

Quality Framework

Navitas Professional Institute

Document

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Version Control

Issue Date:	Summary of Changes	Review Date
01 July 2008	Initial approval	July 2013
15 November 2010	Reviewed and refreshed with minor amendment	November 2015
23 November 2015	Template change, minor administrative amendments	August 2020
25 January 2016	Minor template technical amendments	August 2020

Quality Framework

1. Introduction

The Quality Framework of Navitas Professional Institute guides the institution's application of quality processes and perspectives.

The Quality Framework has been developed to assist the institution examine current theory and industry good practice in quality assurance and continuous improvement.

The institution's approach to quality has been developed in consultation with all staff and believes that the responsibility for quality assurance and continuous improvement belongs with all staff. The following statement was originally developed through *All of Staff Workshops* and reflects the College's commitment to the provision of a quality teaching and learning experience. It has been used as a reference point in the development of this document.

"Our College degrees offer a flexible approach to experiential, theoretical and practical learning, using quality curriculum, delivered in an inclusive environment by academic experts with industry experience. Our graduates are profession-ready, reflective practitioners who are capable of making a significant contribution to the community."

2. Quality Statement

The institution recognises the need to embed quality assurance and continuous improvement mechanisms in all its activities if it is to realise its Vision and Mission and meet the needs of its various client groups and stakeholders.

The institution has developed the following quality statement to reflect this commitment:

"The approach to quality across the institution blends the provision of consistent, quality, leaning and pedagogy with the need for continuous improvement."

From this quality statement, the institution has developed the following commitment to quality:

Key areas of Commitment to Quality Assurance at the institution

- Maintain the commitment to quality expressed by the institution's Quality Statement
- Establish and monitor performance against meaningful and measurable objectives
- Review resources to confirm that they are sufficient to meet requirements
- Maintain dialogue with students and stakeholders to understand their needs and expectations and determine their levels of satisfaction
- Monitor, review and improve the Quality Framework.

This commitment:

- Balances responsiveness to the needs of students, professions and interest groups with The institution's distinctive mission, standards and objectives
- Combines a willingness to (explore) new directions when this is justified
- Monitors the impact of quality assurance and continuous improvement undertakings on students, staff, clients and other groups.

3. Quality Framework

The institution's aim of "blending the provision of consistent, quality services and outcomes with the need for continuous improvement" is implemented through its Quality Framework. The Quality Framework is defined as the quality environment in which the institution operates and the set of elements (philosophies, frameworks, plans, policies and procedures) that the institution's uses for guiding, planning and implementing quality assurance. Through the Quality Framework, the

institution can integrate internal processes and provide a planned approach for maintaining and improving the quality of its operations. In this way, the Quality Framework enables the improving the quality of its operations. In this way, the Quality Framework enables the organisation to identify, measure, control, and improve its core processes.

3.1 The Quality Environment

The institution operates within a regulatory environment that requires compliance with a broad range of legislation, regulations, standards, guidelines and policies. Within the institution the quality environment is created by good governance, comprehensive policies and procedures, and the commitment of individuals to the provision of quality service and excellence in teaching and learning. The quality environment is depicted in the following diagram:



Figure 1 Quality environment - context

3.2 Quality Framework Elements

The Quality Framework at the institution consists of many interlocked elements that combine to enable the institution to identify measure, control and improve the quality of its education delivery.

These include (but are not limited to) the institution's:

- Vision, Mission and Institutional Values;
- Governance framework, which specifies the decision rights and accountabilities of the institution's governing bodies that have oversight over the quality of the institution's educational delivery, the College Council and Academic Board, and their associated management committees;
- Management framework, which is supported by (among other aspects) clear cascading delegations of authority, professional development policy and systematic operational planning and review processes including (but are not limited to):
 - a five year strategic plan
 - annual operational plans, and
 - mid-year and annual staff performance planning and review processes;
- Learning and Teaching Planning framework that gives planning focus to aspects of the institution's provision or educational delivery commonly accepted to have an effect on the quality of student learning experience and outcomes or competencies;
- Research and Scholarship Plan provides that provides a vision for research and scholarship along with a framework to guide strategic planning and implementation of research and scholarship activities across the institution;
- Continuous Improvement Policy which guides the institution's systematic review and improvement processes, is reflective of the (O)ADRI model of continuous improvement;

- Benchmarking Policy, which guides the institution’s structured, collaborative, learning process for comparing internal and external good practices, processes or performance outcomes to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality;
- Professional accreditation of courses, which serves as a mechanism of external benchmarking and enables the institution graduates to attain industry recognition through registration with Professional Associations where relevant;
- Course, curriculum and teaching evaluation and review, which serves to inform the renewal of current courses and the development of new courses; and
- Feedback processes, with staff, students, graduates, and industry and graduate employee groups. Feedback insights are utilised to inform continuous improvement of the learning, teaching and College experience for students. Students are kept informed of improvements being put in place in response to their feedback via notices on the institution’s student web portal, creating a double feedback loop.
- Quality Planning Approach, which based on the (O)ADRI model which is a variation on Deming’s “Plan-Do-Check-Act” quality management cycle, and explained further at item 4.0 below.

4. Approach to Quality Planning

The institution’s approach to quality planning is based on the (O)ADRI model which is a variation on Deming’s “Plan-Do-Check-Act” quality management cycle. This model has formed the basis of the institution’s institutional review and continuous improvement process and informs quality planning across the quality framework elements. The following diagram explains the (O)ADRI model as the basis for quality planning at the institution.

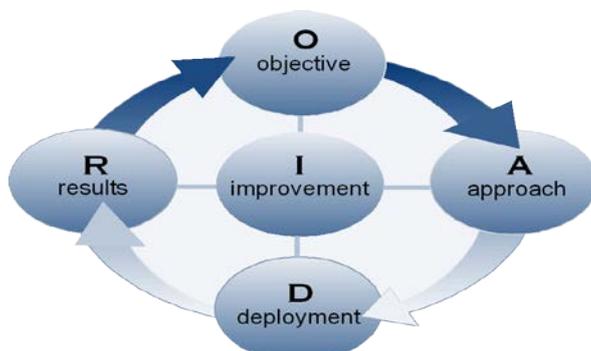


Figure 2 The (O)ADRI Approach to Quality Planning

Objective	This includes the values and other aspects of the organisation’s mission that underpin the goals of each process
Approach	This includes the trail from an organisation’s mission, vision and values through to more specific goals and objectives. It may culminate in written policies and procedures that set out how, in theory, the goals will be achieved.
Deployment	This considers whether, and how effectively, the approach is being put into effect.
Results/Review	This looks at the results as a means for determining how well the deployment is achieving the planned approach.
Improvement	This focuses on whether the organisation is actively and continuously engaged with understanding its performance in each of the ADR areas, and is using this understanding to bring about ongoing improvements

5. Responsibilities

The **Council College** and **Academic Board**, these being the governing bodies of the institution are responsible for oversight of the institution’s quality framework.

The **Principal and Executive General Manager** and **Dean Academic** are accountable for the ongoing development, approval, implementation, awareness and effectiveness of this Policy

Executive members, Heads of School and Functional managers are responsible for ensuring their employees are aware of this Policy and their responsibilities defined herein.

Academic and professional staff are responsible for being aware of, and complying with this Policy.

6. Definitions

Academic staff / teaching staff refers to permanent and casual employees engaged in teaching and assessment of courses at the institution.

Institution (the)/College (the) means the Navitas Professional Institute and its colleges (see registration information below).

International student/ Overseas student means a student required to hold a student visa for study in Australia.

Unit means a unit of study in a higher education course or a unit of study, subject, module and/or unit of competency in a vocational education and training course.

7. Review

This policy is reviewed at a minimum of every 5 years by the policy owner (or designate) to ensure alignment to appropriate strategic direction and its continued relevance to Navitas' current and planned operations.

The next scheduled review of this document is listed in the Version Control section on Page 1.

8. Records

Records in association with this policy will be kept in accordance with the institution's Records Management Policy and Records Retention and Disposal Schedule. Confidential files related to the implementation of the policy must be maintained according relevant privacy processes.

9. Related documents

Governance Framework; Continuous Improvement Policy; Benchmarking Policy

10. Related legislation

Higher Education Support Act 2003; Tertiary Education Quality and Standards Agency Act 2011; National Vocational Education and Training Regulator Act 2011; Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007; and associated Commonwealth and State legislation; Australian Qualifications Framework.

Registration information

The Navitas Professional Institute is a group of colleges in the Navitas Professional and English Programs (PEP) Division of Navitas Limited the colleges being the Australian College of Applied Psychology (ACAP), Navitas College of Public Safety (NCPS), Health Skills Australia (HSA), and the Australian TESOL Training Centre (ATTC) with respect to ATTC's 39296QLD Graduate Certificate in TESOL and 39297QLD Graduate Diploma in TESOL courses. Navitas Professional Institute Pty Ltd (NPI Pty Ltd), ABN 94 057 495 299, National CRICOS Provider Code 01328A, TEQSA HE Provider Registration Code 12009, RTO 0500. Health Skills Australia Pty Ltd ABN 53 123 479 201, RTO 21646.