



**2016 and 2017 Mission Based Compact
Between the Commonwealth of Australia and Torrens University Australia**

PURPOSE

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements which a higher education provider must meet under the *Higher Education Support Act 2003* (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission based compact with the Commonwealth for a period which includes that year.

MISSION

Torrens has four promises to its students:

- *Everyone is industry connected*
- *Everyone is global*
- *Everyone can change their world*
- *Everything is designed for you*

These promises drive the University's strategic focus on significantly increasing graduate employability within the wider Laureate International Universities vision of *When our students and graduates succeed, nations prosper and societies benefit*.

To deliver on these promises, Torrens' operating principles are collaboration, outcomes and innovation. This means

- being committed to embracing innovation
- promising to effectively and productively work together, and
- placing priority on delivering great and measurable outcomes for students.

There are eight attributes that define the University: Collaborative, International, Analytical, Trustworthy, Bold, Accountable, Innovative and Indispensable.

INNOVATION

The Torrens innovative attribute focusses staff on new approaches, new technologies, new business models, and new ways of thinking. Some examples are:

Boosting the student experience

From early 2017, every student will have a Success Coach working alongside them, helping them to articulate and focus on their study and career goals and stay on track. Success Coaches are industry and teaching staff, able to leverage a student's strengths and align their learning with their broader life purpose. They will work with specified cohorts of students from their first admission, coaching students to successfully navigate the educational landscape and build personal and professional capability to improve their employability outcomes including self-employment and entrepreneurship.

Course innovation is focused on:

- next generation online student experience: implementation of new Laureate One Classroom environment for improved, mobile - ready learning experience
- Content strategy – create and curate: leverage new course development capability to curate and repurpose best-in-class world wide Laureate Network/external content, balanced with strategic creation of complementary value - adding original media content for optimal course experience differentiation
- Data informed continuous improvement with increased use of targeted analytics attached to specific innovation components, to measure impact and inform ongoing course enhancement
- Internship program: expand program of opportunities for Torrens graduates to undertake course work, in partnership with all four Verticals – Design, Health, Business and Education and Hospitality
- Accelerate modular development of key courses/subjects to open up B2B / short course and other flexible repackaging opportunities for extended markets
- Ongoing rollout of common core, interdisciplinary and soft skills course components, for continuous improvement of curricula that will lead to increased student employability outcomes

Research

Torrens has an exciting and innovate Research Plan (2016-2020). The Plan offers an opportunity to develop distinctive research which is interdisciplinary, applied, and practice based. Research partnerships have already been established with State and Commonwealth Governments and National Aged Care providers with a focus of publish health, ageing and frailty and innovate models of health services. This research is aiming to inform the development of innovative health and ageing policies and new models of aged care delivery. The research team in the Hospitality Vertical is establishing partnerships with Hotel and Tourism organisations with a view to trial the use robotics in this industry. An Educational Research program is being developed to test and better defining the value of “gamification” in enhancing pedagogical innovations. These two latter projects are likely to lead commercialisation opportunities. All research reports and discussion papers will be made available on the Torrens University website.

TEACHING AND LEARNING

Torrens engages in the continuous review and development of its learning and teaching framework operating within the four promises to its students:

1. *Everyone is industry connected*

All our students will have the opportunity to experience industry placements and internships and immersive industry experiences such as involvement in compulsory clinical practice in the Health area, commercial studio practice in Design or Hospitality students running a hotel. Employability, and the proven capacity for professional practice, is a prime metric in the Torrens Learning and Teaching framework

Various forms of proactive industry partnership in the development and monitoring of content are utilised throughout Torrens and our curriculum design ensures we work with industry and the professions to promote the inclusion of industry briefs in assessments, particularly in our undergraduate programs.

2. *Everyone is global*

Torrens University benefits greatly from being a member of the Laureate International Universities (LIU) group of providers and has various arrangements with other LIU institutions. This includes access to a growing suite of exchange and study abroad opportunities. Torrens' internationalisation program offers a growing proportion of students the

opportunity to develop globalised thinking through interaction with staff and students across the world in research and project work, as well as the opportunity to study 'elective' units from a range of Laureate institutions online through the global 'One Campus' platform - beyond the constraints of travel.

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

3. *Everyone can change their world*

Here for Good is the social compass of Torrens. 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.

Curriculum and academic as well as operational initiatives are geared to mainstreaming organisational focus on:

- Commitment to and realisation of Hear for Good outcomes
- Promoting Laureate International Universities network awards & scholarships
- Enhancing student experience by blending the pursuit of professional with service outcomes
- Exhibiting globalisation through organizational and individual leadership
- Developing and promoting international and campus local non profit partnerships
- Social performance benchmarking

Laureate became a Public Benefit Corporation in October 2015. This enables Torrens, along with other Laureate network institutions, to measure its overall public benefit performance against an objective third party standard. The performance assessment is carried out by B Lab, an independent non-profit organisation. Torrens has been a certified B Corp organisation since December 2016.

4. *Everything is designed for you*

Torrens offers flexible program delivery patterns that allow students to decide how, where and when they learn. All new programs are designed for fully online delivery, all existing programs undergo review and reaccreditation to meet the same goals progressively. This facilitates either face to face, fully online, hybrid or blended learning. Online learning can be supplemented with face to face experiences, either virtually through real-time online meeting software such as collaborate, zoom or skype; 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.

Quality and benchmarking

Torrens has a cycle of regular reporting that assures the quality of teaching, learning, research and research training. This cycle includes a formally defined set of indicators and benchmarks of academic quality and outcomes which are monitored, and where necessary, action initiated to improve.

Torrens also participates in the annual Laureate Educational Assessment Framework (LEAF). LEAF gives all Laureate institutions across the network a standardized performance data set that can be used for planning, performance improvement, benchmarking, and best practices identification and dissemination. Annually Laureate institutions are assessed on five criteria: Employability, Learning Experience, Personal Experience, Access & Outreach, and Academic Excellence.

RESEARCH AND RESEARCH TRAINING

Research Strategy

Torrens University Australia is an Australian university with a national presence, embedded within Laureate International Universities Network's Asia, Africa and Middle East (AMEA) region. Our research is linked with a sense of place and our

region in the world while being connected to a global network of researchers.

We embrace engaged scholarship. Our practice-informed research approach starts with the needs of industry, community, professional bodies, government and other stakeholders in Australia and overseas, engaging them in research process as co-researchers, collaborators, partners, end-users and advisers. Engagement with industry, community groups and other stakeholders is a non-negotiable and vital part of our research approach.

Our four research themes are:

Theme 1: Education Futures

Theme 2: Supporting Livelihoods, Innovation and Vibrant Economies

Theme 3: Healthy Futures, Positive Ageing and Wellbeing

Theme 4: Sustainable Governance and Transformations

Research Centres

Two Centres are now established with research funding already supporting them:

1. PHIDU – Public Health Information and Development Unit
2. Centre for Positive Ageing

During 2017 our aim is to establish one/two new Centres in Tourism and Hospitality and Education.

Research Measures

As a new University our aim in 2016 /2017 is to establish and strengthen our research infrastructure. These aims include:

1. seeking NHMRC approval for the Torrens University Ethics Committee
2. reviewing ownership / IP, partnerships, publications and misconduct policies
3. increasing publications by 10%
4. increasing grant and consultancy funding by 15%
5. strengthening HDR Research supervision and study environment and grow our HDR students by 10%
6. supporting our early career researchers with establishment of grant support scheme and training and development framework
7. reviewing our research training policy framework which includes responsibilities, induction (incl. code of conduct, ethics, OH&S and IP), monitoring, assessment, outputs and disputes
8. reviewing up-to-date recording of research outputs of staff and students including publication through HERDC
9. establishing three new industry research partnerships.

EQUITY

Torrens provides Special Entry and Educational Access Schemes which are designed to broaden access to the University for both post graduate and undergraduate courses and address perceived disadvantage or encourage studies in particular disciplines. These Schemes include but are not limited to application with physical disabilities, applications from geographically isolated areas, applicants with economically disadvantaged backgrounds and Aboriginal or Torres Strait Islander applicants.

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

DOM ENGLISH

Full name (please print)

GROUP MANAGER

Position

of the Department of Education and Training as
delegate of the Minister for Education and
Training.

[Signature]

Signature

22/12/16

Date

Kate Kane

Witness (please print)

Executive Assistant

Position or profession of witness (please print)

[Signature]

Signature

SIGNED for and on behalf of

In the presence of:

UNIVERSITY

JUSTIN BELLBY

Full name (please print)

Vice Chancellor

Position

[Signature]

Signature

Eloise Pascoe

Witness (please print)

Customer Service Team Leader

Position or profession of witness (please print)

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