

Academic Framework

Academic Framework

Scope

Purpose

2020 Strategic Priorities

Our Values, 2025 Vision, Our Promises, Key Metrics

Academic Governance

Academic Framework

Principles of Learning and Teaching
Scholarship and Research

Scope

Laureate Australia and New Zealand (LANZ) encompasses:

- Torrens University Australia Ltd
- Think Colleges Pty Ltd
- Media Design School NZ

As Media Design School New Zealand sits within its own legislative environment, relevant sections of this

Framework will record when N/A.
The Academic Framework includes all Torrens University Australia (TUA) accredited programs offered offshore.

LANZ embraces an educational continuum through VET to Higher Education at an undergraduate and postgraduate level including 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 LANZ.

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, and Research Committee.

The Framework also connects LANZ academic activity with the capacities and resources of Laureate International Universities.

The *Learning and Teaching Plan* outlines the scope of activity across the organisation, particularly that of the Verticals and links that activity to senior governance covered by various academic fora such as Academic Executive Committee and the Senior Academic Meeting under the authority of the Vice Chancellor. 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.

Our Values

We champion the power of people to connect the world for good



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 Creative

Be curious & playful, find innovative solutions. Take ownership and show initiative. Creativity comes in all shapes and sizes. Collaboration is essential.



Be Bold

Aim high, be courageous, commit & push the boundaries. Reach out & grow. Resilient and open to change.



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 in the world.

2020 Plan: The Power of U

We champion the power of people to connect the world for good



2020 Priorities	Key Metrics
 <p>Engage our people</p> <ul style="list-style-type: none"> → Collaborate – One Team → Communicate – Storytelling, amplification & celebrate → Commit – Clear accountabilities and results → Care – Wellbeing and recognition 	 <p>Engagement score increased</p>
 <p>Ensure student success</p> <ul style="list-style-type: none"> → Drive exceptional graduate employability → Lift student experience → Increase annual retention → Maximise alumni 	 <p>QILT & NPS improved</p>
 <p>Secure the Future</p> <ul style="list-style-type: none"> → Increase research → Tech Up → Global expansion → Attraction of new investment to accelerate growth 	 <ul style="list-style-type: none"> • Meet research metrics • Achieve 2020 LRP
 <p>Simplify the Business</p> <ul style="list-style-type: none"> → Be data driven → Fit for purpose services → Transform digital experience 	 <p>Systems fully implemented</p>

What we will achieve by 2025

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

Our Promises

Everyone goes to work

Everyone has a choice

Everyone has an edge

Everyone can change their world

Our Values



Strategic Priorities: An evolution and a revolution

Everyone goes to work

This means:

- At TUA and Think students have access to a success coach who will guide them in meeting their professional and academic goals
- **LANZ 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
- **LANZ has numerous and varied industry partners who collaborate to enhance the student experience**
- Our academics have industry/professional experience
- **We will build a strengths - based national and international educational organisation**

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

Everyone can change their world (1)

In a global society every student should have a global perspective and global opportunities that extend their globalised thinking. Every student will:

- 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.

As part of a global organisation, our global matrix LEAF allows us to drive standards through international benchmarking, improving academic professional development and student outcomes.

LANZ benefits greatly from being a member of the Laureate International Universities (LIU) group of providers. This includes access to a growing suite of exchange and study abroad opportunities.

LANZ benefits from access to a global platform that includes tools such as One Campus, One Faculty, One Folio, and the Laureate Professional Assessment (LPA) program.

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

Everyone can change their world (2)

“Here for Good is the social compass of Laureate Australia and New Zealand. It is a standard we set for ourselves and measure ourselves against. It means that we take on unique projects that will have long term effects”.

— Linda Brown, CEO

The Academic Framework of LANZ contributes to the community through the learning and development of its students. Curriculum and academic as well as operational initiatives are geared to mainstreaming organisational focus on:

- commitment to and realisation of Here for Good outcomes;
- promoting Laureate International Universities (LIU) network awards & scholarships;
- enhancing student experience by blending the pursuit of professional outcomes with service outcomes;

- exhibiting globalisation through organisational and individual leadership;
- developing and promoting international and local campus nonprofit partnerships;
- social performance benchmarking (LANZ is a certified B Corp organisation);
- fostering B Corp and Sustainable Development Goals (SDGs) via innovative curricula.

Everyone has an edge (1)

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

- At TUA and Think, 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

- Learning environments are active and participatory
- Enhancement of individual skills via strengths-oriented approach
- Flexible course design oriented to cater for individual study and employment goals
- 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.

Everyone has an edge (2)

For LANZ 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 HDR students:

- TUA 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

- 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
- LANZ partners with key research institutions which strengthen and provide a nexus for research opportunities for staff and students
- TUA offers PhD scholarships to high achieving students each year

Academic Governance

Role of the Academic Board (AB)

The principal responsibility of the AB is quality assurance of all the academic activities of TUA and Think Verticals, 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 TUA and Think student learning experiences ensuring that TUA and Think meet 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.

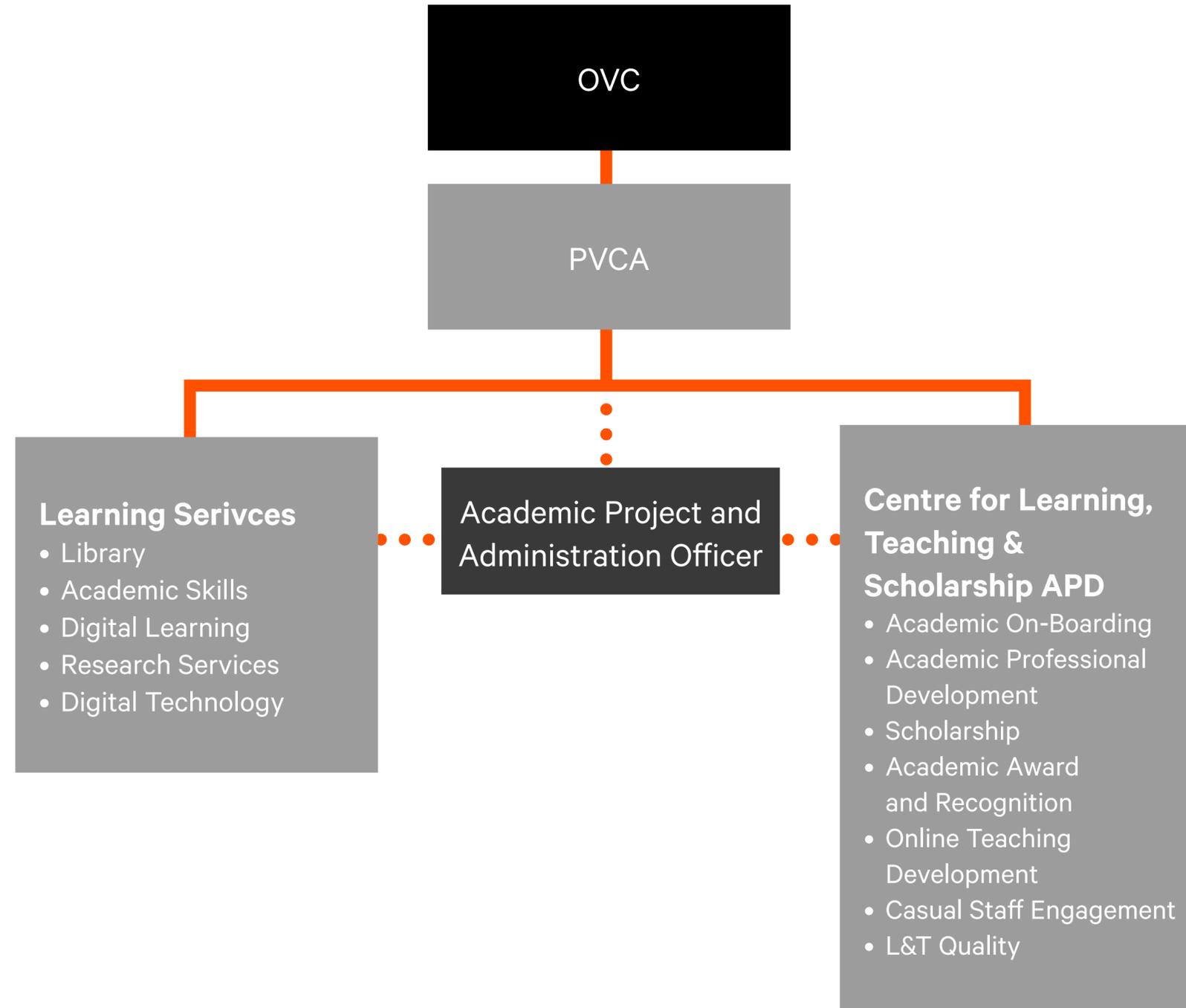
Committees of the AB:

- Executive Learning and Teaching Committee
- Academic Policy and Appeals Committee
- Research Committee
- Admissions Committee
- Human Resource Talent Management Committee

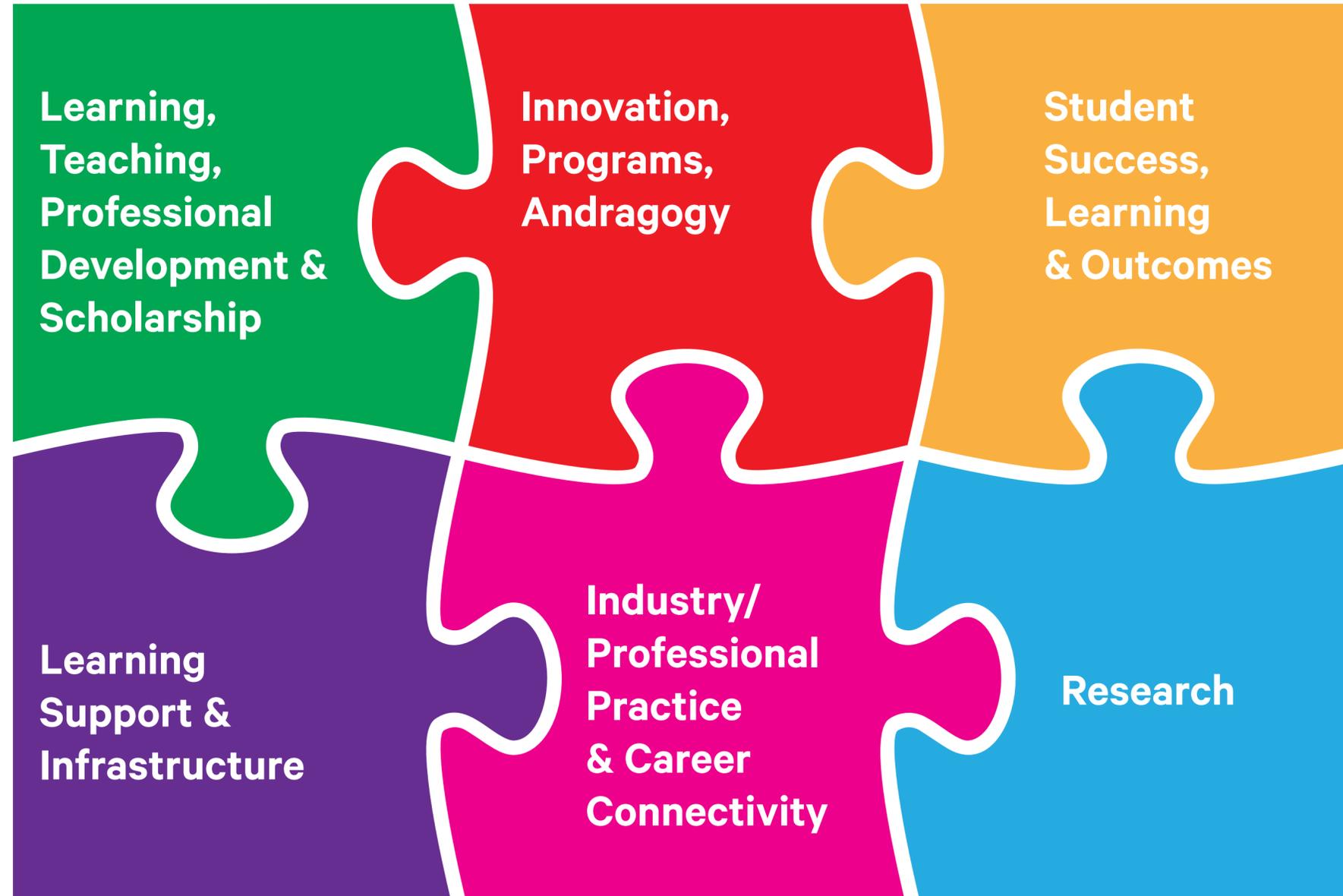
Operational Academic Governance

Role of the Office of the Vice Chancellor (OVC)

In parallel to the role of the AB which reports to the Governing Board, the OVC is the site of operational academic governance.



Academic Framework



Principles of Learning and Teaching (1)

Adapted in greater part from Lee, A. **Guidelines that inform Teaching.** www.guidelinesonlearning.com

Learning and Teaching within LANZ will be guided by the following principles:

- Effective learning and the development of higher order skills such as analysis, synthesis and evaluation, are supported when students are actively engaged in the learning process, delivered within appropriate support structures and environments
The learning environment should be directly related and contribute to the delivery and assessment of the content
- Effective learning is supported by a climate where students feel appropriately challenged and encouraged to take responsibility for their own learning
- Activities that are interesting and challenging, delivered within the career outcome context and which are fun, will enhance the learning experience
- Structured occasions for reflection allow students to explore their experiences, challenge current beliefs, and develop new practices and understandings
- Learning is more effective when students' prior experience and knowledge are recognised and built on
- Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal context
- Student motivation and engagement can be increased if dialogue is encouraged between both students and teachers and among students (in all modalities), thus creating a community of learners

Principles of Learning and Teaching (2)

Adapted in greater part from Lee, A. **Guidelines that inform Teaching.** www.guidelinesonlearning.com

- The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued and drawn on in learning and teaching approaches and activities
- Students learn in different ways and their learning can be better supported using multiple teaching methods and modes of instruction (visual, auditory, kinesthetic and reading and writing)
- Clearly articulated and well-designed expectations, goals, learning outcomes and course requirements, communicated effectively, increase student motivation and improve learning
- Graduate attributes are most effectively acquired if knowledge is delivered in context by subject and industry experts and applied as part of their learning experience
- Learning can be enhanced and independent learning skills developed through appropriate use of information and communication technologies
- Learning cooperatively with peers, where appropriate, can add to the learning experience and enhance a student's interpersonal, professional, and cognitive skills
- Effective learning is facilitated by authentic assessment practices that are designed to support the achievement of desired learning outcomes
- Meaningful and timely feedback to students improves learning



Learning, Teaching, Professional Development & Scholarship

LANZ academic activity is predicated on meeting and surpassing sector standards requiring that all academic staff have relevant qualifications and/or experience, contemporary knowledge of their discipline and skills in teaching, learning and assessment.

The history of the component colleges from which Think Education was constituted, and the subsequent addition of Media Design School privileged the recruitment of highly industry professionally-experienced academics.

The TUA manifestation has added higher concentration on scholarship and applied research in support an enriched set of outcomes for students and other academic stakeholders. The organisation-wide promotion, monitoring/recording and assessment of scholarship endeavor by academics is being prioritised by academic units (Verticals), supported by HR as part of the performance review process.



Academic Professional Development (APD) – Learning & Teaching Community Forums

LANZ 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.

Casual and sessional academic staff are supported in their professional learning and development with full access to all APD resources and events. Their deeper academic engagement is being promoted through research and dedicated activity within a Casual Academic Staff Engagement Project.

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

Professional Development opportunities includes:

- Academic On-Boarding program
- Learning & Teaching Symposia
- Scholarship Symposia
- Student Retention Professional Learning Community
- Online Teaching Community of Practice
- OneFaculty (staff facing) / One Campus (student facing) / One Folio (resources)
- L&T Bulletins and podcasts
- Staff Short courses on Torrens Online
- Graduate Certificate Learning and Teaching



OneFaculty by Laureate

An online destination for Laureate faculty that includes:

- Faculty profile information (Passport)
- Online communities
- Resources on teaching and research (Toolkits)
- Access to Faculty Development programs

Site and resources available in Spanish, Portuguese, and English.

Connection

A **recommendation engine** suggests connections to other faculty members based on Passport profile information.

Faculty (staff) can join virtual **discussions** and **communities of practice**.

“Faculty (staff) Voices” highlight the perspectives and interests of individual faculty (staff) members around the network.

Research Toolkit

Videos present expert perspectives on the various aspects of planning, conducting, and publishing academic research, **Articles** provide real-world examples, bibliographies, and additional scholarly guidance.



Promotion

From 2018 a new Academic Career Development and Promotion Framework and Procedure was implemented.

The Framework and Procedure provides employees with the opportunity to achieve career goals and develop to their full potential.

It 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

LANZ acknowledges the importance of recognising and rewarding the contributions and positive impacts of high performing academics and leaders.

It is 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, institutional, national and external opportunities; reflects our underpinning commitment to being student centred and Here for Good, whilst representing levels of experience and employability status.



Innovation, Programs, Andragogy

LANZ draws on the Product Innovation team of Laureate Education Services Australia (LESA). This group has taken an innovative approach to hybrid, blended and online (HBO) learning development and designs online learning to shift 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. Electives subjects:

Providing choice for students to customise their studies in a way that can contribute to both initial and future employability. Elective subjects can add breadth and expand the access points to initial employment. Equally they can add depth, where the combination of subjects studied equates to an even more deeply specialised outcome (and a personalised value proposition, greater edge) for a student. And finally, in providing exposure to ways of thinking and working that sit outside of a student's 'home' field of study, electives can foster cross functional workplace aptitude/capability, and a platform for future learning in a 'gig economy' working life composed of multiple and changing careers.

OneCampus by Laureate

An online global campus that helps our students gain an international perspective and develop employability and workforce readiness skills. It gives students the power to connect with over 1 million students across our network.

- Expands includes a catalogue of international courses
- Exposes our students to international opportunities
- Introduces a new Learning Series, and playlists from the World of Business Ideas (WOBI) to promote leadership, communication and team-building skills.
- Increases global readiness via language practice and global challenges that allow students to advance their presentation and leadership skills
- Provides opportunities for students to network and engage in dialogue with their peers
- Promotes digital teaching and learning, and supports your hybridity goals



Student Success, Learning & Outcomes

The Office of the Vice Chancellor (OVC), through the Pro Vice Chancellor Academic (PVCA) The Centre for Learning, Teaching and Scholarship (CLTS) and the Executive Learning and Teaching Committee (EL&T), 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 (1)

Torrens University is establishing a Student Life Cycle as a ‘Unique Value Proposition’ that will shape the student experience via aligning the services provided.

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
- Monitor 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
- Analysis provides the basis for corrective action and optimisation opportunities

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 action-based trends
- Continuous assessment and refinement of Torrens T&L philosophy and practice



Torrens University Student Life Cycle (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:

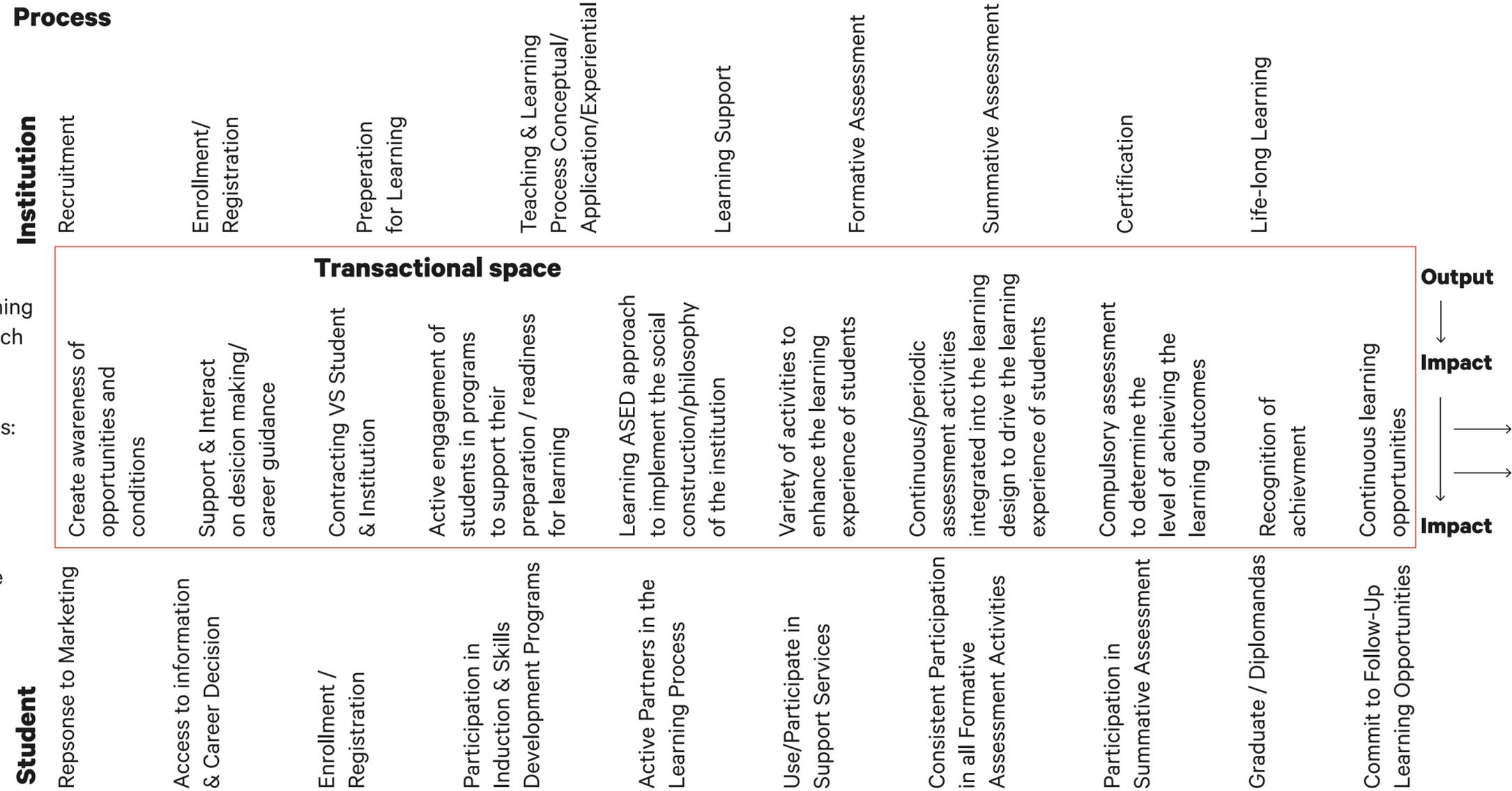
Career preparation and guidance, alumni, advancement, development services and lifelong learning opportunities.



Torrens University Student Life Cycle (3)

Input

- Student & Learning Centred Approach
- Curriculum
- HR
- Support Services: Academic, Info, Admin
- Infrastructure
- IT Platform
- Students/Profile



Extra Curricular Activities: Skills, Social, Psycho-social, Volunteering, Community Engagement, Sport



Torrens University Student Life Cycle

Regular review against AQF and Higher Education standards, which includes monitoring:

- That students have the academic preparation to participate, there is successful transition into courses and assessment provides formative feedback on progression
- Specified learning outcomes include discipline and generic graduate attributes
- Quality of learning environment and required teaching and learning facilities
- Course design specifications, learning activities and learning resource requirements
- Requirements for the availability, skills and knowledge of teaching staff
- Consistent implementation of course approval and review processes to meet relevant quality standards
- Promotion and upholding of academic integrity
- Quality assurance of teaching and learning delivered through third parties

LEAF

LANZ also participates in the annual Laureate Educational Assessment Framework (LEAF). LEAF gives all Laureate institutions across the network a standardised performance data set that can be used for planning, performance improvement, benchmarking, and best practices identification and dissemination.

Laureate institutions are assessed annually on five criteria:

- Employability
- Learning Experience
- Personal Experience
- Access & Outreach
- Academic Excellence



Retention (1)

Within the Retention-Progression-Completion continuum, organisation-wide focus continues on early-stage retention as the initial, critical, platform for student success. Underpinning the sum total of all of the TUA/Think strategies is the objective to achieve a minimum 91%+ trimester retention, which equals and annualised retention rate of 75% - projected for 2019/20.

LANZ depends on inspiring industry teachers and an outstanding product experience to promote student success. We focus on transitioning students into study, building their confidence and a growing sense of agency in their learning journey, monitoring their progression and increasing their perseverance - and particularly by ensuring that we're ready to provide the help required. This obligation manifests through the pursuit of the following objectives:

Community Strategies

- Know our students, and listen to what is important to them. Build strong communities. Seek the right answers. Have a deep understanding of our customers.
- Simple and intuitive processes reduce enquiries.
- Information is easy to find.
- Campus communities are vibrant and engaging.



Retention (2)

First Term

- Transition students effectively in to study as confident beginners. Experience exceeds expectations
- Close the loop
- Seamless admission
- Great handover from sales - establishing a service continuum
- Best practice online and on-campus orientation
- First term teaching Community of Practice (CoP) for appropriately deployed academics
- First term subjects/ assessments geared to student success

Teaching

Industry professionals able to transform student capability and grow industry talent. Outcome: teachers are:

- Industry/professional practitioners and/or working through contemporary pedagogy
- Approachable, inspiring
- Highly skilled, dedicated
- Contemporary, relevant



Retention (3)

Product

Industry-informed, academically/pedagogically astute product development utilising appropriate digital technologies, designed for student success.

Success Coaching (see under Learning Support and Infrastructure)

Progression

- Students receiving the help they need to maximise their potential
- Acting quickly when students are at risk
- Covering integrated information, digital and academic literacies
- Availability of PASS (peer assisted support) Progressively deployed from 2018

- Alumni mentors identified and connected
- Risk and progression monitored (realised in the Students at Risk project and Case Management platform)

Progression support for International Students

- Cultural awareness promoted and staff development programs rolled out
- Support available for evaluation and achieving entrance level English language skills
- En trein learning support program for English
- Pastoral, Learning Services and Success Coach support available



Learning Services (1)

Learning Services is comprised of three core teams which focus on developing the core skill required for student success: information, academic and technology skills.

Learning Services offers an integrated, holistic program throughout the student lifecycle designed to:

- (1) identify students who require skills development;
- (2) provide structured services to build their capability over time.

Students can access services to improve their skills in these key areas via the Learning Support Hub, the physical Library and Library web pages, and their Blackboard training pages.

The Learning Services Team encompasses:

- Academic Skills Facilitators: build academic skills
- Digital Technology Advisors: build technology skills
- Library staff: build information skills, provide access to academic resources
- Research Services: implement and manage research infrastructure and provide services to assist students and staff build their research capabilities



Learning Services (2)

Services include:

- Workshops, seminars, embedded programs, on-line learning experiences, face-to-face consultations and contextualised learning experiences, delivered both on campus and online
- Working with Product Development to design assessments, content selection and learning structures
- Provision of physical and digital resources

Learning Services also provides a range of formal services to assist students in developing their required skills:

- PASS – Peer Assisted Student Support
- Studiosity – an online out of hours support service
- Literature Reviews – for commencing researchers
- Digital Technology Service – providing Design students and staff with the opportunity to gain real experience with industry standard equipment

Learning spaces are available to students at all campuses within campus operating hours, with some campuses offering 24:7 access to these spaces, to encourage groups to meet and study outside of formal teaching hours.

All new campus developments or major upgrades include additional spaces for students to meet and collaborate.



Success Coaching (1)

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.

At Torrens and Think, dedicated team of Success Coaches works with academic teams to take custody of a cohort of students, documenting their career goals and ambitions and building their employability skills. They:

- deliver and host relevant workshops and group activities;
- help students complete their Laureate Professional Assessment (LPA) and maximise the development of LPA competencies;
- 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.

Coaches work with Program Directors 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, Laureate Professional Assessment, Gallup strengths 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
- Encourage students to attend Industry and Alumni events to boost their employability



Success Coaching (2)

Coaches work closely with Course and Careers Advisers and Learning Services to see students safely through their high-risk first 15 weeks. They:

- 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 (Laureate Professional Assessment – LPA – and Gallup Strengthsquest);
- 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

- offer Aboriginal and Torres Strait Islander students any dedicated assistance they might require.

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.



Academic Integrity

LANZ 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



Industry/Professional Practice & Career Connectivity

Graduate Employability (1)

(see also Success Coaching in Learning Support and Infrastructure)

A dedicated Employability Steering Group oversees ongoing monitoring of the Employability Strategy for content relevance, 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 will fulfill these 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 are examples of public facing enterprises that give students invaluable experience in real world environments.



Graduate Employability (2)

Industry-led curriculum design

Industry partners help co-create and teach our courses aligning our curriculum to the jobs of the future.

Focus on our DNA

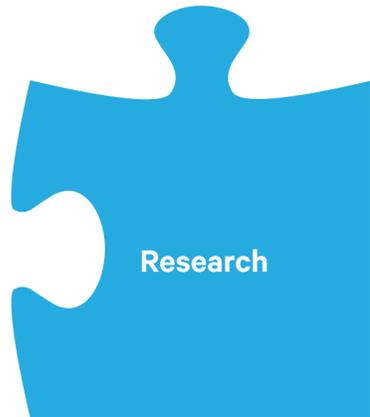
The combined efforts of our Careers Coaches, Success Coaches, Careers & Employability tools and advice, digital platforms for networking and finding work opportunities (Careers Connect, AirTasker) connect the nuances of the curriculum directly to employ-ability. The Torrens Graduate Attributes and our ethos of Be Good guide graduates global citizenship skills.

Soft Skill Development

Strategies that support students outside the classroom to help them become more employable; such as Gallup Strengths, personal brand, monetising your craft and entrepreneurship. Spaces to facilitate business startups are negotiable, and mentoring is facilitated through the alumni network.

Defining accurate measurement tools that are current

QILT, GOS, LEAF, and a possible LANZ stand alone employability survey are being combined to cross validate the actual percentage employability that focusses on both part time and full time.



Research (1)

Laureate Australia

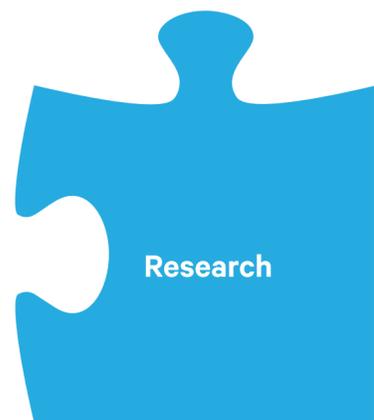
For the purposes of the Higher Education Standards Framework (Threshold Standards) 2015 TEQSA defines research as ‘academic activities of a higher education provider that contribute to new knowledge through original investigation’ (see TEQSA Guidance). Research at TUA will operate under a dedicated Research Plan through a distinct Governance Framework comprising three (3) committees, which report into the Academic Board (Academic Board Charter), including the Research Committee (Chair, Pro Vice-Chancellor Research), The HDR Committee (Chair, Associate Dean - HDR) and the Human Research Ethics Committee (HREC, Chair External Professorial Appointment).

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 be familiar with the Research Degree Policy and Research Student Progress Procedure (Policies and Forms). TUA, HDR programs fall under the remit of the HDR Committee and the Chair of this Committee submits summary reports updating the Executive Learning and Teaching Committee about:

- HDR Program Initiatives
- HDR Student Progression and Completion
- HDR Supervisor and Induction Training

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 Torrens.



Research (2)

Laureate New Zealand

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 Confederation of Tribes (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 and Ethics Committee which reports to the MDS Academic Board.

