

THE EIT STRATEGIC PLAN 2026-2036

Policy / Document Approval Body:	Governance Board
Date Created:	04 August 2010
Policy Custodian:	CEO
Policy Contact:	Dean of Engineering
Location on EIT website:	https://www.eit.edu.au/about/policies-procedures/
Review Period:	Every Three Years from Commencement
Revision No:	8
Date of Revision:	30 April 2026
Date Approved:	15 May 2026
Date Commenced:	15 May 2026

TABLE OF CONTENTS

PREFACE	3
MESSAGE FROM THE CHIEF EXECUTIVE OFFICER	3
PURPOSE	3
STRATEGIC ARCHITECTURE AND ALIGNMENT	4
SCOPE	4
CONTEXT AND OUTLOOK	4
MISSION	5
VISION	6
EIT CORE VALUES	6
EIT PRINCIPAL COMMUNITY CONTRIBUTION	7
EIT COMPETITIVE BUSINESS ADVANTAGE	7
EIT GOALS	8
IMPLEMENTATION	8
GOAL 1: DELIVER HIGH QUALITY, FLEXIBLE ENGINEERING COURSES THAT ARE INDUSTRY LED	9
GOAL 2: PRODUCE EMPLOYABLE, FUTURE READY GRADUATES	12
GOAL 3: PEOPLE AND CULTURE: RECRUIT, DEVELOP AND RETAIN HIGH-QUALITY STAFF WITH DIGITAL EXCELLENCE AND STUDENT SUCCESS AT THE CORE	15
GOAL 4: PROMOTES GLOBAL EQUITY, DIVERSITY, AND INCLUSION	17
GOAL 5: ENSURE LONG-TERM FINANCIAL VIABILITY AND SUSTAINABILITY	20
GOAL 6: TO CONTINUOUSLY IMPROVE OUR ACADEMIC, PHYSICAL AND DIGITAL INFRASTRUCTURE	22

Preface

This plan outlines EIT’s roadmap for the next decade. It focuses on global leadership in applied engineering education and training, sustainability and digital transformation. It reflects a commitment to innovation, inclusivity and resilience in a rapidly evolving world.

Message from the Chief Executive Officer

This Strategic Plan continues to focus on leveraging new and effective technologies in both online and on-campus learning environments. Teachers and student support are also pivotal to ensuring graduates have the necessary skills and knowledge required for careers in engineering industries globally.

A key strength is the delivery of engineering education to mature-age students utilising teachers with industry experience and innovative online learning technologies, in particular synchronous webinar sessions with asynchronous access to remote and virtual labs. The online modality is particularly beneficial to students managing full-time work and a variety of personal commitments, and enables remotely based students to study. Online technologies are also used on campus, creating a unique blended learning environment for students.

Engineering education is entering a transformative era driven by AI, Industry 5.0, and sustainability imperatives. EIT will lead by integrating cutting-edge technologies, fostering global partnerships, and preparing students for industries defined by constant change. EIT’s vision is bold: to become a global hub for applied engineering education and research. In a world defined by an oversupply of university graduates, the real measurement of success for institutions today is the relevant employment of their graduates. EIT is keenly aware of this imperative.

The EIT Strategic Plan is the result of significant consultation with diverse stakeholders. For this iteration of the document, I acknowledge the enormous contribution from current students, staff, and consultants.

I commend this Strategic Plan to you.

Steve Mackay PhD
Chief Executive Officer (CEO)

Purpose

The purpose of the EIT Strategic Plan is to define EIT’s strategic priorities for 2026–2036. It encompasses the organisation’s relevance, competitiveness, sustainability, and impact in a global education landscape shaped by technology, as well as its commitment to lifelong learning. It outlines the vision, mission, core values, principles, goals, key performance indicators, strategic approaches, and points of difference.

Strategic Architecture and Alignment

This Strategic Plan sets EIT's long-term institutional direction. It is implemented through supporting strategies, including the 'Learning and Teaching Plan' and the 'Research Strategy', which operationalise academic quality, student experience, scholarship, and research outcomes.

- The 'Learning and Teaching Plan' governs curriculum design, assessment, academic integrity, student support, and teaching capability.
- The 'Research Strategy' governs applied research, HDR provision, scholarship of teaching and learning and research integrity.

Together, these documents form EIT's integrated academic governance framework and are monitored through reporting to the Academic Board, the Learning and Teaching Committee, the Research Committee, and the Governance Board.

Scope

This Strategic Plan is applicable to all EIT stakeholders: students, staff, industry partners, and the global engineering community.

Context and Outlook

This Strategic Plan is responsive to significant changes. In the education sector in Australia, for instance, there is a move to bridge the divide between vocational and higher education, and worldwide, there is a shift towards online learning.

EIT is founded on the pioneering work of its sister institution, IDC Technologies, which has provided engineering training to over 500,000 engineers, technologists, and technicians worldwide for over 30 years.

EIT was registered as an Australian Registered Training Organisation (RTO) in 2008, providing online learning in the vocational education and training (VET) sector. EIT has an enviable record of accomplishment with significant experience in providing high-quality VET courses to tens of thousands of students throughout the world, including Diploma, Advanced Diploma and Graduate Certificate courses. It has received excellent feedback on the quality of its materials, the method of instruction, and the experience and knowledge of its lecturers.

The current focus of the engineering education offered by EIT's VET operations is in the fields of electrical engineering, mechanical engineering, civil engineering, industrial automation, chemical engineering, biomedical engineering, industrial data communications, and networking. EIT currently has over 1200 VET students accessing these courses through online learning, including live webinars, video conferencing software, and remote and virtual labs. EIT's highly experienced lecturers teach from locations throughout the world and deliver to students based in 160 countries.

EIT added higher education to its operations in 2014 and has seen rapid growth since then. EIT currently delivers undergraduate certificates, associate degrees, bachelor's degrees, graduate certificates, graduate diplomas, master's degrees, and doctorate programs to over 900 students, the majority of whom are

studying online, with the remainder – international and domestic students - on-campus in Perth, Melbourne and Brisbane.

The next decade will be shaped by rapid technological, environmental, and societal changes that will significantly impact engineering education and practice. EIT's strategic direction must anticipate and respond to these global trends:

Global Megatrends

- *Significant oversupply of university graduates in world employment markets:* a global economic downturn and AI job replacement will place pressure on education providers.
- *Artificial Intelligence & Industry 5.0:* Integration of AI, robotics, and human-centric automation will redefine engineering roles and skill requirements.
- *Digital Learning Ecosystem:* Growth in immersive technologies (VR/AR), cloud-native systems, and cybersecurity will demand advanced digital competencies.
- *Micro-Credentials & Lifelong Learning:* Professionals will increasingly seek flexible, stackable qualifications to remain competitive in dynamic industries.

Sustainability & Climate Action

- Climate change and global energy transition will require engineers to design sustainable solutions and adopt green technologies.
- Institutions will need to commit to carbon-neutral operations and embed sustainability principles across all programs.

Globalisation & Mobility

- Increased global mobility and virtual collaboration will create opportunities for international partnerships and cross-border education.

Equity & Inclusion

- Addressing underrepresentation in engineering (women, Indigenous Australians, and students from developing regions) remains critical.
- Digital accessibility and affordability will be essential to ensure inclusive participation.

Post-Pandemic Education Models

- Hybrid learning combining online, on-campus, and immersive technologies will become the norm.
- Resilience against global disruptions (pandemics, geopolitical instability) will be a strategic priority.

Mission

Our mission is to deliver globally accessible education and training in engineering and technology that empowers students with future-ready skills, fosters innovation, and drives sustainable solutions through a digital learning ecosystem and industry collaboration.

Vision

By 2036, EIT will be a globally recognised leader in applied engineering education and research, shaping sustainable technologies and advancing a digital learning ecosystem to create engineers who thrive in an interconnected, AI-driven world.

EIT Core Values

EIT's values are an intrinsic part of its culture. The values listed below give a sense of identity and a context for all its activities. They include:

1. Excellence and Integrity

Maintain the highest standards in education, research, professional practice, and workplace conduct, ensuring that both staff and students uphold scholarly integrity, professionalism, and a shared commitment to quality

2. Digital Innovation and Ethics

Embrace emerging technologies responsibly by fostering ethical, secure, and forward-thinking digital practices across teaching, learning, research, and internal operations. Staff and students alike are expected to use AI and data ethically and in alignment with EIT's standards.

3. Global Citizenship and Collaboration

Foster cross-cultural understanding, respectful engagement and meaningful partnerships both within EIT and globally. Staff and students work together as active contributors to addressing global engineering challenges through collaboration, inclusivity, and international perspectives.

4. Sustainability Leadership

Commit to environmental stewardship and integrate sustainable practices across all teaching, learning, operations, and staff workplaces. Both staff and students are encouraged to model environmentally responsible behaviours and contribute to a culture of sustainability.

5. Equity, Diversity and Inclusion

Ensure access, representation, and fair treatment for all members of the EIT community - including women, Indigenous Australians, students and staff from diverse regions, cultures, and backgrounds. EIT promotes equitable opportunities, values individual contributions, and fosters a safe, respectful, and inclusive environment for all.

6. Lifelong Learning and Adaptability

Promote continuous professional development and adaptability for both staff and students. EIT supports a culture that encourages everyone to grow, reskill, innovate, and embrace change in a rapidly evolving engineering and digital landscape.

EIT Principal Community Contribution

EIT is committed to advancing engineering education as a driver of global sustainability, innovation, and social equity. Our contribution will focus on:

- Building Australia’s and the world’s engineering capability through accessible, flexible, and affordable education for learners of all ages, including mature-age professionals seeking reskilling and upskilling.
- Championing sustainability and climate action on a regional, national, and international basis by embedding green engineering principles and carbon-neutral practices across all programs and operations.
- Fostering global inclusivity and cultural understanding by drawing students from diverse nationalities, cultures and backgrounds, and promoting collaboration in solving global engineering challenges.
- Supporting underrepresented groups, including women, Indigenous Australians, and students from developing regions—through targeted scholarships, mentorship, and digital accessibility initiatives.
- Driving lifelong learning and adaptability by offering micro-credentials, stackable qualifications, and industry-aligned programs that prepare graduates for an AI-driven, interconnected world.

EIT Competitive Business Advantage

EIT’s competitive edge lies in its ability to deliver high-quality, flexible, and globally accessible engineering education through a digital learning ecosystem and immersive technologies.

Our advantage will be strengthened by:

- *Advanced Digital Learning Ecosystem* - Leveraging AI-driven adaptive learning, virtual and augmented reality labs, and cloud-native systems to provide an engaging, personalised learning experience.
- *Industry-Integrated Curriculum* - Courses co-designed with global industry partners to ensure graduates possess future-ready skills in areas such as automation, sustainability, and data analytics.
- *Global Accreditation & Recognition* - Expanding international accreditation and partnerships to enhance graduate mobility and global employability.
- *Flexible Pathways & Lifelong Learning* - Offering micro-credentials, stackable qualifications, and recognition of prior learning with academic integrity, enabling professionals to upskill and reskill throughout their careers.
- *Commitment to Sustainability & Ethics* - Embedding green engineering principles and digital ethics across all programs, positioning EIT as a leader in responsible technology education.

EIT Goals

Objectives, both qualitative and quantitative, have been listed for each goal set out below. The achievement of these goals will be reported to staff and to the Governance and Academic Boards, which meet quarterly.

Implementation

Note that annual reporting on these goals and KPIs will be provided no later than the 3rd quarter board meetings (earlier if government reporting is received). Where a KPI has not been achieved, it will be discussed, and solutions actioned as required.

The job titles used below are:

- Chief Executive Officer (CEO)
- Chief Financial Officer (CFO)
- Dean of Engineering (Dean)
- Operations Manager
- Head of Higher Education and Global Strategy (Higher Education Manager)
- VET College Manager
- People and Culture (P&C) Manager
- Marketing Manager
- Technology Manager
- Process Improvement Manager
- Digital Learning Manager
- Academic Resources Manager
- Senior Accountant
- Learning Support Officer (LSO)

Goal 1: Deliver High Quality, Flexible Engineering Courses that are Industry Led

(Learning and Teaching (L&T) Pillars 1, 2, 3, 4 and 5)

Rationale and Strategy

EIT will continue to design and deliver high-quality, globally relevant, and digitally advanced engineering programs that meet the evolving needs of industry and society. Our courses will reflect our core values with a student-centred learning experience characterised by flexibility, innovation, and lifelong learning.

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.1	Offer courses that are aligned with industry needs and future skills. <i>(L&T Pillars 1, 2, 5)</i>	Dean	a) Achieve annual enrolment growth of at least 10% across all programs (including micro-credentials). b) Launch a minimum of 5 new micro-credential or stackable programs per year aligned with emerging technologies and sustainability.	Dean
1.2	Engage global industry stakeholders in curriculum design. <i>(L&T Pillars 1, 5)</i>	Dean	a) At least 2 industry representatives are included on Course Advisory Committees (CACs). b) Feedback from at least 2 independent external experts is gathered during the course development / review process.	Dean
1.3	Expand partnerships for course relevance. <i>(L&T Pillar 1, 5)</i>	Dean	a) Establish at least 3 strategic global partnerships annually b) Maintain benchmarking alignment with international engineering standards (e.g., Washington Accord).	Dean

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.4	Complete scheduled course and unit reviews in line with the Course Review cycle. <i>(L&T Pillar 1)</i>	Dean	More than 80% of scheduled course and unit reviews are completed within the timelines set by the institution's Course Review Cycle.	Dean
1.5	Complete assessment moderation and validation activities as scheduled. <i>(L&T Pillar 4)</i>	Dean	a) All scheduled assessment moderation and validation activities are completed within the planned cycle. b) External moderation or validation feedback is considered, and actions are recorded for improvements.	Dean
1.6	Maintain course accreditation and registration status with no curriculum-related conditions. <i>(L&T Pillar 1)</i>	Dean	All accredited VET and HE courses maintain their accreditation and registration status with no unresolved curriculum-related conditions imposed by regulators, industry bodies and/or EIT's governing bodies.	Dean
1.7	Approved learning design templates are used across HE and VET programs. <i>(L&T Pillar 2)</i>	Dean	All internally audited HE and VET courses or units use approved learning design templates as required.	Dean

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.8	Peer review and moderation reports confirm equivalence in learning outcomes, interaction opportunities, assessment and feedback across delivery modes, including practical and laboratory-based learning activities. <i>(L&T Pillar 2)</i>	Dean	All peer review and moderation reports confirm equivalence of learning outcomes, assessments, practical/lab activities, and resources across all delivery modes (e.g., online, on-campus, blended), e.g. EA report outcomes, internal moderation of assessments across modes, Course Coordinator reports	Dean
1.9	Monitor retention, progression, and completion rates. <i>(L&T Pillar 3)</i>	Higher Education Manager; VET College Manager	Target: a) $\leq 25\%$ attrition for all HE (TEQSA aligned) and VET courses; b) $\geq 80\%$ progression (units passed vs. units completed); c) $\geq 75\%$ course completion.	Higher Education Manager; VET College Manager
1.10	Provide student support services to improve student access to academic and wellbeing support services. <i>(L&T Pillar 3)</i>	Higher Education Manager; VET College Manager	Higher Education: a) <i>QILT SES:</i> $\geq 75\%$ of respondents rate student support services as “Quite helpful” or “Very helpful” VET: b) <i>Post-Course Questionnaires:</i> Overall student satisfaction with support services $\geq 75\%$	Higher Education Manager; VET College Manager

Goal 2: Produce Employable, Future Ready Graduates

(L&T Pillars 1, 2, 3, 4 and 5)

EIT will ensure graduates are highly employable and equipped for the future of work, where sustainability, digital transformation, and global collaboration are key. Our approach will emphasise industry integration, adaptability, and lifelong learning.

To help our students develop skills that make them industry-ready, EIT will focus on future skills integration by embedding competencies such as AI, automation, data analytics, cybersecurity, and green engineering across its programs.

EIT will expand Work Integrated Learning (WIL) opportunities through virtual internships and global industry projects, ensuring students gain real-world experience regardless of location.

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
2.1	Produce graduates who can effectively apply learnt skills in their employment. <i>(L&T Pillars 1, 3, 4)</i>	Dean and Academic Staff	<p>Higher Education: <i>Graduate Outcomes Survey (GOS):</i></p> <p>a) "Preparedness for Current Employment": ≥ 80% of graduates responded, "very well" or "well".</p> <p>b) "Work readiness developed by course" rated ≥ 80%</p> <p>VET: c) <i>Post-course questionnaires:</i> Graduate satisfaction ≥ 80%</p>	Dean

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
2.2	<p>Draw on lecturers' industry experience to enhance learning and career opportunities for EIT students.</p> <p><i>(L&T Pillars 1, 2, 3, 5)</i></p>	Dean and Academic staff	<p>Higher Education: <i>QILT SES:</i> <i>a) Teaching Quality:</i> Overall student satisfaction with teaching quality $\geq 80\%$ per mode (e.g., on-campus or online)</p> <p>VET: <i>b) Post-Course Questionnaires:</i> Overall student satisfaction with lecturers $\geq 80\%$</p> <p>VET and Higher Ed: <i>c) $\geq 80\%$ of academic staff agree or strongly agree in the annual academic staff survey that their industry experience is effectively utilised by EIT to enhance student learning and career outcomes</i></p>	Dean
2.3	<p>Support and promote Work Integrated Learning (WIL) activities in course delivery (e.g., industry site visits, internships, etc).</p> <p><i>(L&T Pillars 1,3,4, 5)</i></p>	Dean; Academic staff; WIL coordinator	<p><i>a) Organise 2 industry visits per campus within Australia per annum</i></p> <p><i>b) $> 85\%$ of eligible students complete WIL or virtual internships.</i></p>	WIL coordinator
2.4	<p>Ensure alignment between assessment tasks and learning outcomes or competencies.</p> <p><i>(L&T Pillar 4)</i></p>	Dean	Evidence of $> 85\%$ alignment between assessment tasks and learning outcomes or competencies - aligned with audit activities.	Dean

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
2.5	Review academic integrity breach data and ensure this is addressed in line with policy. <i>(L&T Pillar 4)</i>	Higher Education Manager; VET College Manager	Academic integrity breach data reviewed, addressed in line with policy and reported to the relevant governing bodies/committees.	Higher Education Manager; VET College Manager
2.6	Embed guidance on AI and academic integrity in course materials. <i>(L&T Pillar 5)</i>	Digital Learning Manager	AI and academic integrity guidance embedded in course materials, e.g. Educating students on the ethical use of AI, how to use AI, AI policy, academic integrity module, intro in every course regarding the acceptable use of AI.	Digital Learning Manager

Goal 3: People and Culture: Recruit, Develop and Retain High-Quality Staff with Digital Excellence and Student Success at the Core

(L&T Pillars 2, 4 and 5)

Rationale and Strategy

EIT's success depends on attracting and retaining exceptional academic and professional staff who are committed to innovation, student success, and global engagement. Over the next decade, EIT will focus on building a digitally skilled, diverse, and future-ready workforce that thrives in a flexible and inclusive environment. This will involve equipping staff with advanced digital capabilities, including proficiency in AI tools, virtual labs, and cybersecurity awareness, to support next-generation learning.

EIT will foster an inclusive and flexible work culture that promotes equity, diversity, and work-life balance through hybrid arrangements. Continuous professional growth will also be supported through structured career pathways, leadership development programs, and mandatory annual upskilling in the digital learning ecosystem and industry trends.

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
3.1	Promote staff engagement and alignment with EIT objectives (L&T Pillars 2, 4)	Dean; People and Culture (P&C) Manager	Staff satisfaction rating \geq 80% with EIT as an employer in the annual Employee Engagement Survey.	P&C Manager
3.2	Support continuous professional development. (L&T Pillars 2, 4)	Dean; People and Culture (P&C) Manager	All staff are to complete at least one professional development course (or equivalent) each year.	P&C Manager
3.3	Recognise teaching and innovation excellence (L&T Pillars 2, 4)	Dean	Award "Teaching Excellence" awards to at least 4 teaching staff annually (2 HE, 2 VET)	Dean
3.4	Promote equity, diversity and inclusion (L&T Pillars 2, 5)	People and Culture (P&C) Manager	\geq 80% of staff agree or strongly agree that "EIT values diversity and inclusion" in the annual Employee Engagement Survey.	P&C Manager
3.5	Retain high-quality academic and professional staff (L&T Pillars 2, 4)	People and Culture (P&C) Manager	Maintain staff turnover below 10% annually	P&C Manager

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
3.6	Teaching staff participate in digital capability initiatives or relevant professional development. <i>(L&T Pillar 5)</i>	People and Culture (P&C) Manager; Dean; Digital Learning Manager	≥ 90% of teaching staff participate in digital capability initiatives or relevant professional development.	People and Culture (P&C) Manager; Dean; Digital Learning Manager
3.7	Strategically use honorary academic appointments to enhance industry relevance, currency of curriculum, and scholarly leadership in both research and teaching and learning.	Dean	By the end of each academic year: ≥ 75% of honorary academic appointments demonstrate at least one documented contribution to: <ul style="list-style-type: none"> • industry-informed curriculum enhancement; and/or • scholarly leadership in research or teaching and learning 	Dean

Goal 4: Promotes Global Equity, Diversity, and Inclusion

(L&T Pillars 2, 3 and 5)

Rationale and Strategy

EIT will strengthen its commitment to creating an inclusive, multicultural learning environment that values diversity and fosters global collaboration.

Over the next decade, EIT will broaden equitable participation for students and staff from all backgrounds, ensuring accessibility and affordability for learners worldwide. Special emphasis will be placed on supporting students from developing regions, including Africa and Asia, through targeted scholarships, mentorship programs, and digital accessibility initiatives.

EIT will also address the under-representation of women and Indigenous Australians in engineering by implementing proactive recruitment strategies, outreach programs, and culturally responsive support services.

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
4.1	Provide a high-quality, inclusive student experience for a diverse population. <i>(L&T Pillars 2, 3, 5)</i>	Dean; Higher Education Manager; VET College Manager	a) Student representation from 100+ countries. Higher Education: b) <i>QILT Student Experience Survey (SES)</i> : ≥ 80% rating for “Overall Student Experience” VET: c) <i>Post-course questionnaires</i> : Overall Student Experience: ≥80%	Dean; Higher Education Manager; VET College Manager
4.2	Promote ethical, professional and culturally responsive behaviour amongst all staff and students in all courses. <i>(L&T Pillar 2,3, 5)</i>	Dean	Zero-tolerance for discrimination or unethical behaviour – using formal complaints as an indicator. All complaints are dealt with in a timely manner in accordance with established policies.	P&C Manager
4.3	Provide financial support to students through scholarships and bursaries. <i>(L&T Pillar 2, 5)</i>	CEO	Allocate at least AU\$300,000 annually for scholarships	CEO

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
4.4	Increase participation of women and Indigenous Australians in engineering programs <i>(L&T Pillar 3, 5)</i>	Dean; Marketing Manager	Conduct outreach activities targeted at women and Indigenous communities, resulting in an annual increase in enrolments from these groups.	Marketing Manager
4.5	Ensure digital accessibility <i>(L&T Pillar 2, 3, 5)</i>	Technology Manager; Digital Learning Manager	Learner feedback on digital learning tools (including remote laboratories) rated $\geq 85\%$ for accessibility, usability, and effectiveness.	Digital Learning Manager
4.6	Ensure all requested reasonable adjustments are documented and reviewed for effectiveness. <i>(L&T Pillar 3)</i>	Higher Education Manager; VET College Manager	All approved reasonable adjustment (RA) requests are: (a) fully documented; and (b) have a completed post-implementation effectiveness review within the required timeframe	Higher Education Manager; VET College Manager
4.7	Generate and action early intervention reports for at-risk learners. <i>(L&T Pillar 3)</i>	Higher Education Manager; VET College Manager	a) Early intervention reports are generated and actioned for at-risk learners within 15 business days of identification b) $\geq 70\%$ of at-risk students show an improvement in academic results and a reduction in "at-risk" level because of the implementation of intervention plans	Higher Education Manager; VET College Manager
4.8	Document learner representation and feedback through academic committees. <i>(L&T Pillar 3)</i>	Dean; Higher Education Manager; VET College Manager	a) At least one active learner representative on academic committees from VET or HE. b) Student feedback is analysed, and results are included in academic committee papers as required.	Dean; Higher Education Manager; VET College Manager

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
4.9	Ensure all critical incidents involving staff or students are systematically reviewed to identify root causes and implement actions that strengthen campus safety and wellbeing.	P&C Manager	100% of critical incidents are: <ul style="list-style-type: none"> • Reviewed within 30 business days; and • Associated with at least one documented improvement action (policy, procedure, training, infrastructure, or support mechanisms). 	P&C Manager

Goal 5: Ensure Long-term Financial Viability and Sustainability

(L&T Pillars 2 and 5)

Rationale and Strategy

EIT will strengthen its financial resilience and sustainability in an increasingly competitive and technology-driven education landscape. Global disruptions, rising operational costs, and rapid technological change require a proactive approach to risk management and resource optimisation.

Over the next decade, EIT will diversify revenue streams, leverage digital transformation to reduce costs, and embed sustainability principles across all operations. This includes achieving carbon-neutral status, investing in energy-efficient infrastructure, and integrating sustainability into all programs.

EIT will also adopt advanced financial analytics and AI-driven forecasting to ensure robust planning and risk mitigation. By balancing growth with quality, EIT will maintain a strong financial base, operate in surplus, and ensure all courses remain viable and globally competitive.

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
5.1	Maintain a strong and secure financial base with proactive risk management.	CEO; Senior Accountant; CFO	a) Achieve annual operating surplus No material financial viability or sustainability risks are identified through annual audited financial statementsc) Implement AI-driven financial forecasting by 2034	Senior Accountant; CFO

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
5.2	Promote sustainable and manageable student growth while maintaining quality. <i>(L&T Pillar 2, 5)</i>	Dean	a) Cap enrolment growth at 20% annually, unless planned for. b) Student load growth is actively managed, with no material risks to academic quality, staffing, or student support identified through annual governance review.	Dean
5.3	Improve marketing processes and impact to generate quality leads and maximise conversion.	Marketing Manager	a) Generate 20% growth per annum in quality leads. b) Maintain enquiry to enrolment conversion rate \geq 4%	Marketing Manager

Goal 6: To Continuously Improve our Academic, Physical and Digital Infrastructure

(L&T Pillars 2, 4 and 5)

Rationale and Strategy

EIT's predominantly online student base requires world-class digital infrastructure to deliver high-quality, immersive learning experiences. Over the next decade, EIT will invest in cloud-native platforms, AI-driven security systems, and immersive technologies such as VR/AR labs to enhance engagement and accessibility.

Physical campuses in Perth, Melbourne and Brisbane will evolve into smart learning hubs, integrating blended learning spaces and energy-efficient facilities. Administrative systems will be streamlined through automation and paperless processes, ensuring operational efficiency and sustainability.

EIT will also embed carbon-neutral practices across all operations, including renewable energy adoption and waste reduction, to demonstrate leadership in environmental responsibility.

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
6.1	Develop and maintain world-class campus facilities. <i>(L&T Pillar 2, 4, 5)</i>	CEO; Dean; Operations Manager	a) Allocate at least \$60,000 p.a. per campus for upgrades. b) <i>QILT SES</i> : ≥ 80% student satisfaction for physical learning spaces.	Dean
6.2	Ensure robust and secure digital infrastructure <i>(L&T Pillars 2, 4, 5)</i>	Technology Manager	a) Maintain at least 99.5% uptime for all digital platforms annually b) Cyber and other IT threats are kept to a minimum to not disrupt services. c) Continuous improvement actions related to remote laboratory delivery tracked and closed within agreed timeframes.	Technology Manager

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
6.3	Enhance course resources and immersive technologies <i>(L&T Pillars 2, 4, 5)</i>	CEO; Dean; Digital Learning Manager; Academic Resources Manager; Technology Manager	a) Invest a minimum of AU\$150,000 annually in course resource creation and upgrades. Higher Education: <i>QILT SES:</i> b) "Online learning materials - quality" question rated $\geq 80\%$ c) "Textbooks and learning resources - quality" question rated $\geq 80\%$ VET: d) <i>Post-course questionnaires:</i> Overall student satisfaction with learning resources $\geq 80\%$	Academic Resources Manager; Digital Learning Manager
6.4	Expand and maintain high-quality library resources and facilities. <i>(L&T Pillars 2, 4, 5)</i>	CEO; Dean; Digital Learning Manager; Academic Resources Manager	a) Allocate a minimum of \$50,000 annually for library resources. Higher Education: <i>QILT SES:</i> b) "Library resources and facilities - quality" question rated $\geq 80\%$ VET and Higher Education: > 50% of students accessing academic support services each semester, measured through library usage, digital literacy support, and academic skills services	Digital Learning Manager
6.5	Ensure all courses are effectively delivered using approved digital platforms or tools. <i>(L&T Pillar 5)</i>	Digital Learning Manager	$\geq 80\%$ students positively rate digital platforms	Digital Learning Manager

#	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
6.6	Use AI to review learner engagement and performance data and to inform interventions for at-risk learners. <i>(L&T Pillar 5)</i>	Higher Education Manager; VET College Manager; Technology Manager; Process Improvement Manager	Use AI to detect at-risk students and inform intervention plans by 2030	Higher Education Manager; VET College Manager
6.7	Achieve carbon-neutral operations and sustainability.	CEO	a) 100% of EIT-owned facilities are upgraded to have LED lighting, high-efficiency HVAC, and smart controls by FY2030 b) Reduce energy consumption by 10% annually.	CEO