



# Quality Assurance Framework

## **Purpose**

1. The Australian International Institute of Higher Education (‘the Institute’) has developed this Quality Assurance Framework (‘the Framework’) to provide a clear outline of structures, processes and quality assurance activities undertaken to ensure continual improvement, quality assurance and ongoing compliance.

## **Scope**

2. Quality assurance and continual improvement activities are embedded in the Institute’s frameworks, plans and policies and apply to the higher education operations of the Institute including all governance members and staff.

## **Approach**

3. The Institute is committed to operational and academic excellence as a higher education provider and approaches institutional quality assurance to ensure:
  - a) robust governance and clear delineation between governance and management responsibilities and specified delegations of authority;
  - b) a focus on benchmarking and external referencing including independent review to inform inputs (e.g. admission criteria, course content, assessment and delivery, policy and procedures, learning resources) and the delineation of quality indicators or benchmarks;
  - c) the delivery of courses that are academically rigorous and align with the Australian Qualifications Framework;
  - d) regular referencing of internal performance indicators with external benchmarking activities;
  - e) the collection of feedback, data and information that can be analysed and monitored to identify risk to students, graduates, academic quality of courses and reputation;
  - f) policies that address equity and diversity in admission, curriculum delivery and assessment;
  - g) a commitment to academic innovation;
  - h) compliance with legislation and other instruments specified in the *Associated Information* section below and other relevant statutory requirements, the Institute’s policies and procedures, and professional/statutory accreditation standards (where relevant).
4. The Institute’s approach for quality assurance is underpinned by the following Plan-Do-Check-Act (Figure 1) cycle and risk management principles:
  - Plan: establish objectives and resources and address risks and opportunities;
  - Do: implement what was planned;
  - Check: monitor and measure processes and processes against requirements, and report the results; and
  - Act: take actions for improvement.

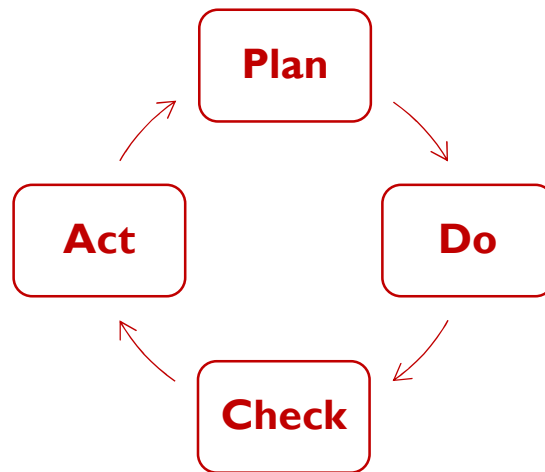


Figure 1 - Plan-Do-Check-Act cycle

5. The Institute's Planning Framework underpins how the Institute develops and governs the strategy, goals and targets of the Institution; and how risks are managed, monitored and mitigated by management and governance bodies.
6. The Institute incorporates in its policies and procedures requirements for:
  - a) the identification of risks, incidents, and issues;
  - b) prompt treatment to control and correct issues;
  - c) assessing the causes of issues to avoid reoccurrence;
  - d) implementing appropriate measures; and
  - e) reviewing the effectiveness of the measures.
7. The Institute maintains a system of delegated authorities which documents the roles with the appropriate authority to make changes to the Institute's processes as a result of identified corrective action.
8. The Institute continually improves the suitability, adequacy, and effectiveness of its policies, procedures, processes, and systems by considering the results of analysis, evaluation, and reviews as they arise and on a regular basis.

### Corporate and academic governance

9. The *AIiHE Governance Framework* establishes a robust structure for the Institute's corporate and academic governance whereby:
  - a) the Governing Council is accountable for the quality and compliance of the higher education operations;
  - b) the Governing Council and the Academic Board are responsible for the approval, oversight of implementation and review of the Institute's policy suite;
  - c) processes for risk management are overseen by the Governing Council and are governed under the Institute's *Risk Management Plan*.
10. As the peak academic governance body, the Academic Board is accountable for protecting the academic integrity and quality of the Institute's higher education operations. **Appendix 1**



outlines the annual schedule of academic quality assurance activities as overseen by the Academic Board.

### Effective governance

11. The effectiveness of the Institute's governance arrangements is reviewed at least once every five years by an independent external reviewer who will evaluate the effectiveness of the Governing Council, the Academic Board and sub-committees.
12. The terms of reference will be regularly reviewed to ensure peak academic and corporate governance bodies acquit accountabilities against the requirements of the *Higher Education Standards Framework (2015)* and other statutory and regulatory obligations.

### Ensuring compliance

13. The Institute ensures ongoing compliance with relevant regulatory, statutory and legislative frameworks and requirements as articulated in the *Compliance Policy and Procedure*. This includes ensuring compliance with legislation and other instruments specified in the *Associated Information* section below, the Institute's policies and procedures, and professional/statutory accreditation standards where relevant.
14. The Institute's *Policy Development Policy and Procedure* ensures that the Institute's policy framework is coherent, compliant and enables continuous improvement through review, alignment with regulatory standards and identification of accountabilities.

### Academic quality

15. The Institute's courses are subject to robust design, review and approval procedures, and are regularly reviewed to ensure currency, relevancy and quality.
16. The Institute's *Course Development and Amendment Policy and Procedure*, and *Course Monitoring and Review Policy and Procedure* govern how courses are developed, reviewed and quality-assured. This includes review and scrutiny by independent disciplinary experts, and ongoing monitoring by internal academic governance committees.

### Student experience and outcomes

17. The Institute analyses and monitors a range of student performance data to enable the Institute to identify quality issues that may be negatively impacting student progression, retention, experience and outcomes and to initiate corrective action.
18. Student data collection includes performance data and outcomes including:
  - a) attrition rates;
  - b) progress rates;
  - c) completion rates;
  - d) grade distributions;
  - e) student satisfaction;
  - f) graduate success (when available).
19. Data is also collected to enable monitoring of potential issues related to admission standards, breaches of academic integrity, English language proficiency and agent performance.
20. Student performance data is regularly reported to the Academic Board and the Governing Council to enable identification and mitigation of risks to particular student cohorts and to



implement strategies tailored to support students (**Appendix 2 sets out key performance data and reporting channels**).

21. An annual report of student grievances and appeals is submitted to the Governing Council together with recommendations to address any systemic quality issues, as outlined in the *Student Grievance Policy and Procedure* and the *Student Appeals Policy and Procedure*.

### **External referencing, benchmarking and validation**

22. The Institute engages in external referencing and benchmarking to assess and evaluate performance and practice against other higher education providers in the sector as set out in the *External Referencing and Benchmarking Policy and Procedure*. This includes an analysis of the status and trends in the Institute’s existing and future markets.
23. These activities assist to assure the Institute that the quality of the Institute’s higher education operations meets or exceed sector-wide benchmarks and expectations and enable the Institute to address any identified gaps or deficiencies.
24. The Institute ensures that the assessment regime validly and reliably measures student achievement of expected learning outcomes as set out in the *Assessment Moderation Policy and Procedure*. Assessment and moderation practices are overseen by the Academic Board.

### **Stakeholder feedback and evaluation**

25. The Institute collects and responds to student feedback to enhance the quality of learning and teaching and the student experience as set out in the *Stakeholder Feedback Policy and Procedure*.
26. Surveys and focus groups are used to obtain student input on a range of activities, services and facilities, including teaching, subjects and courses.
27. Surveys inform the continual improvement of teaching and the curriculum and also provide summative evidence for staff performance reviews and internal and external quality assurance reporting requirements.

### **Review**

28. This Framework will be reviewed periodically to ensure currency and accuracy of information, processes and activities.



### Associated information

<b>Approving body</b>	Governing Council
<b>Date approved</b>	23 October 2020
<b>Date of effect</b>	Commencement of operation
<b>Next scheduled review</b>	Two years from when policy commence
<b>Policy owner</b>	Chief Executive Officer
<b>Policy contact</b>	Chief Executive Officer
<b>Related AIIHE Documents</b>	<i>AIIHE Governance Framework Risk Management Plan Policy Development Policy and Procedure Compliance Policy and Procedure Course Development and Amendment Policy and Procedure Course Monitoring and Review Policy and Procedure External Referencing and Benchmarking Policy and Procedure Student Grievance Policy and Procedure Student Appeals Policy and Procedure Stakeholder Feedback Policy and Procedure Assessment Moderation Policy and Procedure</i>
<b>Higher Education Standards Framework (Threshold Standards) 2015 (Cth)</b>	Standard 5.3, ss 7 Standard 6.1, ss 3 Standard 6.3, ss 2
<b>Other related external instruments/documents</b>	<b>Related Legislation</b> <ul style="list-style-type: none"><li>• <i>Tertiary Education Quality and Standards Agency Act 2011 (Cth)</i></li><li>• <i>Education Services for Overseas Students Act 2000 (Cth)</i></li><li>• <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)</i></li></ul>

### Document history

Version	Author	Changes	Approval Date
1.0	Not applicable	Original version	23 October 2020

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### **Appendix 1 – Annual schedule of academic quality assurance activities as overseen by the Academic Board**

<b>Item</b>	<b>Action</b>	<b>Frequency</b>
<b>Quality Assurance Framework</b>	<ul style="list-style-type: none"><li>Review of effectiveness and adequacy of the Quality Assurance Framework</li></ul>	At least Annually
<b>Course and subject review</b>	<ul style="list-style-type: none"><li>Monitor progress with the schedule of course and subject reviews</li></ul>	Every semester
<b>Academic processes audit plan</b>	<ul style="list-style-type: none"><li>Review the adequacy of planned audits</li></ul>	Annually
<b>Academic integrity</b>	<ul style="list-style-type: none"><li>Monitor the register of academic misconduct</li><li>Review the effectiveness of the Institute's academic integrity framework</li></ul>	Every semester Annually
<b>Academic benchmarking program</b>	<ul style="list-style-type: none"><li>Review the adequacy and status of the schedule of benchmarking activities</li></ul>	Annually
<b>Course professional accreditation requirements</b>	<ul style="list-style-type: none"><li>Review of status and changes in professional accreditation requirements</li></ul>	Every 2 years
<b>Academic legislative and regulatory requirements</b>	<ul style="list-style-type: none"><li>Monitor legislative, regulatory and legal developments impacting on academic matters</li></ul>	Annually
<b>Academic indicators</b>	<ul style="list-style-type: none"><li>Review academic indicators for coverage, relevance and quality</li></ul>	Every 2 years
<b>Course marketing</b>	<ul style="list-style-type: none"><li>Review processes for the quality and compliance of public information on the Institute's educational offerings</li></ul>	Every 2 years



## Appendix 2 – Schedule of Key Performance Data

Item	Data	Frequency	Standard reporting (escalation of material information not included)
<b>Academic integrity</b>	<ul style="list-style-type: none"><li>Number of reported academic misconduct cases</li><li>Number of confirmed academic misconduct cases</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board Governing Council
<b>Admission</b>	<ul style="list-style-type: none"><li>Number of students admitted to the Institute (including pathways)</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board Governing Council
<b>Assessment appeals</b>	<ul style="list-style-type: none"><li>Number of lodged assessment appeals</li><li>Number of marking reviews granted</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board
<b>Attrition</b>	<ul style="list-style-type: none"><li>Number of cancellations of enrolment</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board Governing Council
<b>Completion</b>	<ul style="list-style-type: none"><li>Number of students who have completed a course</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board Governing Council
<b>Compliance breach</b>	<ul style="list-style-type: none"><li>Number of potential compliance breaches</li><li>Number of notifiable incidents</li></ul>	Ongoing	Audit and Risk Committee Governing Council
<b>Critical incident</b>	<ul style="list-style-type: none"><li>Number of critical incidents</li></ul>	Ongoing	Audit and Risk Committee Governing Council
<b>Education agent agreement breach</b>	<ul style="list-style-type: none"><li>Number of agreement or <i>National Code</i> breaches</li></ul>	Bi-annually	Audit and Risk Committee Governing Council



Item	Data	Frequency	Standard reporting (escalation of material information not included)
Education agent referrals	<ul style="list-style-type: none"><li>Number of conversions from applications lodged to enrolments at the Institute</li></ul>	Bi-annually	Audit and Risk Committee Governing Council
Enrolment	<ul style="list-style-type: none"><li>Number of students enrolled by units</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board
Fees	<ul style="list-style-type: none"><li>Number of late payments</li><li>Number of refunds</li></ul>	Bi-annually	Executive Management Team Governing Council
Grades	<ul style="list-style-type: none"><li>Number of grades by level</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board
Graduate success	<ul style="list-style-type: none"><li>Length of time to find employment</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board Governing Council
Grievances	<ul style="list-style-type: none"><li>Number of grievances lodged</li><li>Number of grievances resolved by stage</li></ul>	Ongoing	Teaching and Learning Committee Academic Board Governing Council
Health and safety reporting	<ul style="list-style-type: none"><li>Number of hazards reported</li><li>Number of near-misses reported</li><li>Number of open and closed reports</li></ul>	Ongoing	Executive Management Team Governing Council
ICT	<ul style="list-style-type: none"><li>ICT security breaches</li></ul>	Ongoing	Executive Management Team Audit and Risk Committee Governing Council
Progression	<ul style="list-style-type: none"><li>Number of failed assessments</li><li>Number of passed subjects</li><li>Number of students deemed at risk</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board





Item	Data	Frequency	Standard reporting (escalation of material information not included)
<b>Recognition of prior learning</b>	<ul style="list-style-type: none"><li>Number of credits granted</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board
<b>Risk management</b>	<ul style="list-style-type: none"><li>Number of risk assessments conducted</li></ul>	Bi-annually	Executive Management Team Audit and Risk Committee Governing Council
<b>Sexual misconduct</b>	<ul style="list-style-type: none"><li>Number of reported cases</li><li>Number of confirmed sexual misconduct cases by type (sexual harassment or sexual assault)</li></ul>	Ongoing	Executive Management Team Audit and Risk Committee Governing Council
<b>Student misconduct</b>	<ul style="list-style-type: none"><li>Number of reported cases</li><li>Number of confirmed student misconduct cases by type (minor or major)</li></ul>	Ongoing	Executive Management Team Audit and Risk Committee Governing Council
<b>Staff misconduct</b>	<ul style="list-style-type: none"><li>Number of reported cases</li><li>Number of confirmed staff misconduct cases</li></ul>	Ongoing	Executive Management Team Audit and Risk Committee Governing Council
<b>Student satisfaction covering all aspects of experience, including teaching quality, students services, facilities and resources, education agents</b>	<ul style="list-style-type: none"><li>Satisfaction level by type of Institute service or aspect of student experience</li></ul>	Bi-annually	Executive Management Team Teaching and Learning Committee Academic Board Audit and Risk Committee Governing Council
<b>Student Services</b>	<ul style="list-style-type: none"><li>Number of referrals to external services</li><li>Number of counselling sessions</li></ul>	Bi-annually	Executive Management Team Teaching and Learning Committee



Item	Data	Frequency	Standard reporting (escalation of material information not included)
			Academic Board Audit and Risk Committee Governing Council
<b>Transfer between providers</b>	<ul style="list-style-type: none"><li>• Number of transfers from the Institute (during and after the Restricted Period)</li><li>• Number of transfers to the Institute (during and after the Restricted Period)</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board
<b>Variation of enrolment</b>	<ul style="list-style-type: none"><li>• Number of deferrals</li><li>• Number of leave of absence</li></ul>	Bi-annually	Teaching and Learning Committee Academic Board