

Governance Institute of Australia

Academic Quality Assurance Policy

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Summary	The purpose of this policy is to outline Governance Institute's commitment to Academic Quality Assurance principles and processes.
Authoring Department	Education
Contact	General Manager, Education
Applies to	Higher Education
Distribution	External
Related documents	Governance Institute of Australia Academic Policies Framework Governance Institute of Australia Student Feedback Policy Governance Institute of Australia Teaching and Learning Plan 2020 Q1
Review date	

Issued under the authority of Governance Institute of Australia Board of Directors

Governance Institute of Australia

Academic Quality Assurance Policy

Policy Statement

Governance Institute of Australia (hereafter referred to as Governance Institute) is committed to improving and maintaining excellence across all its activities, services and processes in teaching and learning, student support and development, governance and administration.

To ensure that these quality measures are achieved, Governance Institute has established a process for Academic Quality Assurance. The process supports a culture and practice of continuous improvement that focuses on enhancing outcomes for students, staff, partners and other stakeholders.

Aims and Objectives

1. The objectives of this Academic Quality Assurance Policy are to:
 - a. Provide an overview of the process for Academic Quality Assurance;
 - b. Outline how the process operates to embed across Governance Institute a culture and practice of continuous improvement that focuses on enhancing outcomes for students, staff, partners and other stakeholders;
 - c. Ensure that Governance Institute courses and activities align with all regulatory standards set by the Chartered Governance Institute (CGI) and the Tertiary Education Quality and Standards Agency (TEQSA).

Overview

2. The Policy provides an overview of the responsibilities of both the Governance Institute Board of Directors (hereafter referred to as the Board) and the Governance Institute Education Committee (hereafter referred to as the Education Committee) for quality in teaching and learning.
3. This policy applies to all courses offered by Governance Institute.

Definitions

4. For the purpose of this policy:
- a. Academic staff means all staff who deliver direct teaching to students, and/or contribute to the development of teaching materials including assessment items.
 - b. Benchmarking means the comparison of performance and process against best practice and performance in the higher education sector or elsewhere, with the aim of improving Governance Institute courses and teaching. Wherever possible, national and international reference points will be used.
 - c. Continuous improvement means the ongoing review cycle designed to progressively improve courses and teaching outcomes.
 - d. Evaluation of quality means:
 1. the systematic consideration of stakeholder views and benchmarking activities about the quality of courses; and
 2. the aggregation, analysis and interpretation of students' feedback about their perceptions and experience of their courses to form judgements about the quality of courses. (see Student Feedback Policy)
 - e. Professional accreditation means the formal process of assessment and review by a relevant accrediting body, leading to formal recognition that a course meets the standards required to ensure that graduates possess the skills and knowledge necessary for professional practice.
 - f. Quality assurance means the application of monitoring, review and evaluation processes to ensure that Governance Institute teaching and learning processes and outcomes are meeting the standards defined by Governance Institute, through this policy and its broader strategic goals.

Academic Quality Assurance Process

5. The Academic Quality Assurance Process aligns with the budgeting and risk management systems.
6. The Academic Quality Assurance Process has been developed to facilitate our endeavours to:
- a. ensure that we satisfy the needs and expectations of students, staff, and education delivery partners;
 - b. guarantee that we meet or exceed thresholds in all areas (regulatory, academic and administrative);
 - c. achieve our aspiration for excellence in all that we do;
 - d. embody our commitment to continuous improvement;

- e. review and evaluate teaching and learning processes and outcomes, including related supporting services.
7. The Academic Quality Assurance Process:
- a. is driven by the Teaching and Learning Plan;
 - b. takes into account student feedback to facilitate enhanced teaching and learning, and further build Governance Institute capability and capacity; (see Student Feedback Policy)
 - c. reflects the two-way nature of effective quality assurance influence from the Education Committee to individual academic staff, and from individual academic staff to the Education Committee;
 - d. ensures a systematic monitoring and review of the academic management of courses, teaching and performance;
 - e. is underpinned by the Governance Institute Academic Policies Framework;
 - f. supports individual academic staff development, performance improvement and opportunities for innovation in teaching;
 - g. monitors academic staff performance in teaching and learning;
 - h. recognises and rewards teaching excellence;
 - i. monitors and evaluates student outcomes;
 - j. ensures the provision of services to enrich and support students' learning.

Planning for and improving quality

8. Governance Institute's approach to quality assurance embodies continuous improvement, in a cycle of planning, implementation, review and improvement. Governance Institute is committed to a cycle of evaluation and improvement as part of academic planning. Within this cycle, academic staff are required to regularly:
- a. review the content and focus of their subjects;
 - b. evaluate and reflect on student learning resulting from their teaching practice;
 - c. evaluate curriculum design and approaches to assessment; and
 - d. undertake appropriate revisions and/or continuous improvement as required.
9. Governance Institute deploys a range of mechanisms and specific tools to achieve continuous improvement. These include but are not limited to:
- a. Teaching and Learning Plan review;
 - b. subject and curriculum review;
 - c. departmental review;
 - d. cyclical reviews of policies and guidelines;
 - e. annual staff performance reviews;
 - f. benchmarking best practice in teaching and learning.

These mechanisms and tools are described in specific policy and guideline documentation.

10. Quality assurance at Governance Institute is predicated on evidence-based decision-making. Information management systems and student evaluation of teaching and learning data will inform decision-making. Governance Institute will establish and maintain evidence and data collection mechanisms to support continuous improvement processes.

Roles and Responsibilities

The Board

11. The Board has authority to:
 - a. Develop and approve the strategic framework for Governance Institute to fulfil its responsibilities as outlined in the Teaching and Learning Plan;
 - b. Oversee and review the management and performance of the higher education courses of Governance Institute;
 - c. Oversee the Education Committee and monitor its activities to ensure sound academic governance of higher education;
 - d. Approve the submission of accreditation and registration applications and reporting to CGI and TEQSA on the recommendation of the Education Committee;
 - e. Ensure that the Education Committee is engaging in processes compliant with CGI and TEQSA standards;
 - f. Approve operational policies for higher education operations consistent with legal, CGI and TEQSA requirements, and advice of the Education Committee.

The Education Committee

12. The Education Committee, supported by its sub-committees, has overall responsibility for ensuring quality in teaching and learning within Governance Institute.
13. The Education Committee develops and promulgates academic and student related policies and guidelines, including academic quality assurance and standards, curriculum design, knowledge transfer, teaching and learning, and all academic aspects of student management such as student entry and selection, enrolment, assessment, examination and progress, course and subject structure, awards and prizes, and graduate attributes.
14. The Education Committee engages in a cycle of monitoring, review and evaluation against the TEQSA Threshold Standards:

- a. Student participation and attainment;
- b. Learning environment;
- c. Teaching;
- d. Institutional quality assurance;
- e. Governance and accountability; and
- f. Representation, information and information management.

Related Documents

- Governance Institute of Australia Academic Policies Framework
- Governance Institute of Australia Student Feedback Policy
- Governance Institute of Australia Teaching and Learning Plan

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