

## Quality Assurance Framework

### 1. Purpose

This Quality Assurance Framework provides an overview of EIA's integrated approach to quality assurance and the processes that ensure academic quality and enable its Directors, staff, students and stakeholders to have a shared understanding of the approach to maintaining quality.

The Framework supports EIA's vision to become higher education provider with a reputation for delivering quality learning experience.

EIA's Quality Assurance Framework encompasses a systematic and structured support system that enables monitoring, review and continuous improvement of:

- Infrastructure, including resources
- Plans
- Policies, practices and processes, and
- Performance and outcomes.

EIA is committed to undertaking continuous improvement to assure quality and endeavours to nurture a culture of participation and responsiveness, wherein staff understand and respond to their individual and collective responsibilities for quality processes and outcomes.

This Framework and its supporting policy and procedures apply to all aspects of EIA's operations.

This Framework complies with the Higher Education Standards Framework (Threshold Standards) 2015 in the Tertiary Education Quality and Standards Agency Act 2011 by the Commonwealth of Australia, specifically to Sections 1.6, 5.1, 5.3 and 5.4 and Domains 3 and 6.

### 2. Scope

This Framework applies to EIA's governing bodies, management, and all professional and academic staff.

### 3. Responsibility

In accordance with its Terms of Reference, the Board of Directors has primary governance responsibility for EIA's quality assurance and continuous improvement practices. It has delegated responsibility for the maintenance of EIA's Quality Assurance Framework to its sub-committees including the Academic Board and its management team.

In accordance with its Terms of Reference, the Academic Board is responsible for maintaining effective academic oversight of the quality of teaching and learning, and monitoring and evaluating student progress and performance to ensure academic quality and institutional standards for student outcomes are being met.

It is the joint responsibility of the Teaching and Learning Committee (General Manager and the Academic Director) to oversee course monitoring and other academic quality assurance activities and report to the Academic Board.

Course Coordinators are responsible for ensuring courses are monitored in accordance with the Course Review Policy and Procedure, and reporting to the Teaching and Learning Committee.

The Course Advisory Committee is responsible for providing support, advice and recommendations to the Course Coordinator.

Unit Coordinators are responsible for ensuring units are monitored in accordance with the Student Feedback Policy and Procedure and the Moderation Policy and Procedure.

### 4. Quality Cycle

4.1 The Quality Cycle includes the following activities:

#### 4.1.1 Planning:

- a) Developing vision, mission and high-level objectives
- b) Setting objectives and academic standards
- c) Planning achievable actions to achieve objectives and standards
- d) Setting key performance indicators and measures
- e) Establishing benchmarking partnerships.

#### 4.1.2 Doing:

- a) Implementing cyclical reviews
- b) Collaborating with benchmarking partners
- c) Collecting internal qualitative and quantitative data
- d) Sourcing external qualitative and quantitative data for referencing
- e) Monitoring relevant aspects of the sector.

#### 4.1.3 Checking:

- a) Analysing and comparing data
- b) Auditing existing processes and procedures for compliance with external standards (e.g. HESF 2015, National Code, professional bodies, OHS, etc.)
- c) Comparing current practice including inputs, products and outcomes against external reference points (e.g. other providers, QILT, HERDC, HEIMS, etc.)
- d) Examining trends in student performance data
- e) Reporting to Academic Board and Board of Directors with plans to action improvements/changes for approval.

#### **4.1.4 Acting:**

- a) Obtaining resources
- b) Training staff
- c) Implementing changes and monitoring outcomes as part of the Quality Cycle
- d) Communicating changes.

### **5. Requirements**

- a) EIA will undertake quality assurance activities on a cyclical basis.
- b) The units offered in each course will be reviewed formally on an annual basis and informally from time to time as specified by the Academic Board.
- c) Each course may be adjusted on an annual basis as determined by the level of changes made to the unit structure; qualification or professional requirements; or AQF or other regulatory changes.
- d) Each course will undertake an interim review at 3 years and a comprehensive review at 5 years, or as specified by the Academic Board, in accordance with the procedures described for course accreditation and review requirements.
- e) Regular feedback will be collected and acted upon in accordance with the procedure described.
- f) Review reports will be submitted to the Course Advisory Committee. The Committee will review, monitor and assess the review report and provide feedback. If necessary or as required, the Committee will prepare a course proposal for submission to the Academic Board for assessment.
- g) Courses that are consistently performing below EIA's target and benchmark requirement may be withdrawn, unless an acceptable quality improved plan is approved and implemented within a prescribed timeframe.
- h) EIA has identified and will continue to focus on fulfilling the following student requirements and capabilities in its delivery of higher education courses:
  - EIA provides a range of skill-based training workshops for students. Extracurricular activities and programs led by student leadership and student initiatives
  - Internships and work placements will be an integral and ongoing part of the learning requirements and development for students
  - EIA will continue the ongoing development of programs in support of a variety of resources offered to students, as well as the establishment and collaboration of relationship skills that students and staff are expected to continuously develop
  - EIA will identify and nurture high achieving students, develop awards to recognise and celebrate academic and non-academic achievements
  - EIA will offer scholarships to students as a recognition of their academic excellence and extra-curricular leadership.
- i) EIA commits to continuous improvement through the aims and ongoing improvements as follows:
  - EIA will continue developing projects with professional bodies, industry partners and employers
  - EIA will continue developing a workload model and performance review program for teaching staff that assign a minimum of 25% weight on maintaining current disciplinary knowledge and updating their skills in teaching, learning and assessment

- EIA will continue to develop guidelines and processes for the assessment and review of teaching skills, delivery methods, and staff promotions
- EIA will continue to implement and evaluate its teaching development program in order to improve student learning experiences and outcomes
- Hiring a minimum of 20% of teaching staff with business and teaching experience in countries other than Australia
- Facilitate staff mobility to provide a global business context that informs teaching and learning.

## 6. Procedures

- a) EIA implements ongoing course development to assure educational quality and achieve continuous improvements through the following approaches:
- Reviewing a unit,
  - Reviewing a course,
  - Benchmarking,
  - Moderation.

### 6.1 Unit reviews

- a) Each unit will be reviewed annually, with a focus on the following:
- The quality of the unit (e.g. content, coherence and relevance),
  - Purpose, scope and timing of assessment for the unit,
  - The quality of teaching and learning in the unit (e.g. delivery mode, learning outcomes and teaching resources),
  - Unit learning outcomes,
  - Internal and external benchmarking.
- b) The unit review methods include, but are not limited to:
- Student surveys and feedback,
  - Student representation on the Teaching and Learning Committee,
  - Staff survey and feedback,
  - Moderation of assessment.
- c) The units will be measured against EIA key performance indicators such as:
- Enrolments,
  - Progression and pass rates,
  - Retention rates,
  - Completion rates,
  - Student satisfaction rates,
  - Graduate survey data (as relevant).
- d) To ensure the quality of the courses and delivery methods, the Course Coordinator will:
- Implement and evaluate ongoing teaching development programs;
  - Continue developing guidelines and processes for the assessment and review of teaching skills, delivery methods, and staff promotions.

- e) The review report will be prepared by the Course Coordinator in collaboration with the Unit Coordinator and submitted to the Course Advisory Committee and the Academic Director.
- f) The Committee will review, monitor and assess the review report and provide feedback. If necessary, a unit review report may be required for submission to the Academic Board as part of annual monitoring of unit and course performance.
- g) The Student Feedback Policy and Procedure provides the policy and procedure for collecting feedback about teaching and learning quality and outcomes from students.

## 6.2 Course reviews

- a) Each course will undergo an interim review every three years and a full review every five years (or two years prior to an application for re-accreditation, if the accreditation period is shorter than seven years). Reviews will focus on the following:
  - The quality of the course (e.g. content, coherence and relevance)
  - Purpose and scope of the course
  - The quality of teaching and learning activities including delivery mode and resources)
  - Unit learning outcomes as aligned with the course learning outcomes
  - External benchmarking for quality and level of learning outcomes against qualification, professional and AQF requirements.
- b) The Course Review Policy provides the Interim Course Review Plan, the Full Course Review Plan, and the accountabilities.

## 6.3 Moderation

- a) Moderation of all learning and assessment materials for each unit offered in a teaching period must be undertaken at minimum annually, to ensure that:
  - Learning and assessment tasks are mapped to course and subject learning outcomes, and set in accordance with the appropriate Australian Qualifications Framework (AQF) level
  - Standards which students are expected to achieve are transparent, clearly explained and observed
  - Assessment procedures are fair and transparent, and that criteria are conveyed clearly to all students in the subject at least three weeks prior to the scheduled submission of assessment tasks
  - Course and units are comparable to other higher education providers
  - Course and units meet the requirements of any external industry or professional bodies.
- b) For each unit at the end of each teaching period it is offered, moderation of the following:
  - Results sheet
  - Moderation report
  - Exam report (to be provided by the examination supervisors)
  - Teaching and learning report (relevant lecturer)
  - Misconduct report (where applicable).
- c) Moderations are conducted externally and internally.

### 6.3.1 Internal moderation includes:

- Input from industry experts and professionals in course development

- Monitoring of academic quality and related policies and procedures by the Academic Board
- Committees overseeing and scrutinising academic processes against comparators
- Monitoring, comparing and checking of the grading of assessment tasks and reporting as described in 6.8.

#### **6.3.2 External moderation includes:**

- Feedback gained from TEQSA (re-)registration and (re-)accreditation processes
- Benchmarking with other higher education providers and industry bodies
- Employer satisfaction feedback
- Working with other higher education providers to moderate assessments.

#### **6.3.3 Moderation mechanisms**

- Development of unit outlines  
All unit outlines and assessment tasks are reviewed and checked by another academic staff member in relation to the following:
    - Mapping of unit learning outcomes against course learning outcomes
    - Mapping of assessment tasks with subject learning outcomes
    - Mapping of assessment tasks with the AQF level
    - Assessment methodologies
    - Marking criteria and standards
    - Clarity and appropriateness of assessment matrices
    - Assessor guides and model answers
    - Workload of the assessment tasks
    - Timeliness of feedback loops for both formative and summative assessments.
  - Moderation of marking and grading  
Samples of students' marked work are reviewed to ensure marking is consistent with the assessment criteria and standards. Review strategies include:
    - Marking by an external assessor (ideally who has taught the subject or a similar subject before)
    - Blind marking of papers, where assessors are not aware of the identity of individual students
    - Check marking by the same or different assessor to ensure consistency for students bordering on grade classifications
    - Assigning assessors to specific questions to ensure consistent marking
    - Meetings with all assessors to discuss marking and grading standards before and after assessing.
- d) The Moderation Policy and Procedure stipulates the policies and procedures for the moderation of learning materials and assessments.

## 6.4 Benchmarking

- a) Benchmarking is a structured, collaborative, learning process for comparing EIA's organisational practices, processes and performance outcomes. It helps EIA monitor and evaluate its practices against a set of performance indicators.
- b) Courses undergo external benchmarking to ensure that the expected learning outcomes, learning activities, and assessment tasks meet academic standards at the required levels for attainment of the qualification, in accordance with professional accreditation standards and the Australian Qualification Framework (AQF).
- c) Benchmarking takes place at the organisational and individual team levels, and targets:
  - Admission criteria
  - Academic standards
  - Student academic performance, including progression and completion rates
  - Student retention and attrition
  - Student satisfaction with teaching and course quality
  - Graduate outcomes, including graduate satisfaction outcomes, graduate destinations, graduate employment and further study outcomes
  - Course design and structure, including learning outcomes.
- d) Benchmarking will often involve a partnership with one or more organisations. Such partnerships may be established based on a formal agreement, a membership agreement or a less formal arrangement.
- e) The Benchmark Policy and Procedure provides a systematic and structured support process for undertaking benchmarking.

## 7. Feedback for continuous improvement

- a) EIA uses a robust feedback and continuous improvement system that ensures feedback is collected from a wide range of stakeholders on a regular basis to review and continuously improve EIA's academic and organisational performance.
- b) Feedback is defined as the provision of judgments and opinions formed by students, staff and other stakeholders regarding their experience with EIA, its systems, processes and courses.
- c) Feedback may be collected from surveys, written submissions, data collections, electronic media, and/or verbal communications. It can be obtained formally and informally.
- d) Continuous improvement is the ongoing effort to improve products, services, processes and courses.
- e) Student feedback will be collected mainly in the form of student surveys and will be regularly collected throughout the year. The Student Feedback Policy and Procedure sets out principles and procedures.
- f) Student feedback will be collected for each unit at the end of each teaching period it is delivered by the date specified. EIA will use a default student feedback form, which may be provided to students in hard copy or electronically to evaluate:
  - Learning experiences
  - Satisfaction with the unit content and assessment tasks
  - Assessment of teaching quality provided by each staff member
  - Use and assessment of support services and available resources.

- g) Student-relevant data will be collected, collated, and analysed by the Unit Coordinator, Course Coordinator, and Academic Director respectively. The Academic Director will report results to the relevant academic staff, Teaching and Learning Committee, and Academic Board in order to:
- Improve the quality of teaching
  - Improve the quality of the unit and course offerings
  - Enhance curriculum design
  - Support the scholarship of learning and teaching
  - Improve the quality and provision of support services, facilities and resources
  - Support activities and goals listed on professional development plans
  - Better meet student needs and expectations.
- h) Students will be notified of changes that have been made in response to feedback through their student representatives, updated course/unit outlines, changes in services, facilities or resources, and/or via email and social media.
- i) Student feedback will be monitored by relevant management and supervisors.
- j) The Academic Board will monitor and review aggregated and/or individual reports on student-related data collections and feedback, as required.
- k) Staff feedback will be collected through a variety of methods including:
- Induction programs
  - Performance reviews
  - Informal discussions
  - Formal staff/team meetings
  - Complaints and appeals (Staff/Student Grievance and Appeals Policy and Procedure)
- l) Staff may provide feedback to their relevant supervisor or EIA manager on issues or concerns they have identified as requiring improvement, especially where there is:
- A need for improvement to policies, procedures, resources or service delivery
  - Feedback from students and/or other stakeholders which requires action
  - Suspected or identified non-compliance with legislation, regulations, policies or procedures.
- m) EIA staff and management are to collect and pass on to the Academic Director, management or relevant academic lead, any feedback they gained during formal and informal discussions with other stakeholders including industry advisory bodies.

## 8. Staff professional development

- a) EIA is committed to providing its staff with the opportunity to become excellent employees, teachers and leading scholars and researchers in their fields. EIA will support academic staff to develop their managerial, leadership, scholarly and research abilities so that they will deliver quality education and contribute to the achievement of EIA's strategic goals.
- b) EIA requires its academic staff to:
- Continue to build new knowledge through scholarship

- Integrate knowledge across disciplines to form a larger body of knowledge
  - Apply research findings to teaching, to promote critical learning in students.
- c) Staff development initiatives and compliance training will run in accordance with the Human Resources Policy and Procedure, the Workforce Planning Policy and Procedure, and the Scholarship and Professional Development Policy and Procedure.

## 9. Internal audits

- a) EIA will seek input from external auditors and independent advisors to help its designated staff audit the following areas:
- Courses—Course Coordinator and the Academic Board
  - Higher Education Standards Framework 2015—Quality and Governance Officer and the Academic Director
  - ESOS Act—Quality and Governance Officer and the Academic Director
  - Occupational health and safety—Human Resource Manager
  - Risk management—Risk Management Committee
  - Policy framework—Quality and Governance Officer
- b) The schedule for each audit is stated on the Quality Review Calendar.
- c) The policy framework is audited against the provisions in the Document Hierarchy and Approval Requirements for the Development of Frameworks, Policies, Procedures, Guidelines and Work Instructions.
- d) The outcomes of the audits will be used to inform better decision-making and continuous improvement by the governing bodies of EIA.

## 10. Risk management

- a) The Risk Management framework is used to manage and monitor the quality and compliance of EIA's academic activities and strategic planning against a range of risks, including finance, compliance, governance, and safety.
- b) EIA's policy and approach to Risk Management are based on the broad principles within the ISO31000:2018 Standards.
- c) The Risk Management Committee, as delegated by the Board of Directors, ensures that policy objectives and procedural requirements are implemented in line with EIA's established risk management processes. It monitors key risks, evaluates their controls, and reviews the management of strategic, enterprise and operational risks.
- d) The Executive Manager of the Risk Management Committee reports to the Board of Directors, oversees internal and external audits, and provides advice and recommendations to the Board of Directors based on these activities.
- e) The Executive Management Team maintains the Risk Register, implements the Risk Management Plan, and reports annually to the Risk Management Committee. It is also responsible for initiating risk assessments and responding to audit recommendations as required by the Risk Management Committee and/or the Board of Directors.
- f) This risk management process is designed to ensure that all risk-related assessments are conducted in a consistent manner and that decisions made by the governing body are informed by a clear oversight of existing and identified risks.

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