Educational Quality Framework Management and Governance Map 2025

A. Design for Learning

PLAN AND IMPLEMENT	DEMONSTRATE ^	REVIEW AND EVALUATE		IMPROVE		
KEY ASSURANCE INDICATOR	INDICATIVE EVIDENCE BASE	REPORTS AND AUDITS	GOVERNANCE	RESPONSIBLE	PROCEDURES	LEGISLATION
Admissions Admission requirements are clearly and accurately represented. Entry requirements are designed to support student achievement and course integrity Recognition of prior learning is consistent and fair. Advanced standing credit is monitored to inform future decisions. Credit decisions are made according to the AQF.	– Course loop entry requirements / approvals – Communications / student audit data – Success data per course in first year / tracker – Completions and progression data – Comparative data for advanced standing – Credit database audit outcomes – Credit data - research and general coursework – Third party student admissions data and success scores – Agent audit outcomes – Agents' annual data	▪ ADMISSION PATHWAYS REPORT ▪ ANNUAL COMMUNICATIONS AUDIT ▪ ADMISSIONS TRANSPARENCY AUDIT ▪ PATHWAYS ACHIEVEMENT REPORT ▪ GRADUATE RESEARCH ADMISSIONS REPORT ▪ AGENTS ANNUAL AUDIT	EC / AB / Council Management Management EC / AB / Council BGR / RGSC / AB / Council Management	Student Administration Student Administration Office of DVCA Office of PVCLT Graduate Research School PVC Ed Partnership International Recruitment	Admissions Policy Enrolment Policy Admissions Procedure Credit Standards Education Partnerships Procedure and Frameworks Graduate Research Admission Policy Graduate Research Candidature Policy Course and Subject Monitoring Procedure Agents Management Policy	HESF 111, 112, 113, 121, 122, 711, 715 ESOS (National Code) AQF / Pathways policy
Transition Strategies Orientation and transition design is tailored for cohorts specific to the university. Early assessment is formative to support subsequent learning and success. Course design and learning activities meet the needs of First Nations peoples.	– Student Experience Survey – Analysis of orientation data by cohort and student feedback – Course review data, SFS – ACM Action plans / SM action plans – Course approvals and review – UCC – Graduate research experience & wellbeing survey (current students) and Postgraduate Research Experience Questionnaire (PREQ) results – SFS data / Success rates on early assessment – Withdrawal before census – Formative assessment flag / progression data	▪ ORIENTATION AND TRANSITION REPORT ▪ STUDENT EXPERIENCE REPORT ▪ COURSE REVIEW REPORT ▪ SUBJECT QUALITY MONITORING REPORT ▪ ASSESSMENT COMPLIANCE AUDIT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS	EC / AB / Council EC / AB / Council CC / AB / Council EC / AB / Council Management BGR / RGSC / AB / Council	Student Experience and Employability Schools Quality and Standards Quality and Standards Graduate Research School	Student Transition Student Support Policy Course Design Policy Course and Subject Monitoring Procedure Assessment Policy Examination Policy Graduate Research Candidature Policy	HESF 131, 132, 133, 143, 146, 222, 223, 135, 136
Course Design Academic qualifications are accredited and AQF appropriate. Professional accreditation is met and maintained by course design and review. Courses include emerging concepts, recent scholarship and generic knowledge and skills. Course design is informed by external comparators. Research degrees are the appropriate level, proportion and type for the research study.	– School LT plans, minutes – UCC approvals, minutes and actions – Subject Monitoring action plans – Student experience and success results / mode – Student Satisfaction (SFS) online – Student Satisfaction (SES) – Student Satisfaction (CEQ) – Graduate research experience & wellbeing survey (current students) and Postgraduate Research Experience Questionnaire (PREQ) results – BGR approvals, minutes and actions – Research degree course reviews	▪ ONLINE STRATEGY REPORT ▪ COURSE REVIEW REPORTS ▪ SUBJECT QUALITY MONITORING REPORT ▪ COURSE APPROVALS MINUTES ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS ▪ GRADUATE RESEARCH COURSE REVIEW REPORTS	SEG / Council CC / AB / Council EC / AB / Council CC / AB / Council BGR / RGSC / AB / Council BGR / RGSC / AB / Council	DVCA Schools Quality and Standards Governance Graduate Research School	Course Design Policy Assessment Policy Student Transition Student Support Policy Course Management Graduate Research Course Management Policy Graduate Research Examinations Policy	HESF 151, 153, 311, 312, 313, 314, 315, 142, 511 AQF

Learning design embeds constructive alignment to achieve learning outcomes.	- Benchmarking data - Comprehensive course reviews					
Assessment for Learning Assessment is designed for progressive learning across each subject and the course. Calibration of assessment methods is undertaken in subjects at each level of a course. Assessments are validated and moderated in subjects to support progression.	- Analysis of student success data by subject cohort by iteration - link to improvements in subjects - Course approvals and reviews – assessment - Benchmarking – calibration outcomes - Progression data on Course Dashboard - SFS feedback on assessment - Course review / peer review / approvals - Moderation assurance documentation - PREQ data - Assessment policy compliance audit - Graduate research progression data - Graduate research experience & wellbeing survey (current students) and Postgraduate Research Experience Questionnaire (PREQ) results	▪ COURSE REVIEW REPORTS ▪ SUBJECT QUALITY MONITORING REPORT (NEW) ▪ ACM REPORT ANNUAL ▪ COURSE APPROVALS MINUTES ▪ GRADUATE RESEARCH COURSE REVIEW REPORTS ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS	CC / AB / Council EC / AB / Council CC / AB / Council BGR / RGSC / AB / Council	Schools Quality and Standards Governance Graduate Research School	Course Design Policy Assessment Policy Student Transition Policy Student Support Policy Course Management Suite Graduate Research Course Management Policy Graduate Research Progress Policy Graduate Research Examination Policy	HESF 141, 143, 145, 146, 522. 523, 534, AQF
Monitoring and Review Entry requirements and student preparedness are monitored by course and cohort. Early progress in learning is monitored and supported in areas of need. Course reaccreditation involves a comprehensive, evidence-based review of all aspects of the course. Interim reviews inform approaches to teaching, supervision, support and participation.	- Course loop entry requirements audit - Third party student admissions data and success scores. - Success and feedback data per course in first year with retention results. - Comparative data for advanced standing - Credit database review - Credit data - research and general coursework - Completions and progression data - Graduate research entry requirement data, progression and completions - Success and Progression reviews conducted after each progression period - Progression process audit reviews - Assessment reviews and annual course monitoring - Student support – academic services review of service - SES % positive ratings for students by equity cohort by year - Graduate research experience & wellbeing survey (current students) and Postgraduate Research Experience Questionnaire (PREQ) results	▪ COURSE REVIEW REPORTS ▪ ACM REPORT ANNUAL ▪ SUBJECT QUALITY MONITORING REPORT ▪ COURSE APPROVALS MINUTES ▪ STUDENT EXPERIENCE REPORT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 1: PERFORMANCE & OUTCOMES AND PART 2: EXPERIENCE & SUCCESS	CC / AB / Council EC / AB / Council CC / AB / Council BGR / RGSC / AB / Council	Schools Quality and Standards Governance PVCSEE Graduate Research School	Course Design Policy Assessment Policy Student Transition Policy Student Support Policy Course Management Suite Graduate Research Course Management Policy Graduate Research Progress Policy Graduate Research Examinations Policy Educational Partnerships – work-based learning procedure	HESF 141, 143, 145, 146, 531, 532, 533, 536, 537, 541 AQF

^ data listed is not exhaustive

B. Participation and Support

PLAN AND IMPLEMENT	DEMONSTRATE ^	REVIEW AND EVALUATE		IMPROVE		
KEY ASSURANCE INDICATOR	INDICATIVE EVIDENCE BASE	REPORTS AND AUDITS	GOVERNANCE	RESPONSIBLE	PROCEDURES	LEGISLATION
Orientation to Learning Students are admitted where prepared for their course, including in English language. Supervised induction into research training is role specific and appropriate. International students are fully supported in adjustments to study and living. Transition strategies create an equitable learning experience within cohorts and locations. Early assessment in courses is formative and supports learning and success.	- Course loop entry requirements approvals - Communications / student audit data - Success data per course in first year / tracker - Completions and progression data - Admissions and Pathway data - Student feedback - Results of course monitoring - Comparative data for advanced standing - Credit database review - International Orientation attendance - Residential reporting - Graduate research induction checklist completion and orientation participation - Graduate research experience & wellbeing survey (current students) and Postgraduate Research Experience Questionnaire (PREQ) results	▪ ORIENTATION AND TRANSITION REPORT ▪ STUDENT EXPERIENCE REPORT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS ▪ ADVANCED STANDING REPORT	EC / AB / Council EC / AB / Council BGR / RGSC / AB / Council EC / AB / Council	PVCSEE PVC SEE Graduate Research School Dir. SA	Admissions Policy Student Transition Student Support Policy Graduate Research Admission Policy Graduate Research Candidature Policy Graduate Research Progress Policy	HESF 111, 113, 121, 122, AQF Pathways policy ESOS (National Code) Student Support Policy
Equity and Diversity Students at risk are identified and provided timely and specific academic and pastoral support Educational design and practices meet the needs of First Nations peoples. Specific strategies are developed, implemented, and monitored for cohorts. Evidence-based quality assurance occurs for improvement in diversity and equity.	- Monitoring progress of UDIAP against implementation plan - Number of Learning Access Plans - Number of students accessing Library support services by semester by year - Retention rates for equity groups - Retention rates by scholarship type - Comparison of retention rates for cohorts - Retention, completion and success rates by equity groups by year Success and Progression reviews - Progression process audit reviews - Assessment reviews and annual course monitoring - Student support – academic services review of service	▪ SUPPORT FOR STUDENTS REPORT ▪ INDIGENOUS STRATEGY REPORT ▪ STUDENT EXPERIENCE REPORT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 1: PERFORMANCE & OUTCOMES AND PART 2: EXPERIENCE & SUCCESS	EC / AB / Council SEG / Council Council BGR / RGSC / AB / Council	PVC SEE PVC Indigenous Data/Analytics Graduate Research School	Student Transition Student Support Policy Course Management Graduate Research Progress Procedure	HESF 221, 222, 537, 135, 136 Student Support Policy
Access and Support Accurate and timely advice is available across all personal services that students use. Learning support services are accessible for diverse course locations and modes. Guidance for students on academic and research misconduct is available. Student feedback on their educational experiences informs improvements.	- Health Wellbeing Inclusion Inquiries logs - Personal service use data and analytics - Number of ASK LA Trobe staff in training - Number of staff and students that have attended F2F or online training programs - Welcome communications, enrolment workshops and orientation events across all campuses. - La Trobe Experience Survey results on satisfaction of wellbeing and general support services by year - SES results - Wellbeing questions - Graduate research experience & wellbeing survey - Graduate researcher participation rates in RED orientation and workshops - Graduate research induction completion rates - Assurance of regular review - Number of students accessing Achieve@Uni academic integrity resources by year	▪ SUPPORT FOR STUDENTS REPORT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS ▪ ANNUAL ACADEMIC INTEGRITY REPORT	EC / AB / Council BGR / RGSC / AB / Council EC / AB / Council	PVC SEE Graduate Research School PVC SEE	Student Support Policy Learning Resources Policy (new) Graduate Research Candidature Policy Research Integrity Policy and Research - Higher Degree Student Misconduct Procedure	HESF 231, 232, 233, 523, 331, 332, 333 Student Support Policy

^ data listed is not exhaustive

C. The Learning Environment

PLAN AND IMPLEMENT	DEMONSTRATE ^	REVIEW AND EVALUATE		IMPROVE		
KEY ASSURANCE INDICATOR	INDICATIVE EVIDENCE BASE	REPORTS AND AUDITS	GOVERNANCE	RESPONSIBLE	PROCEDURES	LEGISLATION
Safety and Security The university provides a safe and secure environment for educational activities. External placements and third-party providers are fit for purpose and quality assured. Educational and research facilities meet the needs of students who use them. Academic and research integrity is promoted, and risks are actively monitored. The quality and safety of the educational environment including online is monitored.	- Site Audit and Services Checklist - Annual Site Audit reports - WBL Compliance checks - WBL Student feedback - Reporting of regular audits conducted by Health and Safety team - Online Safety and Security – council reports - Campus Safety Group - minutes - Campus safety report to GGARC - Graduate research experience & wellbeing survey (current students) – questions for candidates in industry & joint programs - Results of academic and graduate research integrity investigations - Data on registration/qualifications of external supervisors - Minutes of Doctoral Advisory Committees for Joint PhD programs	▪ THIRD PARTY AUDIT REPORTS ▪ HEALTH AND SAFETY QUARTERLY REPORT ▪ OHS COUNCIL REPORTS CGRIASC ▪ ANNUAL ACADEMIC INTEGRITY REPORT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS	JMC / EC / AB / Council SEG / Council CGRIASC / Council EC / AB / Council BGR / RGSC / AB / Council	PVC LT COO COO PVCLT PVC GGR	Educational Partnerships Policy Educational Partnerships Procedure – Work Based Learning Charter of Student Rights and Responsibilities Health and Safety Policy Information Security Policy Sexual Harm Prevention and Response Policy Critical Incident Management Policy Research Integrity Policy and Research - Higher Degree Student Misconduct Procedure Graduate Research Support Policy Graduate Research Supervision Policy Graduate Research Candidature Policy	HESF 211, 212, 541, 542, 231, 232, 233
The Learning Environment Academic and scholarly interaction, online and in person, is supported. The Learning Management System offers a high quality, accessible learning platform. Grievance processes are assured for access, diversity, timeliness, safety, and fairness. Learning resources are relevant, current and accessible for learning needs.	- Number of views for LMS training video - Audit / compliance with requirement that the LMS is open 2 weeks before classes commence - Outcomes of Audit of formal and informal teaching spaces prior to each teaching period - Research spaces that require Biosafety or Animal Ethics approval are thoroughly reviewed, audited and approved. - Graduate Research Experience & Wellbeing (GREW) Implementation Plan Reporting to BGR - Graduate research experience & wellbeing survey (current students) and Postgraduate Research Experience Questionnaire (PREQ) results - Assurance of compliance with online provision of new Learning Management System - Student complaints data – timing, feedback. - Misconduct and grievance data - Safer Communities audit - Academic misconduct data	▪ GRS ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS ▪ LEARNING RESOURCES AND SPACES REPORT ▪ STUDENT COMPLAINTS REPORT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS ▪ UNIVERSITY APPEALS COMMITTEE ANNUAL REPORT	BGR / RGSC / AB / Council EC / AB / Council SEG EC / AB / Council SEG / Council BGR / RGSC / AB / Council SEG / Council	PVC GGR PVC LT / COO DVCA / Library PVC SEE PVC GGR PVC SEE	Graduate Research Support Policy Graduate Research Supervision Policy Course Design Policy Learning Spaces Policy Learning Resources Policy	HESF 211. 213, 332, 331,333, 334

^ data listed is not exhaustive

D. Teaching and Delivery

PLAN AND IMPLEMENT	DEMONSTRATE^	REVIEW AND EVALUATE		IMPROVE		
KEY ASSURANCE INDICATOR	INDICATIVE EVIDENCE BASE	REPORTS AND AUDITS	GOVERNANCE	RESPONSIBLE	PROCEDURES	LEGISLATION
Delivery and Supervision Course delivery is planned with adequate staffing, student support and academic services. Supervision and resources required for research training are available. Teaching staff have appropriate and relevant qualifications to lead academic learning. Teaching staff are available to students for consultation about their learning.	- Annual review AWP ops guidelines - Annual staffing audit - Staffing allocation audit by school / subject - Service allocations – annual data - AQF 1+ checks reporting dashboard - Professional equivalence audits – annual - SFT Results overview - Graduate research application assessment results (school assessment of whether supervision & resources available) - Supervisor qualifications, registration & load data - Graduate research experience & wellbeing survey (current students) and Postgraduate Research Experience Questionnaire (PREQ) results - Staff research profiles PRIME viz teaching duties.	▪ AWP ANNUAL REPORT ▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS ▪ GRADUATE RESEARCH ADMISSIONS REPORT	HR Committee / Council BGR / RGSC / AB / Council BGR / RGSC / AB / Council	Office of the Provost PVC GGR PVC GGR	Course Design Policy Course Management Policy Educational Partnerships Policy Recruitment Policy New Staffing and Teaching Policy Graduate Research Supervision Policy Graduate Research Admission Policy Graduate Research Support Policy	HESF 321, 322, 323, 324
Teaching Quality Staff are qualified to lead intellectual inquiry suited to the nature and level of expected learning outcomes. Staff have current research or practice advancement. Teaching demonstrates contemporary principles of academic teaching and learning. Teaching staff review and improve the quality of teaching practices via student feedback.	- Audit or report of graduate research applications to ensure appropriate review/sign off before accepting/rejecting - Annual staffing audit - Service allocations – annual data - AQF 1+ checks reporting dashboard - SFT Results overview – by School - Supervisor qualifications and registration data - Supervisor attendance at RED workshops - Fellowships data annual reporting - LT week survey - PD workshop attendance - PRIME research output per subject coordinator and course coordinator - JMC annual minutes on AI/ associated AI data in TPP course reports	▪ GRADUATE RESEARCH ANNUAL REPORT PART 2: EXPERIENCE & SUCCESS ▪ LA TROBE ACADEMY ANNUAL REPORT ▪ Course Review Reports ▪ AWP ANNUAL REPORT ▪ STUDENT EXPERIENCE REPORT	BGR / RGSC / AB / Council EC / AB / Council CC / AB / Council HR Committee / Council EC / AB / Council	PVC GGR PVC LT Schools Office of the Provost PVC SEE	Graduate Research Supervision Policy Graduate Research Admissions Policy New Staffing and Teaching Policy Student Academic Misconduct Policy Educational Partnerships Policy New Staffing and Teaching Policy	HESF 423 HESF 321, 322, 323, 324 HESF 322, 324 325, 323 (a) (b) 524

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