



## QUALITY ASSURANCE FRAMEWORK

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<b>Related Documents</b>	AIHE Deed Poll of Delegation AIHE Council Terms of Reference Academic Board Terms of Reference AIHE Strategic Plan and Operational Plan AIHE Risk Management Plan AIHE Policy Framework AIHE Teaching and Learning Framework Course and Subject Development, Approval, Review and Withdrawal Policy External Referencing Policy (and related Procedure) Higher Education Standards Framework (Threshold Standards) 2021 (TEQSA Act 2011) Australian Qualifications Framework The National Code 2018 (ESOS Act 2000) CRICOS Code (ESOS Act 2000)		

\* Unless otherwise indicated, this Policy will still apply beyond the review date.

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### Document Control

Version #	Date	Key changes
1.0	23/02/2018	Approved by Council
1.0a	6/05/2019	Format updated
1.1	15/10/2020	Reviewed; academic & research integrity added to 4.1, definition to 4.2; minor edits
1.2	24/01/2024	Reviewed; annual review of course added to 4.1; minor edits

## 1. PURPOSE

1.1 Adelaide Institute of Higher Education (AIHE) has established the Quality Assurance Framework to assure the quality of its operations and its academic outcomes. The Quality Assurance Framework sets the standards to guide, monitor, measure and improve operational and academic activities at AIHE.

## 2. SCOPE

2.1 The Quality Assurance Framework applies to staff and AIHE governance bodies involved in operational and academic activities at AIHE.

## 3. POLICY STATEMENT

3.1 Quality assurance refers to the planning, policies, attitudes, actions, and procedures necessary to ensure that quality is being maintained and enhanced. It requires actions internal to AIHE and includes the involvement of external bodies.

3.2 AIHE is committed to the quality and ongoing continuous improvement of its operations and academic outcomes.

## 4. PRINCIPLES

4.1 Quality assurance at AIHE involves:

- corporate and academic governance (refer Deed Poll of Delegation and Terms of Reference for AIHE governance bodies);
- strategic planning, including business planning (refer AIHE Strategic Plan; Operational Plan);
- risk management (refer AIHE Risk Management Plan);
- development and dissemination of policies and procedures (refer AIHE Policy Framework)
- course design and evaluation (refer Teaching and Learning Framework; Course and Subject Development, Approval, Review and Withdrawal Policy);
- academic and research integrity (refer Academic Integrity Policy; Scholarship and Research Policy)
- systems of review involving the collection and use of feedback from various stakeholders including staff and students;
- annual reviews of courses: collation and analysis of statistical data (metrics); and
- external referencing (including benchmarking, progression rates, attrition rates, completion times and students' achievement of learning outcome) (refer External Referencing Policy).

4.2 The Quality Assurance Framework is designed to provide a robust and coordinated approach to quality assurance. It emphasises the two essential and fundamentally intertwined dimensions of planning for quality and improving quality.

4.2.1 AIHE's definition of quality assurances references that of the American Society of Quality (ASQ), whereby quality assurance can be defined as "part of quality management focused on providing confidence that quality requirements will be fulfilled".

4.2.2 Quality assurance practices reference the Higher Education Standards Framework, Australian Qualifications Framework and examples of best practice in the non-self-accrediting higher education sector.

4.3 AIHE's approach to quality management embodies continuous improvement, in a cycle of planning, implementation, review and improvement i.e. Plan – Do – Check – Act. Continuous improvement is therefore integral to AIHE plans and planning. AIHE actively plans for quality as well as seeking opportunities to improve quality. This continuous quality improvement approach is integrated into AIHE's strategic planning and risk management methodology and is aligned to AIHE's strategic and operational objectives.

4.3.1 Quality enhancement is part of a continuous cycle, is evidence-based, is open and transparent, is student-focused, identifies areas for improvement, is devolved and is efficient. Under the cycle regular assessment is made for governance, strategy and policy, management and evaluation.

4.4 A key element of the quality assurance process is responding to feedback from AIHE's main stakeholders.

4.5 All policies and procedures of AIHE contribute wholly, or in part, to quality assurance, quality improvement or compliance with relevant external standards or requirements. Responsibilities for implementation of those policies and procedures are identified in the relevant documentation through specification of a Responsible Officer for each policy or set of procedures.

## **5. ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE**

5.1 The Council has responsibility for AIHE's:

- strategic direction
- academic and general reputation
- financial viability
- maintenance of high standards of conduct and probity.

It therefore has ultimate responsibility for quality management.

5.2 Academic Board has responsibility for the quality of academic programs and outcomes.

5.2.1 Sub-committees of Academic Board play important roles in quality management as set out in their terms of reference.

5.3 All committees of management play important roles in quality management.

5.4 Quality management remains the responsibility of all organisational units and all staff.

## **6. DEFINITIONS**

6.1 See the AIHE Glossary of Terms for definitions.