

Health Education and Training Institute Higher Education Quality Assurance Policy

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| Summary | Outlines the HETI Higher Education commitment to Academic Quality Assurance principles and processes. |
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| Risk Assessment | As per Attachment 1 to this document. |

Issued under the authority of the Health Education and Training Institute Higher Education Governing Council

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Health Education and Training Institute Higher Education Quality Assurance Policy

Policy Statement

Health Education and Training Institute (HETI) Higher Education is committed to improving and maintaining excellence across all its activities, services and processes in teaching and learning, student support and development, research, governance, community engagement and administration.

To ensure that these quality measures are achieved, HETI Higher Education has established an Academic Quality Assurance Framework. The framework is designed to establish an integrated quality system, including best practice quality strategies, policies and processes, across all of its functions.

Aims and Objectives

1. The objectives of this Quality Assurance Policy Statement are to:
 - a. Explain the structure of the Higher Education and Training Institute Higher Education Academic Quality Assurance Framework;
 - b. Outline how the Framework operates;
 - c. Outline the arrangements to embed across the HETI Higher Education a culture and practice of continuous improvement that focuses on enhancing outcomes for students, staff, partners and other stakeholders;
 - d. Ensure that HETI Higher Education programs and activities align with all regulatory standards Tertiary Education Quality and Standards Agency (TEQSA) and with related NSW Health Policy.

Overview

2. The Policy Statement provides an overview of the responsibilities of both the HETI Higher Education staff and students for quality in teaching and learning.
3. This policy applies to all coursework programs offered by HETI Higher Education.

Definitions

4. For the purpose of this policy:
 - a. 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 HETI Higher Education courses, programs and teaching. Wherever possible, national and international reference points will be used.
- b. Continuous improvement means the ongoing review cycle designed to progressively improve courses, programs and teaching outcomes.
 - c. Evaluation of quality means:
 1. the systematic consideration of stakeholder views and benchmarking activities about the quality of programs and courses; and
 2. the aggregation, analysis and interpretation of students feedback about their perceptions and experience of their courses to inform judgements about the quality of programs.
 - d. Professional accreditation means the formal process of assessment and review by a relevant accrediting body, leading to formal recognition that a program meets the standards required to ensure that graduates possess the skills and knowledge necessary to begin professional practice. Professional accreditation may include the requirement for graduates to gain formal registration with the relevant statutory authority before they can commence professional practice.
 - e. Quality assurance means the application of monitoring, review and evaluation processes to ensure that HETI Higher Education teaching and learning processes and outcomes are meeting the standards defined by HETI Higher Education, through this policy and its broader strategic goals.

Procedures

Academic Quality Assurance Framework

5. HETI Higher Education Academic Quality Assurance Framework is a whole of institution framework that links the Teaching and Learning Plan, the Higher Education Plan and Business Plan. The Framework is also aligned with the budgeting and risk management systems.
6. HETI Higher Education Academic Quality Assurance Framework has been developed to facilitate our endeavours to:
 - a. ensure that we satisfy the needs and expectations of students, HETI staff, education delivery partners, and the NSW Health Workforce;
 - b. guarantee that we meet or exceed threshold or minimum requirements in all areas (regulatory, academic and administrative);
 - c. achieve our aspiration for excellence in all that we do;
 - d. embody our commitment to reflective practice and continuous improvement;
 - e. review and evaluate teaching and learning processes and outcomes, including related supporting services.

7. HETI Higher Education Quality Assurance Framework:
 - a. is driven by the HETI Higher Education Plan;
 - b. takes into account student feedback to facilitate enhanced teaching and learning, and further build the HETI Higher Education capability and capacity;
 - c. reflects the two-way nature of effective quality assurance influence from the HETI Higher Education Academic Board to individual staff member, and from individual staff member to the HETI Higher Education Academic Board;
 - d. ensures a systematic monitoring and review of the academic management of courses, teaching and performance;
 - e. involves the alignment of all functional, organisational unit and individual staff member plans with the HETI Higher Education Plan;
 - f. is underpinned by the HETI Higher Education governance and policy framework of principles, policies and procedures, supported by local level procedures, guidelines and work instructions;
 - g. supports individual staff development, performance improvement and opportunities for innovation in teaching;
 - h. monitors staff performance in teaching and learning;
 - i. recognises and rewards teaching excellence;
 - j. monitors and evaluates student outcomes;
 - k. ensures the provision of services to enrich and support students' learning.

Planning for and improving quality

8. The HETI Higher Education approach to quality assurance embodies continuous improvement, in a cycle of planning, implementation, review and improvement. Continuous improvement is therefore integral to the HETI Higher Education strategic planning and action plan implementation. HETI Higher Education is committed to a cycle of evaluation and improvement as part of academic planning. Within this cycle, academic staff and teaching teams are required to regularly:
 - a. review the content and focus of their courses;
 - 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. The underlying approach is the utilisation of the Plan-Do-Study-Act (PDSA) cycle of improvement. PDSA cycles form part of the quality assurance process, and provide a framework for developing, testing and implementing changes leading to

improvements. Details of the PDSA cycle and methodology are outlined in the Academic Quality Assurance Framework.

10. HETI Higher Education deploys a range of mechanisms and specific tools to implement the PDSA approach and hence to achieve continuous improvement. These include but are not limited to:
 - a. strategic, functional or organisational unit plan review procedures
 - b. unit and curriculum review procedures
 - c. organisational unit review procedures
 - d. cyclical reviews of policies and procedures
 - 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. In addition, the Internal Audit Strategy is a key mechanism for continuous quality improvement.

11. Quality assurance at the HETI Higher Education is predicated on evidence-based decision making. Information management systems, student evaluation of teaching and learning data will inform decision making. HETI Higher Education will establish and maintain evidence and data collection mechanisms to support continuous improvement processes.

Relationship between teaching and research for quality assurance

12. The links between research and teaching exist in the kinds of mechanisms which support quality assurance. Academics know how to support quality in their research, where standards are high. For every process which supports quality in research there is a parallel process which can be used to support quality in teaching. HETI Higher Education aspires to link teaching and research in the curriculum and in the student learning experience. From a quality assurance perspective it is necessary to have evidence that these connections have been made effectively. If discipline based research has been infused in teaching and learning activities, there will be evidence of students being able to demonstrate the following capabilities:
 - a. understanding of how research within their discipline leads to knowledge creation;
 - b. apply the methods used to carry out research in their discipline;
 - c. ability to carry out research in a range of ways and in varied contexts;
 - d. participate in research activities during their program of study;

- e. learn and be assessed by methods that reflect research procedures in their discipline;
 - f. know how research is organised and funded.
13. The HETI Higher Education graduate attributes makes reference to the connection between teaching and research. Graduate attributes, and the assessment of them, represent a significant indicator of whether or not teaching and research have been effectively integrated into the experience of students.

Roles and Responsibilities

Health Education and Training Institute Higher Education Governing Council

14. The HETI Higher Education Governing Council has authority to:
- a. develop and approve the strategic framework for HETI to fulfil its responsibilities as outlined in the HETI Higher Education Plan;
 - b. Overseeing and reviewing the management and performance of HETI Higher Education;
 - c. Monitoring the implementation of the HETI Higher Education strategic direction, business plan, risk management and annual budget;
 - d. Overseeing the HETI Higher Education Academic Board and monitoring its activities to ensure sound academic governance of the HETI Higher Education;
 - e. Approving the submission of accreditation and registration applications and reporting to the TEQSA on the recommendation of the HETI Higher Education Academic Board;
 - f. Ensuring that the HETI Higher Education Academic Board and the academic committees are engaging in processes compliant with the TEQSA Threshold Standards;
 - g. Approving operational policies and procedures for higher education operations consistent with legal and TEQSA requirements, and advice of HETI Higher Education Academic Board.

Health Education and Training Institute Higher Education Academic Board

15. The HETI Higher Education Academic Board (through its committees):
- a. Develops and promulgates academic and student related policy and procedures, including academic quality assurance and standards, curriculum design, research training, 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.

16. The HETI Higher Education Academic Board achieves its work through a series of committees; of most relevance to coursework programs and quality assurance is the Teaching and Learning Committee. This Committee develops policies and programs to promote and encourage excellence, innovation and for the support and development of staff and facilities in order to enhance the quality of teaching and learning.
17. HETI Higher Education believes that quality assurance in teaching and learning is a shared responsibility with accountability through to the HETI Higher Education Academic Board and the HETI Higher Education Governing Council.
18. Responsibility for ensuring that quality in teaching and learning within HETI Higher Education resides in structural and organisational entities together with staff and academic leadership working in partnership with students. The HETI Higher Education Academic Board has broad oversight of standards, policy and processes surrounding HETI Higher Education academic endeavour.
19. Collectively academic staff are responsible, under identified academic and professional leadership for ensuring that the design, development, management, workplace relevance, teaching and assessment of courses and subjects facilitate effective learning, while students have responsibility to engage in the learning process.

Related Documents

- HETI Higher Education Academic Quality Assurance Framework

Acknowledgement:

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Document History

| Version | Issued | Status | Author | Reason for Change |
|---------|------------------|--------|----------------|---|
| v0.1 | 20 October 2015 | Draft | Paul van Hauen | Draft document |
| v0.2 | 30 October 2015 | Draft | Paul van Hauen | Incorporating feedback from the Curriculum Development Meeting 30 October 2015 |
| v0.3 | 16 November 2015 | Draft | Paul van Hauen | Incorporating feedback from the Academic Governance Quality and Integrity Meeting 2 November 2015 |
| v0.4 | 18 November 2015 | Draft | Paul van Hauen | Consolidation of feedback from the HEP Status Workshop 18 November 2015 |
| v0.5 | 21 January 2016 | Draft | Mark Wilbourn | Incorporating feedback from the Policy Review Workshop 21 January 2016 |
| v0.6 | 28 January 2016 | Draft | Mark Wilbourn | Incorporating feedback from the Policy Review Workshop 28 January 2016 |
| v1.0 | 24 February 2016 | Final | Mark Wilbourn | As approved by HETI Higher Education Governing Council |
| v1.0 | 22 August 2018 | Final | Valerie Rhodes | Updated logos, template and new TRIM Reference |

IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

| Assessed by: | Date of Assessment: | | |
|------------------------------------|---------------------------------------|---------------------------|------------------------|
| IMPLEMENTATION REQUIREMENTS | Not commenced | Partial compliance | Full compliance |
| 1. | | | |
| | Notes: | | |
| 2. | | | |
| | Notes: Relevant Director | | |
| 3. | | | |
| | Notes: TRIM reference number - | | |
| 4. | | | |
| | Notes: | | |
| 5. | | | |
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| 6. | | | |
| | Notes: | | |

Attachment 1 - RISK ASSESSMENT

<Document Title>

| 1. | Policy/Process being assessed | Notes |
|-----|--|-----------|
| | Quality Assurance Policy v1.0 | |
| | Document Number | |
| | Publication date | |
| | Scheduled review date | June 2018 |
| | Date of this risk assessment | |
| | Name & position of assessing officer | |
| | | |
| 2. | Summary of policy purpose (from PD Cover Page) | |
| | Outlines the HETI Higher Education commitment to Academic Quality Assurance principles and processes. | |
| | | |
| 3. | Agency (HETI) key roles & responsibilities as per PD | |
| | | |
| | | |
| 4. | Risk Assessment | |
| 4.1 | <u>Identification of risks</u> – what might happen & how? | |
| | 1. | |
| | 2. | |
| | | |
| | | |
| 4.2 | <u>Analysis of risks</u> – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached) | |
| | <ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : | |
| | | |
| | | |
| 4.3 | <u>Evaluation of risks</u> – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated. Risk level assessed after implementing treatment: | |
| | <ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : | |
| | Evaluation – | |

Risk Assessment Approval

| | |
|---|--|
| Name & position of approving T2 Officer: | |
| Date: | |