VET and ELICOS Quality Assurance Policy

1   Purpose & Objective

1.1   This policy outlines the principles which guides IIBIT's approach to internal quality assurance and continual improvement of Vocational Education (VET) and English Language Intensive Courses for Overseas Students (ELICOS) delivery and operational activities.

1.2   The objective of the policy is to ensure that IIBIT retains a whole-of-institution approach to quality which informs strategic and operational planning, risk, student recruitment and admission standards, course approvals and review, teaching and learning, student support and resource allocation.

2   Scope

2.1   This policy applies to all VET and ELICOS courses of study delivered by IIBIT, operational units of IIBIT, and generic improvement and innovation activity.

3   Policy

Principles

3.1   IIBIT 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.

3.2   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 peer review) to inform inputs (e.g. admission criteria, course structure and resourcing, assessment and delivery, policy and procedure, learning resources) and the delineation of quality indicators or benchmarks;
   c) an understanding that quality processes need to inform academic, financial and organisational risk to ensure that risk assessment is adequately informed by quality outcomes and assessment;
   d) the provision of courses that are academically rigorous and align with the Australian Qualifications Framework and IIBIT's strategic direction;
   e) regular application of internal performance indicators with reference to 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) policies that address equity and diversity in admission, curriculum delivery and assessment;

h) a commitment to academic innovation;

i) clear delineation between governance and management responsibilities and specified delegations of authority;

j) compliance with the Commonwealth and State law and regulation, IIBIT's policies and procedures, and professional/statutory accreditation standards.

Integrated approach to quality

3.3 IIBIT's integrated approach to internal quality assurance incorporates key inputs and outputs which inform planning and change management practices (as outlined in figure 1. NB: benchmarks outlined are exemplars) and academic, operational and financial risk via an annual report to the IIBITEG Board of Governance, consolidating the findings from the annual quality cycle.

Figure 1: IIBIT Integrated Quality
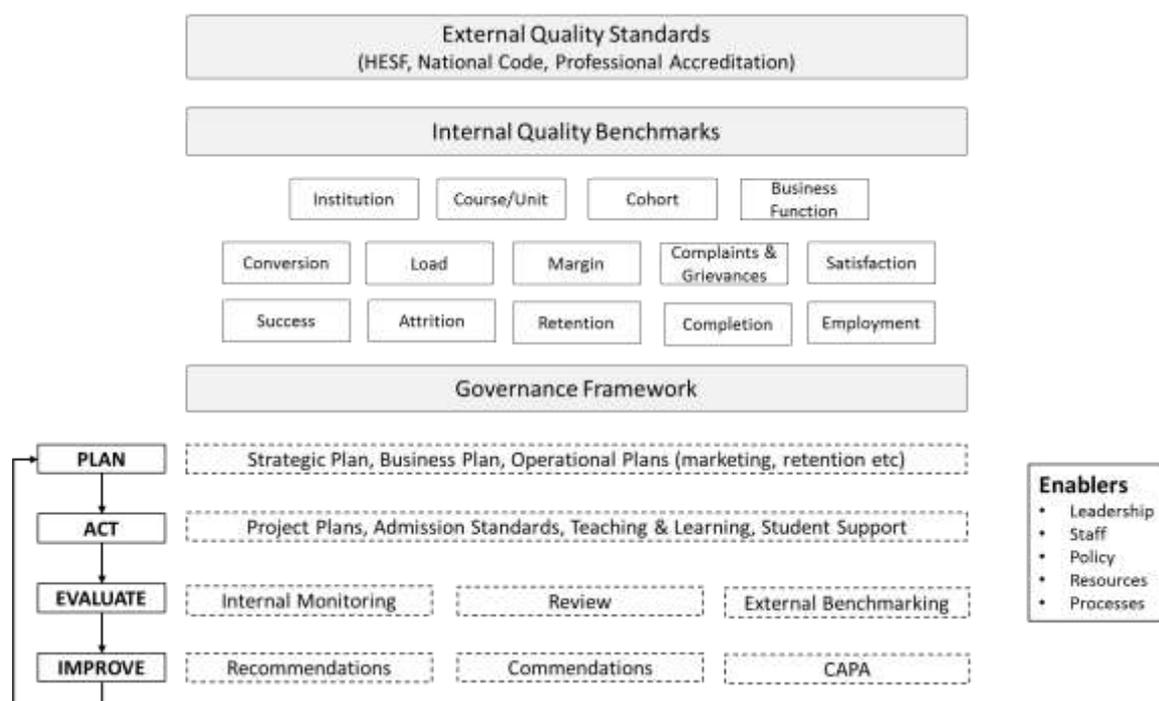
Plan and Act

3.4 The outcomes of the quality cycle inform the strategic and operational plans of IIBIT's parent group, IIBIT Education Group, the subsidiary plans for VET and ELICOS delivery, admissions standards and individual project plans linked to VET and ELICOS delivery and student support.

Evaluate

3.5   Internal quality benchmarks are set and reviewed regularly to inform the quality of academic delivery, student outcomes and the student experience.

3.6   All courses and units of study are monitored against internal benchmarks following each teaching period in which they are delivered.

3.7   Quantitative and qualitative feedback surveys are distributed following each teaching period in which the course is delivered seeking feedback from students and trainers.

3.8   For VET courses, IIBIT also completes all formal survey requirements for the submission of the annual ASQA Quality Indicator Report.

3.9   Data on student progress and success is reviewed by the IIBIT Academic Committee and the IIBITEG Board of Governance annually to inform admission criteria and approaches to course design, teaching, supervision, and learning and academic support and reported externally as required.

3.10   All courses are validated on a rolling five-year plan, with at least 50% of courses validated in the first three years of the plan.

3.11   Courses may be validated more often based on a proportionate risk approach.

3.12   Industry feedback is key to effective evaluation of courses and their delivery with IIBIT seeking industry feedback on a regular basis in relation to:
   a)   validation and moderation activities;
   b)   employer satisfaction;
   c)   work placement;
   d)   professional development opportunities for staff;
   e)   business development opportunities.

3.13   Other forms of external benchmarking such as desk top audits are undertaken to supplement formal validation and feedback from industry where deemed necessary by the IIBIT Academic Committee or the IIBITEG Board of Governance.

3.14   At the direction of the IIBIETG Board of Governance, the performance of all business functions is reviewed on a needs basis, with a particular focus on those activities that contribute to the student's academic experience, including but not limited to:
   a)   teaching and learning;
   b)   assessment practices;
   c)   deployment of learning resources;
   d)   student recruitment and admission;
   e)   information to students;
   f)   academic support;
   g)   literacy support;
   h)   pastoral support;
   i)   complaint and grievance procedures; and
   j)   appeals mechanisms.

Improve

3.15 Recommendations from the evaluate phase of the quality cycle inform immediate corrective and preventive action and the annual planning cycle.

3.16 Actions for improvement are monitored during their implementation to assess the efficacy of these actions and identify any required modification to their execution.

Academic Innovation: Evaluate and Improve

3.17 While ideas and initiatives may be initiated at any level of IIBIT and through a variety of processes, the Evaluate and Improve phase of the quality cycle provides an environment for positive change and innovation. Thus, academic initiatives or proposals for change are evaluated as an integral part of this phase of the quality cycle with a focus on proposals that improve academic outcomes and student satisfaction.

3.18 Innovation and improvements identified are disseminated to key stakeholders, with staff encouraged to share good practice and improvement plans as part of IIBIT's professional development program.

Academic and Corporate Governance Monitoring and Review

3.19 The effectiveness of the IIBITEG Board of Governance, IIBIT Academic Committee and subsidiary governance and management committees will be monitored annually via a report to the IIBITEG Board of Governance demonstrating how the relevant terms of reference were met during the reporting year (as recorded in business agendas, confirmed minutes and actions arising such as compliance monitoring, risk management and monitoring of delegated authorities).

3.20 At least once every seven years an independent review will be undertaken of the effectiveness of the IIBITEG Board of Governance, IIBIT Academic Committee and subsidiary governance and management committees.

Communication

3.21 The outcomes of all quality processes will be disseminated to stakeholders in line with IIBIT's commitment to transparency and accountability.

4   Responsibilities

4.1 The IIBITEG Board of Governance is responsible for:
   a) the overarching governance of this policy and its related procedures;
   b) Academic and Corporate Governance Monitoring and Review;
   c) ensuring that outcomes from the internal quality cycle informs strategic and operational planning and academic, financial and operational risk.

4.2 The IIBIT Academic Committee is responsible for the:
   a) implementation of academic quality procedures; and
   b) assessment of academic innovation proposals

4.3   The General Manager (Academic Services and Quality Assurance) is responsible for:
  a) ensuring compliance with this policy and related procedures with specific responsibility for maintaining open and transparent communication in relation to quality outcomes;
  b) benchmarking IIBIT policy and standards with those adopted elsewhere in the tertiary sector; and
  c) the monitoring of information available from the review of records relating to the implementation of this policy

4.4   All staff are responsible for becoming familiar and complying with this policy and the related procedures.

5   Definitions

	means
ACADEMIC INNOVATION	an idea or initiative that intended to improve the quality of academic delivery, programs and support leading to an improvement in student satisfaction and outcomes, increases program sustainability and/or reduces the organisational academic risk profile
ACADEMIC RISK	the risk of any decline in academic integrity, academic outcomes, academic accountability and quality, and risk to academic operations
ASSURING QUALITY	ensuring that IIBIT practice is implemented in a consistent manner that complies with relevant policy, procedure and guidelines
CAPA	Corrective and Preventive Action identified through the quality monitoring and review, the student appeals and grievance process, and/or corporate risk assessment
COURSE	a qualification, which is approved by the IIBIT Academic Committee and the IIBITEG Board of Governance, and is conferred upon completion of the relevant course requirements
ELICOS	English Language Intensive Courses for Overseas Students
ENHANCING QUALITY	ensuring that continuous improvement of internal planning, policy, procedure and practice are informed by outputs from the quality cycle
EXTERNAL REFERNCING	a comparable assessment of courses, units, assessment, grading, policy and and student achievement standards against comparable reference points external to IIBIT
FINANCIAL RISK	potential financial loss to IIBIT or IIBITEG
INDUSTRY	the bodies that have a stake in the services provided by IIBIT. These can include, but are not limited to: a) enterprise/industry clients, e.g. employers; b) group training organisations; c) industry organisations;

d) industry regulators;

e) industry skills councils or similar bodies;

f) industry training advisory bodies; and

g) unions.

INTERNAL BENCHMARKS	an internally-set measurable standard against which to monitor and review quality outcomes. Internal benchmarks may involve external reference points.
MANAGING QUALITY	ensuring that IIBIT's corporate and academic inputs and outputs meet internal and industry benchmarks and comply with all external legislative, regulatory and where applicable, professional accreditation requirements, prior to implementation
MONITORING	tracking academic outcomes against internally-set benchmarks to enable adjustments to be made to academic and operational processes and systems on a regular basis
OPERATIONAL RISK	the risk of loss resulting from inadequate or failed internal processes, people and systems, or from external events. As such, operational risk captures business continuity plans, environmental risk, crisis management, process systems and operations risk, people related risks and health and safety, and information technology risks
PROPORTIONATE RISK	a decision based on a risk assessment of both consequence and likelihood of negative impact
REVIEW	an evaluation or appraisal of a course, unit, policy, process, system or organisational unit, based largely on time-series quantitative data and qualitative feedback that provides a 'snapshot' of its quality, effectiveness and sustainability
UNIT	each course of study comprises of a number of units which may be core/compulsory or elective. Each unit comprises a discrete set of objectives, content, methods and assessment which jointly ensure that course objectives and learning outcomes are met. Each course consists of individual topics of study, unique to each unit
VALIDATION	is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations
VET	Vocational Education and Training

6   Associated Information

Related Documents	• VET and ELICOS Academic, Review and Evaluation Procedure • Unit and Department Review Procedure • Internal and External Quality and Compliance Audit Procedure • Risk Management Policy • Admissions Procedure • Assessment Procedure
Related Legislation	• National Vocational Education and Training Regulator Act 2011 • ESOS Act 2000 • Standards for RTO's 2015 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • National ELICOS Standards 2018
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7   Change History

Version Control	Version 1.2	
Approving Body	IIBIT Academic Committee	
Change Summary	V1.2 19/04/19	Revise Document Administrator and Responsibilities from SGMAC to GMAS&QA
	V1.1 6/12/18	Finalisation following approval and minor administrative updates