


<b>POLICY</b>		
<p>Ref. to Legislative Frameworks:</p> <p>HESF2021: Standard 1 / 3 / 5 / 6.3 / 7.2</p> <p>SRTO2015: Standard 1.2 / 1.8 / 1.12 / 3.5 / 4.1 / 5.1 / 5.2</p> <p>National Code 2018: Standard 11</p>	<b>Academic Quality Assurance</b>	
Version: 3.4	Policy Owner Academic Board	Issued on: 07/07/2023 Review by: 07/07/2025

### Revision History

Current Version	Description of Change	Policy Developer	Effective Date
3.4	Updated to HESF 2021. Definitions updated. Updated Academic Dean's responsibilities.	Compliance Manager and Academic Dean	07/07/2023
3.3	Harmonised the layout with the current AAPoly template of policies and procedures  Updated organisational references in line with recently published frameworks	Quality Assurance Support Officer	06/04/2018

## PURPOSE

This policy explains the underpinnings of academic quality assurance conducted by Academies Australasia Polytechnic (AAPoly).

## POLICY STATEMENT

AAPoly is committed to quality teaching, learning and service delivery through a regular review and improvement process. AAPoly's approach to academic quality assurance is to learn from best practices, locally and internationally, benchmarking (or external referencing) and to take feedback from all stakeholders.

## SCOPE

This policy applies to all courses that result in formal awards (and non-awards) and must be read with reference to, but not limited to, the following internal policies:

- Higher Education Course Development and Approval Policy.
- Higher Education Course Review and Reaccreditation Policy.
- Benchmarking and Continuous Improvement Policy.

## DEFINITIONS

<b>Academic quality assurance</b>	A demonstration or verification that a desired level of quality of an academic activity has been attained or sustained or is highly likely to be attained or sustained. 'Academic activities' generally include teaching, learning, scholarship, research and research training for higher degrees by research. The mechanisms (systems, processes, activities) employed to verify such attainments are typically known as quality assurance systems, quality systems or even just 'quality assurance'. In the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), academic quality assurance is called Institutional Quality Assurance. <sup>1</sup>
<b>DMAIC Model</b>	AAPoly academic quality assurance is based on the Define-Measure-Analyse-Improve-Control (DMAIC) Model. The DMAIC Model is used in education as a tool to improve information flow, simplify and enhance the efficiencies of an academic assessment process, detect any academic problems and take decisive measures systematically.

---

<sup>1</sup> [TEQSA Guidance note: Academic quality assurance](#). Accessed on 01/02/2023.

## **POLICY GUIDELINES AND PRINCIPLES**

### **1. Overall quality review**

The Academic Board (AB) is accountable for the development, review and implementation of academic quality assurance measures. The Academic Board will monitor and assess the quality of AAPoly's academic rigour based on information received from various sources including industry reports and internal course feedback and benchmarking reports.

### **2. Course and subject sustainability and viability**

At least once annually, the Associate Dean (Education) will supply academic performance data gathered on courses and units (including enrolments, completions, attrition, feedback from staff, students, graduates, graduate employers and professional bodies) to the Academic Board. The Academic Board will deliberate on the findings, evaluate any risk to academic quality, and determine necessary actions. The Academic Board reports any risk to academic quality to the Board of Directors.

### **3. Performance against Strategic Plan**

AAPoly's academic quality is underpinned by the Strategic Plan (usually renewed once every three years). The Strategic Plan is translated into departmental targets which are monitored progressively through a number of mechanisms, including periodical meetings, monthly reports and annual reviews. Utilisation of the DMAIC Model assists the relevant staff leaders in implementing the quality assurance framework in their respective duties.

## **RESPONSIBILITIES**

- The AB develops and maintains this policy, as well as communicates it to the Academic Dean. The AB also oversees its implementation.
- The Academic Dean communicates this policy via the Associate Dean (Education) to Program Coordinators, Course Coordinators and Lecturers, and ensures their understanding and adherence.

## REFERENCES

Source	Document Title
Internal	Higher Education Course Development and Approval Policy
	Benchmarking and Continuous Improvement Policy
	Higher Education Course Review and Reaccreditation Policy
External	Higher Education Standards Framework (Threshold Standards) 2021
	TEQSA Guidance Note: Academic Governance
	TEQSA Guidance Note: Course Approval, Design and Delivery
	National Code of Practice for Providers of Education and Training to Overseas Students 2018