

Quality Assurance Policy

Purpose

1. This Policy outlines:
 - a) the principles which guide Global Higher Education's (GHE) approach to internal quality assurance and continual improvement of academic and operational activities;
 - b) the mechanisms for assuring compliance with external regulatory, statutory, and accreditation requirements as a registered higher education provider under the *Tertiary Education Quality and Standards Agency Act (TEQSA Act) (2011)*.

Scope

2. This Policy outlines quality assurance activities at GHE. Where relevant, detailed processes for activities that contribute to GHE's overall approach for quality assurance are set out in separate policy and procedures. These include:
 - a) Governance Framework;
 - b) Risk Management Policy;
 - c) Course and Unit Review Policy.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

4. This Policy is linked to:
 - a) Quality Assurance Procedure;
 - b) Quality Assurance Procedure - Benchmarking;
 - c) Quality Assurance Procedure- Student Feedback.

Policy

Principles

5. GHE is committed to ensuring that all students receive an outstanding learning experience by providing: the courses; learning resources; assessment; and academic, pastoral and language support required to provide all students with the capability of achieving set learning outcomes, graduate attributes and their own academic and professional ambitions.
6. This aim is achieved through a common commitment to providing a quality experience for all students through:
 - a) an obligation to managing, assuring and enhancing the quality of all academic and operational functions via the Plan-Act-Evaluate-Improve quality cycle which includes an ongoing cycle of monitoring and review;
 - b) a focus on benchmarking and external referencing including independent review to inform inputs (e.g. admission criteria, course content, assessment and delivery, policy and procedures, learning resources) and the delineation of quality indicators or benchmarks, these are expressed in the **Internal Quality Benchmarks**;

- c) an understanding that quality processes, such as outcomes and assessment, need to inform academic and organisational risk assessments;
- d) the provision of courses that are academically rigorous and align with the Australian Qualifications Framework and GHE's strategic direction;
- e) regular referencing of internal performance indicators with external benchmarking activities;
- f) a commitment to open and transparent communication of quality outcomes and engagement with key stakeholders in relation to improvement plans;
- g) the collection of feedback, data and information that can be analysed and monitored to identify risk to students, graduates, academic quality of GHE's courses or GHE's reputation;
- h) policies that address equity and diversity in admission, curriculum delivery and assessment;
- i) a commitment to academic innovation;
- j) robust academic governance and clear delineation between governance and management responsibilities and specified delegations of authority;
- k) compliance with the *Higher Education Standards Framework (Threshold Standards) 2021*, the ESOS Framework, relevant statutory requirements, GHE's policies and procedures, and professional/statutory accreditation standards.

Integrated approach to quality

7. GHE's integrated approach to internal quality assurance incorporates the following key elements which are expanded upon below:
 - a) Corporate and Academic Governance;
 - b) Governance monitoring and review;
 - c) Compliance reviews;
 - d) Course and unit reviews;
 - e) Data analysis and monitoring;
 - f) External referencing and benchmarking;
 - g) Student feedback and evaluation.

Corporate and Academic Governance

8. GHE's Governance Framework establishes a robust structure for corporate and academic governance where the Board of Directors is accountable for the quality and compliance of GHE'S higher education operations.
9. The Board of Directors and the Academic Board are responsible for the approval, oversight of implementation and review of GHE's policy suite.
10. Processes for risk management are overseen by the Board of Directors and are governed under GHE's **Risk Management Policy**.
11. GHE's risk management activities provide reference points to set priorities and guide strategic planning and ensure the achievement of goals and academic standards.
12. Risk management at GHE involves monitoring of corporate, organisational and academic risk and is overseen by peak corporate and academic governance bodies.

Governance monitoring and review

13. The effectiveness of the Board of Directors, Academic Board and subsidiary governance and management committees will be monitored annually through a self-review process demonstrating the following via a report to the Board of Directors:

- a) how the relevant terms of reference were met during the reporting year (as recorded in the work plan, agendas, confirmed minutes and actions arising such as compliance monitoring, risk management and monitoring of delegated authorities);
 - b) systematic review against relevant standards in the *Higher Education Standards Framework (Threshold Standards) 2021* to ensure peak academic and corporate governance bodies acquit accountabilities against the requirements;
 - c) self-review of satisfaction with governance arrangements.
14. At least once every seven years an independent external review will be commissioned of the effectiveness of the Board of Directors, Academic Board and subsidiary governance and management committees.

Compliance reviews

15. GHE will undertake a rolling cycle of thematic and systematic reviews or audits of its operations against the Higher Education Standards Framework (Threshold Standards) the ESOS National Code, relevant statutory requirements, GHE's policies and procedures, and professional/statutory accreditation standards.
16. Thematic reviews will be based on the student lifecycle from recruitment and admission, through to progression, experience and ultimately completion and graduation.
17. Reviews will include all campuses and third-party delivery arrangements where relevant.
18. Accountability will be delegated to Manager Quality and Compliance for managing reviews procedures and reporting to the Audit and Risk Committee.

Course and unit reviews

19. As part of GHE's overall quality assurance framework and sitting alongside this policy is the **Course and Unit Review Policy**.
20. The Course and Unit Review Policy describes an ongoing reflective and feedback cycle which includes monitoring and both internal and external review of courses and units and the subsequent implementation of improvements.
21. The outcomes of ongoing course and unit monitoring is undertaken by the Teaching, Learning and Quality Committee and reported regularly to the Academic Board.
22. The Course Advisory Committee provides specialist disciplinary or industry advice to the Academic Board as required.

Data analysis and monitoring

23. GHE analyses and monitors a range of student performance data to enable, among other things, the identification of students at risk allowing early intervention and the provision of appropriate support.
24. The GHE student data collection includes performance data and outcomes including:
- a) attrition rates;
 - b) progress rates;
 - c) completion rates;
 - d) grade distributions;
 - e) student satisfaction;
 - f) graduate success.
25. Data is also collected to enable monitoring of potential issues related to admission standards, breaches of academic integrity, English language proficiency and agent performance.

26. Student performance data is regularly reported to the Academic Board and the Board of Directors to enable identification and mitigation of risks to particular student cohorts and to implement strategies tailored to support students.

External referencing and benchmarking

27. GHE engages in external referencing and benchmarking to assess and evaluate GHE's performance and practice against other higher education providers in the sector.
28. The outcomes of these activities is to assure GHE that the quality of higher education provided by GHE and the policies and practices it employs meets or exceed sector wide benchmarks and expectations.
29. GHE conducts:
- a) internal benchmarking activities which compares GHE's policies, practices and performance with external references such as public data sets and public information;
 - b) external benchmarking activities with partners as set out in the **Quality Assurance Procedure – Benchmarking**.

Student feedback and evaluation

30. GHE collects and responds to student feedback to enhance the quality of learning and teaching and the student experience as set out in the **Quality Assurance Procedure - Student Feedback**.
31. Surveys and focus groups are used to obtain student input on a range of activities, services and facilities, including teaching, units and courses.
32. Surveys inform the continual improvement of teaching and the curriculum and also provide summative evidence for staff performance reviews and internal and external quality assurance reporting requirements.

Communication

33. The outcomes of all quality assurance and review processes will be disseminated to stakeholders in line with GHE's commitment to transparency and accountability.
34. The annual GHE Quality Cycle report will be presented to the Academic Board and the Board of Directors to bring together the findings from all academic and corporate review activities across GHE to identify any systemic issues and or good performance.

Associated information

Related Internal Documents	<p>Quality Assurance Procedure Quality Assurance Procedure - Benchmarking Quality Assurance Procedure- Student Feedback Internal Quality Benchmarks Academic Progress Policy Admissions Policy Assessment Policy Course and Unit Review Policy Course Design Policy Enrolment Policy Governance Framework Human Resources Framework Risk Management Policy Student Complaints, Grievances and Appeals Policy Student Disability Policy Student Diversity and Equity Policy Student Wellbeing, Orientation and Support Policy Glossary of Terms</p>
Related Legislation, Standards and Codes	<p><i>Tertiary Education and Quality Standards Agency Act 2011</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> TEQSA Guidance Notes: <i>Academic Quality Assurance, Version 2.2,</i> <i>Academic Governance, Version 2.3</i> <i>Education Services for Overseas Students Act 2000</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> <i>Australian Qualifications Framework 2013</i> <i>Disability Discrimination Act 1992</i> <i>Disability Standards for Education 2005</i></p>
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Change history

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	9-Nov-20	V1.1 Addition of cl34 to harmonise with related policy
	10-Oct-23	V1.2 administrative updates following TEQSA registration

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