

QUALITY FRAMEWORK

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| Document Name | ACAP_1_A_POL_Int_Student_Transfer_181009 | |
| Date of Next Review | 17 July 2018 | |
| Approved by | Academic Board | 17 July 2013 |
| Responsible Person | Director of Quality | |
| Related Documents | Governance Framework; Continuous Improvement Policy; Benchmarking Policy | |
| References and Legislation | Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth); Higher Education Standards Framework (Threshold Standards) 2015; Education Services for Overseas Students Act 2000 (Cth); Education Services for Overseas Students Regulations 2001; National Vocational Education and Training Regulator Act 2011; Migration Act 1958 (Cth); National Code of Practice for Providers of Education and Training to Overseas Students 2018; the Higher Education Support Act 2003 (Cth); Privacy Act 1988 (Cth) | |

1. Purpose:

The Quality Framework of the Australian College of Applied Psychology guides the college’s application of quality processes and perspectives.

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

The college’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. Scope:

This policy applies to all staff.

3. Definitions:

| Term | Definition |
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| <i>Academic staff / teaching staff</i> | Permanent and casual employees engaged in teaching and assessment of courses at the institution. |
| <i>College (the)</i> | The Australian College of Applied Psychology (ACAP). |
| <i>International student/ Overseas student</i> | A student required to hold a student visa for study in Australia. |
| <i>Unit</i> | A unit of study in a higher education course or a unit of study, module and/or unit of competency in a vocational education and training course. |

4. Policy

4.1 Quality Statement

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

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

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

Key areas of Commitment to Quality Assurance at the college

- Maintain the commitment to quality expressed by the college’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 college’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.

4.2 Quality Framework

The college’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 college operates and the set of elements (philosophies, frameworks, plans, policies and procedures) that the college’s uses for guiding, planning and implementing quality assurance. Through the Quality Framework, the college 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.

4.3 The Quality Environment

The college operates within a regulatory environment that requires compliance with a broad range of legislation, regulations, standards, guidelines and policies. Within the college 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

4.4 Quality Framework Elements

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

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

- Vision, Mission and Collegial Values;
- Governance framework, which specifies the decision rights and accountabilities of the college's governing bodies that have oversight over the quality of the college's educational delivery, the College Board of Directors 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 college'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 college;
- Continuous Improvement Policy which guides the college's systematic review and improvement processes, is reflective of the (O)ADRI model of continuous improvement;
- Benchmarking Policy, which guides the college'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 college 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 college’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 Section 3 below.

4.5 Approach to Quality Planning

The college’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 college’s collegial 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 college.

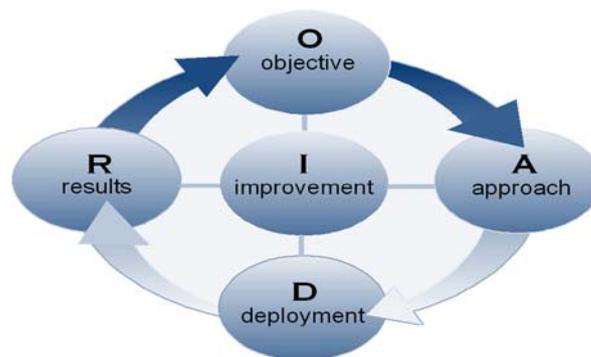


Figure 1 The (O)ADRI Approach to Quality Planning

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. Document Management Control

| Date | Summary of Changes | Author |
|------------|---|------------------------------------|
| 1/07/2008 | Initial approval | Director Quality and Accreditation |
| 28/09/2015 | Reviewed and refreshed with minor amendment | Director Quality and Accreditation |

| Date | Summary of Changes | Author |
|------------|---|------------------------------------|
| 27/11/2015 | Template change, minor administrative amendments | Director Quality and Accreditation |
| 25/01/2016 | Minor template technical amendments | Director Quality and Accreditation |
| 30/06/2017 | Administrative update to business and academic titles and roles | Director Quality and Accreditation |
| 9/10/2018 | Template change, minor administrative amendments | VET Compliance Manager |