



ALiVE @ RMIT

College of Vocational Education Roadmap

April 2020

A new five-year Roadmap for RMIT VE

RMIT has a proud history of Vocational Education (VE). Founded more than 130 years ago as a 'Working Men's College', RMIT's original motto 'a skilled hand, a cultivated mind' still resonates today, with the university growing into a leading global vocational and higher education institution.

VE is a key component of RMIT's success and its contribution to the economy, and is a significant strategic and financial contributor to the university. RMIT is committed to growing its strength in VE as demonstrated in this roadmap.

ALiVE (Applied Learning in Vocational Education) is a new roadmap which communicates the vision for the future of vocational education at RMIT and within Victoria. The plan will distil the new College of Vocational Education's priorities as it transitions to a new operating model and seeks to grow revenue.

Further, the outcomes of Australian Skills Quality Authority (ASQA) and a Skills First Contract Audit in March 2019, raised critical items for review and improvement. The audits demonstrate the importance of a foundation in quality and compliance that must underpin the college's ambitions over the next five years.

RMIT already has completed significant analysis and thinking on the future of VE and the College of Vocational Education. However, further work is required to build a clear and compelling strategic narrative and detailed plan for the College.



RMIT VE's five-year roadmap on a page

Our purpose is to empower our **learners** and **partners** to **succeed in the new world of work**.

Our vision is to position RMIT as a **leading** multi-sector provider with **global impact and influence**.

FOUR PILLARS & SUPPORTING INITIATIVES WILL CREATE A DISTINCT ADVANTAGE FOR RMIT VE

P2 Empower learners for the future of work

1. Define RMIT's life-long learning pathways
2. Embed the learnings of the rapid transition to flexible delivery
3. Develop products that meet the needs of lifelong learners

P1 Lead in practice-based learning

1. Co-design and co-deliver industry programs
2. Review and redesign programs to deliver practice-based learning
3. Invest in virtual learning tools and capabilities

P3 Engage industry & community at scale

1. Elevate the engagement function
2. Implement a 'B2B'/'B2G' client management model
3. Deliver industry solutions
4. Become a 'one-stop-shop' for partners

P4 Growth for impact & influence

1. Re-shape program portfolio & diversify market segments
2. Expand into new markets
3. Build RMIT's brand as a leading, innovative provider with global impact

THREE ENABLERS & SUPPORTING INITIATIVES WILL LAY THE FOUNDATIONS FOR SUCCESS

E2 Support the success of every learner

1. Transform student support services to meet VE learner needs

E1 Invest in our people & processes

1. Shift current state
2. Build foundations for quality
3. Invest in, and champion, staff capability and wellbeing uplift
4. Streamline inefficient processes

E3 Outstanding learning & collaboration spaces

1. Quality collaboration and learning spaces
2. Drive clusters of innovation through the RMIT precinct plan



Strategic context

Global megatrends are fundamentally changing the role of vocational education

GLOBALISATION IS CHANGING POLITICAL AND ECONOMIC STRUCTURES

The changing geopolitical and economic landscape has implications for traditional institutions, roles and frameworks that underpin how the world functions.

VE institutions in particular will have to adapt their offerings and delivery to meet the new educational and training demands created by globalisation. These demands and trends are driven by the interconnectivity of curriculums internationally, the change in the nature of knowledge and skills required by a globalised economy and the staff development required to meet teach programs in this changed education market.

DEMOGRAPHIC CHANGES AND INCREASING WEALTH INEQUALITY

The global population is growing and moving rapidly and unequally, with a concentration of growth in poorer countries and urban centres. Pressures on resources and infrastructure will increase to sustain this growth.

Australia, like many wealthier nations is experiencing a demographic shift with an ageing population, many of whom will require retraining. To adapt, the VE sector will have to accommodate adult learning needs, manage increased diversity of students and their experiences, and create a quick return on skills training as many learners will not remain in the workforce for long.

TECHNOLOGICAL CHANGE IS ACCELERATING

Technology is raising productivity, living standards and average life spans and freeing people of work to focus on personal fulfilment. It is disruptive to how we live, learn, work and play.

In the VE sector, technological disruption is changing the demand for skills in many occupations. It is unclear what these changes may be into the future, so it is imperative for providers to be agile in product creation. There are also changes in education delivery and the expectations of learners. Connectivity and data-driven personalisation of services mean learners increasingly expect a learning experience that is tailored to their individual needs.

CONCERN FOR THE SUSTAINABILITY OF THE ENVIRONMENT AND RESOURCES

The cost of human advancement and demographic trends is evident in the damaged environment and depleting resources. Governments and societies are increasingly investing in repairing the environment and developing sustainably.

VE has a pivotal role to play in promoting sustainability education by integrating knowledge of sustainability into vocation skills. Current restrictive curriculum requirements makes incorporation of these concepts difficult in some courses, but there is a need for this to change so that learners can enter the workforce with the ability to promote these concepts in the workplace and encourage sustainable practices.

Australia is experiencing a significant labour market transition, but VE is constrained

Significant demand in industries that require vocational training:

- 15%** projected employment growth in **health care** and **social assistance**
- 15%** in professional, **scientific** and **technical** services
- 12%** in **education** and **training**
- 10%** in **construction**

A new set of cross-industry skills are required by employers:

Employer demand for graduate skills has increased...



200% for digital literacy



150% for critical thinking



65% for creativity



25% for problem solving

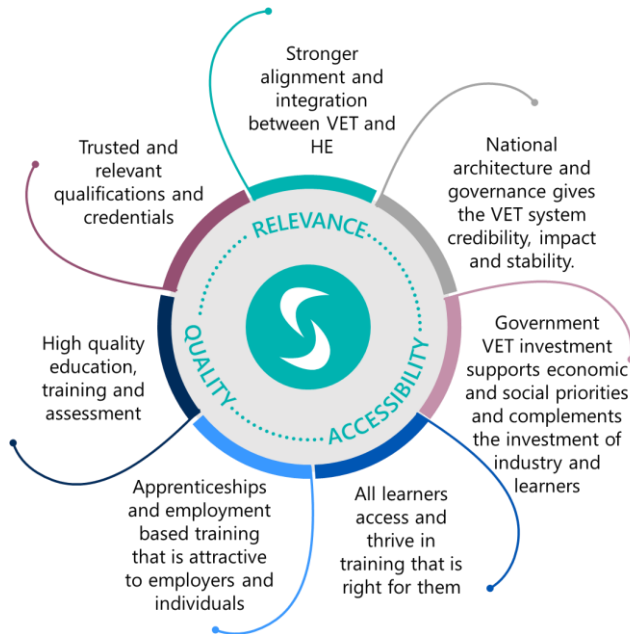
The number of Govt. funded VE students in Victoria has decreased from **500,000** to **270,000** ▼ between 2013 and 2018.

While funding for the VE sector has also flat-lined.

Combined government expenditure on VE has decreased from **\$5.9b** to **\$5.7b** ▼ between 2006 and 2016.

In the next five years, RMIT must adapt to a changing VE policy landscape

COAG VET REFORM ROADMAP



The Council of Australian Governments (COAG) agreed on a new shared vision for VET, to deliver uniformly high quality training across the country. To deliver on this vision, the COAG Skills Council and officials in all jurisdictions worked together to develop a VET Reform Roadmap.

The figure to the left shows the seven destinations of the VET Reform Roadmap. The central tenets of the Roadmap are:

- **Relevance:** ensuring VET is relevant and responsive to the needs of the economy
- **Quality:** supporting public confidence in the quality and value of VET
- **Accessibility:** ensuring that all prospective learners and employers can access suitable information and training

AQF Review

The AQF Review addresses the changing nature of work and how it is affecting the skills that workers need, and the types of qualifications sought.

Key Themes for Reform:

A focus of the review is its consideration of expansion of the AQF to include shorter form credentials.

Such an expansion is being considered to:

- Ensure **quality assurance** of courses
- Create **more transferability** across programs

The federal and state governments are yet to agree to implement VE reforms recommended in this review.

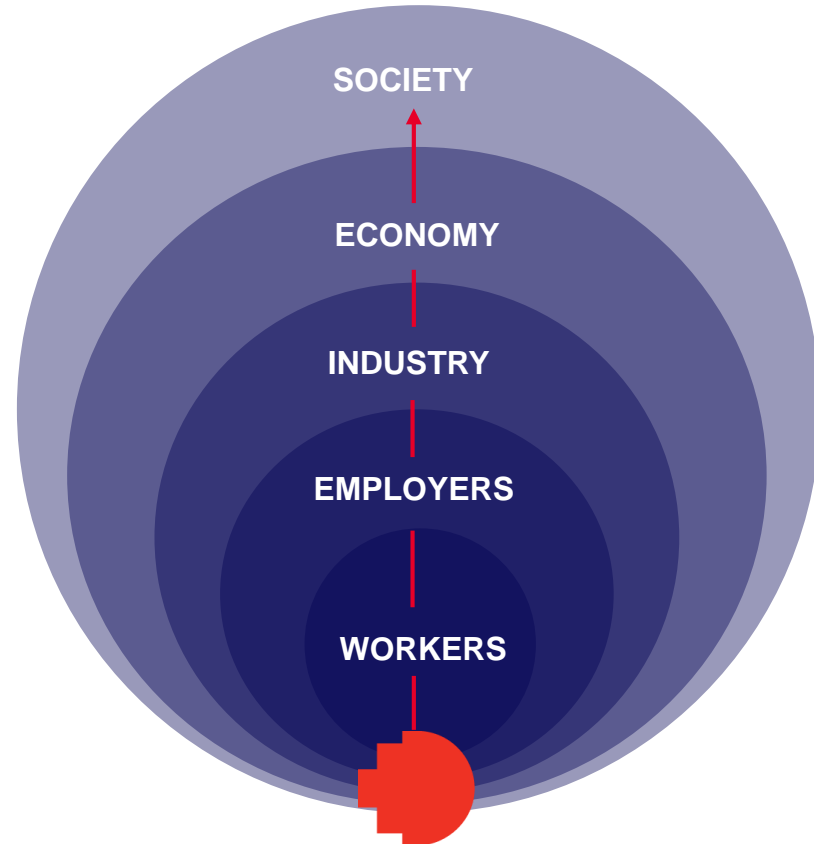
RMIT must address volatility in the VE operating environment and prepare RMIT VE to rapidly change through capabilities, such as:

- Agile product design to respond to reform of the competency-based, training package system.
- Flexible systems and digital approaches to delivery and assessment of learning.
- Deep and mutually beneficial relationships with industry, community and government.
- A workforce that is ready and adaptable to change.

In this environment, the role of vocational education providers is as vital as ever

VE has a central role in adapting to structural changes in the Australian economy by providing training that aligns with industry demand, and to promote participation in study and work to the broader benefit of society. VE at RMIT can be a pivotal platform to deliver on this opportunity with impact, and deliver on its promise to learners of 'a skilled hand, a cultivated mind'.

VE must be more than workforce preparation for school leavers. Instead VE must be the 'engine room' of the economy, seizing the opportunity for workforce development, upskilling, re-skilling and research collaboration at the individual worker, employer and industry sector levels.



RMIT has opportunities to grow and to improve performance and impact

15,000

2018 RMIT VE students

- 4% ▼

growth rate since 2010

But with a...

23% ▲

growth rate in Associate Degrees

\$182m

2018 revenue

3% ▲

growth rate since 2010

AIMING FOR A TARGET OF...

+15% revenue

by 2024, from diverse markets beyond domestic VE

PERFORMANCE INDICATORS...



Below TAFE & Victorian average result:

for teaching, assessment and generic skills
for student employment outcomes
for student satisfaction



Above TAFE but below Victorian average:

for employer satisfaction with training

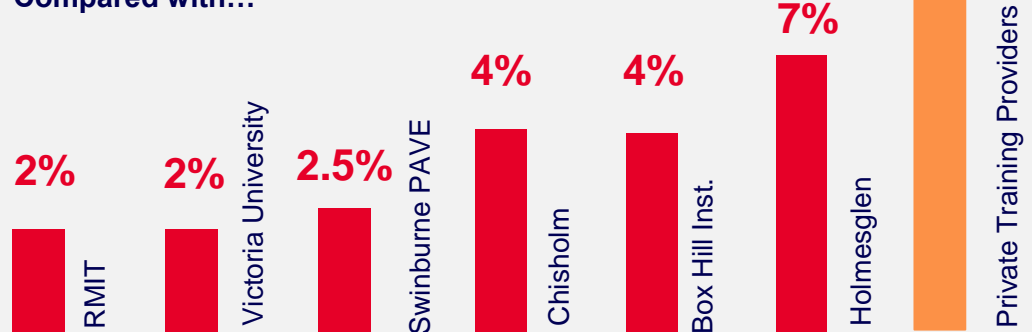


Higher than TAFE & Vic average:

for students going on to further study



Compared with...



RMIT must adapt to a new world and partner across sectors to scale impact and influence



Emerging, systemic changes to the labour market

Response to COVID-19: The COVID-19 outbreak is in its early phases in Australia. Currently, the requirements for social distancing have resulted in Government mandated closures, or restricted operating practices, in numerous industries. With retail and hospitality among the most adversely impacted. At this time it is difficult to forecast the likely impact on the Australian labour market, however, we can anticipate it may accelerate existing trends away from traditional retail and hospitality to transport and logistics sectors (including both delivery services for food and beverage but also warehousing, fulfilment and delivery of online retail businesses). The need to retrain and re-skill workers in partnership with industry and government may be a significant opportunity VE providers to contribute to the post COVID-19 recovery.



Government policy priorities

Aged Care Royal Commission: The ageing population will drive demand for vocationally trained workers in the aged care sector. Combined with the response to the recent Aged Care Royal Commission has resulted in additional funding of \$10 million for dementia training and support for aged care workers and providers.

Family Violence Royal Commission: The Victorian Government's response included industry-wide workforce plan, with investment training up the capability and capacity of the sector. A second Royal Commission into Mental Health is also underway.



New jobs and new industries

'Blue Tech' or digital trades: Growing demand for digital capabilities in areas such as cyber security, data analytics, experience design, software engineering and artificial intelligence.

Renewable energy: Modelling shows that a 50% renewable target by 2030, it will create 4,000 new jobs in Victoria. The majority of which are in the installation of rooftop solar, which in turns will create the need to train and accredit a new workforce.

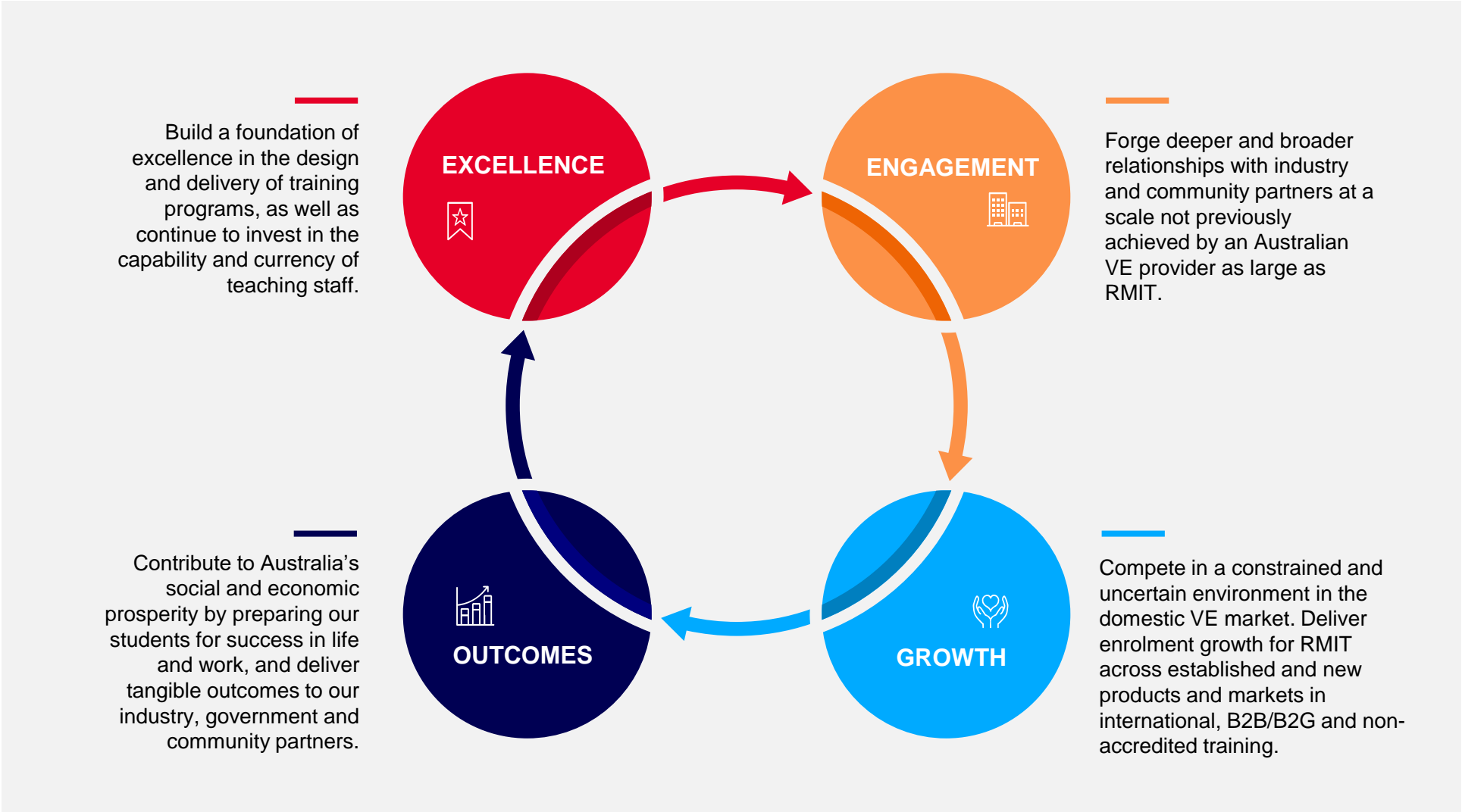


Government investment in infrastructure and industries

Rollout of the National Disability Insurance Scheme: The national rollout of the NDIS has created significant demand for vocationally trained workers in the disability care sector, supported by a \$26m workforce investment plan from the Victorian Government.

Victoria's Creative State 2020+ Strategy: The Victorian State Government is in the process of preparing its next Creative State 2020+ plan. That is, the state's creative industries strategy for 2020 to 2024, which will aim to further grow the \$31 billion dollar industry in the wake of the COVID-19 outbreak.

ALiVE @ RMIT can seize four significant opportunities





Overview of ALiVE @ RMIT

VE's five-year roadmap is anchored by a clear purpose and bold vision

Our purpose defines why we exist, and what we will offer to our learners, partners and stakeholders. Our vision defines what aspirational goals we seek to achieve by delivering on this five-year Roadmap. Delivering on our purpose and vision is the focus of this Roadmap.



Purpose

Our purpose is to empower our **learners** and **partners** to **succeed** in the **new world of work**.



What our purpose looks like in practice

We are a vibrant learning community that delivers outstanding applied education experiences for learners of all backgrounds.



Vision

Our vision is to position RMIT as a **leading** multi-sector provider with **global impact and influence**.

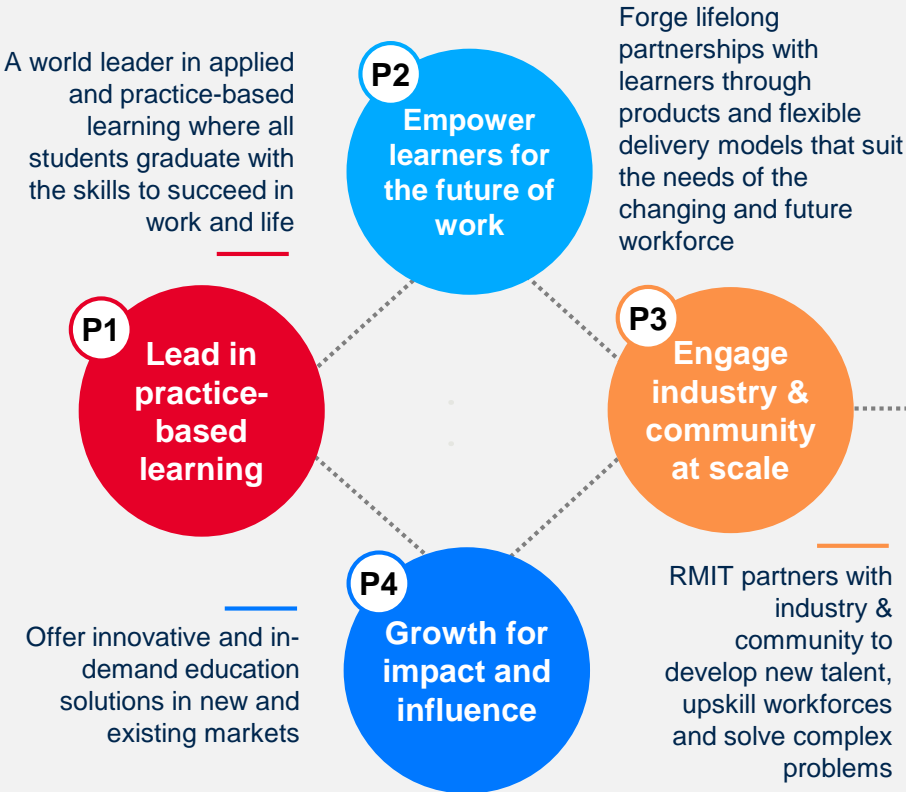


What our vision looks like in practice

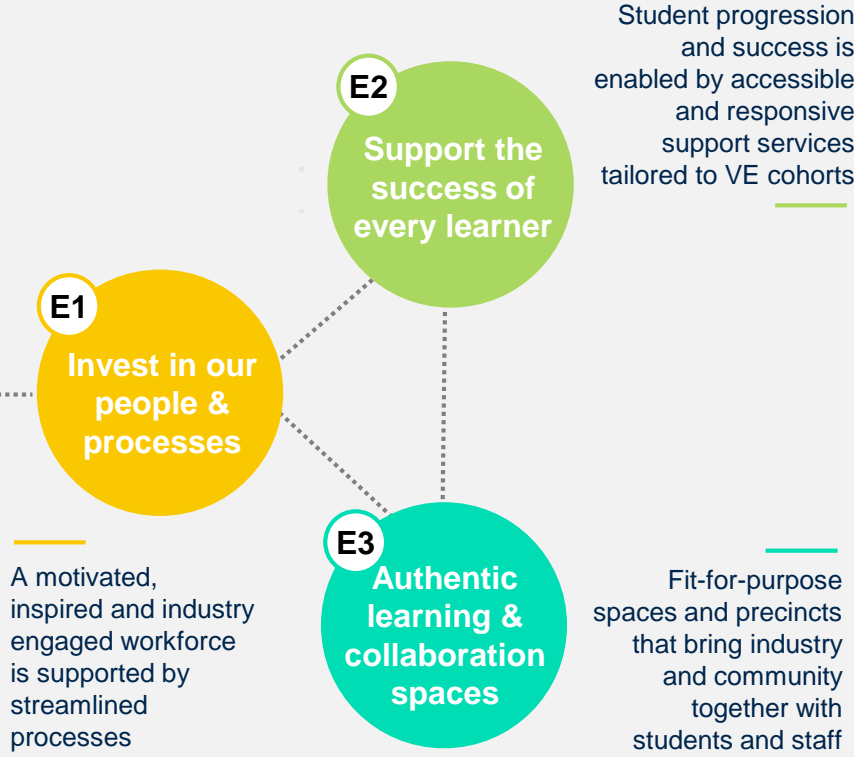
We will lead the vocational education sector in applied and flexible learning that supports the life-long development and career aspirations of all our learners.

RMIT can be a leading VE provider, with a focus on 4 pillars and 3 enablers

There are 4 pillars of distinct advantages for RMIT VE



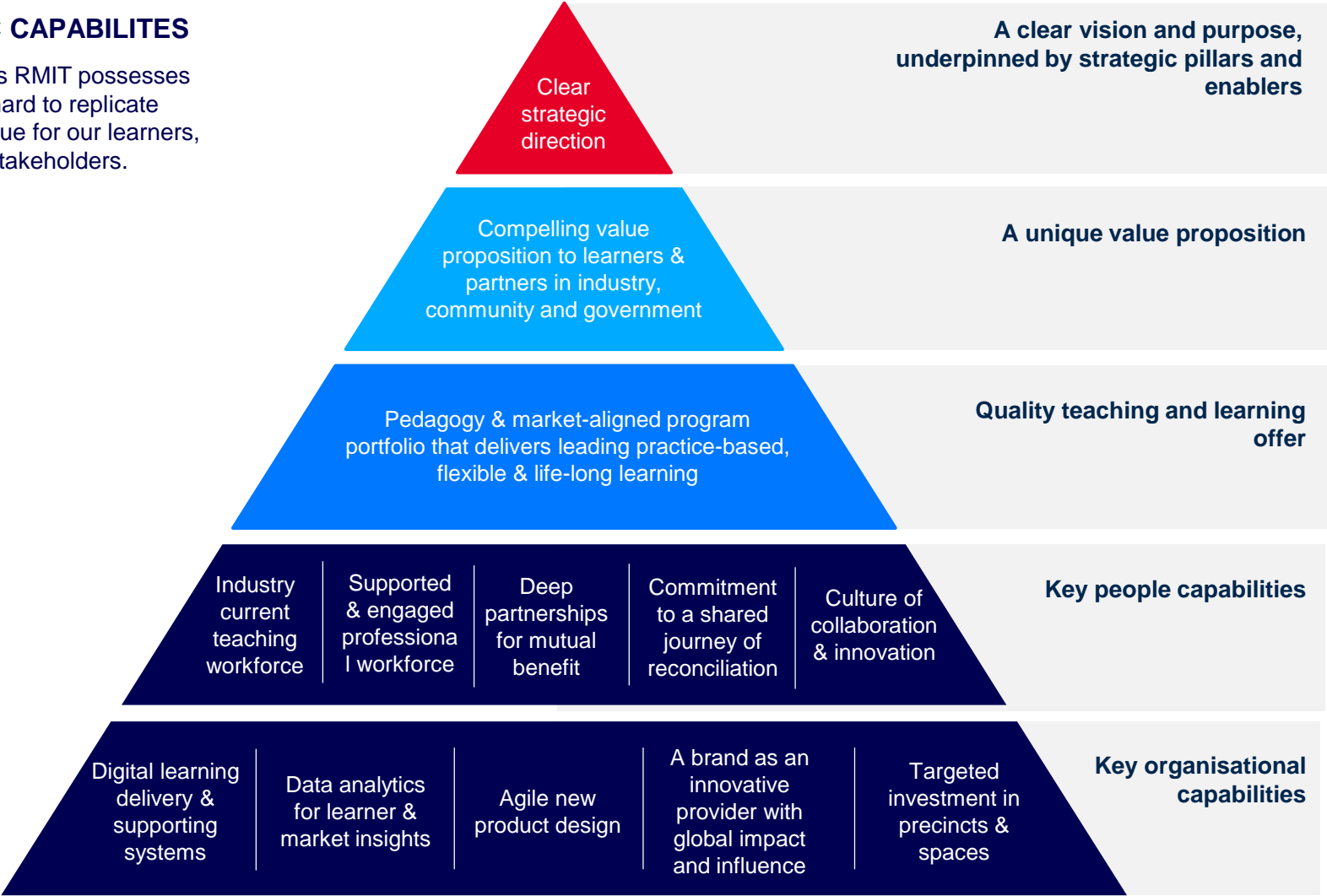
There are 3 core enablers needed for the plan to succeed



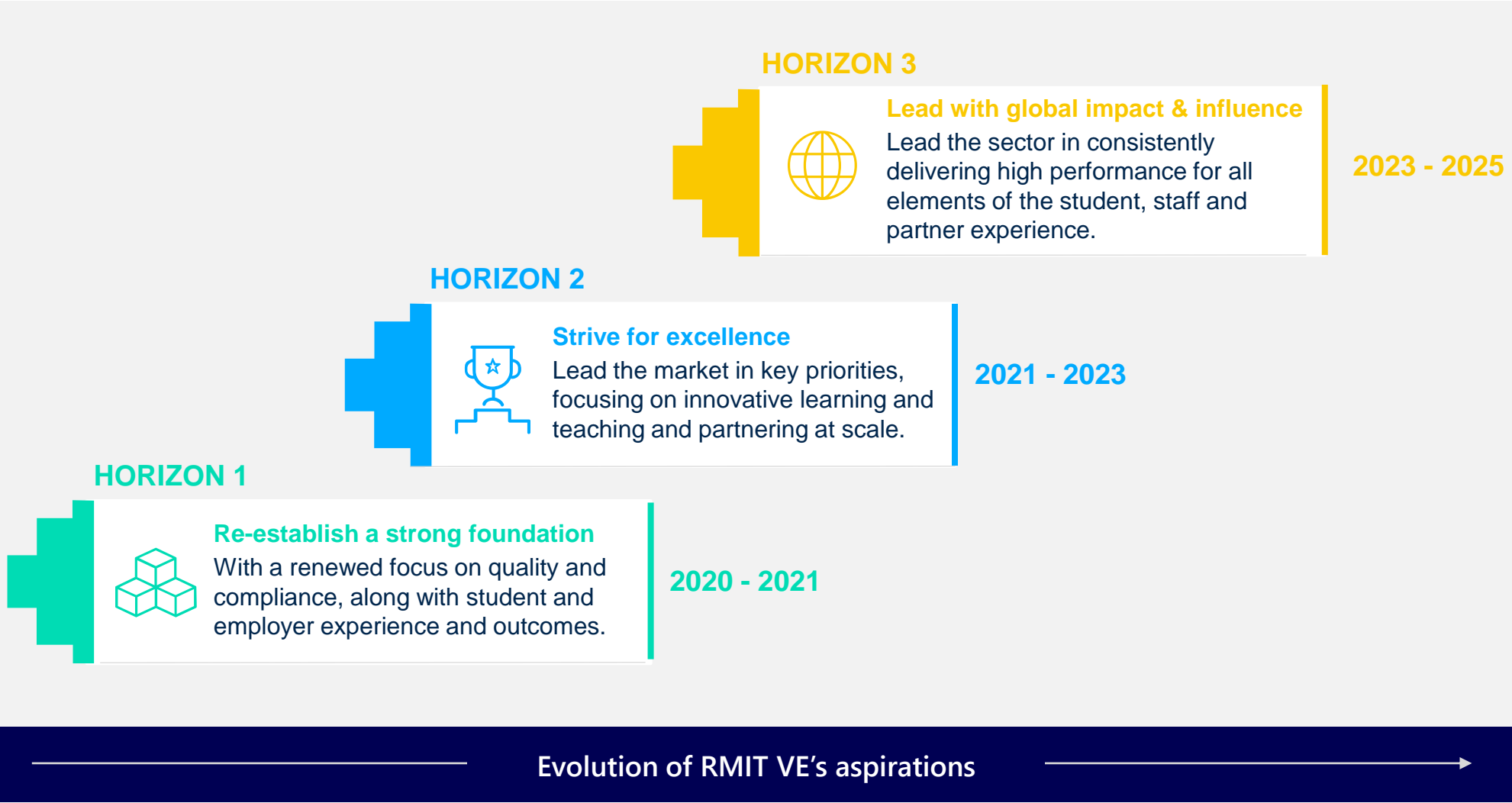
To succeed, RMIT must leverage its strengths and invest in new capabilities

STRATEGIC CAPABILITES

Are capabilities RMIT possesses that are rare, hard to replicate and deliver value for our learners, partners and stakeholders.



But RMIT must re-establish strong foundations before lifting its aspirations



Key initiatives will deliver on each priority, staged across the three horizons

| Pillars and Enablers | Initiative | Horizon 1 | Horizon 2 | Horizon 3 |
|--|---|-----------|-----------|-----------|
| P1. Lead in practice-based learning | P1.1 Co-design and co-deliver industry programs | █ | | |
| | P1.2 Review and redesign programs to deliver practice-based learning | █ | █ | |
| | P1.3 Invest in virtual learning tools and capabilities | | █ | █ |
| P2. Empower learners for the future of work | P2.1 Define RMIT's life-long learning pathways | █ | █ | |
| | P2.2 Embed the learnings of the rapid transition to flexible delivery | █ | █ | |
| | P2.3 Develop products that meet the needs of lifelong learners | | █ | █ |
| P3. Engage industry and community at scale | P3.1 Elevate the engagement function for the College of VE | █ | | |
| | P3.2 Implement a structured 'B2B/B2G' client management model | █ | | |
| | P3.3 Design a new approach to Deliver industry solutions, at pace | | █ | |
| | P3.4 Become a 'one-stop-shop' for partners | | | █ |
| P4. Growth for impact and influence | P4.1 Re-shape RMIT VE's program portfolio & diversify market segments | █ | | |
| | P4.2 Expand into new markets | █ | █ | |
| | P4.3 Build a brand as a leading, innovative provider with global impact and influence | | █ | █ |
| E1. Invest in our processes and people | E1.1 Shift current state processes, people & resources to create new VE College | █ | | |
| | E1.2 Build foundations for quality | █ | | |
| | E1.3 Invest in, and champion, staff capability and wellbeing uplift | █ | █ | █ |
| | E1.4 Streamline inefficient processes | | █ | |
| E2. Support the success of every learner | E2.1 Transform student support services to meet VE learner needs | █ | █ | |
| E3. Authentic learning & collaboration spaces | E3.1 Quality collaboration and learning spaces. | | █ | |
| | E3.2 Drive clusters of innovation through the RMIT precinct plan. | | █ | █ |

Clear outcomes and targets will guide RMIT VE to success

| Pillars and Enablers | Outcomes | Success measures | Targets (2025) |
|---|--|--|--|
| Lead in practice-based learning | <ul style="list-style-type: none"> All students have access to practice-based, industry-relevant learning experiences Students graduate with the skills and capabilities to succeed in work and life | <ul style="list-style-type: none"> Student satisfaction, completion and employment outcomes Employer satisfaction with graduates | <ul style="list-style-type: none"> Above Vic. ave.* Above Vic. ave. |
| Empower learners for the future of work | <ul style="list-style-type: none"> Build life-long partnerships with learners as they progress in their careers Learning experiences meet the needs and expectations of future learners | <ul style="list-style-type: none"> Pathway articulation rates Graduates in employment | <ul style="list-style-type: none"> Maintain rates Above Vic. ave. |
| Engage industry and community at scale | <ul style="list-style-type: none"> Broaden and deepen RMIT's industry and community partnerships Collaborations add tangible value to partner organisations | <ul style="list-style-type: none"> Value of industry partners and instances of collaboration | <ul style="list-style-type: none"> % growth in B2B/B2G revenue |
| Growth for impact and influence | <ul style="list-style-type: none"> A recognised brand in innovative education offerings A product portfolio that reflects market demand | <ul style="list-style-type: none"> Growth in domestic, INTON market share | <ul style="list-style-type: none"> % growth in market share |
| Invest in our people and processes | <ul style="list-style-type: none"> Aligned VE College Engaged and industry current VE teachers Streamlined processes and fit-for-purpose systems | <ul style="list-style-type: none"> New VE College established Student satisfaction with teaching Staff engagement Female participation in leadership | <ul style="list-style-type: none"> Above Vic. ave. Align to RMIT-wide KPIs |
| Support the success of every learner | <ul style="list-style-type: none"> All students have access to the guidance and support they need to thrive at RMIT | <ul style="list-style-type: none"> Student satisfaction, retention and outcomes Student inclusion outcomes | <ul style="list-style-type: none"> Above Vic. ave. Align to RMIT KPIs |
| Authentic learning and collaboration spaces | <ul style="list-style-type: none"> Create innovation clusters in key industry sectors Footprint of learning spaces that support practice-based learning and collaboration | <ul style="list-style-type: none"> Industry investment in applied research | <ul style="list-style-type: none"> % growth in revenue |



Strategic pillars and enablers

Pillar 1 | Lead in practice-based learning

RMIT will be a world leader in innovative applied and practice-based learning where all students graduate with the skills to succeed in work and life.

Strategic initiatives

- P1.1 Industry co-design and co-delivery of programs.** Collaborate with industry and community partners in the design and redesign of programs to embed industry-relevant practices across VE. Engage industry and community partners to increase the number of work-based learning experiences for students, including guest speakers, site visits, industry supervised projects, work placements, and apprenticeships and traineeships.
- P1.2 Review and redesign programs to deliver practice-based learning experiences for all students.** Design a practice-based learning framework (outlined to the right) and conduct a review of the program portfolio to identify priority areas of focus to embed PBL. Priority areas are programs with low levels of practice-based and applied learning. Launch a pilot to redesign a series of high-need programs in accordance with the framework.
- P1.3 Invest in virtual learning tools and capabilities to simulate experiences.** Leverage RMIT's investment in AR/VR technology to create simulated, practice-based learning experiences at scale. Connect with RMIT HE to build on existing AR/VR simulation tools or environments.

Strategic capabilities required

Collaboration for program design and delivery: Program designers and teachers will require expertise in engagement and relationship management with industry. This necessitates support from engagement functions in the College and University to cultivate and maintain partnerships. It is pivotal for teachers and designers to have industry-current knowledge to design and implement quality programs.

A new, unique approach to PBL: RMIT can build on its strengths as a multi-sector to integrate practical learning with theoretical knowledge. Through a scaffolded approach to program design, where foundational capabilities and enterprise skills, theoretical understanding of specialist knowledge, and application of technical skills through competency-based assessment are woven together throughout the program. A framework which manages and sequences the use of PBL will further enable learners to properly prepare and engage with their practical experiences.

Outcomes and success measures



Students can access practice-based, industry-relevant learning through market leaders and partners

Students graduate with the skills and capabilities to succeed in work and life



Uplift in student satisfaction, completion and employment outcomes

Uplift in employer satisfaction with graduates

Pillar 2 | Empower learners for the future of work

Forge lifelong partnerships with learners through products and flexible delivery models that suit the needs of the changing and future workforce

Strategic initiatives

- P2.1 Define RMIT's life-long learning pathways.** Explore the career pathways of learners for RMIT VE's current and future student profile. Understand how RMIT's products and programs can support success for learners as they navigate their career paths. Identify gaps in RMIT's portfolio, including alternative credentialing, that could support learners at various points throughout their career journey.
- P2.2 Embed the learnings of the rapid transition to digital delivery.** RMIT VE can leverage the learnings from the widespread adoption of digital delivery in response to the COVID-19 outbreak to provide outstanding flexible learning experiences now and in the future.
- P2.3 Develop products that meet the needs of lifelong learners.**
- A) Short, intensive courses.** Provide on-demand, accelerated programs to meet the skilling needs of workers, at pace.
 - B) Enterprise skills.** Embed enterprise skills throughout all programs to ensure learners have the capability to move between roles and achieve long-term success in an increasingly complex world of work.
 - C) 'Higher' vocational education.** Develop programs that skill learners in the higher-level technical capabilities needed in emerging industries and where traditionally professional roles have required an undergraduate qualification. Including, for example, 'Blue tech' occupations.

Strategic capabilities required

Lifelong learning program architecture: Review RMIT's current program architecture to accommodate lifelong learning pathways. The architecture will guide the design of programs to be more flexible for students to commence at different stages of life and complete with meaningful outcomes at numerous exist points. Build on existing capabilities in RMIT Online's offer for industry-branded short-courses and alternative credentials. As well as consider reverse articulation offers with HE.

Flexible learning infrastructure: Embed the learnings from the transition to digital delivery in response to COVID and further upskill teachers with the capability to design and deliver program content online. Potentially via an online learning advisor role who can assist with program design across the College. Partner with RMIT Online to leverage existing infrastructure to deliver online modules.

Outcomes and success measures



Life-long partnerships with learners as they progress in their careers

Learning experiences meet the needs and expectations of future learners



Uplift in pathway articulation rates

Enrolment growth in new accredited and non-accredited programs, inc. Alternative credentials

Pillar 3 | Engage industry and community at scale

RMIT will be the leading partner for industry, community and government to solve complex problems, develop new talent and upskill workforces

Strategic initiatives

- P3.1 Elevate the engagement function for the College of Vocational Education.** Reporting directly to the PVC Vocational Education, the function will be responsible for the identification, development and ongoing management of industry, community and government partnership opportunities.
- P3.2 Implement a structured 'B2B/B2G' client management model.** Which sets accountabilities and governance for the development and management of client organisations and contacts. Align the model to industry sectors and assign accountability to teams that represent a range of capabilities, which includes staff from the engagement function, as well as select teaching and professional staff.
- P3.3 Design a new approach to Deliver industry solutions.** To achieve B2B/B2G training at scale and at pace, RMIT must devise a centralised, college-wide approach to develop and Deliver industry solutions programs. The central engagement function will facilitate the identification of opportunities, while design and delivery is led by teaching staff at the School level.
- P3.4 Build internal networks to bring 'all of RMIT' to clients, so RMIT can become their 'one-stop-shop'.** Connect with RMIT's broader engagement strategy, creating opportunities to identify and solve client problems, with a focus on how RMIT's Higher Education research offering and facilities/precincts might be leveraged to solve client problems and innovate new products and services.

Strategic capabilities required

Engagement expertise: Staff members of the new engagement function will require proven expertise in engagement, relationship management and business development with industry, community or government partners. RMIT must be able to identify and adapt to new opportunities as they emerge, as scaled partnerships will come from to skilling large workforces, investing in applied research or incubating growth in nascent industries.

B2B/B2G product design and delivery expertise: Staff members across discipline areas with the capability to design new training, to leverage and build on the existing library of industry training products, along with the ability to deliver flexibly within industry.

A culture of collaboration and co-ordination: The VE engagement function will be led by RMIT's institution-wide engagement priorities. As well as build on strong existing models of industry and community partnership, such as CISCO and FSSI.

Outcomes and success measures



Broaden and deepen RMIT's industry, government and community partnerships

Collaborations add tangible value to partner organisations



Growth in number of partners, instances of collaboration and return on investment

Growth in industry investment in applied research and teaching and learning

Pillar 4 | Growth for impact and influence

Re-align RMIT's value proposition with demand and grow through innovative, differentiated education offers

Strategic initiatives

P4.1 Re-shape RMIT VE's program portfolio & diversify market segments. Identify under-performing programs, those with potential to grow and gaps in the portfolio where student and labour market demand will create future opportunities. Develop a program roadmap for the next five years, in partnership with the University's Product and Programs Group, which includes growth targets for delivery across program types and student funding sources.

P4.2 Expand RMIT VE's footprint into new growth markets. Expand existing programs in areas that align with labour market demand or student choice through targeted marketing and recruitment efforts. Concurrently, develop new products, both accredited and non-accredited, to address gaps in RMIT's current program portfolio. Specifically in fields such as Health, IT and Education, where RMIT can expand its current footprint considerably. As well as in International On-Shore enrolments for both VE qualifications and sub-degrees where RMIT has an established and differentiated offer.

P4.3 Build RMIT VE's brand as a leading, innovative provider with global impact and influence. Refresh the brand of the VE at RMIT to align with its refreshed vision, along with the broader University's reputation as an innovative institution with global impact and influence. Adopt this message and learner value proposition to lead marketing and recruitment efforts in growth markets.

Strategic capabilities required

Agile product development: A program roadmap with the timing and sequencing to introduce new products will only be effective with the ability to develop quality accredited and non-accredited programs with practice-based learning components consistently and quickly. As well as creating the ability to respond to rapid changes in customer demand.

Market insights and analytics: Decisions on new markets to enter and new products to develop must be informed by robust market and customer (individual learner or organisation level) data. This requires staff with the right capability and access to the right tools to gather, store, link, analyse and report data.

Brand strength: VE must leverage the institution's broader brand profile in domestic and international markets, but also communicate to potential learners the value of VE's unique strengths in innovative, industry-ready applied learning.

Outcomes and success measures



A recognised brand in innovative education offerings

A product portfolio that reflects market demand



Enrolment growth in new accredited and non-accredited programs

Sustainable financial performance with diverse revenue streams

Enabler 1 | Invest in our people and processes

A motivated, industry-engaged and accountable workforce is supported by streamlined processes

Strategic initiatives

- E1.1 Shift current state.** Identify and transition current state processes people and resources to establish the new VE College.
- E1.2 Build foundations of quality and compliance.** The new College will promote effective governance processes, quality assurance, streamlined functions and reporting lines. The operating model will support clarity of task accountability and performance culture.
- E1.3 Invest in, and champion, staff capability and wellbeing uplift.**
 - A) Training and upskilling for staff.** Professional development should be supported through professional learning communities and secondments to industry.
 - B) Staff pipeline management.** Recruiting qualified trainers in high-demand areas is becoming increasingly difficult. RMIT needs to create a talent pipeline management plan for the recruitment of new staff.
 - C) Promoting health and wellbeing of staff.** Grow and promote the visibility of health and wellbeing for staff. At a time of transformational change, as ensuring the wellbeing of staff will be crucial to the success of the College.
- E1.4 Identify and streamline process issues.** The transition to the 'One College' model can address process issues that reduce efficiency and hinder performance (e.g. the student recruitment process is highlighted as a top priority to address).

Strategic capabilities required

Large-scale staff upskilling: To ensure that the capability and knowledge of teachers evolves with industry and pedagogical advances, it will be important for RMIT to recruit and upskill staff, at scale. A staff training academy or an expert in training should support these efforts to ensure up-to-date staff skills across the college.

Effective information systems: Investment in information management systems will be necessary to support an effective operating model and centralised functions which bring together information from across the College.

Industry-current teaching workforce: Quality of education is inextricably linked to the capability of teachers. To deliver on this vision of VE at RMIT, there needs to be an investment in upskilling teachers and planning for a pipeline of industry-current teachers.

Outcomes and success measures



Engaged and industry current VE teachers



Uplift in student satisfaction with teaching

Streamlined processes and fit-for-purpose systems

Uplift in employee engagement and productivity

Enabler 2 | Support success of every learner

Student progression and success is enabled by accessible and responsive support services tailored to VE cohorts

Strategic initiatives

E2.1 Transform the student support services delivery model to meet the unique needs of VE learners.

- A) **Increase the visibility of existing services.** VE students are not always aware of the extensive suite of student support services available to them. It is possible to improve the visibility of these services through VE communication channels, such as via VE teachers, RMIT Connect and other existing support channels. Support services can also be made more accessible online by improving the searchability and navigability of the support services section of the RMIT website.
- B) **Tech-driven support initiatives.** Technological and data-driven initiatives can create a more personalised support experience for VE students, whose needs are often distinct from their HE peers'. The COVID-19 outbreak and rapid shift to fully online teaching delivery has reinforced the importance of investment in digitally-enabled student support.

Strategic capabilities required

Increased assistance for support staff and teachers: Collaborate with existing services to co-create fit for purpose resources and materials for VE teachers and staff in support centres, enabling them to address the unique needs of VE students.

Student data analytics capability: Data to enhance the student support experience requires the appropriate tools and analytics capability. RMIT VE must align with the existing RMIT Data Analytics Strategy and leverage the tools RMIT already has at its disposal to gather, store, link, analyse and report data.

Outcomes and success measures



All students have access to the guidance and support they need to thrive at RMIT



Uplift in student satisfaction, retention and outcomes

Uplift student belonging and wellbeing

Enabler 3 | Authentic learning and collaboration spaces

Fit-for-purpose spaces and precincts that bring industry and community together with students and staff

Strategic initiatives

- E3.1 Quality collaboration and learning spaces.** Seek to upgrade existing VE facilities where necessary, to ensure a contemporary learning environment for students and effective work spaces for staff. Consider informal learning and collaboration spaces in the form on break-out spaces within existing VE buildings.
- E3.2 Drive clusters of innovation through VE's role in RMIT's precinct plan.** Identify VE's place and role in the *RMIT Future Vision* precincts plan, including how VE and HE can exist together, e.g. for the purposes of co-delivery or research collaboration. The *RMIT Future Vision* precincts plan envisions different precincts for different industries, so consider how these spaces can be used for multi-sectoral collaboration and innovation in VE. Particularly through co-location with industry and community partners to create vibrant, industry-connected centres of learning.

Strategic capabilities required

Contribute to capital planning: RMIT VE will need to have the capability to contribute to the master planning phase of the precincts outlined in the *RMIT Future Vision* plan. RMIT VE must identify its learning and teaching offer and industry partner requirements and collaborate with Property Services and RMIT Strategy Office on master planning to bring this vision to life.

Partnership development: RMIT VE will need to collaborate with a wide selection of partners to bring to life this vision for the College's learning spaces. This includes State Government, city councils, industry, community and the rest of RMIT. Staff involved in engagement will need to have a good understanding of relevant stakeholder priorities and be able to communicate how RMIT VE can add value to them.

Outcomes and success measures



Create innovation clusters in key industry sectors

Footprint of learning spaces that support practice-based learning and collaboration



Growth in the number of industry partners and instances of collaboration

Growth in industry investment in applied research

