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Content and Purpose

This framework aligns:

1. the Excelsia College Values, Graduate Attributes, Teaching and Learning Plan Goals (and Embedded Plans), Research Plan Goals and Professional Development Plan Goals, with

2. the ALTC (now OLT) Generic Graduate Standards (as detailed in the Teaching and Learning Handbook) and Standards for Teaching and Learning in the Creative Arts, and

3. the AQF domains for each qualification, and

4. each Institute School's Learning and Teaching Objectives.

The purpose of this alignment is to provide staff, students, stakeholders and regulators with a 'one-stop' overview of the College's academic scope, and to demonstrate that Excelsia College has conceptually integrated its key academic organising documents, strategies and activities to form a coherent and consolidated college-wide approach to learning, teaching, scholarship and research.

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Capstone Value	Christ-likeness							
Supporting Values (ALTC Graduate Standard)	Scholarship (Integrative Learning[12])		Lifelong Learning (Lifelong Learning[15])		Innovation and Creativity		Service to the Community	
Institute Graduate Attributes	Deep Knowledge[1]	Critical Analysis[2]	Effective Communication [4]	Lifelong Learning[3]	Responsible Innovation[8]	Self-Direction[6]	Technical Competence[7]	Christian Ethics[5]
ALTC Standards (Graduates)	Inquiry and Analysis[4] Reading[7]	Critical Thinking[3]	Written Communication[1] Oral Communication[2]	Information Literacy[5] Quantitative Literacy[9]	Creative Thinking[6] Problem Solving[8]	Teamwork[13]	Intercultural Knowledge and Competence[14]	Civic Engagement[10] Ethical Reasoning[11]
ALTC Standards (Teaching and Learning: Creative Arts)	Demonstrate skills and knowledge[1]	Exercise creative, critical and reflective thinking and practice[2b]	Interpret, communicate and present ideas[4]	Develop, research and evaluate ideas, concepts and processes[2a]	Produce and realise works, artefacts and forms of creative expression[3]	Work independently and collaboratively [5]	Apply local and international perspectives to practice[6b]	Recognise and reflect on social, cultural and ethical issues[6a]
Teaching and Learning Plan Goals	Develop Discipline Mastery[1a]	Foster Intellectual Autonomy[1b]	Build Expressive Competence[1d]	Establish Learning Independence[1c]	Expand Learning Opportunities[1h]	Strengthen Environmental Support[1f]	Ensure Job Readiness[1g]	Enhance Ethical Awareness[1e]
Related Plans (Embedded Plan)	Scholarship Across the Curriculum					(Student Services and Support)	Community Engagement	
Research Plan Goals	Develop a Culture of Research and Scholarship[1] Consolidate the Research Curriculum and Research in the Broader Curriculum[2]							
	Enhance Research Skills[3]				Support Research Infrastructure[4] Build Partnerships Around Research and Scholarship[5]		Drive Publication and Dissemination of Research and Scholarship[6]	
Academic and Professional Development Plan Goals	Priorities and Directions in Australian Higher Education[1] The Integration of Faith and Knowledge[4] Learning and Teaching as an Australian University College[7] Curriculum Governance[10]							
	Disciplinary Research and Scholarship[6]	Scholarship of Teaching and Learning[5]	Cognitive, Communication and Creative Skills[8]	The AQF[2]	Quality and Self-Regulation[3]	Student Academic Support and Engagement[12]	Assessment of and for Learning[9]	Academic Standards, Rigor and Integrity[11]

AQF Domains	Knowledge		Skills			Application of Knowledge and Skills		
School Objectives (Dance)	Foster in students a deep knowledge of dance as an academic discipline, and of performance and creative choreography, supported by the application of a range of theoretical and professional tools to the analysis of dance works and contexts	Encourage the application of higher-order skills in analysis, interpretation and critical evaluation such that students are able to develop and express independent opinions concerning dance texts and performances	Develop in students the capacity to integrate physical, verbal and written communication in order to assist dance audiences to interpret and appreciate dance performance and choreography	Support the acquisition of generic and dance-specific information skills and literacies so as to facilitate lifelong learning, personal growth and continuing professional development	Facilitate a thoughtful approach to dance that recognises the impact of dance in the world, and seeks to develop dance programs and works that support aesthetic values and contribute positively to the community	Provide opportunities for the development of self-management and collaborative-interaction skills and understandings that support productive individual and collective work in dance	Instil an awareness of technical and professional standards, appropriate to employment or further study in dance, including facility with technologies that support vocational and academic success	Build sensitivity in students to the ethical aspects of dance performance, thus enabling students to prepare and perform works that contribute to the welfare and wellbeing of performers and audiences
School Objectives (Drama)	Develop familiarity with the broad sweep of theatre text and history in the context of cultural change and salient aesthetic movements, and specific understandings of texts and productions relevant to emerging professional interests	Foster critical, independent and creative analyses of drama texts and dramatic performance, including the ability to isolate and investigate themes, plots, characters, and settings in thoughtful, appreciative and insightful ways	Strengthen confidence and expertise in a range of management, leadership, communication and teamwork skills required to facilitate and/or perform in dramatic productions, including the ability to integrate individual and collective work	Establish habits of self-analysis and self-reflection, systematically linking these habits to an understanding of the role and importance of continuing personal and professional development for ongoing skill advancement and personal development	Expand access to innovative performance and management opportunities involving the diverse acting, voice, movement and production components, thus encouraging students to expand their repertoire of professional experiences	Build transferable skills and understandings in the application of dramatic theory and practice to effective communication and presentation and in drama and a range other disciplines and professions	Ensure well-developed understandings of, and proficiency in, foundational intermediate and advanced aspects of performance and practical stagecraft; along with an ability to apply these understandings in a range of vocational contexts	Enhance students understanding of the value of ethical reflection in orienting professional beliefs and practice so that drama products and processes contribute positively to individuals and the wider community

School Objectives (Graphic Design)	Provide holistic knowledge and extended under-standings required for graphic contemporary design practice, together with advanced skills in research, design thinking, strategic planning and concept development	Foster the capacity to undertake complex design projects requiring critical analysis, rigorous theoretical understanding and the application creative problem solving skills	Review and develop curriculum based on student, staff and industry feedback; thus encouraging ongoing professional collaboration and communication supportive of academic and professional best practice	Develop a culture that actively engages students in learning as a practice of continual professional development, valuing the ongoing importance of self-directed, lifelong learning	Provide an environment that facilitates experimentation and innovation, nurtures individual and collaborative creativity, and utilises design skills to service and support the Institute and its wider community	Build a teaching and learning community that enables self-directed enquiry, remains relevant to industry standards, and thus enhances student independence in academic and vocational contexts	Equip students with relevant disciplinary skills and practises appropriate to employment in the graphic design industry, including skills related to the sophisticated use of technology in professional contexts	Encourage students to integrate a Christian worldview with design practice, considering their ethical, social and environmental responsibilities, leading to fruitful and sustainable design applications
School Objectives (Music)	Develop in students a detailed and integrated understanding of music, musical performance and creative composition; supported by an ability to apply current thinking in the arts to a range of musical contexts and settings	Foster, through the composition and performance of music scores, and the analysis of music literature, higher-order skills in analysis, interpretation and critical evaluation	Support the acquisition of communication and ensemble performance and presentation skills appropriate to professional interaction with students, peers, audiences and the community	Establish the ability to identify, review, consolidate, extend and apply knowledge and analytical techniques in the pursuit of self-directed lifelong learning and focussed professional improvement	Extend in students the capacity to creatively responsibly and thoughtfully apply new information, concepts and ideas, to the development of music works and performances	Provide an environment for exercising interpersonal and teamwork skills, including skills in group research, critique, reflection, performance analysis and communication	Build facility with current technology requirements, and an awareness of professional standards, appropriate to employment or further study in music in Australia or overseas	Ensure the students are sensitive to the role and influence of music in society and culture, adapting their approaches to specific situations in ethically appropriate ways
School Objectives (Theology)	Develop in students the ability to enunciate, in a nuanced manner, a well-rounded knowledge of biblical, theological and historical, and pastoral	Equip students with an ability to engage in critical, reflective and independent thinking concerning the biblical, theological and	Apply rigorous pedagogy, and model clear, coherent and effective communication strategies; in order to facilitate the practical and	Build in students skills, attitudes, and information and resource literacies, that will enable them to demonstrate competence, adaptability and	Encourage students to think innovatively and creatively concerning the application of theology and the integration of their faith with their	Extend and enhance students' abilities to work effectively as individuals and in teams in intercultural and multicultural contexts,	Foster in students the intellectual, research and evaluative skills necessary to appreciate and apply theological perspectives to their personal	To equip students with an incisive understanding of the social and ethical implications of theology with a view to transforming civic

	understandings relevant to their academic and professional interests	historical, and pastoral underpinnings of their professional practice	theoretical application of theology in diverse contexts and settings	flexibility in formal and informal ministry contexts	profession in a manner that demonstrates personal authenticity and professional integrity	displaying as they do so theological integrity, social acumen, and pastoral sensitivity	lives, worshipping communities, workplaces, and the wider world	society and engaging individuals in worshipping and other diverse communities
School Objectives (Counselling)	Develop an understanding and appreciation of major conceptual paradigms, frameworks, theories and skills; underpinned by quality industry experience in professional counselling contexts	Enhance and extend student ability to access pertinent material from a significant body of research and critically evaluate the nature, potential and relevance of research to counselling practice and specific client issues	Support students to engage empathetically with clients, openly evaluating their own interpersonal style within the complex dynamics of human relationships	Assist students to engage in self-directed intellectual enquiry in the pursuit of ongoing professional development, and collaborative professional enquiry the context of peer supervision and mentoring	Contribute to the counselling community and its professional bodies in ways that advance the profession and counselling scholarship, and enrich the broader Australian community through quality counselling services	Facilitate student commitment to processes that that facilitate ongoing self-directed professional learning within the parameters set by their professional accrediting bodies	Enable emerging counsellors to assess client functioning, utilising appropriate tools and measures, planning interventions based on these measures, and reporting findings in a professional manner	Foster the delivery of counselling from the perspective of integrated personal, professional and ethical values that reflect a sensitivity to various spiritual, cultural and social contexts
School Objectives (Education)	Equip pre- and in-service teachers to select and understand academic content, and deploy quality pedagogies, that take account of recent research and are appropriate, relevant, contextualised, challenging and responsive to diverse student needs	Enable pre- and in-service teachers to analyse and respond to changing societal expectations regarding teaching, and to assess the impact of these changes on schools, student attitudes to learning and contemporary teaching practice	Assist pre- and in-service teachers to communicate clear directions to students about learning goals, demonstrate a range of questioning techniques, and engage students in classroom collaboration and discussion	Promote enthusiasm, passion and commitment for teaching, encouraging reflective practice in the context of professional experiences, and building awareness of teaching as an informed professional activity	Encourage pre- and in-service teachers to create and maintain safe, challenging and innovative learning environments through the intentional and coordinated use of a range of pedagogical, technological and a classroom management skills environment	Provide rich and varied professional and academic opportunities and experiences where individual and collaborative/ teamwork skills can be developed, deployed and assessed in a supportive	Extend technological competence through online course delivery, and build pedagogical expertise through robust and systematic professional experiences that incorporate a range of learning and information technologies	To enable pre- and in-service teachers to respond ethically and responsibly to the individual needs of students, assisting pre-service teachers to develop inclusive supportive learning communities within the classroom

B. Advancing Scholarship and Research *in*, *of* and *for* the Curriculum

Key Priority Areas
4. The Integration of Faith and Knowledge
5. The Scholarship of Teaching and Learning
6. Research and Scholarship in and across the Disciplines

C. Supporting Excellence in Learning and Teaching

Key Priority Areas
7. Learning and Teaching as an Australian University College
8. Student Cognitive, Creative Communication Skills
9. Assessment of and for Learning

A. Contributing to National Priorities

Key Priority Areas
1. Priorities and Directions in Australian Higher Education
2. The Australian Qualifications Framework
3. Quality and Self-Regulation

D. Strengthening Academic Leadership

Key Priority Areas
10. Curriculum Governance Academic Standards , Rigor and Integrity
12. Student Academic Support and Engagement

Higher Education at Excelsia College

- Qualitatively Excellent
- Distinctively Christian

Figure 1: Domains and Key Priority Areas for Academic Development