

# Academic Framework 2021

Academic Framework

**Scope**

**Purpose**

**2021 Strategic Priorities**

Our Values, 2026 Vision, Our Promises, Key Metrics

**Academic Governance**

**Academic Framework**

Learning and Teaching Philosophy

Scholarship and Research

# Scope

Torrens University Australia Ltd;  
Think Colleges Pty Ltd; and  
Media Design School NZ are  
collectively referred to as Torrens  
Global Education (TGE)

As Media Design School New  
Zealand sits within its own  
legislative environment, relevant  
sections of this Framework will  
record when N/A and/or add  
information as required.

The Academic Framework includes  
all TGE accredited programs  
offered offshore.

TGE embraces an educational  
continuum through Vocational  
Education and Training (VET) to Higher  
Education at an undergraduate and  
postgraduate level including English  
Language Intensive Courses for  
Overseas Students (ELICOS).

# Purpose of the framework and plans

The Academic Framework, the Learning and Teaching Plan and the Research Plan are intended to provide a coordinated overview of academic activity and probity at TGE.

The *Academic Framework* provides a continuum from the organisational strategic plan, through academic governance, particularly through Academic Board and its subcommittees: Executive Learning and Teaching Committee, Academic Policy and Appeals Committee, Curriculum Committee, Admission and Progression Committee Human Resource Talent Management Committee and Research Committee.

The Framework also aims to build TGE academic activity connections and collaboration with the capacities and resources of other Strategic Education Inc. universities, Capella and Strayer.

The *Learning and Teaching Plan (L&T Plan)* builds on the activities outlined in the Student Lifecycle platform and outlines the scope of activity across the organisation in conjunction with the Vertical Learning and Teaching Plans (VL&T Plans) and links that activity to senior governance covered by various academic fora.

At the same time, academic activity is contextualised within an extended range of corporate activity/units.

The *Research Plan* outlines current and foreshadowed activity defined as ‘academic activities of a higher education provider that contribute to new knowledge through original investigation’. The Learning and Teaching and the Research Plans indicate the focus/ high level and related actions prioritised for each year.

# The Vision, Promises and Academic Governance informing the Academic Framework

# 2021 Plan: The Power of U

Strategic Statement: We champion the power of people to connect the world for good



PART OF STRATEGIC EDUCATION INCLUDING TORRENS GLOBAL EDUCATION SERVICES

2022

2023

2024

## 2021 Priorities

Engage our people	<ul style="list-style-type: none"><li>Support teams and managers to drive engagement</li><li>Meet the needs of our people with appropriate materials, equipment, processes and resources</li><li>Foster wellbeing in our community</li><li>Cultivate and develop our talent</li></ul>	
Ensure student success	<ul style="list-style-type: none"><li>Drive exceptional graduate employability</li><li>Facilitate world class learning experience, support and overall university experience so our students succeed</li><li>Increase annual retention, progression, and success</li><li>Increase pathways</li></ul>	
Simplify the business	<ul style="list-style-type: none"><li>Transform digital CX experience</li><li>Data analytics driving key decisions</li><li>Create a sustainable, physical footprint</li></ul>	
Do Good Business	<ul style="list-style-type: none"><li>Become a global leader of the B Corp movement</li><li>Amplify accelerate Research that Matters agenda</li><li>Launch and scale Social Entrepreneurship hubs</li><li>Maximise alumni network</li></ul>	
Secure the Future	<ul style="list-style-type: none"><li>Grow quality and scale in traditional market</li><li>Expansion through global online education</li><li>Drive stakeholder and shareholder value</li></ul>	

## 2025 Vision

- 50,000 employed graduates
- 5,000 employees
- Torrens University delivering programs in 50 countries
- 500 alumni who are significant business & community leaders
- 5 self-funded research centres impacting economic & social well being throughout the Asia-Pacific region

## Our Promises

- Everyone goes to work
- Everyone has a choice
- Everyone has an edge
- Everyone can change the world

Scaling Education Without Borders

# Torrens University – The Power of U



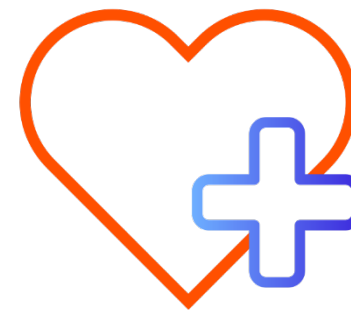
## Begin & end with people

Collaborate with community, industry and partners. Be student centred & united in purpose. People are at the centre of our business – students, staff, alumni, our industry partners & the communities we work with & within.



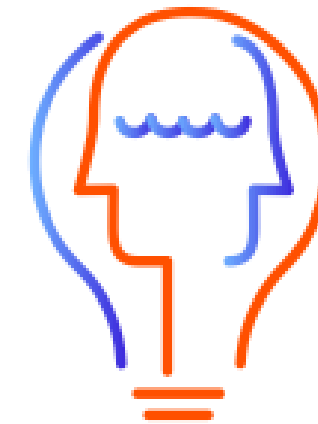
## Be Good

Do good. Achieve the highest quality, leading with care, respect, & purpose. Make the world a better place. Value cultures & invest in communities & change-making.



## Be Well

Take responsibility for our collective health and wellness, both physical and mental. A healthy staff and student body equals a healthy business.



## Be creative and bold

Aim high, be courageous, commit & push the boundaries through creativity, innovation, resiliency, and being open to change. Reach out & grow. Collaboration is essential. Creativity and boldness comes in all shapes and sizes.



## Be Global

Celebrate diversity, broad thinking & open mindsets are global. Our work will reverberate & help shape the future, underpinned by a firm belief in ensuring our business is a force for good in the world.



# Everyone goes to work

This means:

- At TGE, students have access to a success coach who will guide them in meeting their professional and academic goals
- **TGE works in collaboration with industry to design and build industry connected courses**
- Every student will experience some form of Work Integrated Learning (WIL) as part of their course. E.g. industry placements and internships, involvement in compulsory clinical practice in the Health area, or involvement in commercial studio practice in Design
- **TGE has numerous and varied industry partners who collaborate to enhance the student experience**
- Our academics have industry/professional experience
- **TGE looks to a variety of coaching methodologies to enable its Success Coaches to assist our students in matters relating to retention, progression and employability, irrespective of the student cohort, location and course.**

This also means:

## Everyone has a choice

The TGE Learning & Teaching (L&T) Philosophy states:

***‘Torrens Global Education (TGE) is committed to providing a bold transformational education experience that prepares global graduates for the world of work and empowers them to be a creative force for social good. TGE begins and ends with people who are engaged in authentic and relevant industry connected learning’.***

**Employability and the proven capacity for professional practice is a prime metric in TGE Learning and Teaching practice.**



# Everyone has an edge (1)

TGE offers flexible course delivery patterns that allow students to decide how, where and when they learn.

- Courses are offered as online, face-to-face, or hybrid options
- Students are offered the opportunity to choose their desired mode of learning to suit their lifestyle
- Learning is designed for the individual and according to student needs
- Technology is utilised to enhance student learning experiences
- Learning support services are geared to enhance student experience

The TGE Learning & Teaching (L&T) Philosophy includes amongst its principles:

*Principle #1 - Learners are engaged in lifelong learning*

*Principle #2 - Learning is authentic, relevant and sustainable*

*Principle #5 - The learning environment is flexible, inclusive and supportive*

*Principle #6 - The learning experience is elevated through human and digital innovation*

- Learning environments are active and participatory
- Flexible course design caters for individual study and employment goals
- TGE offers approachable and highly skilled academic staff

Asynchronous online learning can be supplemented with synchronous experiences, either virtually through real-time online meeting software such as Collaborate Ultra; through on campus 'touch-point' events which combine workshops, tutorials and industry speakers; or through intensive workshops where face to face facilitated delivery extensions are required.

**This also means:**  
**Everyone has a choice**

# Everyone has an edge (2)

## For TGE academics: applied research and scholarship is being actively developed to:

- facilitate academic staff being engaged with contemporary developments in their fields of expertise;
- build pedagogical skill and facilitate constant review of course content and improvement of Learning & Teaching and supervision

## For Higher Degree Research (HDR) students:

- TGE PhD and M.Phil students are supported by the Torrens Research Office to match them to supervisors with the corresponding discipline knowledge and appropriate research skills

This also means:  
**Everyone has a choice**

- TUA PhD and M.Phil programs are supported by research active supervisors with advanced research and supervision skills (supported by a quality Torrens supervision program)
- TUA offers a range of Doctoral studies programs e.g. by traditional thesis, by publication, by artefact and exegesis
- TGE partners with key research institutions which strengthen and provide a nexus for research opportunities for staff and students
- TGE offers PhD scholarships to high achieving students each year

The TGE Learning & Teaching (L&T) Philosophy includes amongst its principles:

Principle # 7

*Learning and teaching is informed by research and facilitated through scholarship.*

# We are all Global

Torrens University, Think and Media Design School became part of Strategic Education Incorporated (SEI), USA at the end of 2020. We now start a new chapter as part of the SEI group and emerge as Torrens Global Education Services (TGE), where the mission for quality global education will be further strengthened.

TGE is built on the shoulders of giants *such as, for example, Blue Mountains International Hotel Management School, Billy Blue College of Design and Southern School of Natural Therapies in Australia and Media Design School in New Zealand.*

Torrens University, Think and Media Design School have maintained a strong global perspective since their inception, with an unwavering commitment to global citizenship, relevance, diversity, and an uncompromising belief that our students will connect with the world *for good*.

At TGE, being global and thinking globally is about being inclusive of, and enriched by, all of our stakeholders. *Everyone is Global*

It means integrating global and intercultural values and where appropriate content into all aspects of our undertakings – student enrolments, teaching, research, industry partnerships, academic exchanges, collaborations, partnerships, awards and recognition.

It is about building social, developmental and economic capacity across all the regions in which we operate.

# Everyone can change their world

Every student will:

- study within a curriculum based on comprehensive internationalisation – where content and values extend beyond specific geography and place;
- have access to global experience and study opportunities;
- have the opportunity for collaboration and interaction with other students and staff around the world;
- be challenged in their thinking about globalisation and their place in the bigger picture.

As part of a global organisation, we join with our Strategic Education partners to drive standards through international collaboration and benchmarking, improving academic professional development and student outcomes.

Curriculum and content benchmarking also allows continual reflection on the means to facilitate students to project themselves and their thinking into a world context.

**This also means:**

## Everyone has a choice

*“Be Good is the social compass of Torrens University Australia, Think Education, and Media Design School (New Zealand). Every student who walks through our doors, is trusting us with their lives and their futures. This is why we don’t shy away from our role as change makers through our teaching, our research, and our engagement. Be Good is more than a line or a mantra, it’s fundamental to every part of our work.”*

- Linda Brown, President Torrens University Australia and Think Education, CEO SEI-ANZ

# Academic Governance

## Role of the Academic Board (AB)

The principal responsibility of the AB is quality assurance of all the academic activities of TGE, including the maintenance of high standards in teaching, scholarship and research. Consequently, the Board will monitor progress and risk and contribute to:

- the quality of TGE student learning experiences ensuring the organisation meets the needs of relevant communities and stakeholders;
- regulatory compliance;
- student retention, progression and course completion;
- oversight of academic standards and qualifications for academic staff;
- conduct of scholarship and research;
- successful student graduate outcomes of employability, self-employment and entrepreneurship.

## Committees of the AB

- Executive Learning and Teaching Committee
- Curriculum Committee
- Academic Policy and Appeals Committee
- Research Committee
- Admission and Progression Committee
- Human Resource Talent Management Committee

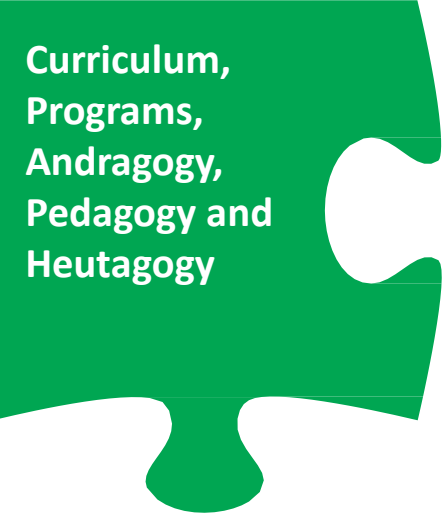
# The Six Pillars of the Academic Framework



# Academic Framework







Curriculum,  
Programs,  
Andragogy,  
Pedagogy and  
Heutagogy



Learning, Teaching,  
Academic  
Development  
and Learning  
Support

# Learning and Teaching Philosophy

## Learning and Teaching Foundations

Learning and Teaching at TGE has been built on the foundations, values and standards of those who came before as part of the THINK Group and its component colleges, and then alongside Media Design School (MDS) and TUA, becoming Laureate Australia and New Zealand (LANZ), and thereafter TGE. Driven by diversity, opportunity and excellence, the learning and teaching environment has always been predicated on the quality of the student learning experience and our contemporary industry connected professional academics delivering innovative curricula.

TGE has now committed to a new phase of development and expansion as it navigates towards Future Torrens (Torrens Planning for the Future), where it prepares graduates for the future world of work. This new philosophy and set of principles is the product of forward-looking scholarship and research and is designed to articulate the values and beliefs that define and direct us as an educational organisation.

Media Design School (MDS) honours the Treaty of Waitangi and enshrined in the treaty are three principles that underpin the relationship between Māori and Government: Partnership, Participation and Protection. These principles are embedded in the learning and teaching at MDS, empowering global graduates to be a creative force for social good.

The **Learning and Teaching Philosophy** is designed to define our professional identity as a university while reflecting our values and graduate attributes. It provides the foundation for integrating a future focus, ensuring our relevance locally and globally, and ultimately reflects the principles of good teaching, leading to enhanced student learning.

The Philosophy Statement articulates our purpose and role; defines our organisational beliefs and values in how we educate and considers the future world of work.

Aligned to the philosophy are eight guiding principles that depict the educational contexts that underpin our goals and objectives in learning and teaching. Each of the principles can be considered operationally and implemented through the principle to practice objectives sustaining each principle.

The Philosophy and Principles are strategically aligned to guide and inform policy and aligned strategies, while also practical and meaningful to enlighten and influence learning and teaching at a classroom level.

This document assists to inform the Academic Framework, L&T Plan, Scholarship and Research strategies, course and subject development, the Student Lifecycle and classroom delivery.

# Learning and Teaching Philosophy and Principles

Curriculum,  
Programs,  
Andragogy,  
Pedagogy and  
Heutagogy

## Our Learning and Teaching Philosophy








**TGE** is committed to providing a bold transformational education experience that prepares global graduates for the world of work and empowers them to be a creative force for social good. TGE begins and ends with people who are engaged in authentic and relevant industry connected learning.

**Learning** is an individualised lifelong process of discovery founded on a spirit of curiosity, experimentation, innovation and action. As **learners** engage with learning, they actively seek to create new understandings, knowledge and truth about themselves and the world.

In creating a **learning environment** that enables learners the freedom and agency to explore their world through their **learning experiences**, TUA fosters learning that is research informed, exploratory, relevant, and meaningful. Our learning is reciprocal, founded on two simultaneous processes of accumulation and assimilation. Learners accumulate information, experiences, and actions to build a wealth of understandings about themselves and the world. Through excellence in teaching, the assimilation process builds those understandings into knowledge as the learner incorporates new information, experiences and actions to create transformative learning.

This philosophy draws on the traditions of social constructivist learning that focuses on the transformative power of education as well as learning that enables individuals to discover new knowledge in the spirit of innovation and transformation.

## Principles that guide learning and teaching

-  Learners are engaged in lifelong learning
-  Learning is authentic, relevant and sustainable
-  Teachers are agile facilitators and discipline based specialists
-  Teaching is both learning centred and student centric
-  The learning environment is flexible, inclusive and supportive
-  The learning experience is elevated through human and digital innovation
-  Learning and teaching is informed by research and facilitated through scholarship
-  The curriculum is interactive and adaptive

# Innovation, Programs, Andragogy and Heutagogy

The **Product Innovation** team of Torrens Global Education (TGE), in partnership with our academics, takes an innovative approach to hybrid, blended and online (HBO) learning development.

The team of Learning Experience Designers, Online Learning Environment Designers, User Experience Designers, Digital Media Designers and Project Managers deliver innovative learning design and learning environment experiences. A combination of rich digital media, extended reality, virtual spaces, on-demand content, gamification and immersive learning experiences are adopted to achieve this.

The team designs online, hybrid and blended learning that shifts the balance from 80% content transmission, which is typical in most online learning environments, to 80% active learning activities which enable the students to develop their lifelong learning skills, social learning skills, virtual learning and group working skills, and networking and interpersonal skills.

In relation to employability, the approach to curriculum design is to work towards a common architecture for all courses consisting of three parts, each part geared towards different aspects of employability:

## 1. Core subjects:

Providing a broad, transferable knowledge and skills base for a discipline field, as a platform for future career movement and/or study within the field. Focused on career longevity / future employability.

## 2. Specialisation subjects:

Delivering specific knowledge and skills in one particular area of focus sitting within a broader discipline. Typically fosters the specific and focused outcomes / proof points required for initial employability.

## 3. Work Integrated Learning subjects:

Delivering industry specific experiences for students to apply the specific knowledge and skills they have developed in a work setting.



## Promotion

Our Academic Career Development and Promotion Framework and Procedure has been successful in providing academic employees with the opportunity to achieve career goals and develop to their full potential

The Procedure also enables achievement and performance to be recognised and rewarded through the application of clear standards and transparent, fair and equitable processes in relation to reward and promotion decisions.

Criteria for academic promotion are identified for all staff and encourage academic achievement in Learning and Teaching, Research & Scholarship, Industry and other contributions to the organisation.

## Recognition

Torrens Global Education acknowledges the importance of recognising and rewarding the contributions and the positive impacts of high performing academics and leaders.

We are committed to a working environment where innovative and collaborative professional development is experienced and encouraged, enabling staff to develop their skills and effectiveness fostering excellence in learning, teaching, scholarship and research.

The Academic Award and Recognition Program outlines a model that delivers vertical (Faculty), institutional, national and external opportunities; reflects our underpinning commitment to Be Good, and to be student centred whilst representing levels of experience and employability status.




# Academic Professional Development and Scholarship



Learning, Teaching,  
Academic  
Development  
and Learning  
Support

TGE recognises the value that ongoing academic professional development has for achieving academic excellence, student success, efficient and effective operation of the institution, and to the work, career and personal goals of each individual academic staff member. Undertaking continuous academic professional development facilitates staff to remain at the cutting edge of both their specific discipline(s) and learning and teaching practices and supports scholarly teaching.

Casual and sessional academic staff are supported in their professional learning and development with full access to all APD resources and events.



Research,  
Scholarship  
and  
Innovation

**Scholarship** is a core element of the Learning and Teaching Philosophy and Professional Development Policy and strategy. Through its relationship with research and industry, scholarship informs quality teaching, student success and adaptive curriculum. Scholarly teaching and practice is integrated throughout the APD program.

The Centre for Learning, Teaching and Scholarship engages the academic community with a variety of formal and informal community professional learning opportunities and fora, meeting the needs of early career to more experienced academics.

Professional Development streams include:

- Academic On-Boarding Program
- Certificate in Online Teaching
- Academic Integrity Training
- Policy Updates
- National Learning & Teaching Symposia
- Scholarship Symposia
- Online Teaching Community of Practice
- Professional Learning Communities
- L&T Bulletins and podcasts
- Learning & Teaching Community websites

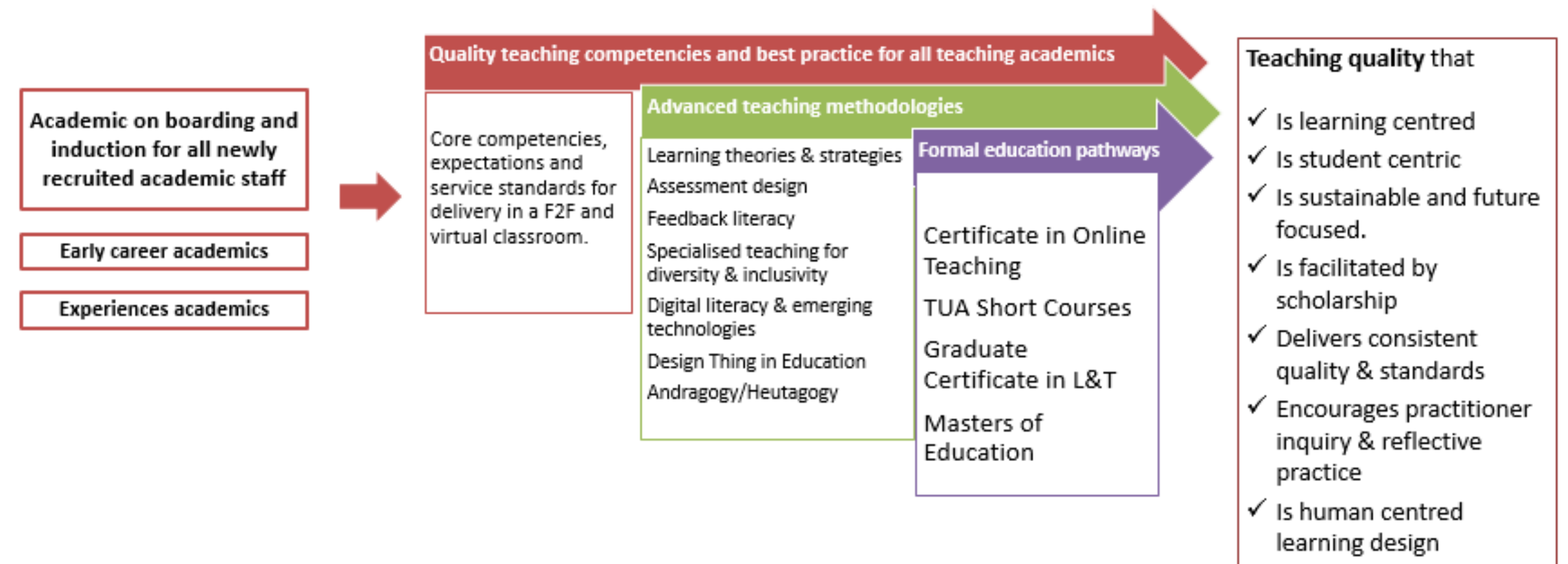


# Academic Professional Development (APD) Framework

## Best people and practices for optimal student learning

### The APD Framework is designed:

- To consider the diversity of the academic workforce and individual professional learning and development requirements.
- To support and enable adaption to the changing learning and teaching higher education environment and evolving role of the academic/teacher.
- To support delivery of a quality student learning experience with optimal retention and progression outcomes.
- To ensure the standard of teaching quality and achieve compliance requirements.
- To drive innovative and future focused lifelong learning.



Professional and scholarly learning informing teaching quality and student outcomes throughout the academic career cycle



# Learning Services (1)

Learning Services delivers a range of services designed to develop skills required to maximise opportunity for all students to achieve academic success: information, digital and academic literacies.

Learning Services offers an integrated, holistic program of services contextualised to both the curriculum and student lifecycle.

Services are available to all students regardless of their mode of learning or location and are delivered in both synchronous and asynchronous environments.

The Learning Services Team encompasses:

- Academic Skills Facilitators: build academic skills
- Digital Technology Advisors: build technology skills
- Library staff: build information skills, deliver access to a high-quality collection of academic resources to support the learning, teaching and research needs of the TGE staff and students.
- Research Services: implement and manage research infrastructure; provide services to assist students and academic staff build their research capabilities and provide research performance reporting.





# Learning Services (2)

Services are delivered in a variety of formats:

Workshops, seminars, embedded programs, on-line learning experiences, face-to-face consultations and contextualised learning experiences, delivered both on campus and online.

Learning Services provides a range of formal services to assist students achieve academic success:

Ready for Success – a program of work to develop foundation skills for commencing students

PASS – Peer Assisted Student Support

Studiosity – an online, 24/7 academic support service

Contextualised classes – facilitated sessions held within timetabled classes to assist students develop the required skills to maximise their opportunity to achieve their curriculum's learning outcomes

Study Success – a series of workshops scheduled in line with the Student Life Cycle providing support appropriate to the students' academic journey thus far.

Digital Technology Service – providing Design students and staff with the opportunity to gain real experience with industry standard equipment

Research Services – a range of services for all TUA researchers, to maximise TUA's research performance

The Library selects, acquires and manages a collection of academic resources to support the learning, teaching and research needs of the TGE community. In addition, the Library works closely with Product Innovation in the selection of recommended readings.

Learning Services staff play a key role in the retention and progression activities of TGE.



# Success Coaching TUA/THINK

Success Coaches are qualified industry professionals in the relevant field of study, able to give students targeted support in building towards their chosen careers. They work closely with the L&T community, including Program Directors, Academics, Learning Services, the Careers and Employability Team etc. to help students navigate their learning experiences, and support their readiness for work integrated learning. They:

- deliver and host relevant workshops and group activities;
- manage a schedule of coaching conversations, ensuring students get the help they need at the right time;
- advise students on progression through their course, including choosing electives and maintaining their study load.
- participate in Virtual Orientation and monitor student forums, welcoming new students to their courses and answering questions or making referrals for specialised advice;
- help students to document their career and study goals and complete early assessments;
- connect students with each other, and with key academic and professional staff;
- contribute to the broader immersive learning strategy by engaging students in their career from the start;

- actively manage those with known attrition risk factors such as mature learners, online learners (particularly in regional or remote locations), first in family, students with disabilities or medical conditions
- encourage students to attend Industry and Alumni events to boost their employability

Coaches also work with Program Directors and learning Facilitators to deliver accredited curricula that develops students' career management and employability skills, including resume / cover letter / interview / portfolio preparation, preparing for Work Integrated Learning and finding placements, industry and employer research, professional associations, professional practice and personal branding. They:

- work closely with the Careers and Employability team to promote the use of self-serve tools through Careers Connect, including best practice resources and online tutorials.

Coaches collaborate with the Learning Services teams to support students at risk and implement interventions. They:

- promote study success, directing students towards resources, information and assistance;
- refer students at risk to specialist support services as required.

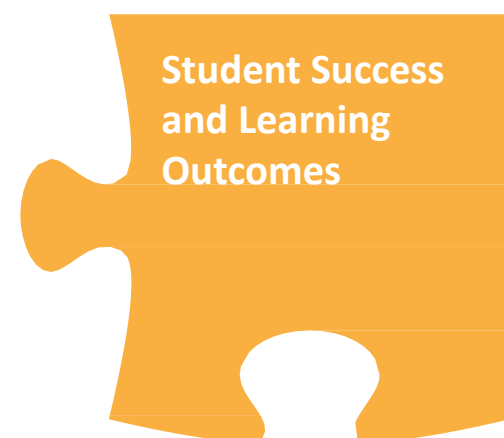


# Student Success and Learning Outcomes



The Office of the Vice Chancellor (OVC), through the Pro Vice Chancellor Academic (PVCA), Library and Learning Services, The Centre for Learning, Teaching and Scholarship (CLTS) and committees of the Academic Board including Executive Learning and Teaching Committee (EL&T) and Curriculum Committee - working in close partnership with the Dean/Pro Vice Chancellor in each Vertical - looks specifically at the following:

- Internal and (where appropriate) external moderation of, and consistency in, Assessments
- Teaching and learning analytics
- The student profile (and how the nature of our profile informs planning)
- Student retention/attrition, progression and completion
- Learning and Teaching quality-the continual development of an operational framework/set of values (see also comments on Project Maestro)
- Employability-monitoring and improving integration of work integrated learning
- Academic internationalisation
- L&T/Academic policies procedures supporting policies (e.g. academic integrity and course review procedures)
- Monitoring survey outcomes (SESL, NPS, QILT etc.) and subsequent actions
- Student experience: first year experience (tied to the retention project and supported by the Learning Services Team)
- Course accreditation including overtly linking employability with curriculum development and management
- Course data management
- Academic governance



# Torrens University Student Life Cycle Approach (1)

Torrens University has established a student Life Cycle [approach to planning and monitoring](#) as a 'Unique Value Proposition' that will shape the student experience via aligning the services provided.

**Academic planning, including the annual Learning and Teaching Plan is synchronised with the Student Lifecycle instrument which operates as a continuum – students move through the phases representing a moment in their experience, but the operations and actions are continuous.**

**Other, including operational, sectors of Torrens Global Education add their operational planning accordingly and as this project progresses and matures, the Lifecycle will be refined, and where necessary, reordered.**

## The Cycle will include:

- Integrated monitoring and analysis of the student experiences and quality of their learning
- Progressive development of student learning to focus, support and manage students at risk
- Monitoring of the dynamic nature of the student groups and outcomes of each phase leading to retention and success

## The Approach:

- Accept the value chain principle throughout the learning cycle
- Recognise the logic of a learner and learning centered approach
- Understand learning happens through the interaction and transactional space
- Assess the progress of the students at the different stages of the learning process
- Provide the basis for corrective action and optimise opportunities through analysis

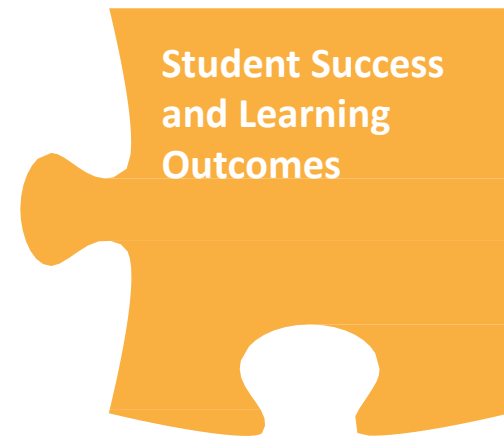
## Implementation Tools:

- Data analysis, Focus groups, Surveys, Classroom engagement, Online quizzes
- Collaboration of staff across designations
- Evolution of parallel digital support
- Appropriate academic governance to monitor means and impact

## Quality Outcomes:

- Framework provides a dashboard to plan for action-based trends
- Continuous assessment and refinement of Torrens T&L philosophy and practice





# Torrens University Student Life Cycle Approach (2)

## The three phases of the Student Life Cycle

### Phase 1

## Attract

Marketing, student enrolment and communication Includes marketing, enrolment and communications directed to potential and current students, as well as staff and corporate stakeholders.

### Phase 2

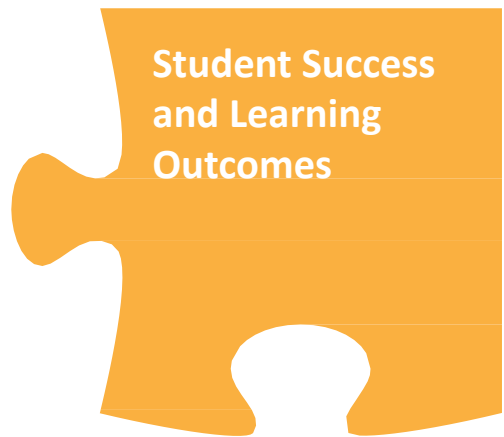
## Engage and Empower

Student engagement and experience. Delivers quality on-campus and online learning experiences, student administration, participation & engagement and student support services.

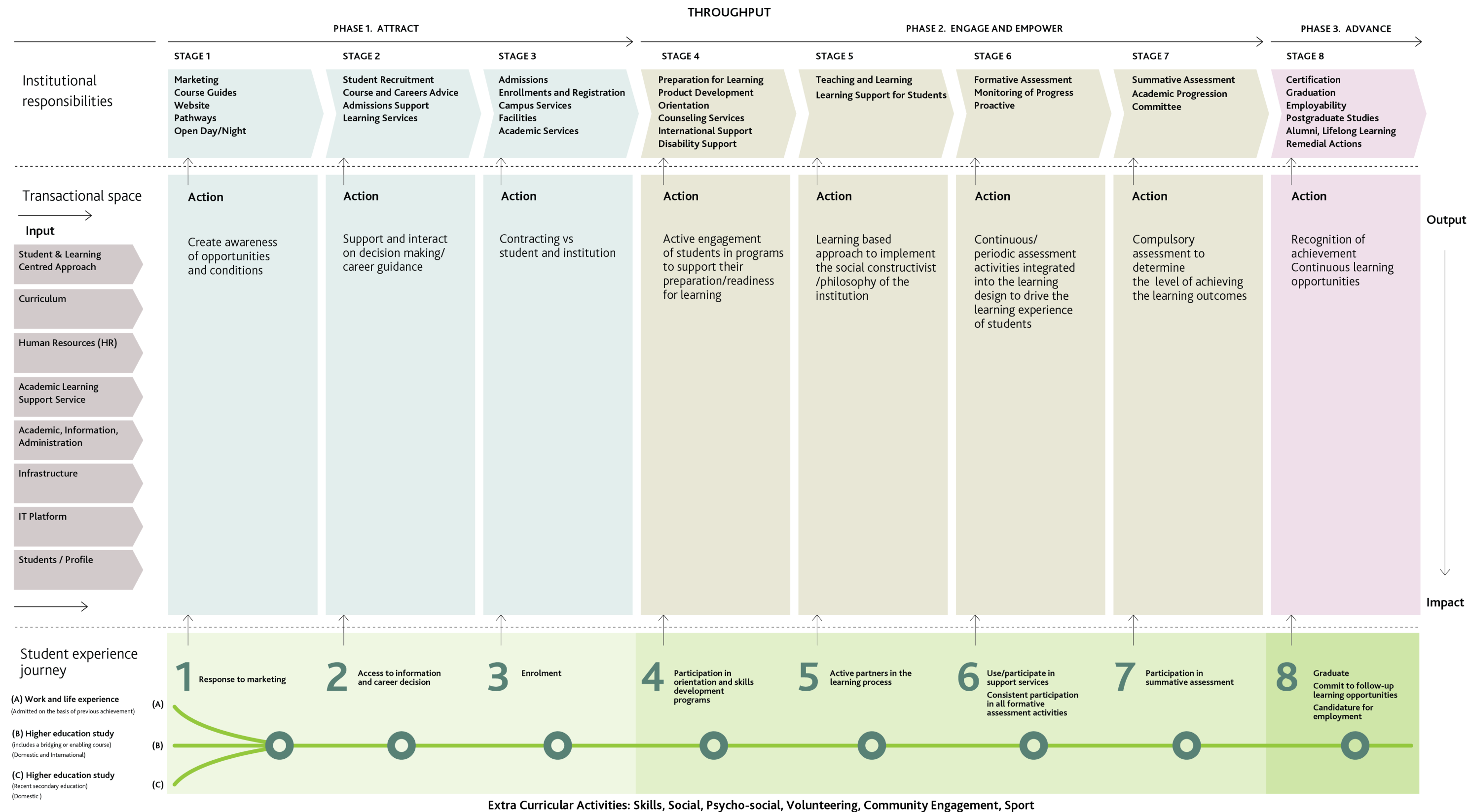
### Phase 3

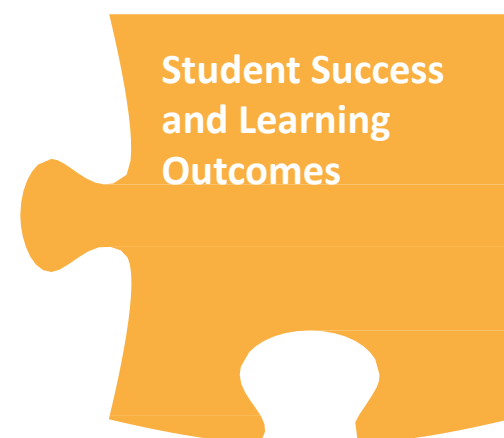
## Advance

Career preparation and guidance, alumni, advancement, development services and lifelong learning opportunities.



# Torrens University Student Life Cycle Approach(3)





# Student Experience (1)

The Student Experience function covers our work in Disability, Aboriginal and Torres Strait Islander students, Maori and Pasifika students, counselling, LGBTQIA+ and Ally networks, international student support, student digital experience, Student Representative Councils, Student Sport as well as retention and students at risk.

## International Student Experience

- As of Trimester 2 2020, there are 2 new International Student Advisors to support our international students as follows:
- Targeting new international students' pre-commencement and in their first trimester
- Managing welfare of U18 students
- Overseas Health Cover
- New student transition into campus life special workshops
- Special projects and outreach
- International drop in sessions

## SRC/Sports and Events

SRC teams are established at each campus meet regularly with staff advisors. Each trimester, there is an SRC Summit where all campuses come together to plan and share experiences

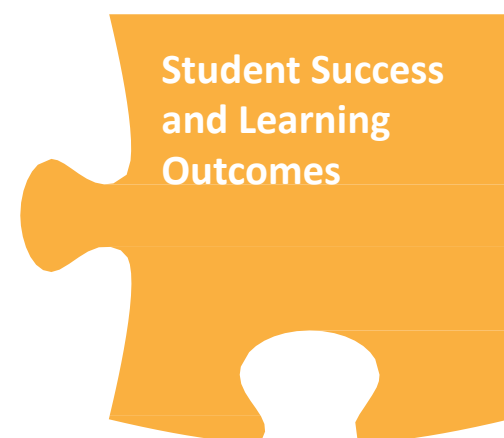
## Counselling

Each campus has a designated counsellor supported by a national team with a recently appointed Lead Counsellor to oversee the implementation of nationally-focused counselling provision. The focus in 2020 is in increasing outreach and collaboration with a range of stakeholders to address student needs. Students can book sessions online (currently there is a one hour waiting time for appointments).

## Retention and Students at Risk

A great deal of work goes into identifying and supporting students who may be at risk of non-progression and those who may be lost to us for any number of reasons. The Service Improvement Partner continues to refine how we create an overall student experience that entices our students to stay and to succeed.





## Student Experience (2)

### **Disability Liaison**

The Disability Liaison Advisor continues to refine and expand our provision for students with disability providing students with access to resources, reasonable adjustments and advice to students regarding access to learning.

### **Student Digital Experience**

Online access and connectivity is now central to the entire continuum of student experience.

Digital learning experiences for students are core to their learning – including being across ways of learning and being that will be central to their careers.

The ability to successfully access learning online will become at least part, and for many the greater part, of their professional journey.

### **LGBTQIA+ in the Curriculum and Classroom**

We live, study and work in a diverse gender society. Acknowledging and creating an environment that respects and celebrates differences in gender identities and sexual orientation is integral to our goals. We accept the obligation to create an inclusive culture aimed at promoting acceptance and inclusivity across the entire spectrum of student experience.

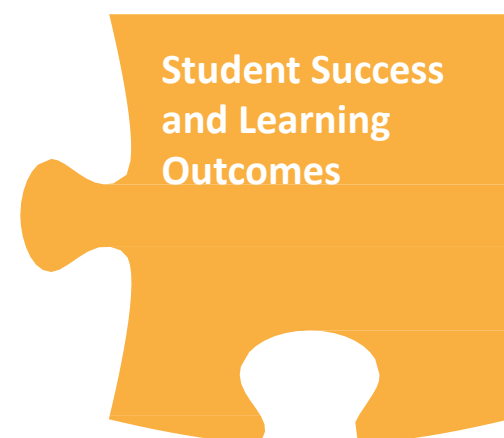
### **Aboriginal and Torres Strait Islander Liaison**

We commit to working with Aboriginal and Torres Strait Islander students, staff and communities to share the power of people with uniquely Aboriginal and Torres Strait Islander knowledge and practices to connect the world for good.

Our Reconciliation Action Plan is committed to engaging staff and students in continuous cultural learning opportunities

### **The Treaty of Waitangi and Learning & Teaching at MDS**

A transformational education that prepares global graduates for the future of work and empowers them to be a creative force for social good requires a bold shift of lens. In truly honouring the Treaty of Waitangi, Media Design School (MDS) can provide that lens for enshrined in the treaty are three principles that underpin the relationship between Māori and Government: Partnership, Protection and Participation



# Student Progression

TGE is committed to providing a supportive student-centred learning environment maximising potential for students to succeed in their studies. While students have primary responsibility for academic performance, TGE emphasises the pivotal role of academic and support staff in enabling student success. Early identification and support of students at risk of academic non-progression gives students the best chance of success, TGE has implemented a processes to manage students identified as At Risk.

Indicators that capture key attributes and characteristics are weighted to obtain a risk rating and appropriate interventions are implemented, and include support from Success Coaches, Program Directors, Academic Skills Facilitators and Learning Facilitators.

Retention, progression and completion rates are monitored for each study period through a corporate intake management dashboard. The dashboard allows TGE to manage student groups using the following criteria: international and domestic, new and returning, vertical, college, campus, course, and delivery model. Intake management dashboards monitor attrition, enrolments and retention for each study period.

Weekly meetings are held with stakeholders from across TUA to monitor progress, resolve issues and identify improvements for future implementation. This approach is in addition to TUA's academic governance processes, primarily aimed at ensuring the quality of TUA's academic activities – encompassing student progression, retention and completion.

The Academic Board provides advice to the Governing Board on matters relating to courses and subjects, admission and enrolment of students, assessment, results and conferral of awards. The Academic Board is responsible for reviewing policies and procedures concerning academic matters and protecting the integrity of academic decision-making to support academic quality. The Governing Board monitors the implementation and effectiveness of academic policies and teaching and learning initiatives through the review of student outcomes in each vertical. The review process aims to provide constructive feedback on the quality of educational provision in each vertical.



# Assessment

**Assessment is at the core of student success and the learning experience.**

Effective learning is facilitated by assessment practices that are designed to support the achievement of desired learning outcomes. Assessment is designed to develop student learning (formative), to make and communicate judgements about student learning relative to stated learning outcomes (summative) and to monitor student learning as a measure of teaching effectiveness.

Teachers focus on effective and meaningful feedback approaches that are consistent, constructive, specific, timely and kind.

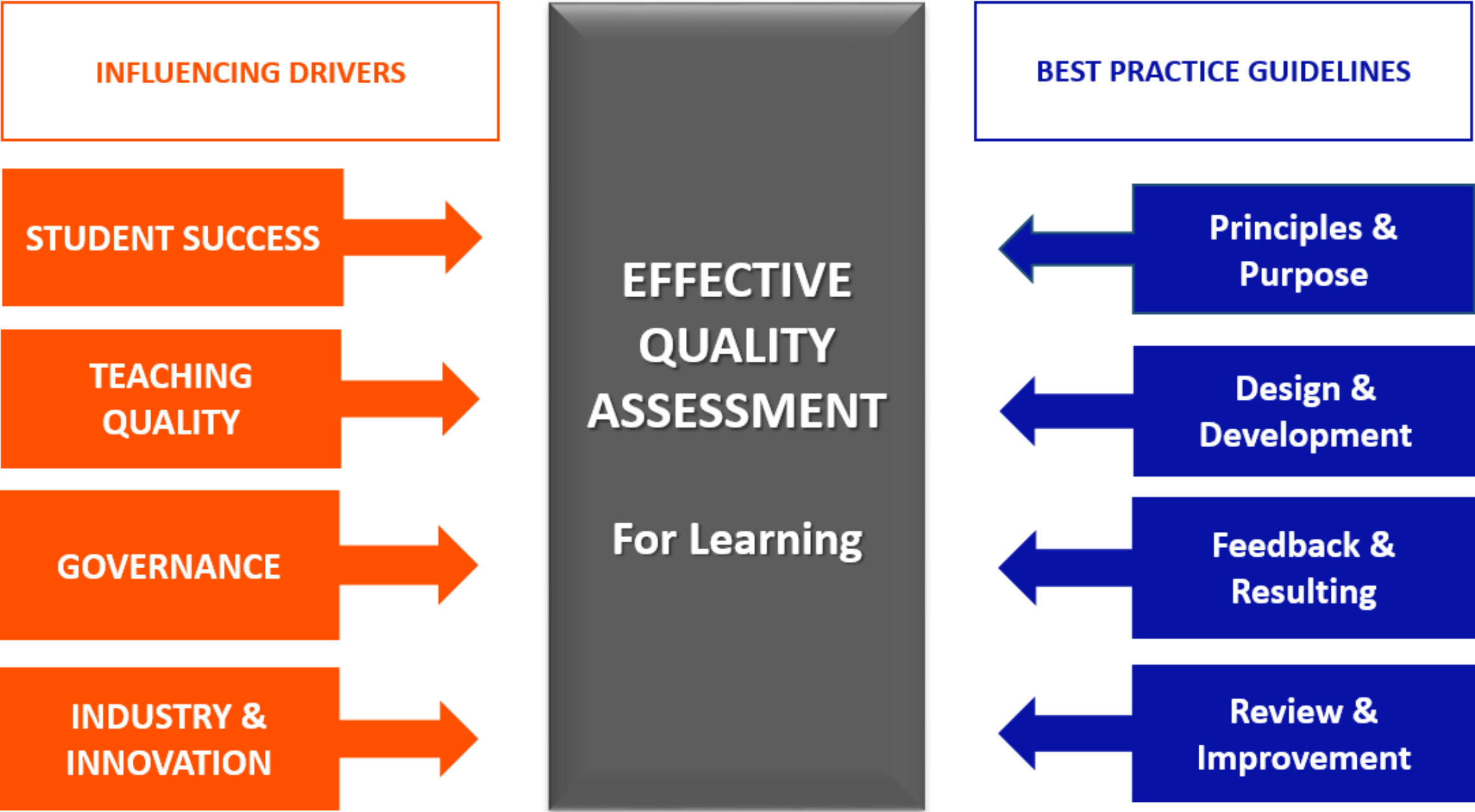
TGE is transforming assessment to be authentic, relevant and meaningful to real world work and integrates accessible and flexible modes of knowledge sharing to celebrate inclusivity and diversity.

Assessments are constructively designed, relevant to the workplace where appropriate and consultation with industry forms part of a cognitive and constructivist process.



# Assessment Framework

This framework proposes the 8 areas that need to be considered throughout the assessment design, development and continuous improvement processes in order to deliver effective quality assessment for learning.





# Academic Integrity

TGE is committed to ensuring that the highest standards of academic integrity apply to the delivery of its courses.

The maintenance of Academic Integrity is a responsibility shared by the entire university community so that an intellectual environment of academic honesty, critical judgment, and independence remains paramount.

To that end, a robust Academic Integrity Policy is in place and being implemented across all Academic units.

Processes and procedures are applied to address issues including:

- Plagiarism
- Cheating in examinations
- Collusion
- Contract cheating

Key strategic responses include:

- **Educate**  
Ensuring students understand the policy and the consequences of non-compliance
- **Prevent**  
Ensuring facilitation and assessment strategies minimise transgression
- **Investigate**  
Implementing strategies that support the detection and verification of transgressions
- **Remediate**  
Implementing (i) education – i.e. addressing the development and adoption of appropriate AI standards and (ii) sanction to minimise recurrence





# Alumni – mentorship and networking

## The strength and value of the alumni connection

Torrens Global Education has a vision for the alumni experience as an engaged community or network – more than just a legacy memory. After completing their studies and going out to work in their chosen industries, alumni are encouraged to return and share their experience and specialist knowledge – creating a virtuous circle, in which alumni influence the future curriculum to ensure it aligns with industry expectations.

The success of TGE in this endeavour can be measured in the professional achievements of our alumni community, which is almost 40,000 strong. In some parts of the university, for example Blue Mountains International Hotel Management School (BMIHMS), that network goes back 30 years

## ***Alumni Network***

An Alumni Network offers an online portal to facilitate Torrens University graduates to stay in touch - a place for graduates to leverage a functional network for introductions to the people they should know.

## ***Mentorship programs***

The Alumni Mentoring Program helps students to answer questions such as Who am I? What do I stand for? By engaging in mentorship students learn how to engage with senior members of industry and to set an agenda for what they want to achieve.

*“That’s a network that is founded by yourself. And it will continue to grow as you find other like-minded people, because people like to do business with people they know, like, and trust. That’s three big key words which I think is the foundation of networking. Know, like and trust. Once you have that, then you’re able to network anywhere you go”.*

- *Charles Young, graduate of the inaugural class of BMIHMS, 1993. Professional experience includes management of hotels in Adelaide, Darwin, Florida, Waikiki and China.*



# Employability

TGE facilitates ongoing monitoring of the Employability Strategy and areas of focus for industry relevant curriculum development, the provision of real-work opportunities and student support beyond the classroom (including opportunity to engage with internal enterprises and externally with industry partners). Torrens, Think and MDS will fulfill the nominated employability objectives by making **Industry Immersion** a key point of differentiation. Strategies include:

## Industry Connected Experience

Every graduate will have undertaken WIL, during their study (placement, live brief, internships) involving the integration of academic learning with application in the workplace.

## Internal Enterprise

Our own William Blue Dining, Waldorf, The Practice health clinics, Billy Blue Creative & the Social Enterprise Hub are examples of public facing enterprises that give students invaluable experience in real world environments.

## Industry-led Curriculum Design

Industry partners help co-create and teach our courses aligning our curriculum to the jobs of the future. Industry certifications enhance our short course offerings.

## Defining accurate measurement tools that are current

Student surveys such as QILT, GOS, and Career Progress Survey (a stand alone ANZ employability survey) are combined to cross validate the actual percentage employability that focusses on both part time and full time.





# Research (1) TUA

For the purposes of the Higher Education Standards Framework (Threshold Standards) 2015 TEQSA defines research as ‘academic activities of a higher education provider that contribute to new knowledge through original investigation’ (see TEQSA Guidance). Research at TGE operates under a dedicated Strategic Research Plan through a distinct Governance Framework comprising a University Research Committee (chair, Pro Vice Chancellor Research) that reports into the Academic Board (Academic Board Charter). The Research committee has two sub committees that reports to it including the HDR Committee (Chair, Associate Dean - HDR) and the Human Research Ethics Committee (HREC, Chair External Professorial Appointment). Each Vertical has a Research Committee which is under the authority of the Vertical Dean/PVC; however is aligned to the Research Committee through common Terms of References and membership representation.

In Australia, the term ‘research training’, as defined by the Threshold Standards refers to studies for Research Masters and Research Doctorate degrees (AQF Levels 9 and 10). The phrase ‘higher degree(s) by research’ (HDR) has the same scope (see TEQSA Guidance).

TUA offers a Master of Philosophy and a Doctor of Philosophy. HDR students and their supervisors are required to adhere to the Research Degree Policy and Research Student Progress Procedure (Policies and Forms). TUA, HDR programs are facilitated by the Research Office and the HDR Committee reports to the Research Committee. The Chair of the Research Committee reports to Academic Board on student progress and attrition, completions and staff and student training and supervision. Research Centres are managed by Centre Directors who are employed in the Research Office. Centre Directors are members of the Research Committee, the Vertical Research Committees and the HDR Committee.

All research related coursework that is included as a formal assessable requirement in a course of study that involves research training, including Capstone courses, remain within the remit of the relevant Vertical and falls under the academic governance and quality assurance requirements required of other coursework offered by TGE.

Research in universities in Australia operate under the jurisdiction of the *Australian Code for the Responsible Conduct of Research, 2018* which establishes a framework for responsible research conduct that provides a foundation for high-quality research, credibility and community trust in the research endeavour. The NHMRC, the Australian Research Council (ARC) and Universities Australia (UA) (the co-authors) released the 2018 Code and the Guide to Managing and Investigating Potential Breaches of the Australian Code for the Responsible Conduct of Research, 2018 (the Investigation Guide). TUA adheres to these Codes.



## Research (2) TGE New Zealand (MDS)

For the purposes of the NZ Performance Based Research Fund (PBRF), the New Zealand Tertiary Education Commission defines research as an original, independent investigation undertaken to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement.

Research typically involves inquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline.

Research includes work of direct relevance to the specific needs of the Maori, whanau, hapū and iwi communities, government, industry and commerce. In some disciplines, research may be embodied in the form of artistic works, performances or designs that lead to new or substantially improved insights. Research may include: contributions to the intellectual underpinning of subjects and disciplines (for example, dictionaries

and scholarly editions); the use of existing knowledge in experimental development to produce new or substantially improved, materials, devices products, communications or processes; the synthesis and analysis of previous research to the extent that it is new and creative.

Media Design School (MDS) research findings are required to be open to scrutiny or formal evaluation by experts within the field. This may be achieved through various forms of dissemination including, but not limited to, publication, manufacture, construction, public presentation, or provision of confidential reports (Tertiary Education Commission, Guidelines for tertiary education organisations participating in the 2018 Quality Evaluation, 2018).

Research at MDS operates under a dedicated Research Strategy through a Governance Framework comprising a Research Committee (Chair, Pro Vice-Chancellor Research) which reports to the MDS Academic Board. The Human Research Ethics Group reports to the Research Committee.

# Academic Framework 2021