EXCELLENT, ENGAGED AND ACCESSIBLE


November 2011
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Historical Background

Victoria University represents an amalgam of different educational institutions and traditions, dating as far back as 1916 with the establishment of Footscray Technical School and operating in different locations. Victoria University was established as a university in 1990 and after twenty years as a multi-sector university is maturing into a coherent, unified university, with a vision and mission that binds its constituent parts. In the last decade the University has also become firmly established as a leader in transnational education with partners in China, Malaysia, and other countries, especially in Asia.

The Competitive Environment

The new demand-driven tertiary education market is characterised by increased competition with uncapped funding from both Commonwealth and State-funded programs. This new less regulated environment provides great opportunities for Victoria University to make its mark locally and globally. However, the competitive environment also raises the bar in terms of the need to have a distinctive and attractive offer to students, industry and other clients for our learning and teaching, research and knowledge exchange. Opportunities are also growing for Victoria University to operate in other countries that are increasingly opening their doors to international universities.

A Great University of the 21st Century: Built on Excellence, Engagement and Accessibility

In contrast to the 20th century when tertiary education was only for a small elite, in the 21st century, the majority of the population in advanced countries will need to attain a tertiary education. Therefore, the world will need to find the way to be successful in educating a large and very diverse population at the tertiary level. Victoria University can be an international leader in providing access to an excellent tertiary education to this diverse population, earning a reputation as a great university of the 21st century. For those who are not ready for a tertiary education, access will also be provided to an excellent pre-tertiary education.

Students will choose us if we develop a reputation for excellence as well as access, and to be part of a diverse population of students, a feature of the rich student experience at Victoria University.

A third cornerstone of being a great 21st century university will be deep engagement of staff and students with industry, the community and international partners, the foundations for which are already well in place at Victoria University. This will provide an important key to how we will achieve the twin goals of access and excellence.

Tertiary and Pre-Tertiary Education

Victoria University provides pre-tertiary education programs (Australian Qualifications Framework levels 1-3) as well as programs at the tertiary level (AQF levels 4-10). The ability to provide excellent pre-tertiary programs is a great asset to Victoria University. It enables the University to provide opportunities to those with limited school education to succeed in tertiary education, as well as contribute to community development in Melbourne’s west by growing the population’s capabilities through education and provide a ‘whole-of-industry’ service from Certificate 1 to PhD in selected industries.

As well as seeking to have a positive impact on industry and community, a major reason for increasing our research performance is to enhance our education programs. Victoria University recognises the importance of having strong connections between our learning and teaching programs and our research and ensuring that this integration is evident in the student experience at Victoria University. This connectedness is important to ensuring the quality of both learning and teaching and research, to exposing our students to how new knowledge is created and applied and to enhancing our students’ learning experiences. The Distinctive Specialisations promote cross-disciplinary collaboration across learning and teaching and research and knowledge exchange to ensure that our students have opportunity throughout their tertiary studies to be exposed to expertise and knowledge that is at least nationally, if not world renowned.
21st Century Skills and Capabilities for Our Graduates and the Victoria University Curriculum

To become a great university of the 21st century, we must ensure our graduates are equipped with the capabilities they need for their work and their lives. Skills such as problem solving, teamwork, cross-cultural and communication skills are increasingly important, as well as skills and knowledge that relate to specific disciplines, trades and professions.

In the next decade, we expect growth in existing workers and mature age adults seeking opportunities to develop their careers and life skills through education and that about half of our students will be employed people seeking further qualifications. We anticipate that such learners will prefer new mixes of qualifications and pathways.

Victoria University: Global, Distributed and Ubiquitous

Three long term scenarios are envisaged as possible pathways for the University to be widely viewed as a great university of the 21st century: the global university; the distributed university; and the ubiquitous university. If Victoria University becomes a global university, it will build on its international reputation as a leading transnational university especially in Asia, to operate in a number of continents, providing a world renowned offer, probably in a limited number of fields. If it becomes a distributed university, it will partner with a number of other high quality providers, or operate as part of a network of providers. If it becomes a ubiquitous university, it will be operating in firms, in the community and on-line, as well as on any campus operations it still has.

As any of these models, or a blend of all three, could eventuate, it would be strategic to keep all options open. Under any of the three scenarios, we will need to have a capability that is among the very best available to students and other clients, and if we are going to invest in all three possibilities, we will need to be very focused on what we are going to be renowned for.

On-campus education will continue to be an important focus for the university in the foreseeable future, even if we make headway in work-based, and on-line and blended learning. Our campuses will need to be exciting places for students and staff and very visible and accessible to the community.

Each campus precinct will need a distinctive purpose that fits with the vision and mission of the University as whole. The hub of the University is Footscray, which over time, can become an exciting ‘university town’ at the heart of what demographer Bernard Salt has described as the “golden crescent of the inner west”1 of Melbourne.

Professor Peter Dawkins
Vice-Chancellor and President

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1 Salt, BC (2011) Middle class on the move: how cultural change is shaping Melbourne’s west, KPMG, Melbourne.
VISION

Victoria University will be excellent, engaged and accessible and internationally recognised for its leadership in

• empowering a diverse community of students to grow their capabilities and transform their lives;
• engaging with industry and community to make the world a better place, through the creation, sharing and use of new knowledge.

MISSION

Through its distinctive approach to curriculum, the student experience, research and knowledge exchange, emphasising engagement with industry and the community, Victoria University will be renowned for

• empowering students from diverse countries and cultures, socio-economic and educational backgrounds, to be successful lifelong learners, grow their skills and capabilities for the changing world of work, and be confident, creative, ethical and respectful, local and global citizens;
• finding creative and evidence-based solutions to important contemporary challenges in Australia, Asia and globally, relating especially to education and lifelong learning, to health and active living, to the cultural diversity and well-being of communities, to economic development and environmental sustainability, and to the success of particular industries and places, especially our heartland of the West of Melbourne, Australia’s fastest growing region.
### Strategic Objectives: by 2020 Victoria University will be...

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<th>High Level Goals</th>
<th>Learning and Teaching</th>
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<tr>
<td><strong>1.</strong> An outstanding learning and teaching institution, recognised as&lt;br&gt;(a) A leading university by world standards in learning and teaching and the student experience of tertiary students from diverse countries, cultures, socio-economic and educational backgrounds.&lt;br&gt;(b) A leading provider in Victoria of the pre-tertiary education for students from diverse backgrounds, especially in the West of Melbourne.</td>
<td>2(a) In the top 20 Universities in Australia for research, with an emphasis on applied and translational research.</td>
<td>3(a) An Australian leader in knowledge exchange with business, government and the community, to make the world a better place.</td>
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<td><strong>Distinctive Specialisations</strong></td>
<td><strong>2(a)</strong> Well known for its interdisciplinary research, in the following thematic areas: Education, Lifelong Learning &amp; Workforce Development; Health, Active Living &amp; Sport; Environmental Sustainability; Cultural Diversity; and the performance and well-being of particular places and industries (see all of 3 and 4(b)).&lt;br&gt;2(b) Rated as at or above world standard for research in at least fifteen four digit disciplines, relevant to the interdisciplinary themes above, e.g. in Environmental Sustainability this could include: Civil, Chemical, Electrical and Environmental Engineering, Applied Economics and Psychology.&lt;br&gt;2(c) Internationally renowned for its distinctive curriculum and approach to learning and teaching, emphasising work-integrated learning, community-integrated learning, learning-integrated work, problem solving and cross-cultural skills, across all its Faculties, covering disciplines, professions and trades in Business, Law, Health, Engineering, ICT, Science, Arts, Education, Human Development, Human, Community and Personal Services and Technical Trades.</td>
<td>3(b) Well known for its contribution to education, the economy, society and environment in particular places especially: our heartland the West of Melbourne, the State of Victoria, after which we are named, and Timor-Leste, which we have well established relationships.&lt;br&gt;3(c) Well known for knowledge exchange between Australia and other countries in the Asia-Pacific, especially, China, India and Malaysia; and in particular industries (see 4(b)).</td>
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<td><strong>A Dynamic Organisation</strong></td>
<td>4(a) Nationally and in some cases world renowned, for its knowledge and expertise in particular focussed areas and topics, through its Institutes, Centres, Faculty and cross-Faculty groups and external collaborations in teaching, research and knowledge exchange, becoming world renowned in Sport, Exercise and Active Living by 2016; and world renowned in at least three other areas by 2020 with the following areas being highly prospective: Water &amp; Renewable Energy; Food &amp; Nutrition; Logistics &amp; Supply Chain Management &amp; Systems; Education, Lifelong Learning &amp; Workforce Development; Local &amp; Regional, Economic, Social &amp; Community Development; Disease Prevention &amp; Management; Major Events; and Creative Arts &amp; Creative Writing.&lt;br&gt;4(b) A national leader in education, workforce development, research and knowledge exchange in at least five of the following industry clusters: Built Environment; Community &amp; Mental Health Services; Cultural &amp; Creative Industries; Education &amp; Early Childhood Development; Financial Services; Food Manufacturing; Health; Law &amp; Legal Services; Sport &amp; Recreation; Tourism &amp; Hospitality; Transport &amp; Logistics.</td>
<td>5. Well known as a dynamic and prosperous organisation and an employer and partner of choice.</td>
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THREE KEY FACTS

Three key facts about Victoria University encompass its distinctiveness, which along with the University’s values underpin this Strategic Plan.

**KEY FACT 1: DIVERSITY OF STUDENT POPULATION AND RANGE OF EDUCATIONAL OFFER**

Victoria University has a very diverse student population. Students come from a wide range of countries, cultures, socio-economic and educational backgrounds, and this profile is complemented by an increasingly diverse staff population. In this globalised world, cross-cultural skills are at a premium and Victoria University is well placed to be a leader in fostering them. Victoria University also has a well established reputation for participation in tertiary education among students from low socio-economic backgrounds, which is now regarded as a major national priority.

Linked with the diversity of educational backgrounds of its students, Victoria University offers programs at all levels of the Australian Qualifications Framework (AQF), at the pre-tertiary levels 1-3, as well as at tertiary levels 4-10. It also has strong connections with secondary, primary and pre-primary education, providing pathways between sectors, and is committed to lifelong learning. Victoria University is well placed to be a ‘one-stop shop for lifelong learning’.

**KEY FACT 2: CONNECTION WITH INDUSTRY**

Victoria University has stronger connections with industry, the trades and professions than most universities, shaping its offer to students around industry needs. Work-integrated learning is central to this, as is Victoria University’s commitment to knowledge exchange (including applied research) in a number of industry sectors.

**KEY FACT 3: GEOGRAPHY AND COMMUNITY**

The West of Melbourne (Victoria’s and Australia’s fastest growing region), is Victoria University’s heartland. Victoria University is based in Footscray which over time, we believe can become an exciting university town at the heart of what Bernard Salt has described as the “golden crescent of the inner west”.

The University has a substantial presence in the western part of Melbourne’s CBD - a popular location for many students - and a number of locations in the West of Melbourne at stand-alone campuses (St. Albans, Sunshine, Werribee and Melton as well as in Footscray) and integrated facilities with industry, government and community organisations. This integration, both in physical infrastructure and also in working with them to develop and grow through the exchange of knowledge as well as education and training is integral to what we do.

Victoria University is also well recognised as an international university operating transnationally with partners, especially in the Asia-Pacific. Victoria University is a leader in this area, with more off-shore international students than on-shore international students. As an international university, preparing our students to be successful global citizens and ensuring that our researchers are internationally engaged will continue to be a priority. As globalisation progresses, it will be important for us to have an increasingly international presence and outlook.
VISION, MISSION, VALUES AND BEHAVIOURS

VISION
Victoria University will be excellent, engaged and accessible and internationally recognised for its leadership in
• empowering a diverse community of students to grow their capabilities and transform their lives;
• engaging with industry and community to make the world a better place, through the creation, sharing and use of new knowledge.

MISSION
Through its distinctive approach to curriculum, the student experience, research and knowledge exchange, emphasising engagement with industry and the community, Victoria University will be renowned for
• empowering students from diverse countries and cultures, socio-economic and educational backgrounds to be successful lifelong learners, grow their skills and capabilities for the changing world of work, and be confident, creative, ethical and respectful, local and global citizens;
• finding creative and evidence-based solutions to important contemporary challenges in Australia, Asia and globally, relating especially to education and lifelong learning, to health and active living, to the cultural diversity and well-being of communities, to economic development and environmental sustainability, and to the success of particular industries and places, especially our heartland of the West of Melbourne, Australia’s fastest growing region.

VALUES
The University’s values underpin our vision and mission, and are integral to guiding the implementation of this Strategic Plan. They are
• Access
Victoria University is an accessible and friendly university to students and staff from diverse countries and cultures, socio-economic and educational backgrounds, as well as to our industry, government and community partners.
• Excellence
Victoria University is committed to excellence in education, research and knowledge exchange.
• Respect
The staff and students of Victoria University demonstrate respect for others from diverse countries and cultures, educational and socio-economic backgrounds, and for the natural environment.

BEHAVIOURS
In living out these values, the following behaviours are encouraged in the pursuit of the University’s vision and mission
• Engagement
Victoria University is proactive in building relations with industry, government, community and other education and training providers for the mutual benefit of the partners and the university.
• Collegiality
The Victoria University community demonstrates collegiality and teamwork with fellow students and staff.
• Courage, boldness, innovation and agility
Victoria University pursues its mission with courage, boldness, innovation and agility.
STRATEGIC OBJECTIVES:
WHAT WE WILL ACHIEVE BY 2020

HIGH LEVEL GOALS

Learning and Teaching High Level Goals

1. Victoria University will be an outstanding learning and teaching institution, recognised
   (a) As a leading university by world standards in learning and teaching and the student experience of tertiary students from diverse countries, cultures, socio-economic and educational backgrounds.
   (b) As a leading provider in Victoria, of the pre-tertiary education for students from diverse backgrounds, especially for students from the West of Melbourne.

We will be well known
• nationally and internationally, for our distinctive curriculum to produce graduates with 21st century generic skills (see objective 1(c) under ‘Distinctive Specialisations’), as well as successful learners in their chosen fields.
• nationally and internationally, for our blended model of e-learning, on-campus and work-based learning to provide maximum flexibility for a diverse community of students. Our campuses and other learning locations will exhibit superb individual and collaborative learning facilities and will also be well integrated with industry and the community.
• nationally and internationally, for our transnational education provision, especially in Asian countries.
• as a national leader in modernising the apprenticeship system to support Australia’s productivity, skills and participation agenda and the growth of industries that are critical to the economy and community.

Knowledge Exchange High Level Goals

3(a) Victoria University will be an Australian leader in exchanging knowledge with business, government and the community, to make the world a better place.

We will be well known
• for our contribution to education, the economy, society and environment through knowledge exchange in particular places (See elaboration under objective 3(b) under ‘Distinctive Specialisations’).
• for knowledge exchange in areas of its expertise between Australia and other countries in the Asia-Pacific (See elaboration under 3(c).
• nationally for knowledge exchange with particular industries. (For an elaboration and a list of industries see objectives 3(d) and 4(b).

Research High Level Goals

2(a) Victoria University will be in the top 20 universities in Australia for research, with an emphasis on applied and translational research.

We will be well known
• for our interdisciplinary research, especially relating to specific themes. (See elaboration of this in objective 2(b) under ‘Distinctive Specialisations’).
• highly rated for our discipline based research, especially in identified disciplines relevant to the interdisciplinary themes. (See elaboration of this in objective 2(c) under ‘Distinctive Specialisations’).
DISTINCTIVE SPECIALISATIONS

Distinctive Specialisations in Learning and Teaching

1(c) Victoria University will be internationally renowned for its distinctive curriculum and approach to learning and teaching, across all of its Faculties, covering disciplines, professions and trades in Business, Law, Health, Engineering, ICT, Science, Arts, Education, Human Development, Human Services, Personal Services and Technical Trades.

Emphasising work-integrated learning, community-integrated learning, learning-integrated work, problem solving and cross-cultural skills.

Distinctive Specialisations in Research

2(b) Victoria University will be well known for its interdisciplinary research, especially relating to the following themes

- Education, Lifelong Learning and Workforce Development
- Environmental Sustainability
- Health, Active Living and Sport
- Cultural Diversity
- The performance and well-being of particular industries and places (see also objectives 3(b), 5(c), 3(d) and 4(b))

2(c) Victoria University will be rated at or above world standard in at least fifteen (15) four digit discipline areas relevant to the interdisciplinary themes.

For example, in Environmental Sustainability this could include: Chemical, Civil, Electrical and Environmental Engineering, Applied Economics and Psychology.

Distinctive Specialisations in Knowledge Exchange

3(b) Victoria University will be well known for its contribution to education, the economy, society and the environment of particular places especially

- the West of Melbourne (our heartland)
- the State of Victoria (after which we are named)
- Timor-Leste (with which we have well established relationships)

3(c) Victoria University will be well known for knowledge exchange in its areas of expertise, between Australia and other countries in the Asia-Pacific, especially

- China
- India
- Malaysia

The selection of the places and countries is based upon the strong links we have already established.

3(d) Victoria University will be well known for knowledge exchange with particular industries. (For a list of industries see objective 4(b). Knowledge exchange with industry can occur, for example, through learning and teaching (e.g. through work-integrated learning and industry tailored programs, especially at the postgraduate level), and as the result of applied industry relevant research.

Nationally and World Renowned Distinctive Specialisations

4(a) Victoria University will be nationally and in some cases world-renowned for its knowledge and expertise in particular focused areas and topics, through its Institutes, Centres, Faculty and cross-Faculty groups and external collaborations in its teaching, research and knowledge exchange becoming world renowned in

- Sport, Exercise and Active Living by 2016; and
- at least three other areas by 2020 with the following areas being highly prospective
  - Water and Renewable Energy
  - Food and Nutrition
  - Logistics and Supply Chain Management and Systems
  - Education, Lifelong Learning and Workforce Development
  - Local and Regional Economic, Social and Community Development
  - Disease Prevention and Management
  - Major Events
  - Creative Arts and Creative Writing

These areas have been selected because they are either existing areas of recognised strength nationally, strategically important for Melbourne and the West of Melbourne, central to the University’s mission, important for the future of the world and/or inter-disciplinary in nature with a range of Faculties/Institutes across the University with current or potential strengths in the area able to contribute.

4(b) Victoria University will develop a strategy for each of the following industry clusters and intends to be a national leader in education and workforce development, research and knowledge exchange, for at least five (5) of the following

- Built Environment
- Community and Mental Health Services
- Cultural and Creative Industries
- Education and Early Childhood Development
- Financial Services
- Food Manufacturing
- Health
- Law and Legal Services
- Tourism and Hospitality
STRATEGIC OBJECTIVES:
WHAT WE WILL ACHIEVE BY 2020

• Transport and Logistics
• Sport and Recreation

These industries are very important for the 21st century. We have an established capability in education and training across the Australian Qualifications Framework in several of these areas. With further development the University could provide a whole of industry service, as an educator, researcher, and in exchanging knowledge, including through enterprise education and consulting.
A DYNAMIC AND PROSPEROUS ORGANISATION AND AN EMPLOYER AND PARTNER OF CHOICE

5. Victoria University will be well known as a dynamic and prosperous organisation and an employer and partner of choice characterised as
   • a university willing to be bold, courageous and agile, capable of responding strategically and rapidly to the changing world and competitive markets in which it operates.
   • being an employer of choice, committed to the ongoing development of a high quality, capable and diverse workforce.
   • an outstanding and responsive partner for industry, government and the community as well as other education and research organisations.
   • a university that has a wide variety of clients which enables a diversified funding base and a financially independent and prosperous university.
   • a university adept at making the best use of its available resources with a focus on effective, streamlined and aligned processes.
   • a university committed to achieving environmental sustainability and fostering education for sustainability.
In implementing this strategic plan we will set a range of ambitious targets to aim for in 2020, and monitor our progress towards them, with interim targets for 2016 being a particular focus of this plan.

Curriculum, Learning and Teaching and Students

Targets relating, for example, to student feedback, graduate employment destinations, the acquisition of generic skills and capabilities such as cross-cultural skills, will be set. These targets will correspond with the aims of being an outstanding institution in learning and teaching, a leading institution by world standards in tertiary education of students from diverse countries, cultures, socio-economic and educational backgrounds, and a Victorian leader in pre-tertiary education of students from diverse backgrounds. Being recognised locally, nationally and internationally as leaders in particular fields will be part of this. Being a leader in transnational education will be another measurable aim.

Research

Targets will be set for research output and external research income to be able to monitor our progress towards the aim of being in the top twenty universities in Australia for research. As well as aggregate measures of research output and income, targets will be set for recognition as being at or above world standard in particular discipline areas, and for being world renowned in particular areas of strength and notionally renowned as leaders in others.

Knowledge Exchange

Metrics will be developed to monitor our progress towards being an Australian leader in knowledge exchange with business, government and the community, to make the world a better place. This will include a particular focus on having an impact in particular places and industries.

World Renowned

In this plan we aim to be world renowned in at least four focused areas and topics by 2020, in relation to teaching, research and knowledge exchange. At the outset nine areas have been identified as highly prospective and the necessary profile for these areas to be considered world renowned will be set and progress monitored. Strategic investments will be made to ensure the achievement of the 2020 target. In a rapidly changing world, the identification and definition of the areas may be modified along the way. Meanwhile by 2016 we aim to be world renowned for teaching, research and knowledge exchange in Sport, Exercise and Active living.

A Dynamic Organisation and Employer and Partner of Choice

In this plan we aim to be a dynamic, prosperous, and agile employer of choice with a high quality, capable and diverse workforce, with a growing and diversified funding base, making the best use of available resources with effective streamlines and aligned processes. Alongside this we are committed to environmental sustainability and equity and diversity. A range of metrics relating to the workforce and its levels of engagement, to financial prosperity and the effective use of resources, will be used to monitor this. Targets relating to the quality and effective use of our infrastructure, and the progress towards the vision for our campuses will also be set.
Six strategic pillars will have integrated sub-plans to drive the achievement of the strategic objectives.

The first two pillars relate directly to the two parts of the mission, they are
- The Victoria University Curriculum and Student Experience Strategy
- Victoria University Research and Knowledge Exchange Strategy

The third pillar, Industry, Community and External Affairs Strategy relates to Victoria University’s aspirations to be the partner of choice for industry, government and community.

The fourth strategic pillar, our International Strategy relates to Victoria University’s mission to be a university on the global stage and our commitment to preparing our students to be global citizens.

The final two pillars are enabling strategies, they are
- Organisational Development and Resources Strategy
- Campus and Infrastructure Strategy

This section outlines the objectives for each of these pillars and the associated targets and strategies to achieve this.
1 THE VICTORIA UNIVERSITY CURRICULUM AND THE STUDENT EXPERIENCE STRATEGY

STRATEGIES

1. Victoria University Curriculum Commission and Tertiary Curriculum Framework
   Establish a Curriculum Commission to develop and implement Victoria University’s Curriculum Framework and oversee other projects in this strategic pillar. May 2012

2. The Victoria University Pre-Tertiary Curriculum
   Develop a pre-tertiary (AQF 1-3) framework and alignment of these qualifications, as much as possible, with the Victoria University Curriculum Framework. May 2012

3. The Integrated Education Program (IEP)
   Accelerate this program to (a) design diplomas as alternative first year programs for bachelor degrees, and (b) design integrated curricula for vocational graduate certificates/vocational graduate diplomas and masters degrees. Dec. 2012

4. Blended and e-learning delivery strategy
   Develop a blended and e-learning strategy to implement a systematic approach to developing the range of blended delivery strategies, including e-learning, required to meet the diverse learning needs and preferences of our learners.

5. Student engagement and the student experience
   Align all aspects of student engagement and experience to complement the Victoria University Curriculum Framework and accommodate all co-curricular learning experiences. May 2012

6. Social inclusion
   Build upon the existing social inclusion and equity strategy to widen the opportunities for non-traditional students to access and succeed in tertiary education and in particular, grow the proportion of students from Aboriginal or Torres Strait Islander backgrounds choosing Victoria University to support them to participate in both community and education, and assist their transition into the workplace.

7. Distinctive Specialisations
   Establish outstanding reputations in designated disciplines and/or areas of study (see page 9).

8. Teaching Capability
   Develop a Victoria University teaching capability framework that encompasses the pedagogies of the Victoria University Curriculum Framework. May 2012

2. VICTORIA UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE STRATEGY

STRATEGIES

1. Research
   Develop a Research Strategy to grow Victoria University’s research capability, especially in applied and translational research in the context of a number of distinctive specialisations associated with interdisciplinary themes (see 2(b) on page 9) and associated disciplinary areas (see 2(c) on page 9).

2. Knowledge Exchange in Industry Clusters
   Develop a knowledge exchange strategy relating to the eleven industry clusters (see 3(d) and 4(b) on page 9).

3. West of Melbourne and Timor-Leste
   Develop and implement a plan which addresses the educational, economic, social and sustainable development of the West of Melbourne and contribute to the development of Timor-Leste.

4. State of Victoria
   Develop and implement a strategy to provide leadership on issues of importance to the State of Victoria after which the University is named.

5. Knowledge Exchange with International Partners
   Develop a strategy to exchange knowledge with educational and industry partners in other countries, especially China, Malaysia and India (e.g. regarding logistics in China and tourism in Malaysia).
3. INDUSTRY, COMMUNITY AND EXTERNAL AFFAIRS STRATEGY

STRATEGIES

1. Partnerships
   Develop a partnership strategy that supports the strategic objectives of this plan and includes enhancing our existing partnerships and developing new strategic partnerships.

2. Local Government Areas Engagement Framework
   Develop an ongoing consultative framework with the LGAs and develop collaborative plans with respect to learning and teaching and research and knowledge exchange.

3. Alumni and Foundation Engagement Framework
   Develop a strategy to grow the role of Alumni and Foundation in Victoria University’s engagement with industry and the community.

4. INTERNATIONAL STRATEGY

STRATEGIES

1. International Strategy
   Develop an international strategy, comprising of offshore and onshore strategies as well plans to internationalise the curriculum and workforce to achieve the international aspects of the strategic objectives.

2. Internationalising the Curriculum
   Ensure that internationalising the curriculum is reflected in the Victoria University curriculum frameworks.

3. Research and Knowledge Exchange with International Partners
   Develop strategies to facilitate international collaborations in research and knowledge exchange (see also Action 5 under Victoria University’s Research and Knowledge Exchange Strategy, page 14).

4. Internationalising the Workforce
   Ensure that internationalising the workforce is integrated into Victoria University’s human resource and organisational development strategies.
5. ORGANISATIONAL DEVELOPMENT AND RESOURCES STRATEGY

STRATEGIES

1. Organisational Development Framework
   Develop an organisational development framework to support the achievement of the vision of Victoria University as a dynamic and prosperous organisation and employer of choice.

2. Human Resource Strategy
   Develop a human resource strategy as part of the organisational development framework which supports the development of rewarding career structures for the diversity of skills and capabilities required to achieve the vision.

3. Financial Sustainability
   Develop a financial plan to support the achievement of this Strategic Plan as a whole, and to achieve the aim of being a financially independent and prosperous university with a diversified funding base.

4. Institutional Performance Management
   Develop an institutional performance evaluation and management integration system to review progress against strategic objectives.

6. CAMPUS AND INFRASTRUCTURE STRATEGY

STRATEGIES

1. Footscray as the Hub
   Implement a campus strategy that has Footscray at the hub of the University and fosters the idea of Footscray as a University Town, complemented by a number of other large or small ‘satellite locations’.

2. Victoria University in the CBD
   Implement a plan to achieve an impressive consolidated presence in the city at our Queen Street site with offerings that can achieve the financial return required to justify the investment in this premium space.

3. St Albans
   Develop a plan for St. Albans with Health as a major focus along with other areas (Education and Human Services).

4. Sunshine
   Develop a plan for Sunshine as a Centre of Excellence in Building and Construction.

5. Werribee
   Develop a plan for Werribee, with a research park as one aspect, building on our research on water and food.

6. Melton and the Outer West
   Develop a plan for Melton and other locations in the West of Melbourne to foster effective collaboration with industry and the community, and supports our tertiary and pre-tertiary education strategies.

7. Environmental sustainability
   All Campus plans will ensure that environmental sustainability considerations are taken account of.

8. Information and Communication Technology (ICT)
   Develop an ICT strategy to provide the infrastructure necessary to support the strategic objectives in this plan, especially in learning and teaching. Nov. 2011

9. Business Process Model
   Develop a strategy to deliver a full Business Process Model (BPM) to allow optimisation and coordination of all significant business processes to improve business delivery across Victoria University. Nov. 2011