



## ACADEMIC QUALITY ASSURANCE SYSTEMS POLICY

Authorised By:	Academic Board	Revision: 2.10
Last Amendment Date:	Revision Date: 09 Dec 2021	
Review Due Date:	Next Review: 09 Mar 2024	
Related Documents:	<a href="#">Assessment Policy</a> <a href="#">Risk Management Policy</a> <a href="#">Tabor College Adelaide Constitution</a> <a href="#">Higher Education Standards Framework</a>	
Responsible Officer:	Academic Director	
Review:	Academic Quality Assurance Committee	

Any person who requires assistance with any aspect of this document should contact the Responsible Officer

### 1. Overview<sup>1</sup>

- 1.1. Academic quality assurance – including the critical elements of course development, implementation, monitoring, and review – is fundamental to Tabor’s ability to self-assure its higher education operations. This policy relates particularly to the monitoring and review of academic quality assurance.<sup>2</sup>
- 1.2. Academic quality assurance is concerned with the core higher education activities of teaching, research, and scholarship and is fundamental to assuring and continually improving student outcomes and experiences and to maintaining academic standards and academic integrity. It involves demonstrating and monitoring achievement of a higher education provider’s mission and objectives across all aspects of academic endeavour. As such, it is a practice incorporating collaboration and connectivity across multiple stakeholders’ interests (students, staff, employers, regulation/ accreditation bodies and government); learning and knowledge exchange; and leadership commitment – all in the context of a provider’s particular characteristics. Approaches to academic quality assurance need to be effective, efficient and appropriate to the provider’s context and circumstances. Most critically, they need to be effectively implemented.
- 1.3. Under the TEQSA Act, it is Tabor’s responsibility to meet all of the Threshold Standards at all times, and to be able to demonstrate its compliance through the provision of relevant evidence when required to do so. (What this might look like is suggested by the TEQSA Guidance Note on Academic Quality Assurance.) Outputs and outcomes measures over time, that are systematically reported and analysed, provide evidence of processes being in place to produce data and ensure its subsequent use to maintain or improve student learning outcomes and experiences, academic standards, and academic integrity – and to provide evidence of improvements.

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<sup>1</sup> This policy relies extensively upon the “TEQSA Guidance Note: Academic Quality Assurance.”

<sup>2</sup> For course development, see the “Course Development Policy,” and, for implementation, see the “Subject Delivery and Academic Resources Policy.”

- 1.4. Tabor's commitment to evidence-based academic quality assurance is fundamentally a commitment to the continuous improvement of its subjects, courses, and processes in order to ensure the best possible learning experience for all of its students.

## **2. Scope and Applications**

- 2.1. This policy applies to all academic operations of Tabor.
- 2.2. Tabor's academic quality assurance responsibility necessarily involves multiple stakeholders – the students; senior management; discipline/academic leaders; academic staff; and staff with responsibility for support services underpinning teaching, research, and scholarship.

## **3. Policy Principles**

Tabor is committed to delivering high quality education and assessment, which meets and/or exceeds the [Higher Education Standards Framework](#), across all its operations, as well as ensuring a positive student experience, improving academic scholarship and research, and benchmarking with other colleges and universities.

### Quality assurance oversight and responsibility

- 3.1. Ultimate responsibility for and oversight of academic quality assurance rests with the key academic governance body, the Academic Board, which, in turn, is oversighted by the Board of Governors who are responsible for all aspects of the college's legislative compliance.
  - 3.1.1. Appendix: Governance Chart of QA to the Academic Board
- 3.2. Tabor has developed policies and procedures designed to support corporate and academic governance arrangements, as well as ensuring:
  - 3.2.1. Ongoing quality assurance of all accredited courses of study
  - 3.2.2. Effective development, implementation and review of all academic policies and activities
  - 3.2.3. Maintenance of academic standards, including opportunity for external input, in line with identifiable conventions of good academic practice
  - 3.2.4. Systematic monitoring, review and improvement of Tabor's higher education operations
  - 3.2.5. Management of partnership arrangements, including admission and support of students, to ensure consistent student learning outcomes and equivalency of experience for students in the same course of study.

### Quality assurance processes and mechanisms

- 3.3. The implementation of Tabor's quality assurance policies and procedures will be supported through the following processes and mechanisms:
  - 3.3.1. The use of systematic trend reporting, evaluation, feedback, and review of reliable feedback from internal and external stakeholders and evidence of improvements to its teaching, student learning outcomes, graduate outcomes, and research performance resulting from this data collection.
  - 3.3.2. Providing staff with feedback from students and others in regard to the quality of their teaching, as well as providing them with opportunities to improve their teaching.
  - 3.3.3. Ensuring quality and safe work placements, practicums, and other forms of work integrated learning as well as quality supervision for students whilst on placement, etc.

- 3.3.4. Systematically updating courses through internal revision and external review, whilst maintaining coherence.
- 3.3.5. Providing a robust internal capacity to monitor and improve its courses through effective academic governance processes.

#### Academic standards and outcomes

- 3.4. The quality assurance of Tabor's academic standards and outcomes are facilitated through the reporting to the Academic Board of:
  - 3.4.1. The maintenance of academic standards and academic integrity.
  - 3.4.2. Consistent and appropriate assessment of course management and coordination, including moderation procedures.
  - 3.4.3. Maintaining, monitoring, and acting on comparative data on the performance of students (including student attrition, student progress, course completions, grade distributions) in the course of study, including information on the performance of student cohorts by:
    - 3.4.3.1. entry pathway
    - 3.4.3.2. mode of study and place of study
  - 3.4.4. Benchmarking the academic standards intended to be achieved and the standards actually achieved by students against similar accredited courses of study offered by other higher education providers.

#### **4. Procedures**

- 4.1. To assist the Academic Board in fulfilling its responsibilities, the following sub committees have been put in place:
  - 4.1.1. Academic Quality Assurance Committee Terms of Reference
  - 4.1.2. Scholarship Committee
  - 4.1.3. Student Support Committee
- 4.2. Across all levels of the college's academic program, each committee contributes to the monitoring of academic quality and to the implementation of a continuous improvement cycle.
  - 4.2.1. Deans' Strategy Forum Terms of Reference
  - 4.2.2. Faculty Meetings Terms of Reference
  - 4.2.3. Administrator Working Group Terms of Reference
  - 4.2.4. Student Leadership Team Terms of Reference
  - 4.2.5. Professional Experience Working Group Terms of Reference
  - 4.2.6. Course Review Panels Terms of Reference
  - 4.2.7. Specific Task Groups Terms of Reference
  - 4.2.8. Internal Ethics Committee Terms of Reference
  - 4.2.9. Library Committee Terms of Reference

4.3. A systematic and comprehensive quality assurance cycle of reviews, overseen by the Academic Board, that cover

4.3.1. Subjects, subject delivery, and courses

4.3.2. The Faculties, Digital Learning and Innovations Team, the Library, and Student Services

4.3.3. Individual staff, including adjunct and casual

4.3.4. College-wide academic systems, processes, and procedures.

## **5. Definitions**

5.1. See [Global Definitions](#)

## **6. Communication and Training**

6.1. The Responsible Person will provide copies of this policy to all staff and committee members involved in the academic operations of the College and published in the Tabor Policy Repository

## Appendix A: Academic Governance and Quality Assurance at Tabor

