

# Academic Framework

2024





# Acknowledgement of Country & Māori Whakataukī (ancestral proverb)



## Acknowledgment of Country

We are committed to a positive future as we move together on our journey of learning. We pay our respect to Elders past, present and emerging, and extend that respect to all Aboriginal and Torres Strait Islander peoples. We acknowledge the Traditional Owners for the major Australian cities in which we operate, Brisbane (Meanjin): Yuggera / Jagera Country, Sydney (Warrane / Warran): Gadigal Country, Melbourne (Naarm): the Wurundjeri Woi-wurrung and Bunurong Boon Wurrung of the Eastern Kulin, and Adelaide (Tarndanya): Kurna Country.

Artist credit: Samantha 'Sammy' Hill

## Māori Whakataukī

Whāia te iti kahurangi. ki te tuohu koe, me he maunga teitei.

Seek the treasures of your heart, and if you should bow your head, let it be to a lofty mountain.

Artist credit: Moana Nepia

Image: Piopiotahi | Milford Sound (2020)

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# Scope and Purpose of the Framework

## Scope

The scope of this Academic Framework includes Torrens University Australia Ltd. (TUA); Think Education Pty. Ltd. (Think); and Media Design School New Zealand (MDS).

## Purpose of the Framework

The Academic Framework communicates the architecture of educational endeavour that collectively contributes to the enlivening of TUA, Think and MDS' Learning and Teaching Philosophy and Principles.





# Learning and Teaching Philosophy and Principles

The TUA, Think and MDS Learning and Teaching Philosophy and Principles provide the foundation of the learning experience and future focus. These principles ensure our relevance is sustained locally and globally and guide best practice in teaching, curriculum development and research practice.

-  **Learners are engaged in lifelong learning**  
*Learners are guided how to gain and apply knowledge with integrity*

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-  **Learning is authentic, relevant and sustainable**  
*A knowledge and application focus involves a total partnership with industry, enhancing curriculum design and delivery*

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-  **Teachers are agile facilitators and discipline based specialists**  
*A personalised and inclusive approach is core to quality learning*

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-  **Teaching is both learning centred and student centric**  
*Pedagogy, andragogy and heutagogy principles guide teaching practice as an evolving and dynamic process*

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-  **The learning environment is flexible, inclusive and supportive**  
*Flexible and hybrid spaces and places offer preferences for learning through fitting appropriate technology into the delivery architecture*

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-  **The learning experience is elevated through human and digital innovation**  
*Relational pedagogy and technological innovation forms the backbone of the curriculum learning experience*

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-  **Learning and teaching is informed by research and facilitated through scholarship**  
*Learning experience is current and contextualised*

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-  **The curriculum is interactive and adaptive**  
*Curriculum design is collaborative and reflexive*



# Role of the Academic Board (AB) and Committees of the AB

## Role of the Academic Board (AB)

The principal responsibility of the AB is quality assurance of all the academic activities of TUA, Think and MDS, including the maintenance of high standards in teaching, scholarship and research.

## 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 Seven Pillars of the Academic Framework



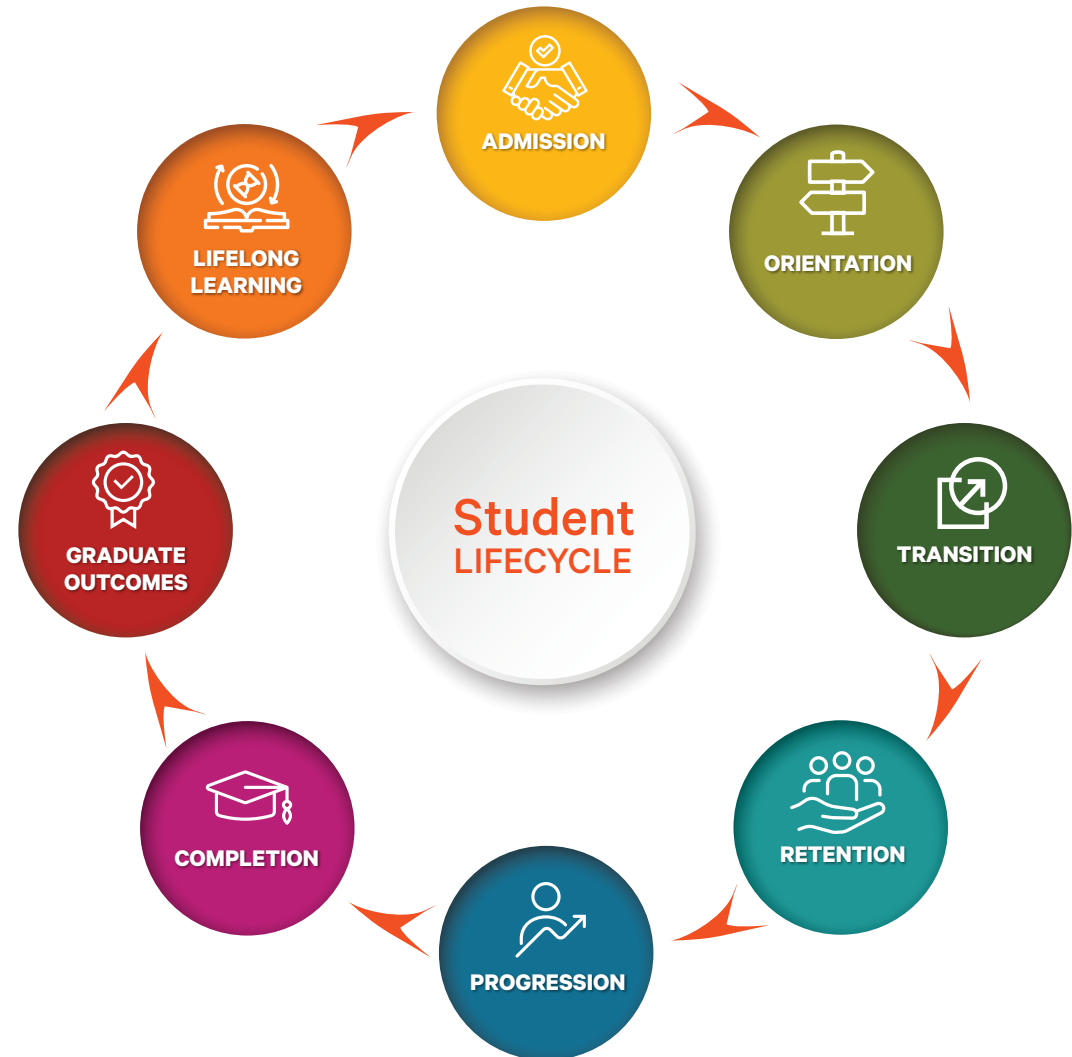


# 1. Student Success

We ensure that our students have the academic preparedness and proficiency to be successful across the student lifecycle.

We design student centred learning experiences that develop independent learners equipped to achieve personal success.

We make evidence-informed decisions to personalise our students learning, support their diverse needs and guide their individual success.

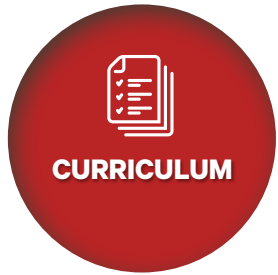


# 2. Curriculum

Our curriculum is evidence-informed by scholarship, research and advances in scholarly and professional practice.

Our curriculum embraces innovation and is iteratively designed in response to feedback and emerging industry and discipline trends.

Our interactive and adaptive curriculum enables scalability while sustaining quality and promoting the achievement of learning outcomes.





# 3. Assessment

Our assessments are constructively aligned and designed to promote accessibility and personalisation.

Our assessments are designed to facilitate authentic and meaningful learning which is further enhanced through constructive feedback that is specific and timely.

Our assessments are designed to foster academic and research integrity and contribute to the cultivation of a robust foundation in ethical practice.



# 4. Academic Capability



Academics are equipped for their roles through our investment in their capability development.

As members of a progressive agile academy, we embrace the nexus between research, industry and scholarship engendering a dynamic, intellectual academic community.

Our academics are mobilised and resourced to engage in quality, innovative educational practice.





# 5. Employability

Students are provided work-integrated learning opportunities that have authenticity, proximity and relevance to the real world of work.

We partner with industry to forecast, co-create and teach our courses; aligning our curriculum to the jobs of the future.

Industry immersion provides an invaluable experience and is a key point of differentiation for our students.



# 6. Learning Environment



The learning environment supports the diverse academic and non-academic needs of our students. Our learning resources are high-quality, curriculum aligned, credible and industry relevant.

Our learning environment and learning resources support curriculum needs and innovative agile pedagogical practice.





# 7. Governance

Our governance processes ensure a continuum of quality assurance, improvement and enhancement to maintain high standards in teaching, scholarship and research.

Our regulatory compliance responsibilities are administered through our governance processes and structures.

We proactively identify potential risks and challenges and develop strategies that mitigate and respond to them appropriately.

