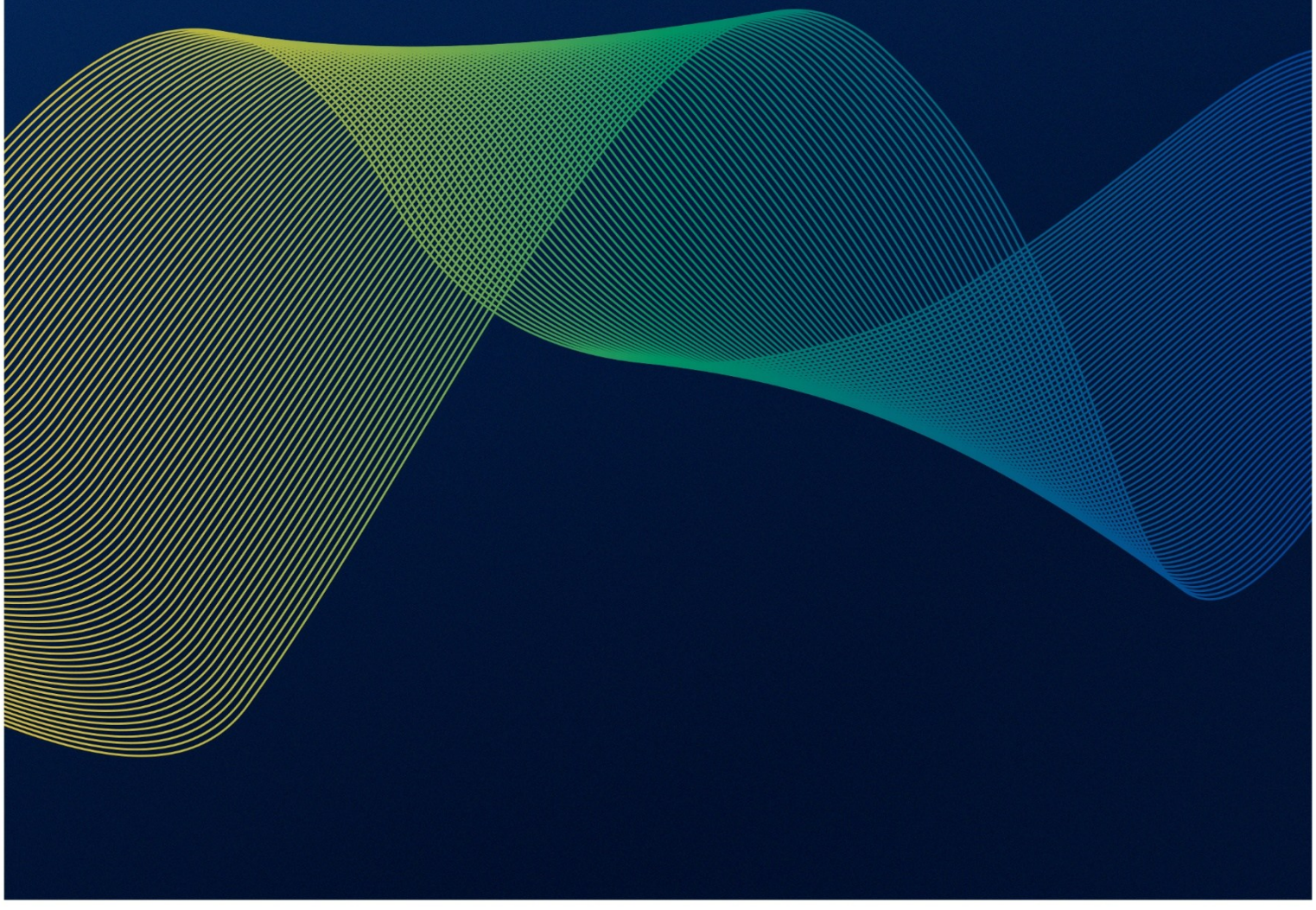
Australian Government

ATEC
Australian Tertiary
Education Commission

RMIT
UNIVERSITY

2027 mission based compact between the ATEC and Royal Melbourne Institute of Technology



Preface

This mission based compact is established between the Australian Tertiary Education Commission (ATEC) and Royal Melbourne Institute of Technology in accordance with the *Universities Accord (Australian Tertiary Education Commission) Act 2026* (ATEC Act). This mission based compact highlights the significant contributions RMIT University will make to the priorities outlined in the ATEC's interim Statement of Strategic Priorities (SSP) as well as how it will achieve its own strategic goals, advance its mission, and deliver outcomes for its students and local community.

Following good faith negotiation, the form and terms of this mission based compact have been determined by the ATEC with RMIT University. In determining these matters, the ATEC has considered the strategic priorities and outcomes set out in the interim SSP, the purpose of compacts as set out in section 28 of the ATEC Act, and Royal Melbourne Institute of Technology's goals, missions and strategic plan, geographic location and local community, as well as the effect (if any) the proposed terms may have on Royal Melbourne Institute of Technology's academic freedom.

The terms of this compact are set out in section 2 and 3 of this document, and include Royal Melbourne Institute of Technology's delivery of the commitments set out in that section.

The ATEC must assess Royal Melbourne Institute of Technology's outcomes against the terms of this compact at least once per calendar year. For the purposes of paragraph 29(4)(b) of the ATEC Act, the ATEC's assessment methodology for this compact will require Royal Melbourne Institute of Technology to demonstrate it has made **reasonable efforts** to progress the agreed terms of the compact. Assessment is proposed to occur during 2028.

Assessment will focus on the extent to which providers have actively progressed commitments, recognising that full attainment of all outcomes may not be achievable in all instances. In considering whether reasonable efforts have been made, the ATEC will take into account:

- the actions undertaken by Royal Melbourne Institute of Technology to progress its commitments, including relevant steps, initiatives, activities, or planning work aimed at achieving the intended outcomes; and
- any factors it is aware of that are reasonably outside Royal Melbourne Institute of Technology's control that may have affected its ability to deliver the commitments set out in the compact.

In making an assessment, the ATEC may require Royal Melbourne Institute of Technology to provide relevant information consistent with subsection 30(2) of the ATEC Act.

The ATEC may conduct annual check-in meetings with Royal Melbourne Institute of Technology as needed, to discuss Royal Melbourne Institute of Technology's progress towards meeting the terms of this compact. If Royal Melbourne Institute of Technology has any concerns about their ability to meet the agreed terms of this compact, including as a result of matters reasonably outside Royal Melbourne Institute of Technology's control, Royal Melbourne Institute of Technology agrees to inform the ATEC as soon as possible. Any amendments to the compact terms may be made with mutual agreement of the parties.

As set out in section 30-45 of the *Higher Education Support Act 2003* and section 46D(2) of the ATEC Act, assessment against the terms of this compact must be taken into account by the ATEC in making decisions on domestic and international student place allocations in 2028, helping to shape a high-performing, diverse higher education system.

In line with the ATEC Act, this mission based compact will be published on the ATEC's website within 28 days after the compact is entered into. It is the responsibility of the ATEC to ensure that the information in this compact is up to date.

This mission based compact is in effect from 1 January 2027 to 31 December 2027, unless varied or terminated earlier.

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Section 1: Context

Mission statement

Royal Melbourne Institute of Technology (RMIT) is an international university of technology, design and enterprise with more than 104,000 students and over 13,000 staff across our locations, along with an alumni community of more than 560,000 who contribute in more than 153 countries. Together with our partners, this important ecosystem of relationships is connected across sectors and geographies.

Founded in 1887 on the unceded lands of the Boon wurrung and Woi wurrung language groups of the Eastern Kulin Nation, today our presence is urban and international. RMIT has built Vietnam's leading international university and developed programs in Singapore and across Asia Pacific. RMIT in Europe is a driver of research, partnership and student experience, focused on sustainability, health, creativity and community.

Our motto, 'a skilled hand, a cultivated mind' reflects RMIT's commitment to improving the lives and futures of people in a fast-changing society. Applying knowledge with skill, imagination and integrity is at the core of all our work in education, research and civic engagement. Working directly with industry across sectors is woven into every part of RMIT and we lead the way in digital and vocational learning.

RMIT's values are the durrung (heart) of who we are and what we stand for: passion, inclusion, courage, imagination, impact and integrity. We celebrate our multicultural and multifaith environments, knowing that many voices and views are part of the learning experience.

Ensuring every member of our university feels welcome and supported to learn and thrive is a priority, which means respect is at the core of everything we do.

Our vision: To be a leading university of impact in the Asia Pacific region, using technology, design and enterprise to achieve an inclusive and sustainable future.

Our mission: To empower people and communities to adapt and thrive across generations with education, research and civic engagement that are applied, inclusive and impactful.

Our ambition: To lead internationally in four key areas: emerging technologies, smart and sustainable cities, social innovation and regional collaboration.

Our strategy to 2031, Knowledge with Action, articulates RMIT's ambitions for accessible lifelong education, impactful research and innovation, and an inclusive, sustainable future, across three horizon stages. The strategy reflects the ideas, expertise and aspirations of our people. It focuses on using knowledge, skills and capabilities to make a difference in the world.

We are currently working to evolve tertiary education, shaping reform and contributing new prototypes and partnerships to deliver lifelong learning and life-changing research. This is the best way for us to elevate our positive impact where we know we can make the greatest difference.

RMIT's strategy in Horizon 2 (2026-2028) is led by 3 directions:

- **Direction 1:** Learning through life & work
- **Direction 2:** Research & innovation for impact
- **Direction 3:** Serving our communities

Alongside 5 goals:

- **Goal 1:** Build a coherent, connected lifelong learning system
- **Goal 2:** Extend RMIT's dynamic research and innovation system
- **Goal 3:** Grow civic partnership at scale
- **Goal 4:** Be a leading university of impact in the Asia Pacific
- **Goal 5:** An inclusive and high-performing workplace

Enrolment strategy and priorities

RMIT's enrolment strategy is aligned to its mission as a dual-sector university of technology, design and enterprise. As Australia's largest dual-sector institution, RMIT plays a distinct role across higher education and vocational education, supporting learners from diverse backgrounds and at different stages of life and work.

Our enrolment strategy aligns with Australian Government priorities under the Universities Accord, Victorian industry and skills priorities, and the future workforce needs of the communities and industries we serve. As a broad-based institution we will sustain our presence in key fields of creative, cultural and social study where RMIT excels and which make a critical contribution to community life.

RMIT's student profile is anchored by a broad domestic cohort, with the university maintaining a strategic appetite for a two-thirds domestic and one-third international onshore student mix. The university is focused on supporting participation growth among under-represented learners, including students from low socioeconomic backgrounds, First Nations students and Women in non-traditional areas.

RMIT's place-based capital investment – focused in Bundoora's northern growth corridor and across our CBD footprint – is closely tied with local industry demand and priority workforce shortages. RMIT is committed to working with the ATEC toward a medium-term and sustainable growth trajectory for its domestic student profile, consistent with the priority domains, actions and measures that are set out in this compact.

As a dual-sector institution, RMIT is increasingly focused on innovative tertiary pathways that better connect vocational and higher education, reduce barriers to participation and support applied, workforce-ready learning. This includes the expansion of embedded vocational qualifications within higher education programs, enhanced credit recognition and articulation arrangements, and pathway models. These approaches support more accessible and lower-cost entry points into higher education while enabling learners to progressively build qualifications across different stages of life and work. Practically, RMIT aims to increase participation in Fee-Free Uni Ready (FFUR) programs and associate degrees and the higher education pathways they support.

Table 1: RMIT enrolments by levels of study

Levels of study	2026 estimated EFTSL*	%
Research	1,788	3.1%
Postgraduate	9,777	16.9%
Undergraduate	32,728	56.6%
Associate degree	3,282	5.7%
Vocational Education	10,238	17.7%
Fee Free University Ready	41	0.1%

*Table 1 (above): *Total onshore, commencing and returning = ~58,000 Equivalent Full-time Student Load (EFTSL).*

Table 2: Estimated RMIT 2026 Commonwealth Supported Places (CSPs) by level of study

Sub-degree CSP places	Bachelor CSP places	Postgraduate CSP places
9.5%	85.9%	4.6%

Table 2 (above): RMIT has historically prioritised CSPs towards sub-degree and bachelor places, but this is increasingly difficult to sustain. RMIT is rebuilding its postgraduate proposition around working adults through a sharper portfolio, greater flexibility, stronger pathways and recognition of prior learning. To compete effectively and support workforce reskilling and upskilling, RMIT will increasingly need capacity to offer CSPs in selected postgraduate program areas.

Course mix and future enrolment growth are increasingly concentrated in areas aligned to national and Victorian workforce priorities and skills shortages. Victoria projects strong demand for health professionals, engineers and technical occupations, while Jobs and Skills Australia identifies health and care, digital capability and the net zero transition as key future workforce priorities. In response, RMIT is planning for medium-term growth across engineering, health, digital technologies, advanced manufacturing, construction, education and sustainability-related disciplines. RMIT will continue to refine our program portfolio, applied learning models and tertiary pathways to evolving workforce and productivity needs associated with infrastructure delivery, sovereign capability, digital transformation and energy transition.

Table 3: Distribution of RMIT onshore enrolments by fields of study

Broad Field of Education (FoE)	Proportion of onshore EFTSL 2026 estimate – all study levels
Management and Commerce	19.2%
Engineering and Related Technologies	16.7%
Society and Culture	12.3%
Creative Arts	12.6%
Information Technology	11.3%
Natural and Physical Sciences	9.6%
Architecture and Building	7.2%
Health	7.0%
Education	2.4%
Mixed Field Programs	1.2%
Agriculture, Environmental and Related Studies	0.6%
Total	**100.0%**

Table 4: Proportion of RMIT onshore enrolment by campus

Onshore campus	2026 EFTSL estimate total onshore proportion
Brunswick	3.0%
Bundoora	10.2%
Melbourne City	86.8%

Table 4 (above): RMIT's campus strategy reflects the different roles of its locations across metropolitan Melbourne and the Asia-Pacific region. The Melbourne City campus will remain the university's largest hub for education, research and civic engagement, while Bundoora is expected to experience proportionally stronger growth through 2031, particularly in engineering, health, applied science, construction and vocational education aligned to workforce and population growth in Melbourne's northern corridor. Internationally, RMIT will continue leveraging its campuses in Vietnam and partnerships across Southeast Asia to support regional engagement, student mobility and transnational education pathways.

International education remains a core strategic priority for RMIT and will continue to be managed sustainably and responsibly. International students currently comprise approximately 28% (2025) of RMIT's total onshore cohort. RMIT is focused on diversification of source countries and reducing over-reliance on any single market, with strategic growth priorities across Southeast Asia, South Asia, Latin America, the Middle East, Africa and Europe. This approach is supported through RMIT Vietnam, regional partnerships and transnational pathways.

Figure 1: Projected Victorian population by age key groups 2025-9 ('000s).

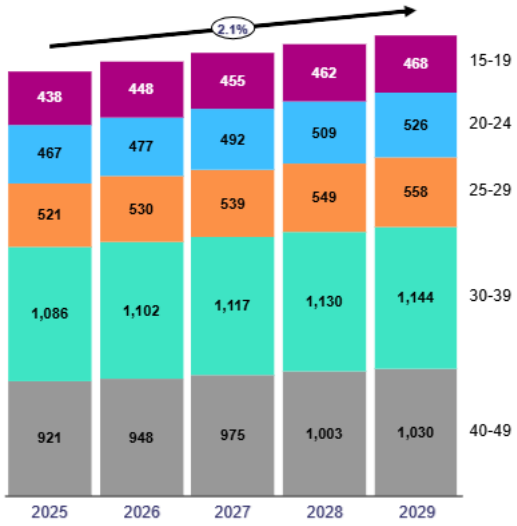


Figure 1 (above): Metropolitan Melbourne population growth is expected to support ongoing tertiary education demand through the remainder of the decade. While Year 12 cohorts are projected to remain relatively stable, growth in learners aged over 20 is expected to increase demand for flexible upskilling and reskilling. This is particularly relevant for RMIT given the significant proportion of mature-age and vocational pathway students within its domestic cohort.

Source: Victoria in Future 2023*, September 2023.*

Section 2: Performance domains

National, State/territory and regional priorities

A tertiary education system which meets Australia's current and future skills and knowledge needs

Vision

RMIT's priorities are strongly linked to the communities we serve. Participation and inclusion are key to developing the critical, creative and collaborative skills required to grow our economy, which RMIT delivers through innovative applied learning models and partnerships with industry, government, and local communities. Place-based infrastructure for skills and research innovation in identified Victorian priorities (industry/precincts) is critical to generating economic growth and social impact.

Our dual-sector presence enables RMIT to co-design workforce solutions with local and industry partners that are accessible for learners at different stages of life and work, including up-skilling opportunities and flexible learning pathways.

Action

RMIT's focus in greater Melbourne includes diverse city campus locations and place-based partnerships supporting sovereign capability, smart sustainable cities and creative industries, including across RMIT's City North Social Innovation Precinct. Our Bundoora campus is investing in the health and education workforce needs of Melbourne's culturally diverse and rapidly expanding Northern growth corridor; while also developing housing and construction skills through the Trades Innovation Centre (also known as Murmuk-nganjin marnang, meaning 'We Work Hands' in Wurundjeri Woi-wurrung language) in Bundoora East.

Our selected priority Fields of Education capture the broadest areas of alignment with national and state priorities – across health, aged and community care, net zero transformation, and sovereign capability (including advanced manufacturing, medtech and food security).

Examples of our place-based approach to serving the needs and priorities of our local, Victorian, and national communities include:

Sovereign capability, advanced manufacturing, food security and net-zero transformation

- RMIT has grown our Engineering cohort to address Australia's significant skills needs in advanced Engineering – we continue to train ~9.8% of these graduates*.
- The Regenerative Futures Institute is maturing as a cross-RMIT initiative integrating research, education, partnership and living lab for impactful climate and equity responses to lead change.

Built environment

- RMIT is ranked #1 in Australia for Architecture & Built Environment in the QS World University Rankings by Subject and is 15th globally in the field.

Health, aged care and disability support

- Growing community-focused health and wellbeing activities including education programs, co-located industry and community services across Melbourne's northern growth corridor and our Bundoora Health Precinct.
- Addressing critical health workforce shortages across multiple locations, including through the launch of RMIT's Bachelor of Occupational Therapy in 2027, a Stage One application with the Australian Medical Association to establish a medical school in partnership with Northern Health, and delivery of our Bachelor of Medical Radiation (Nuclear Medicine – Industry Practice) 'earn-and-learn' degree.

International and transnational engagement

- Strengthening RMIT Vietnam as a regional anchor for government-industry collaborations and a connector for regional partnership, solving shared challenges across our region.
- Developing further partnerships, collaboration and positive impact across the Asia Pacific region, including a new student mobility partnership with India's BITS Pilani.

**Approximately 9.8% of all Australian domestic Higher Education award students in engineering in 2024.*

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
01 Natural and Physical Sciences				
Total student enrolments	HESC – Verified 2025	1,992	1,992	Sustainable growth aligned with additional CSP allocations to 2031
Success rate	HESC – Verified 2024	86.95%	87.35%	Continue improvement to RMIT average through to 2031
Retention rate	HESC – Verified 2024	79.92%	79.92%	Continue improvement towards RMIT average through to 2031
03 Engineering and Related Technologies				
Total student enrolments	HESC – Verified 2025	6,819	7,450	Sustainable growth aligned with additional CSP allocations to 2031
Success rate	HESC – Verified 2024	90.86%	90.86%	Maintain or improve through to 2031
Retention rate	HESC – Verified 2024	86.65%	86.65%	Maintain or improve through to 2031
06 Health				
Total student enrolments	HESC – Verified 2025	2,466	2,446	Sustainable growth aligned with additional CSP allocations to 2031
Success rate	HESC – Verified 2024	93.62%	93.62%	Maintain or improve through to 2031
Retention rate	HESC – Verified 2024	82.05%	82.05%	Continue improvement towards RMIT average through to 2031

Indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

First Nations

First Nations leadership, access, participation and success

Vision

Following two successful Reconciliation Action Plans, RMIT has adopted the operating principle of Responsible Practice, underpinning our position that Aboriginal and Torres Strait Islander peoples should enjoy full participation across all functions of university business; requiring all staff to identify and support contextualised contributions.

This rights-based approach is grounded in a firm commitment to Indigenous sovereignty and self-determination, working with First Nations peoples recognising our business is conducted on lands covered by Treaty in Victoria.

RMIT is committed to advancing Indigenous leadership, participation and student success in shaping university programs; elevating the visibility and influence of Indigenous staff and researchers.

Action

Engagement

- Support local Indigenous businesses and communities by prioritising Indigenous procurement targets.
- Embed consistent, principled and rights-based approaches across all areas of engagement, including clear protocols to determine when, who, what and how engagement occurs.
- Use defined criteria to prioritise initiatives based on their contribution to meaningful cultural, social, sustainable and economic outcomes for Indigenous peoples.

Governance and shared decision-making

- First Nations funding and resources controlled and distributed via the Office of Indigenous Education Research and Engagement.
- Embed Indigenous leadership within institutional governance structures.
- Expand mechanisms for shared authority in areas impacting Indigenous peoples' rights and interests.
- Ensure governance processes are culturally appropriate, transparent and accountable.

Student success

- Take a coordinated approach to Indigenous student success across the lifecycle, with the purpose of improving access, participation, retention and completion for Indigenous students, including review of the Indigenous Access Program and its links to the Indigenous Student Success Strategy.
- Deliver culturally safe curriculum as well as targeted, flexible academic and wellbeing supports for Indigenous students.
- Strengthen pathways into employment, further study, and research aligned to student aspirations and community priorities.

Research

- Improve pathways for Indigenous peoples into research careers and prioritise career progression of Indigenous academics across all stages.
- Create research environments where Indigenous knowledges and methodologies thrive; where leading RMIT researchers work alongside Indigenous colleagues and communities on collaboratively designed projects that deliver shared benefit.
- Advance self-determination in research by supporting Indigenous researchers to set priorities and lead projects that are directly aligned with the needs and aspirations of their communities.

Community-led programs

- Support flexible, place-based, programs and offerings that are co-designed and community-led, build capability and create enduring cultural, social and economic value for Indigenous communities.

Leadership and capability

- Grow and support a strong and influential cohort of Indigenous staff across academic and professional roles by developing targeted recruitment goals, and clear development and progression pathways.
- Place particular emphasis on increasing Indigenous leadership in senior and strategic professional and academic positions to support RMIT capability.
- Build cultural capability so Indigenous peoples thrive professionally; and strengthen the quality and impact of Indigenous outcomes in education, research, and engagement at RMIT.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
First Nations total enrolments	HESC – Verified 2025	156	200	Continued uplift through to 2028
First Nations success rate	HESC – Verified 2024	84.53%	87.22%	Achieve parity with domestic cohort by 2028
First Nations retention rate	HESC – Verified 2024	66.67%	75.67%	Step up increase to achieve full parity with domestic cohort by 2028

Indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

Equity

Increasing access, participation and attainment of under-represented groups and priority cohorts

Vision

RMIT's role in the tertiary education system shapes our understanding of equity. We benefit from a diverse socioeconomic profile of students, including those who pathway to, from, and across vocational study, including students returning to education later in life, or from regional locations. Our students are regularly balancing study with care, health, and work responsibilities.

A genuinely equitable system drives retention and successful employment outcomes, not just enrolments. Flexibility in study modes, pathways, and opportunities for equity-focused support scholarships is crucial.

RMIT's vision is an open, accessible environment where all individuals are supported, respected and feel a sense of belonging.

Action

RMIT's Inclusion, Diversity, Equity and Access (IDEA) Framework serves as our institutional blueprint for a university that is 'inclusive by design'.

RMIT's track-record of strong retention rates reflects our student-centred approach and strong preparation for our pathways and equity students.

We have over 3,000 students from regional areas, and RMIT offers specific scholarships and support to address their challenges in accessing tertiary study and work experience.

Our equity-focused actions include:

Access

- Widen participation through Inclusive Access Plan implementation.
- Publish institution-wide access and participation targets for RMIT priority equity cohorts.
- Shift to a coordinated outreach model to prospective students in schools and communities, with enhanced strategic alignment, planning, and improved collaboration tools and data.
- Expand RMIT's scholarships offer, supporting a higher proportion of eligible applicants through enhanced funding, improved communications, and applications processes.
- Create more inclusive lifelong learning products to facilitate entry and progression; strengthen harmonised learning pathways and admissions including expanding dual-sector opportunities such as VE qualifications embedded within HE programs.

Participation, retention and success

- Strengthen disability, mental health and neurodiversity support through improved adjustments, systems and services.
- Complete experience design and commence process enablement for updated model of data-informed, strengths-based early intervention support for priority equity cohorts with early or ongoing signs of academic or wellbeing risk.
- Implement the Education Plan actions to enhance inclusive teaching approaches for priority equity cohorts.
- Complete process enablement to implement revised assessment flexibility support that is student-initiated and trauma-informed.
- Expand support services, financial aid and scholarships, to respond to cost-of-living pressures.
- Implement capability development programs for students, aligned with Graduate Learning Outcomes, and for staff, to support inclusive campus cultures and behaviours.
- Implement the new Assessment Policy and Support for Students Policy provisions to enhance inclusive assessment design, flexibility, and early intervention for students at risk.

Attainment and transition out

- Deliver intensive customised career support for students with disability, and from RMIT SNAP Partnership schools or regional areas, First Nations students, and RMIT Equity scholarship holders, comprising strengths-based assessments and individual coaching, financial grants for placement costs, industry connections and events and support for placements.

Measure

Indicator	Cohort	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Total enrolments	Students with disability	HESC – Verified 2025	4,475	4,775	Maintain or improve through to 2028
Total enrolments	Students from low SES backgrounds	HESC – Verified 2025	3,666	3,765	Maintain or improve through to 2028
Total enrolments	Regional	HESC – Verified 2025	3,010	3,063	Maintain or improve through to 2028
Total enrolments	Remote	HESC – Verified 2025	24	24	Maintain or improve through to 2028
Success	Students with disability	HESC – Verified 2024	87.33%	88.13%	Work towards parity in success across all cohorts by 2031
Success	Students from low SES backgrounds	HESC – Verified 2024	87.51%	88.31%	Work towards parity in success across all cohorts by 2031
Success	Regional	HESC – Verified 2024	91.82%	92.62%	Work towards parity in success across all cohorts by 2031
Success	Remote	HESC – Verified 2024	87.14%	87.94%	Work towards parity in success across all cohorts by 2031
Retention	Students with disability	HESC – Verified 2024	82.07%	82.87%	Maintain or improve through to 2028
Retention	Students from low SES backgrounds	HESC – Verified 2024	81.37%	82.17%	Maintain or improve through to 2028
Retention	Regional	HESC –Verified 2024	81.47%	82.27%	Maintain or improve through to 2028
Retention	Remote	HESC – Verified 2024	100.00%	88%^	Maintain or improve through to 2028

Indicators are for the domestic undergraduate student cohort. Success rate includes both commencing and continuing students.

^Reflects general trend, excluding outliers given the high year on year variability observed with low remote student numbers.

Quality teaching

Raising the quality and recognition of higher education teaching

Vision

RMIT will deliver high-quality, inclusive future-focused learning experiences that support learner engagement, belonging and success in a rapidly changing world. We will cultivate a community of educators who are industry-connected, professionally recognised and supported to innovate in learning and teaching practice, while strengthening capability in inclusive education, emerging technologies and contemporary pedagogies. Through the thoughtful integration of AI, RMIT will create greater capacity for educators to engage, inspire and challenge learners.

Action

Educator capability/recognition

- Progressively scale future-focused Graduate Certificate in Tertiary Teaching to strengthen formal teaching qualifications, scholarly practice and leadership in areas including AI, inclusive learning and employability.
- Scale tailored professional learning for educators at different stages of their careers through RMIT's 'Elevate Education' program - supporting educators to explore and advance their scholarship, knowledge and capabilities; identify career opportunities; and shape their career pathways.
- Continue to progress education-focused roles and strengthen leadership, innovation and career progression opportunities for educators.
- Define educator of the future requirements and develop a framework to support emerging and future pedagogies.
- Continue to support and reward educators delivering high-quality, student-centred teaching, scholarship and innovation.

Contemporary teaching and assessment

- Embed contemporary assessment principles and models to support scaffolded, authentic and inclusive learning.
- Progress programmatic assessment approaches at meaningful points across learning to strengthen learner progression and capability.
- Pilot ungraded assessment in the first-year block or first semester to support learner transition into higher education, strengthen engagement and belonging.

Inclusive/future-focused learning

- Embed inclusive learning approaches and capability development across curriculum, pedagogy and assessment to support learner engagement, participation and success.
- Strengthen employability resilience in the context of AI-driven workforce change, including evolving Industry Partnered Learning and scaffolding research skills and practices across programs.
- Strengthen integration of RMIT Capabilities across learning experiences, embedding critical life and work skills focusing on digital fluency, critical engagement, ethical practice and interdisciplinary collaboration.
- Continue the transition to Open Educational Resources, redesigning pedagogy and reducing financial barriers associated with learner access to textbooks and learning materials.

Human-centred AI-integration

- Continue to strengthen ethical, human-centred approaches to AI in learning and teaching through RMIT's Generative AI Lab for Education (GAILE).
- Strengthen educator and learner capability in the effective and responsible use of AI technologies across teaching, learning and assessment.
- Support the integration of AI into educational design and delivery to strengthen learner engagement, teaching quality and educator capability.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Overall educational experience	QILT SES – Verified 2025	73.3%	75.7%	Equal to or greater than Australian median by 2028
Teaching quality and engagement	QILT SES – Verified 2025	78.2%	78.2%	Exceeds Australian median by 2028
Skills development	QILT SES – Verified 2025	80.4%	80.4%	Greater or equal to Australia's 15 largest biggest universities (based on onshore enrolments)

Joined-up tertiary system

Strengthening collaboration and coordination between vocational education and training (VET) and higher education

Vision

As Australia's largest dual-sector provider, RMIT seeks to be a leader in developing a joined-up tertiary system. Building on our strong, long-standing track record in providing multi-directional pathways between vocational and higher education, and recent innovative earn-and-learn pilot programs, we will continue to pursue opportunities for new models of education that support a wider range of learners to upskill and reskill throughout their lives.

RMIT has a systematic approach to delivering VE-HE credit pathways, and seeks to further broaden and improve mechanisms for validation and recognition of skills and knowledge, together with ongoing support for diverse and dynamic learning needs.

Action

We will lean into our strength as a dual-sector institution with a commitment to inclusive and accessible learning and industry-relevant, future-focused skills for lifelong learning. By strengthening alignment between vocational and higher education, RMIT will continue to improve pathways and embed opportunities to reduce barriers between education levels, while enabling lower-cost pathways and certifications for job-ready skills. This includes:

Maintaining strong multidirectional pathways into and between vocational and higher education

- RMIT offers Australia's largest range of pathways with more than 350 mapped pathways.
- RMIT hosts ~38% of Australia's associate degree enrolments, providing an important alternative bridge between traditional diplomas and bachelor degrees (~54% of our associate degree students progress to further study at RMIT).
- RMIT has more than 270 Pathways at the VE-HE interface with pre-established credit arrangements** and ~33% of bachelor students receive credit for prior formal studies.

In 2027, RMIT will:

- Grow our UniReady program cohort providing pathways to RMIT associate degree programs in IT, Health Sciences and Business.
- Design offers and pathways utilising FFUR and Free TAFE to expand learner access.
- Continue to expand VE qualifications embedded within HE programs.
- Work to further systematise entry and credit for VE learners progressing into HE programs.

Removing barriers to upskilling and reskilling through new earn and learn models

RMIT continues to develop and deliver innovative earn and learn models and higher apprenticeships across a range of priority skills areas, including engineering, IT and healthcare**.** RMIT sought additional CSPs to enable improved access to higher education for equity cohorts and scale successful earn and learn models.

In 2027, RMIT will:

- Help more women to upskill and build careers in STEM through the higher education Diploma of IT which develops a pathway to degree qualifications, produces graduates with workplace skills in STEM, and increases the number of STEM-qualified women in the labour force.
- Continue to deliver Victoria's first Degree Apprenticeship in Mechanical Engineering – in 2027 our first cohort will transition from the advanced diploma to the bachelor component of their studies.
- Continue providing working individuals with opportunities to upskill via initiatives like Victoria's Skills Solution Partnerships and Digital Jobs Program.

***RMIT pathways with pre-approved credit arrangements include: 26 pathways from VE to associate degrees; 186 from VE to other undergraduate degrees; 2 from HE diplomas to associate degrees; and 60 from associate degrees to other HE qualifications.*

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
Domestic multidirectional pathways	RMIT internal pathways and lifelong learning data – 2025 commencements	32% (i.e. 8,780 lifelong learners)	33%	Continue to improve through to 2028
Number of domestic bachelor students (incl. bachelor honours and degree apprenticeship) commencing with a prior RMIT diploma, adv. diploma or associate degree qualification	RMIT internal pathways and lifelong learning data – 2025 commencements	1,691	1,708	Continue to improve through to 2028
Domestic students admitted to a bachelor course on the basis of VET	TSCI data for reported for 2024	1,105	1,116	Continue to improve through to 2028

Data notes and definitions

- *Domestic multidirectional pathways: uses a domestic student filter on RMIT's related scorecard metric and captures the headcount of students who return to RMIT for subsequent studies. It reflects our commitment to supporting lifelong learning.*
- *Multidirectional pathways: all students commencing an RMIT program on a given year who were enrolled at RMIT Group for any of the past seven years, e.g. in 2021, 27.1% of commencing students (any sector) did another HE, VE Foundation Studies, FFUR, OUA and/or English Language program at RMIT in the past seven years (i.e. 2014-2020). This measure reflects the proportion of RMIT students who return to study on a rolling 7-year period.*
- *RMIT bachelor students with specified pathways: includes any domestic students commencing a bachelor degree or bachelor honours degree who have studied an RMIT (VE or HE) diploma, advance diploma, associate diploma or associate degree in the previous 7 years – this timing reflects the fact that some students complete their qualification and move into the workforce before deciding to do further studies at a later date.*
  Students who pathway with a vocational certificate have been excluded as this does not usually represent a cognate credit pathway.
- *Domestic students admitted to a bachelor course on the basis of VET: TSCI data for the number of RMIT domestic bachelor students in 2024 using the basis of admission element 'VET award course or VET delivered enabling or bridging course other than a sec educ course (Australia or overseas equivalent; complete or incomplete)'.*
  These figures exclude students who enrol on the basis of higher education sub-degree studies and who would be expected to be eligible for credit for any prior cognate studies.

Research

Sustaining national capability and supporting innovation through research and research training

Vision

RMIT's Knowledge with Action - Strategic Direction 2 articulates a goal to extend RMIT's dynamic research and innovation ecosystem. We are evolving an increasingly integrated, connected and accessible research and innovation ecosystem to enable positive impact with our partners and community.

The Decadal Aspirations for research and innovation articulate how RMIT can strategically enable both the conduct of excellent research and the pathways to impact from excellent research over a decade.

The 3 strategic imperatives for Horizon 2 are:

- Thriving and excellent researchers
- Diversified pathways to impact
- World-class infrastructure

Action

Thriving and excellent researchers

- Foster thriving research careers through capability development that enables excellence and impactful research outcomes.
- Develop and implement academic, Higher Degree by Research (HDR) students and professional staff career development and progression that recognises impact-focused research and engagement and service excellence.
- Continue to support RMIT HDR students to develop key professional skills that strengthen their capacity for research impact through RMIT's Research Plus and ATN Frontiers programs.
- Explore key drivers for HDR enrolment and completion to combat broader market decline such as domestic scholarship settings, targeted discipline or industry-linked recruitment and early intervention strategies for candidates at risk.
- Position RMIT as a leader in inclusive, respectful, and equitable research through Athena Swan, Indigenous Research Network, European Commission HR Excellence in Research, Respectful Research Training, and Working Together with Men.
- Uplift university global resilience, risk intelligence and research security policy and capability among RMIT staff.
- Deliver on an AI-enabled Research and Innovation roadmap to enhance support to the research community and uplift AI competencies for innovative, responsible and ethical use.

Diversified pathways to research impact

- Strengthen research entrepreneurship and venture formation at a whole of University level, including support for translation, mentoring, capability development, and strategic partnerships.
- Build transdisciplinary capacity to progress high-impact potential large-scale initiatives aligned with precinct, industry and government imperatives and secure major funding.
- Support diversified pathways to impact including commercialisation of intellectual property (IP), social ventures and policy influence.

World-class infrastructure

- Establish a Digital Research Infrastructure Platform, including a plan for RMIT's data ecosystem, multi-research cloud ecosystem and an industry translation partnership.
- Invest in robust computing and storage solutions, integrating on-premises and cloud hybrid systems for fast, secure and reliable access to resources for staff.
- Develop a Research Infrastructure operating model to guide future investment and optimisation of capability.

In achieving the above imperatives, support the refresh of the Indigenous Research Plan to embed Indigenous knowledge and principles of responsible practice across all research and innovation endeavours. RMIT will also continue established initiatives supporting First Nations research staff and students including, maintaining our Vice-Chancellor's Research Fellowships and the Vice-Chancellors Indigenous Doctoral Fellows scheme.

Measure

Indicator	Data source	Provider baseline	Milestone for 2027	Expected outcome and timeframe
HDR domestic enrolments	HESC – Verified 2025	1,152	1,155	1,174 by 2030
HDR domestic completions	HESC – Verified 2024	208	210	220 by 2030

Section 3: Course and campus changes

Course closures

Before closing any undergraduate or postgraduate course of study in which Commonwealth supported students have been enrolled for more than two years without its immediate replacement by a course of study that leads to the same occupation or provides a similar specialised skill (including any suspension of intake of students for more than one consecutive academic year), the provider must notify the ATEC of its plans in writing.

Notification of actual or potential closures must occur as soon as reasonably possible before final decisions to close courses are made, or before any information on the potential course closure is made public (whichever comes first). Notification must occur via email to studentprofiles@atec.gov.au as information on proposed course closures becomes available.

Providers must provide a list of all courses proposed for closure and a short justification (e.g. low student demand).

Where a proposed course closure falls within one or more of the areas of Commonwealth concern, providers must identify the relevant courses and provide additional information. Areas of Commonwealth concern include whether the course:

- prepares students for an occupation experiencing a skills shortage
- is in a field where closure may create a skills shortage, including where the provider is the sole or dominant national provider
- is a specialised course linked to a regional economy
- is in a field identified as an ATEC priority in the interim SSP:
  - health, aged care and disability support
  - education, including early childhood education and care
  - sovereign capability and food security, including advanced manufacturing and critical minerals
  - digital and technology
  - housing and construction
  - climate change and Net Zero transformation
- is funded under a specific Commonwealth initiative such as Nuclear-Powered Submarine places.

Where a closure relates to one or more Commonwealth concerns as listed above, the provider must provide information on:

- the expected high-level impacts on staff and students arising from the closures, including numbers of students and staff affected, and how these impacts are being mitigated including alternative options available for students
- the consultation undertaken with staff, students, community and other stakeholders
- how the provider is meeting relevant requirements under the Higher Education Standards Framework (Threshold Standards) 2021, including the proposed teach out provisions to ensure existing students can complete their chosen course of study
- potential options to retain the course, including through cooperation with another provider or the movement of Commonwealth supported places to another provider (where applicable).

If the ATEC has any concerns about the potential course closure based on the information provided, the provider must engage with any discussions that the ATEC may seek to have, to reach a mutually agreeable arrangement with the provider regarding the course closure.

Where a provider determines that a closure does not relate to any identified Commonwealth concerns, they are only required to notify ATEC of the name of the course being closed via email to studentprofiles@atec.gov.au and classify it as a routine/low concern closure.

Campus changes

Providers must notify the ATEC if the provider proposes to enrol Commonwealth supported students in a course of study at a new campus or educational facility, or if the provider proposes to close a campus where Commonwealth supported students are enrolled.