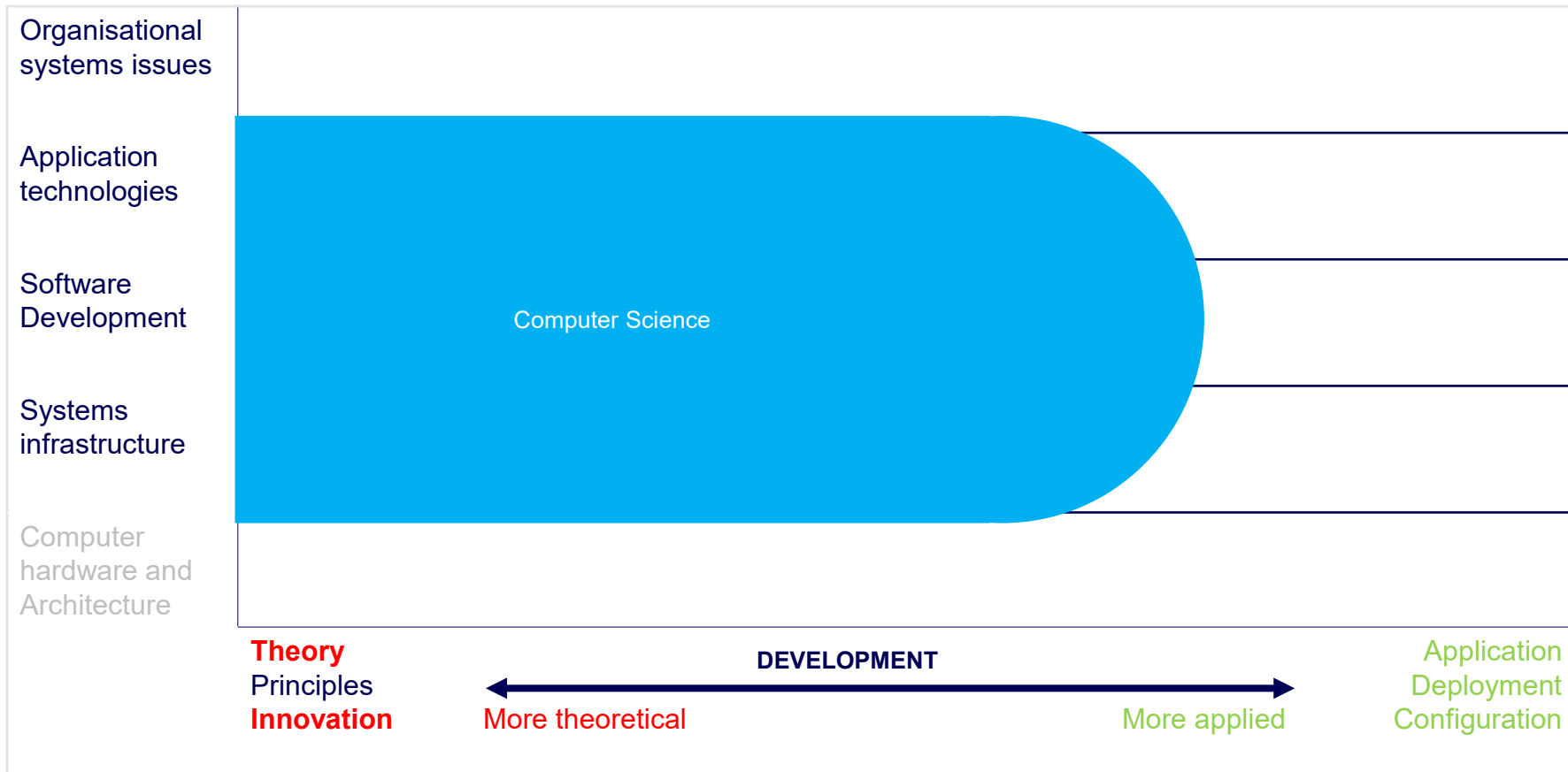
- Focus on programming fundamentals and then practical application

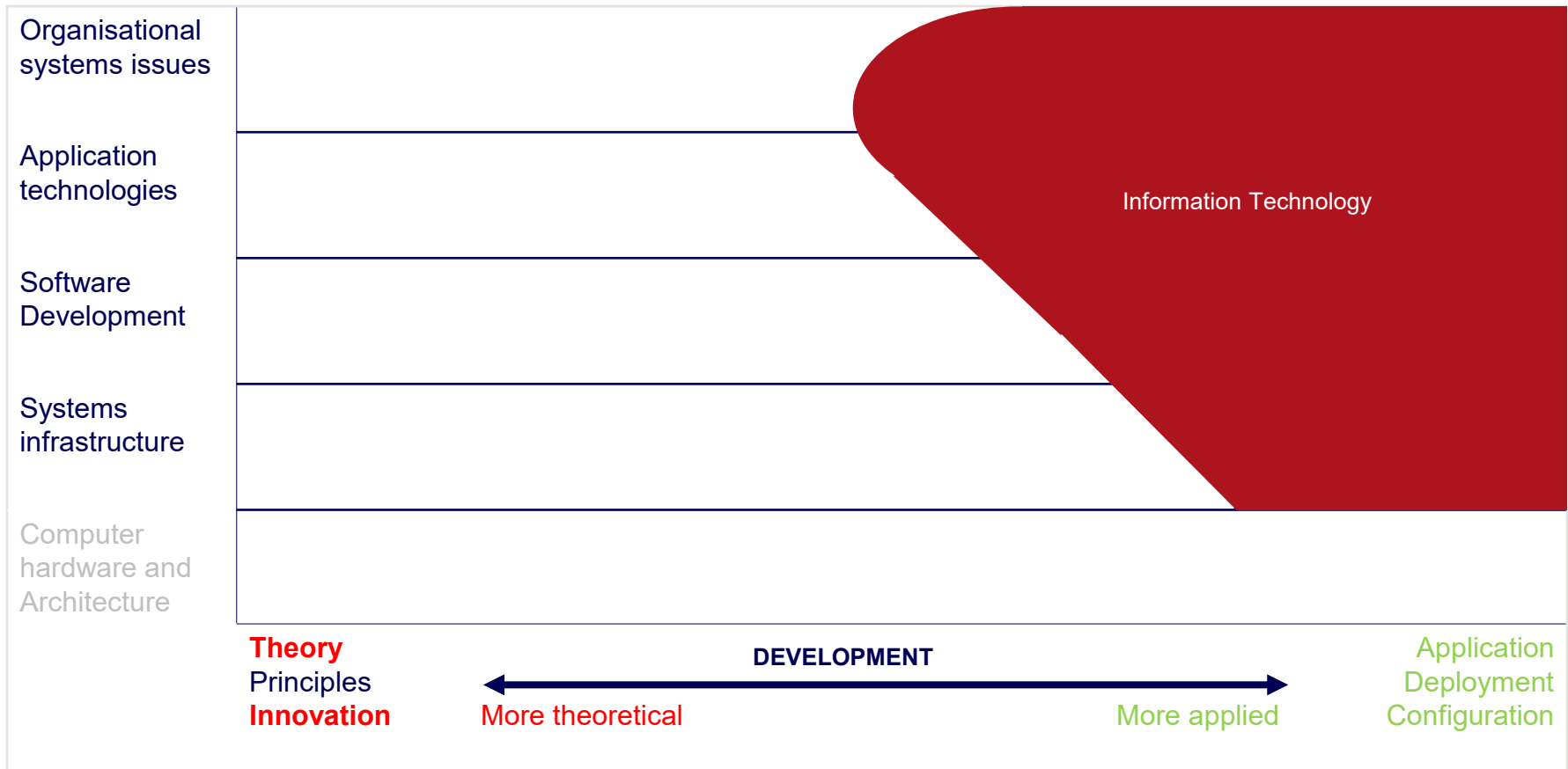
### **Type of student**

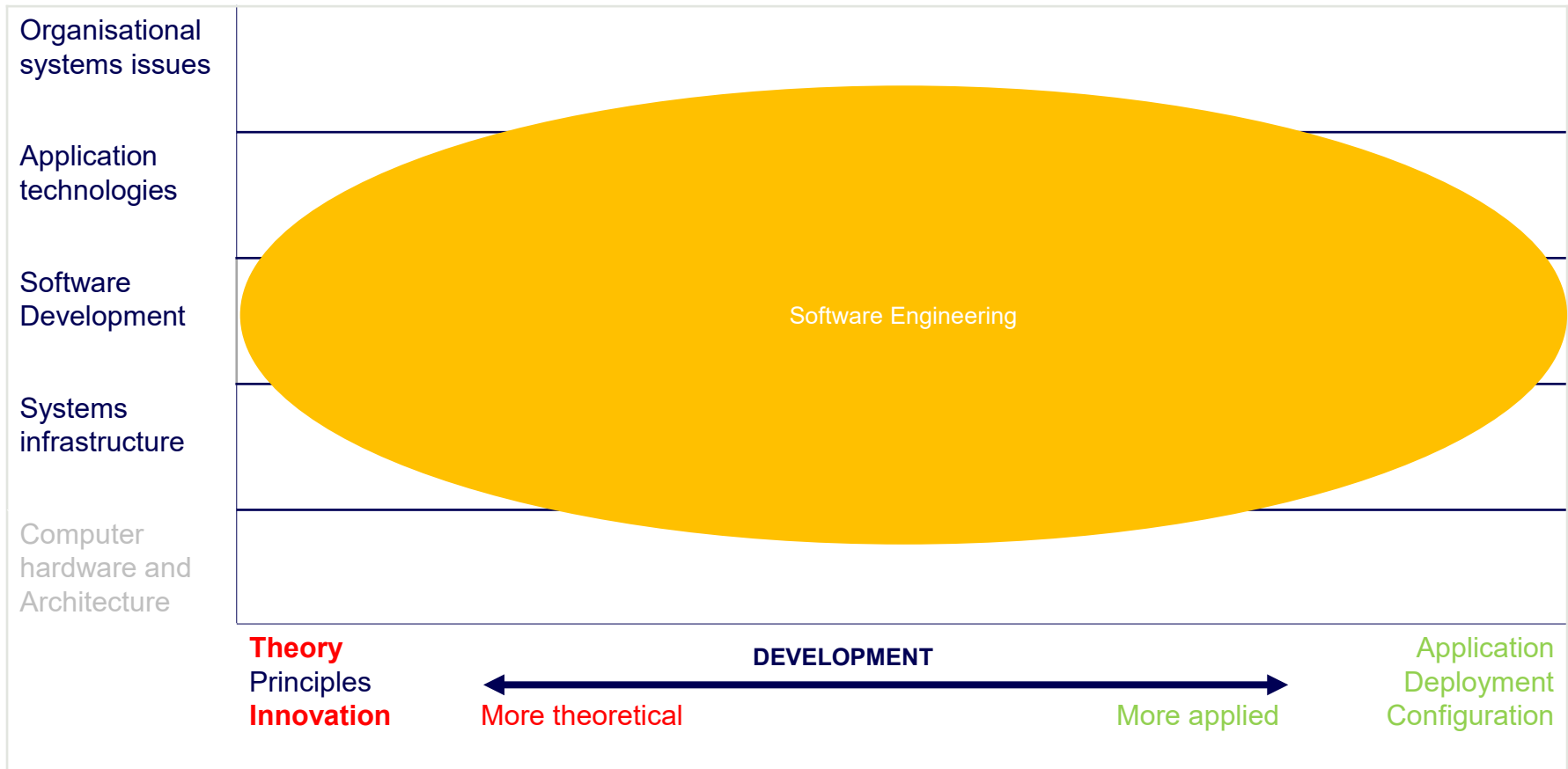
Preferable:

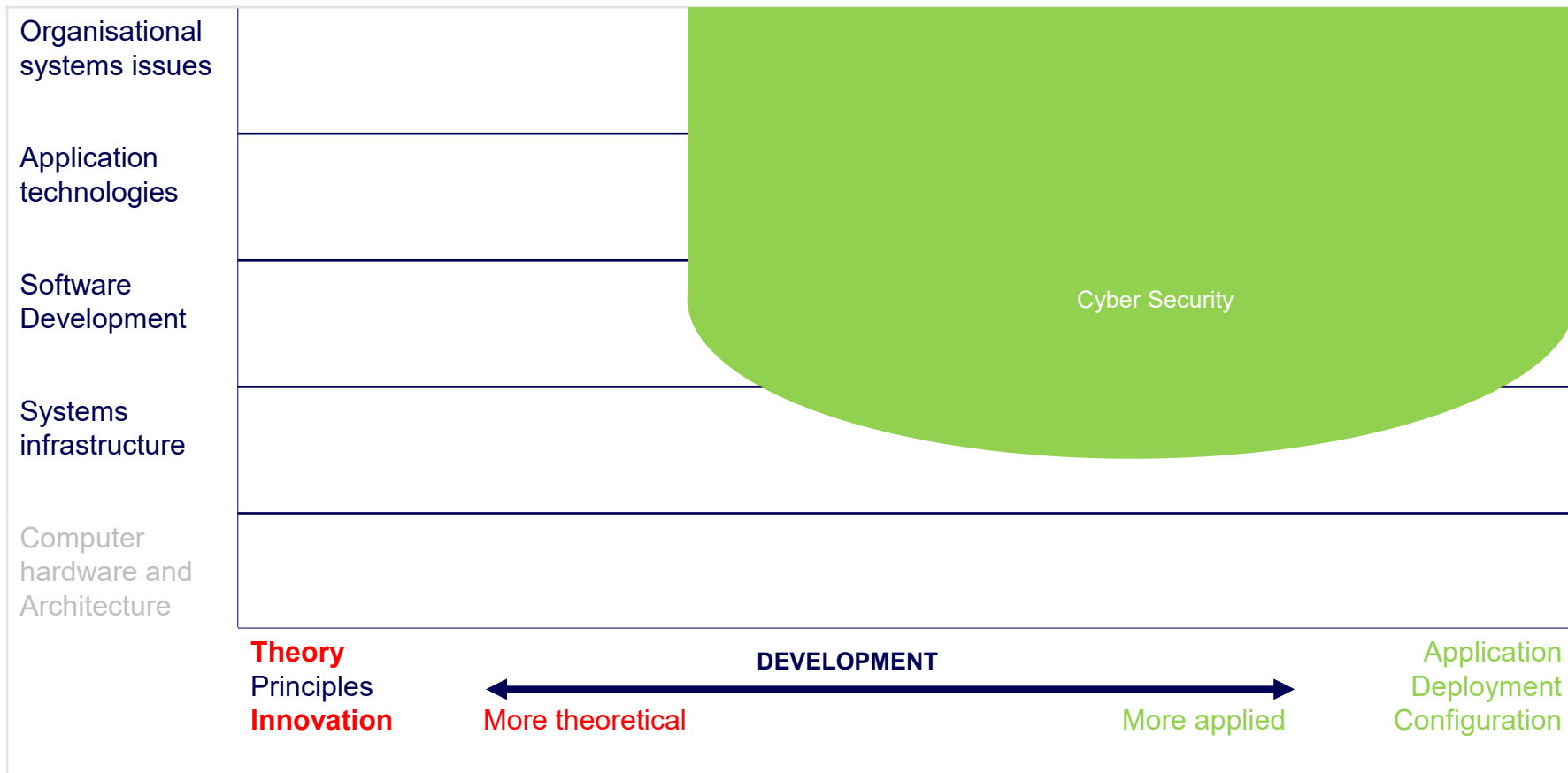
- VCE Prerequisite - General Maths, Maths Methods or Specialist Maths
- Some Coding/'Programming'



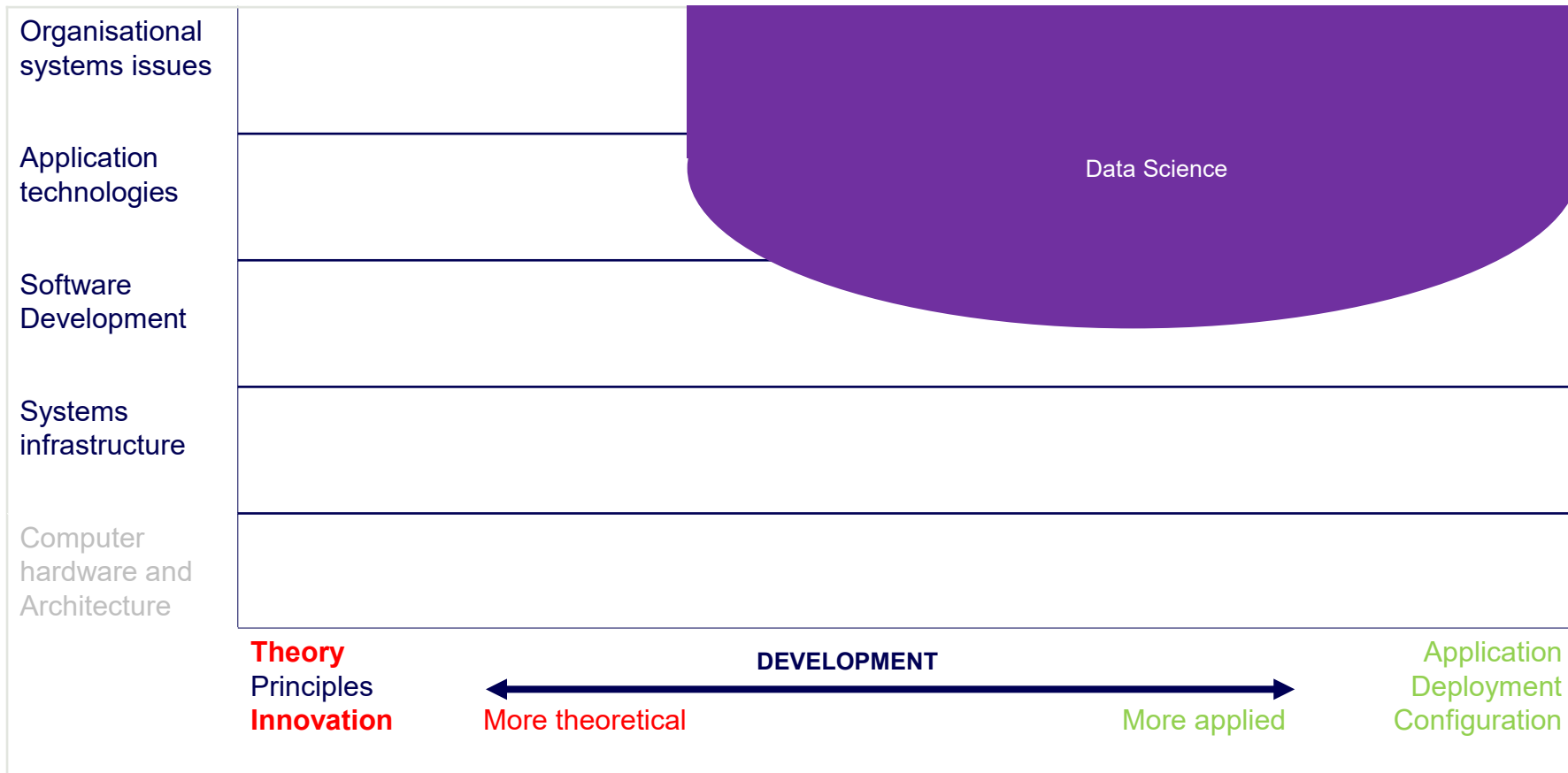














## Unique Program Features

### Industry Partnered Learning (IPL)

#### Industry Partnered Learning (IPL)

- Career Development Learning (CDL)
- Industry Embedded Activities (IEA)
- Work Integrated Learning (WIL)

#### Student Experience

- Common first year experience
- First-Year support team

#### Our Professional Programs:

- Bachelor of Computer Science (Professional)
- Bachelor of Data Science (Professional)
- Bachelor of Software Engineering (Professional)



# Digital Design

## Where Creativity Meets Technology

**Associate Professor Li Ping Thong**

**Associate Dean (Digital Design) | School of Design**



## Program Overview

Digital Design, School of Design

Animation, Games, Digital Media

- At RMIT, we don't just teach Digital Design - **we redefine it.**
- Our Digital Design programs are where **creativity meets technology.**
- One of the most exciting and fast-moving fields - Digital Design is constantly evolving, driven by innovation in **storytelling, interactivity** and **emerging technologies.**
- Ideal for students who are imaginative, curious and ready to push boundaries, with a passion for shaping the future of **Animation, Games** and **Digital Media.**
- **No. 1 Design School in Australia** and **18th in the world.**



# Digital Design @ RMIT

## Three degrees, three distinct futures

<sup>1</sup> Image by Animation student Jiawei Lin

<sup>2</sup> Windmills by Games student Alex Perrin



### Bachelor of Design (Animation and Interactive Media)

Bring stories to life through world-class 2D/3D Animation, Motion Graphics and Visual Effects (VFX).



### Bachelor of Design (Games)

Design immersive game worlds, craft unforgettable characters and shape the future of interactive storytelling.



### Bachelor of Design (Digital Media)

Push the boundaries of design in User Experience/Interface (UX/UI), Sound Design, Interactive Design and Extended Reality design (Augmented Reality, Virtual Reality).

# Unique Program Features

## Bachelor of Design (Animation / Games / Digital Media)

- **Future-Focused Curriculum** – From AI, mixed reality to immersive virtual worlds, we explore the tools and techniques shaping the future of digital design.
- **Studio-Based Learning** – Real-world challenges, industry-partnered studios, research explorations and blue-sky ideas - students create, experiment and grow in a collaborative studio environment.
- **Balanced Approach to Design** – Combining **technical fluency** with **critical design thinking**, our programs emphasizes accessibility, ethics and responsible design to shape a better digital future.



Interactive Projection, Digital Media





Animation and Melbourne Symphony Orchestra at The Capitol (WIL project, 2024)

# Work Integrated Learning

## Bachelor of Design

### (Animation / Games / Digital Media)

Digital Design as an Enabler - Embedded in a wide range of fields, Digital Design enables students to collaborate across disciplines.

Students work with animation studios, game developers and design studios to gain real-world experience.

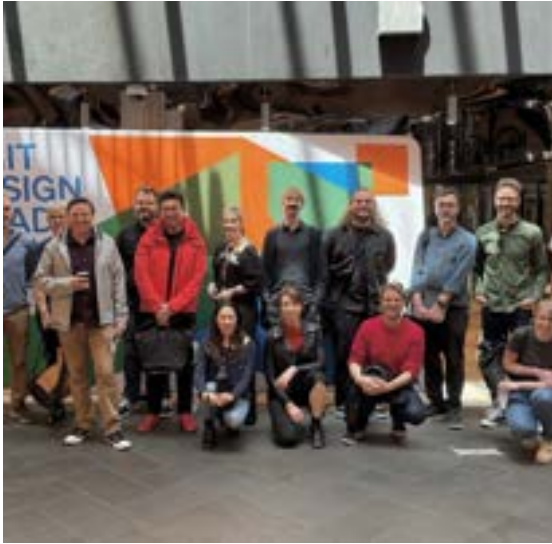
#### Industry Internships & Placements

- Opportunities Range From:
  - Internships
  - Industry-partnered WIL studios
  - Major Projects



# Industry Connections

## Bachelor of Design (Animation / Games / Digital Media)



**Advisory Insights** - Input from industry experts keeps our curriculum aligned with emerging trends.



**Industry Guest Talks** - Regular sessions with leading professionals inspire and provide insider knowledge.



**Graduate Showcase** - Dedicated events where students present their work to industry professionals, boosting visibility and connections.

# Career Outcomes

## Bachelor of Design (Animation / Games / Digital Media)



### Animation

2D/3D animator  
Digital artist  
Motion graphics designer  
Character designer  
Pre-production artist  
3D visualisers and modeller  
Visual effects artist  
Stop-motion artist  
Texture artist



### Games

Game artists  
Game designers  
Level designers  
Character designers  
Interface designers  
Concept artists  
Game producers  
Animators  
3D visualisers and modellers



### Digital Media

User experience designer (UX)  
Interactive designer  
Creative coder  
Web and app designer  
Motion designer  
Sound designer  
Extended reality designer (AR/VR/MR)  
Digital environments designer  
Data visualisers

# Alumni Success

## Bachelor of Design (Animation)

- Alice Jao – FX Artist (Sony Pictures Imageworks – Vancouver)
- Martin Wills – FX Artist (Sony Pictures Imageworks – Vancouver)
- Zaki Ackman – FX Artist (Sony Pictures Imageworks – Vancouver)
- Paul Fleer – Head of Digital Design (Creature Technology Company)
- Nikhil Markale – Independent Studio Owner (Gibbon Animation)
- Crys Kirk – Freelance Illustrator
- Mykey Gillard – Freelance Rigger and Motion Graphics Artist
- Lili Rojo – Ticketing Systems Designer
- Jai Keyway – Lead Compositor (Framestore – Melbourne)
- Joy Zou – Production Assistant (Framestore – Melbourne)
- Dominic Francis – VFX Artist (ThingFX – Melbourne)
- Jack Cornish – VFX Artist (Fin Design and Effects)
- Celeste Poh – Game Artist (IGT Australia)
- Sacha Mutch – Co Art Director (Summerfall Studio – Melbourne)
- Jason Barrows – 3D Animation (WETA FX – NZ and Melbourne)
- Neeshma Sadanandhan – 3D Animator (Playside Studios)
- Alex Richardson – Lighting Artist (Flying Bark Productions, Mill Film)





# Alumni Success

## Bachelor of Design (Games)



### Paperbark

Nina Bennett, Ryan Boulton, Terry Burdak – Core Development Team  
Cherie Davidson – Programming, Production

# Alumni Success

## Bachelor of Design (Games)



### Untitled Goose Game

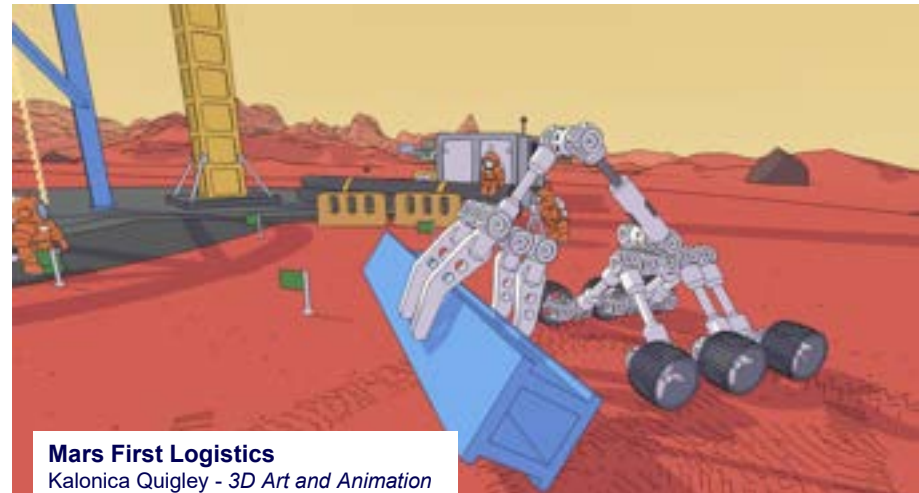
Kalonica Quigley – *Additional Art and Animation*

Cherie Davidson – *Additional Programming*



### Frog Detective

Grace Bruxner – *Creator*



### Mars First Logistics

Kalonica Quigley - *3D Art and Animation*



# Alumni Success

## Bachelor of Design (Digital Media)

Jolly Yau – Senior Product Designer (REA Group)

Patricia Summers – AI Prompt Engineer (Aurecon)

Liam Wolfe – Realtime / VFX artist - recently worked on visuals for Madonna's 'The Celebration Tour'

Lauren Squire – Studio manager at Melbourne Electronic Sound Studio - presented a new commission at the Melbourne Recital Centre in 2024



Patricia Summers (AI Prompt Engineer at Aurecon)

# Global Opportunities

## Bachelor of Design (Animation / Games / Digital Media)



International study tours with partner universities



International study collaboration with Digital Design students



Semester study / internships at RMIT University Vietnam (Ho Chi Minh city campus) for Games and Digital Media programs.

# Future-Ready: The Diploma of Business in 2025 & Beyond

**Peter Komsta**

**Director of Business & Enterprise, College of Vocational Education**



## Program Overview

### Diploma of Business

#### What is a Diploma of Business?

*A stepping stone to a thriving career*

- Ideal program for the **Career Seekers, Change Makers & Future Leaders**
- **A broad range of subjects** enhancing your employability and adaptability
- **Perfect launching pad** for students **unsure** about their next steps



# Program Overview

## Diploma of Business

### Why business skills matter to future careers?

Business skills are among the most **transferable** and sought-after in today's workforce

Business students' progress into **diverse careers** ranging from marketing & management to entrepreneurship and consulting

### Future Skills Aligned – World Economic Forum's Top Skills for 2025:

- **Analytical Thinking & Innovation** – Develops problem-solving and adaptability in complex business environments.
- **Leadership & Social Influence** – Essential for managing teams, driving initiatives, and inspiring collaboration.
- **Resilience, Stress Tolerance & Flexibility** – Prepares students to navigate uncertainty and thrive in evolving industries.



Future Jobs



Future Leaders



Future Technologies

# Unique Program Features

## Diploma of Business

*How RMIT's approach sets students up for success?*

- **Industry-connected** learning that bridges the gap between study and work.
- **Tailored support** from experienced educators, program managers, support staff, and industry mentors
- **Real-world projects** and collaborative assignments enhance employability e.g. *Essendon Football Club placements*
- Nationally recognised educators supported by **state-of the-art learning and teaching facilities**





# Work Integrated Learning

## Diploma of Business

- **Career-ready graduates** with hands-on industry experience
- Previous industry partners include:
  - **Audi** – business and marketing insights
  - **Bunnings Group** – retail and supply chain exposure
  - **Better Homes** – media and business collaborations
  - **Leading HR firms** – insights into workforce planning and management
- Exposure to real challenges, networking, and career pathways  
**CoVE B&E 1000+ Network**



# Life of an RMIT student in

## Diploma of Business

- Attend **engaging, interactive classes** that integrate real-world business scenarios
- Gain industry exposure through **guest lectures, site visits, and hands-on projects**
- Enjoy **flexibility with online and in-person learning options** to suit different study preferences
- Immersion into **RMIT business student community**



# Timetable

## Diploma of Business

The DipBus timetable consists of three days per week (20 hours):

- Two days of face-to-face sessions and one day of online workshops, which always take place on Wednesdays.
- What about the other stuff? Assignments, Group Work, Homework?

	MON	TUE	WED	THUR	FRI
8:00-9:00					
9:00-10:00					
10:00-11:00	WS Text Documents	Marketing Opportunities	Finance & Resource Management		
11:00-12:00					
12:00-1:00					
1:00-2:00			Marketing Opportunities		
2:00-3:00			WS Text Documents		
3:00-4:00	Finance & Resource Management	Personal Effectiveness	Personal Effectiveness		
4:00 - 5:00					
5:00 - 6:00					

# Student Recruitment Updates

**Kate Tangas**

**Senior Manager, Student Recruitment Australia**



# April Holiday Campus Tours

Monday 7 April – Friday 11 April 2025







**Tech & Trades**  
**Experience Day**  
Thursday 10 July 2025



A photograph of three students in a library or study hall. In the foreground, a male student with a grey beanie and a female student in a blue shirt are looking at a laptop. A male student with dark hair is leaning in from behind the female student, also looking at the screen. In the background, other students are blurred, working at tables. The scene is lit with warm, indoor lighting.

# RMIT Student for a Day

Tuesday 23 September 2025

# RMIT Open Days 2025

Bundoora	Sunday 3 August
City & Brunswick	Sunday 10 August
Point Cook (Aviation)	Sunday 17 August
Bendigo (Aviation)	Sunday 24 August



[student.recruitment@rmit.edu.au](mailto:student.recruitment@rmit.edu.au)



9925 2555



Monday - Friday  
9am – 5pm



**Ursula Safe**  
Assistant Director, Student  
Recruitment (Australia)



**Kate Tangas**  
Senior Manager, Student  
Recruitment (Australia)



**Melinda Crighton**  
Senior Manager, Events and  
Initiatives



**Erika Munoz**  
Student Recruitment Coordinator  
| Vocational Education



**Renee Cheah**  
School Liaison Coordinator



**Cecilia Wang**  
Marketing & Recruitment Assistant





[student.recruitment@rmit.edu.au](mailto:student.recruitment@rmit.edu.au)



**9925 2555**



**Monday - Friday  
9am – 5pm**



**Tarika Singh**  
Student Recruitment  
Engagement Co-ordinator

- Albury Wodonga CAA
- Shepparton & District CA
- Sunraysia CA
- Warnambool & District CTA
- Wellington CG
- Wimmera & Southern CA
- Yarra CG



**Alexander Watt**  
Student Recruitment Officer

- Campaspe Cohuna Careers Network
- Eastern Careers Network
- Hamilton CTN
- North East CN
- North West CG
- Peninsula CEA



**Brendan Contreras**  
Student Recruitment Officer

- Central Gippsland CAG
- Dandenong Valley CEA
- East Gippsland CTN
- Geelong CTA
- Maroondah CG
- Merri-Bek CG
- Sunbury – Gisborne CG
- Waverley CA



**Kevin Trinh**  
Student Recruitment Officer

- Ballarat CEN
- Banyule Nillumbik CG
- Bayside CG
- Bendigo Region CA
- Brimbank Careers & Pathways Network
- Central Murray CG
- Knox CG
- WRICA







[alexander.thomson@rmit.edu.au](mailto:alexander.thomson@rmit.edu.au)



9925 6858



Monday - Friday  
9am – 5pm



**Alexander Thomson**  
Recruitment Manager  
*Onshore International*

- Advice on programs and pathways for international students
- On-campus and school engagement activities
  - Advice on international student' support services and scholarships
  - Application enquiries

## International Student Information Session

*Time: 1:30pm – 2:30pm (after lunch)*

Join Alex and the International Onshore team to hear about:

- Insights on international school leavers commencing in 2025
- Important things to know about admissions
- Accommodation and support services
- 2025 Scholarships for international students

You will also hear from some of our current international students about their experiences studying at RMIT



# International Student Information Session

Post Lunch Session



# Career Practitioner Seminar 2025

What you need to know for International Students at RMIT

20 March 2025

Claudine Ngoh, Alex Thomson, Amm Jones



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# Today's session will cover...

- Meet the Onshore International team and how we can help your students
- Insights from 2025
- Hear from some of our International Students
- Admissions Quickfire
- Accommodation and Support Services for International Students
- Scholarships
- Q&A Time



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# Meet the Onshore International Team



**Claudine Ngho**

Regional  
Manager,  
Australia and  
Pacific



**Alex Thomson**

Recruitment  
Manager,  
Onshore  
International



**Jane Cooper**

Regional  
Coordinator,  
Onshore  
International



**Allen Liu**

Regional  
Coordinator,  
Onshore  
International



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# How can we help you and your students?



Answer you and your students questions about RMIT programs, their entry requirements and career outcomes



Organise and coordinate specific engagement activities with your international students either at your school or on-campus



Provide guidance on selecting programs or pathways and exploring study options based on ATAR results



Liaise with Admissions on any application enquiries



Advise on scholarships and support options for international students



# Insights from 2025



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# Which Schools are our students international students coming from in 2025?

For Semester 1 2025, RMIT had 101 international students commence via VTAC applications.

These are the high schools in Victoria where we had more than three students apply from:

- Wellington Secondary College
- University High School
- Kew High School
- Holmes Grammar School
- Balwyn High School
- Box Hill High School
- East Doncaster Secondary College
- Sunshine College



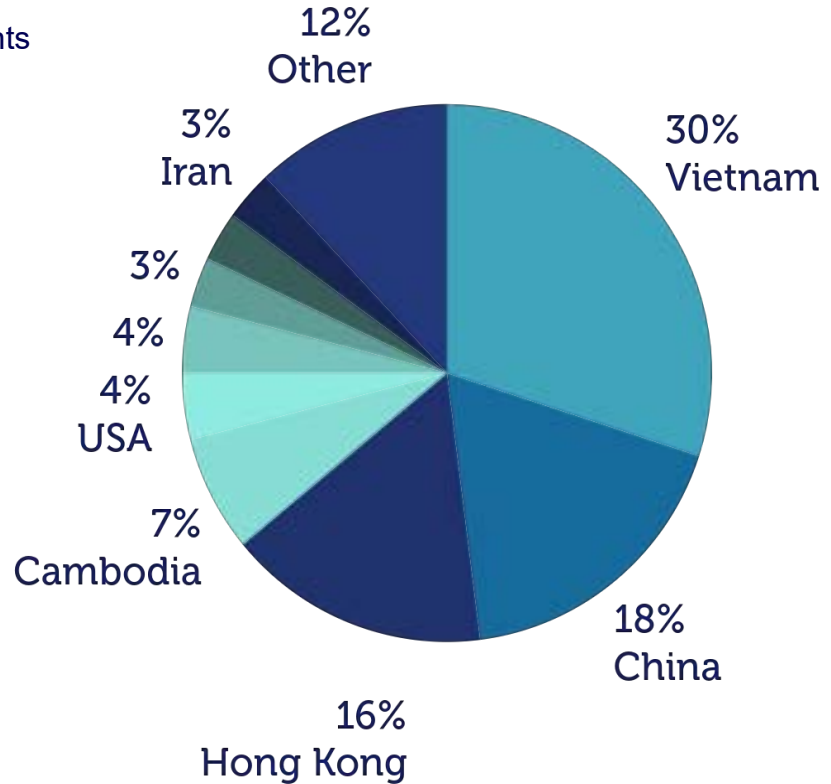


# Where are their nationalities?

For Semester 1 2025, RMIT had 101 international students commence via VTAC applications.

Amongst this 101 students, we have a diverse group of nationalities including:

1. Vietnam (30%)
2. China (18%)
3. Hong Kong (16%)
4. Cambodia (7%)
5. USA (4%)
6. Malaysia (4%)
7. India (3%)
8. Indonesia (3%)
9. Iran (3%)



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# What are they studying?

For Semester 1 2025, RMIT had 101 international students commence via VTAC applications.

***These are the top 10 programs that students enrolled in:***

1. Bachelor of Engineering (Civil and Infrastructure)(Honours)
2. Bachelor of Business
3. Bachelor of Social Work (Honours)
4. Bachelor of Engineering (Honours)
5. Associate Degree in Engineering Technology
6. Bachelor of Fashion (Design)
7. Associate Degree in Information Technology
8. Bachelor of Professional Communication
9. Bachelor of Computer Science
10. Diploma of Commerce



# Hear from some of our International Students

**Quynh Nguyen**

Bachelor of Business

**Chauntel Lin Xe Wong**

Bachelor of Architectural Design



# Admissions

## Quickfire

**Amm Jones**

Assistant Director, International  
Admissions



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# Did you know?



RMIT has over 160 Vocational Education and Undergraduate CRICOS registered programs for international students to apply for.



60,000+ applications from 184 nationalities received in 2024



Simple admissions process for current Australian Year 12 students wanting to apply for Vocational Education programs where students can apply, upload, communicate and accept through our online application portal



Quick outcome within 24 business hours turnaround time for completed direct applications when applying for programs with no selection task requirement





# Apply through VTAC or Studylink?

## Before Mid-January 2026



- Bachelor
- Associate Degree
- Diploma of Commerce



- Vocational Education programs and packages
- English and Foundation Studies packages

## After Mid-January 2026



All RMIT programs through a direct application in Studylink

### Note:

Some programs may already be closed / places filled.

Contact us for information.





# Applying for English and Vocational Education Programs

- Students that do not meet admissions requirements should pursue a pathway option (if available)
- Students can apply directly via the Program Overview pages on RMIT website
- Ensure that **International** is selected under **Student Type**, then click Apply.
- **For ELICOS** – students apply for their principal program and request as a note in Studylink
- **For VE pathways** – students apply for the initial program and admissions will package through to Bachelor (as applicable)

**Bachelor of Business**  
| UNDERGRADUATE

Develop the tools to succeed in your chosen career path.

[Apply](#) [Enquire](#) [Download Brochure](#)

Student type	Learning mode	Entry point	Duration	Fees	Next intake	Location
<a href="#">Domestic</a> <a href="#">International</a>	On campus	<a href="#">See admissions</a>	Full-time 3 years	AUS\$42,240 (2025 annual)	February, July	Melbourne City

### Overview

**The future of business is here**

We've adopted a new agile, non-traditional course structure to equip you with greater hands-on learning opportunities and industry engagement.

In today's fast-changing world, where new challenges and opportunities present themselves almost daily, business leaders need the confidence and skills to navigate uncharted waters.

The Bachelor of Business gives you both these things, and so much more. Whether you're an aspiring disruptor or entrepreneur, or you're more focused on social impact or sustainability, this course prepares you to tackle whatever sparks your interest. You choose your path, and we'll provide you with rich and relevant learning experiences.

Delivered in the heart of Melbourne, this degree will have you diving into projects that have strong ties to the real world. Previously, students in our one-of-a-kind social impact subject worked on a combined challenge with Medbank and the Australian Red Cross to experience real-world perspectives, and the cost of doing so.

**EXPLORE**  
Overview  
Majors and minors  
Details  
Career  
Entry requirements  
Pathways  
Fees  
FAQs

**DISCOVER**  
Virtual tour

[Apply](#) [Contact us](#) [Compare](#)

# English Language Requirements and English Packaged Programs

Minimum English Language requirements by Study Level

Program Level	ESL / EAL	VCE English
Foundation Studies / Vocational Education	20	15
Diploma of Commerce	23	20
Associate Degree	23	20
Bachelor Degree	27	25

Weeks of English that can be offered based on Achieved EAL score

Achieved Score	Weeks of English that can be offered	Intended level of program
EAL 25-26	10	Bachelor
EAL 20-24	20	Bachelor
EAL 20-22	10	Associate Degree Diploma of Commerce
EAL < 20	Chat to us about options	

**NOTE:** not applicable to those programs where academic IELTS 7.0 or higher required

**NOTE:** students with EAL scores between 23 and 24 can sit RMIT UP's placement test which may reduce their EAP duration requirement.



## Other Important Things to Know



**Conditional offer** round issued in November – only for a few eligible programs



Majority of our Vocational Education programs has no minimum ATAR requirement



Diploma of Nursing – likely ATAR range of 45-50 with IELTS 7.0



Associate Degrees (with no Selection Criteria) - Minimum ATAR of 40



Students applying for the Diploma of Commerce or Associate Degree programs (as preferenced in VTAC and where applicable) that would like a packaged offer.



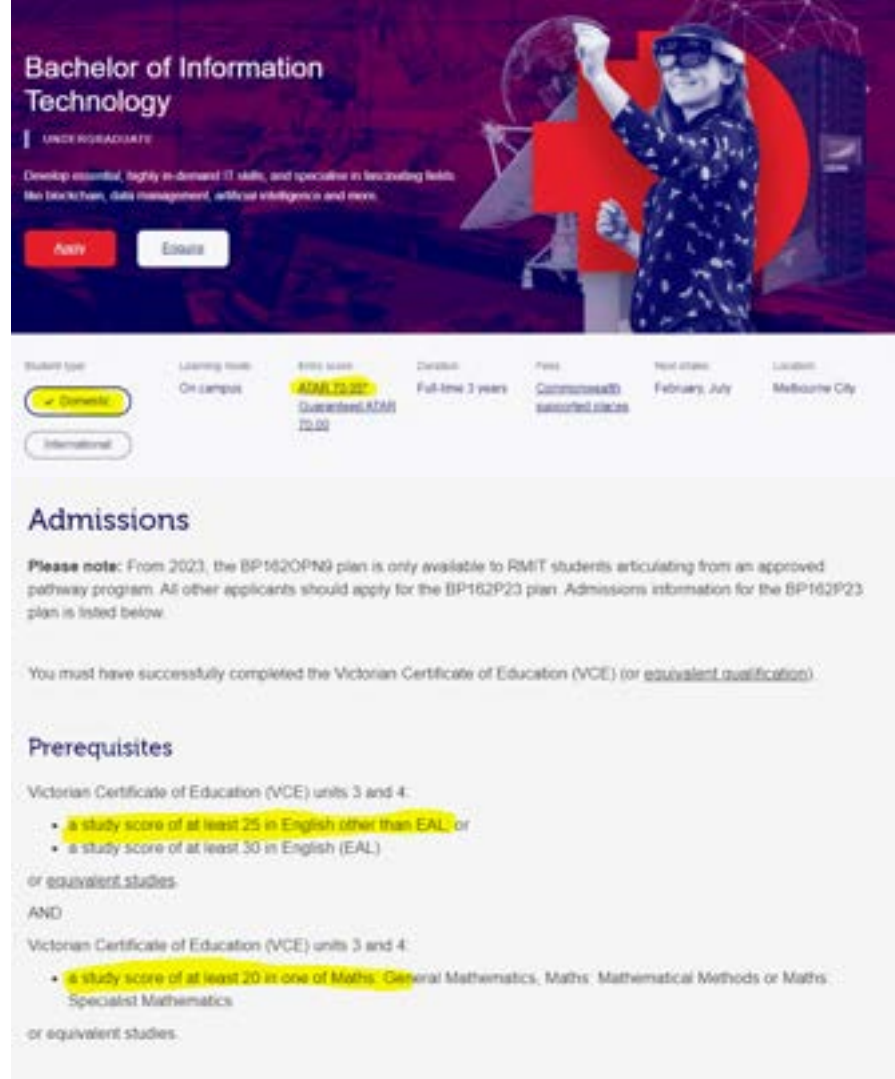
Once they receive their offer, they can submit a package request via Studylink. Packaged offers can only be made after the student's account is created in Studylink / an offer has been issued.



# Where to Find Pre-requisite Requirements – Direct and VTAC Applicants

Selection task requirements can be found on the Program Overview pages on the RMIT website

1. Select 'Domestic' under 'Student Type' for students apply through VTAC or 'International' for students applying Direct
2. Select 'Entry Requirements' in the 'Explore' Sidebar.
3. Refer to 'Prerequisites' section which will outline required scores.



**Bachelor of Information Technology**  
| UNDERGRADUATE

Develop essential, highly in-demand IT skills, and specialise in fascinating fields like blockchain, data management, artificial intelligence and more.

[Apply](#) [Enquire](#)

Student type	Learning mode	Entry score	Duration	Fees	Next intake	Location
<a href="#">Domestic</a>	On campus	<b>ATAR 12.00*</b> Guaranteed ATAR 12.00	Full-time 3 years	Commonwealth supported places	February, July	Melbourne City
<a href="#">International</a>						

### Admissions

**Please note:** From 2023, the BP1620PN9 plan is only available to RMIT students articulating from an approved pathway program. All other applicants should apply for the BP162P23 plan. Admissions information for the BP162P23 plan is listed below.

You must have successfully completed the Victorian Certificate of Education (VCE) (or equivalent qualification).

### Prerequisites

Victorian Certificate of Education (VCE) units 3 and 4:

- **a study score of at least 25 in English other than EAL, or**
- a study score of at least 30 in English (EAL)

or equivalent studies

AND

Victorian Certificate of Education (VCE) units 3 and 4:

- **a study score of at least 20 in one of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics**

or equivalent studies

# Where to Find Selection Task Requirements – VTAC Applicants?

Selection task requirements can be found on the Program Overview pages on the RMIT website

1. Select 'Domestic' under 'Student Type'
2. Select 'Entry Requirements' in the 'Explore' Sidebar.
3. Entry requirements will outline the Selection Task and the deadline that it will need to be submitted.
4. Students will submit through 'Submit your VTAC Selection Task' CTA button.

The screenshot shows the RMIT website for the Bachelor of Architectural Design program. At the top, there's a banner with a woman standing in front of a large red arrow pointing upwards. Below the banner, there's a navigation bar with tabs for 'Student type', 'Learning mode', 'Entry mode', 'Duration', 'Fees', 'Start dates', and 'Location'. The 'Student type' tab is selected, and the 'Domestic' option is highlighted. The 'Entry mode' tab is also selected, and the 'Selection task' option is highlighted. Below the navigation bar, there's a section titled 'Selection task' which contains text about the selection task requirements and a list of required documents: an application statement, CV, and Portfolio. At the bottom, there's a table with two columns: 'VTAC applicants' and 'Register and submit the selection task by'. The table shows that all VTAC applicants must submit their selection task by 8 October 2023. A yellow arrow points to a button labeled 'Submit your VTAC selection task' at the bottom of the page.

**Bachelor of Architectural Design**  
UNDERGRADUATE

Gain the skills you need to be a leading architect. Work on real-world briefs and study in a world-class studio environment to create something that lasts.

[Apply](#) [Enquire](#)

**Student type** Learning mode Entry mode Duration Fees Start dates Location

[Domestic](#) On-campus **Selection of cultural** Full-time 3 years Commonwealth supported studies February, July Melbourne City

### Selection task

The Architecture selection task is now closed for Semester 1 2024. The submission deadline was 6 October 2023.

Graduates of RMIT's Advanced Diploma of Building Design (Architectural) can still apply and are guaranteed an interview for the Bachelor of Architectural Design. After you have applied either directly to RMIT or via VTAC, please email the following documents to the School at [grad.fee@rmit.edu.au](mailto:grad.fee@rmit.edu.au) and include your RMIT student ID number:

- an application statement outlining your motivations and aspirations for studying architecture
- CV
- Folio

For more information, please refer to the selection task requirements below for applicants with one year of tertiary studies in a design discipline.

### Selection task dates

If you are applying via VTAC, you must complete and submit the Architectural Design selection task by the following date:

VTAC applicants	Register and submit the selection task by
All VTAC applicants	<b>8 October 2023</b>

[Submit your VTAC selection task](#)

# Where to Find Selection Task Requirements – Direct Applicants?

Selection task requirements can be found on the Program Overview pages on the RMIT website

1. Select 'International' under 'Student Type'
2. Select 'Entry Requirements' in the 'Explore' Sidebar.
3. Select 'Selection Tasks' and then select 'Selection Tasks for all other International Students'
4. Click 'Download the Selection Task'

The screenshot displays the RMIT website for the Bachelor of Architectural Design program. The header features the program name and a 'UNDERGRADUATE' tag. Below this, a banner image shows a student in a studio setting. Navigation buttons for 'Apply', 'Enquire', and 'Download Brochure' are visible. A table of program details includes Student type (Domestic, International), Learning mode (On campus), Entry points (See admissions), Duration (Full-time 3 years), Fees (AU\$10,860 (2025 annual)), Next intake (February, July), and Location (Melbourne City). The 'International' option is selected. The 'Entry requirements and admissions' section lists requirements to be satisfied for entry. A sidebar on the left shows 'Academic requirements', 'Prerequisites', 'Selection tasks\*', and 'English language requirements'. The 'Selection tasks\*' section is expanded, showing two options: 'Selection tasks for international students completing year 12 in Australia and applying through VTAC' and 'Selection tasks for all other international students'. The latter is selected. A note states: 'Selection task: You are required to submit a completed selection task along with your application.' At the bottom, a button labeled 'Download the selection task (188kb)' is highlighted with a red arrow.

Bachelor of Architectural Design

UNDERGRADUATE

Gain the skills you need to be a leading architect. Work on real world briefs and study in a world class studio environment to create something that lasts.

Apply Enquire Download Brochure

Student type	Learning mode	Entry points	Duration	Fees	Next intake	Location
Domestic	On campus	See admissions	Full-time 3 years	AU\$10,860 (2025 annual)	February, July	Melbourne City
International						

### Entry requirements and admissions

You need to satisfy all of the following requirements to be considered for entry into this degree.

Academic requirements Prerequisites **Selection tasks\*** English language requirements

All applicants are required to complete and submit a selection task for this program. See below for full selection task details.

#### Selection tasks by applicant type

Expand all sections

Selection tasks for international students completing year 12 in Australia and applying through VTAC

**Selection tasks for all other international students**

Selection task: You are required to submit a completed selection task along with your application.

Download the selection task (188kb)



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## What are Selection Officers looking for in a Selection Task?

- Assessors like to see evidence of technical ability because we find that some students struggle with their studies if they can't draw or use basic design platforms.
- Assessors want to see idea development and creative problem-solving. How students think critically, how they are influenced and how they grow their design ideas
- Assessors want to understand the work, clearly demonstrated by images or text or both.
- Assessors want to see work arranged in a folio layout with cohesive titles, layouts, descriptions, and good quality images.
- Assessors want to see breadth of creativity, if possible, include more than just schoolwork.
- Assessors want to see work arranged as requested (for example, if up to 6 projects are required, provide no more than 6 projects). We encourage students to read the requirements carefully!



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# Under 18 Student Requirements



International students who will be under 18 years old when commencing their studies at RMIT must have welfare arrangements in place to apply for their student visa



The welfare requirement is only applicable to international students on an international student visa (Subclass 500).



Students must accept their offers and apply for welfare approval prior to the published deadline which is generally 4 weeks prior to their program commencement date:



# Under 18 Student Requirements

## Option 1: Living with a relative

### Eligibility:

Reside with a Department of Home Affairs (DHA) approved relative in Australia.

### Steps:

- **Accept RMIT Offer:** Confirm their place at RMIT.
- **Submit Welfare Approval Form:** Choose 'Option 1 – staying with a relative' and provide details of the nominated relative, along with copies of your and your parent or legal guardian's passports.
- **Visa Application:** Once the form is approved, RMIT will issue a Confirmation of Enrolment (CoE), enabling you to apply for a Student Visa.
- **Maintaining Welfare:** The approved relative is responsible for your welfare. If they need to leave Australia temporarily, they must provide evidence of compelling reasons and alternative welfare arrangements during their absence.

## Option 2: Confirmation of Appropriate Accommodation and Welfare (CAAW)

### Eligibility:

For students not staying with a relative, RMIT can assume welfare responsibility by issuing a CAAW letter. This requires engaging an approved caregiver and residing in RMIT-approved accommodation.

### Steps:

- **Accept RMIT Offer:** Confirm their place at RMIT.
- **Engage Approved Caregiver and Accommodation:** Arrange services with RMIT-approved providers.
- **Submit Welfare Approval Form:** Choose 'Option 2 – RMIT approved welfare arrangements' and provide necessary documentation.
- **Visa Application:** After approval, RMIT will issue a CoE and CAAW, allowing you to apply for a Student Visa.
- **Arrival:** You must arrive in Australia on or after the welfare start date specified in your CAAW.



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# International Student Visas

- Encourage students to apply and accept in advance to allow sufficient visa processing time
- Understand Genuine Student requirements for the international student visa program
- Encourage students to lodge visa application as early as possible (either directly with DHA or seek assistance from an education agent).
- They will need to ensure that they provide correct information and complete documentation to avoid delays and secure a faster outcome ([Applying for a student visa](#))



# Accommodation and Support Services



# Accommodation Options

While studying, it's important that students have a home base where they feel comfortable and secure. RMIT's friendly Student Welfare Advisors can help students with:

- Information on housing options that suit your needs
- Advice on rental issues
- Information about moving in and moving out of their property
- Advice on financial support and budgeting



Purpose built student accommodation



Share house



Short term hostels





# Support Services for International Students

## English Language and Study Support



Study  
Consultations



Learning Lab



Studiosity



Online Peer  
Mentoring

## Health and Wellbeing



Medical Hub at  
RMIT City  
Campus



Counselling and  
Psychological  
Services



Safer Community



Student Welfare  
Advisors



---

# Support Services for International Students

## Career and Job Support



Career Connect



Online Career Support



Career Events and Workshops



Volunteering

## Student Life



RMIT Kirrip



Clubs and Societies



Student Events and Activities



Sport and Fitness



# Scholarships for International Students



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# 2025 Medibank School Leaver Scholarship

This scholarship was available to international students studying Australian Year 12 or International Baccalaureate in Australia

- AU\$10,000, one-off payment after the first census date to recipient's Australian bank account.
- Industry experience opportunity with Medibank.

## **More information :**

*Search “Medibank School Leaver Scholarship” on the RMIT website*





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# Future Leaders Scholarship

This scholarship is awarded to international students from India, Sri Lanka, Bangladesh, Nepal, Bhutan and Pakistan who will commence their Bachelor program.

- 20% tuition fee reduction for duration of their program.
- Must be an international student holding a valid student visa or plan to apply for a student visa prior to the program commencement
- Some program exclusions apply

## More information :

*Search “Future Leaders Scholarship” on the RMIT website*



# Questions?

## Contact the Onshore International Team...

Claudine Ngoh – [claudine.ngoh@rmit.edu.au](mailto:claudine.ngoh@rmit.edu.au)

Alex Thomson – [alexander.thomson@rmit.edu.au](mailto:alexander.thomson@rmit.edu.au)

Allen Liu – [allen.liu@rmit.edu.au](mailto:allen.liu@rmit.edu.au)

Jane Cooper – [jane.cooper@rmit.edu.au](mailto:jane.cooper@rmit.edu.au)