



## QUALITY ASSURANCE SYSTEMS POLICY

<b>Authorised By:</b>	Academic Dean	<b>Date Authorised:</b> 31/03/2008
<b>Effective Date:</b>	01/04/2008	
<b>Last Amendment Date:</b>	31/03/2008	
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<b>Government Legislation:</b>	Australian Quality Training Framework (AQTF) Standards 2007 Training and Skills Development Act (2003) and associated Regulations and Guidelines Higher Education Support Act 2003 and associated Guidelines for Higher Education Providers	
<b>Related Documents:</b>	Assessment Policy Risk Management Policy Tabor College Adelaide Constitution	
<b>Implementation &amp; Review:</b>	Principal	
<b>Superseded Documents:</b>	Policy on Quality Education & Assessment Systems	

Any person who requires assistance in understanding any aspect of this document should contact the College Dean.

### 1 Overview

Tabor Adelaide is committed to delivering high quality education and assessment across all its operations. This document and the structures and processes to which it refers describe Tabor Adelaide's quality assurance policy and procedures.

### 2 Scope

All academic operations of Tabor Adelaide.

### 3 Definitions

**Academic Board:** The body responsible for monitoring course outcomes and ensuring that these are equivalent in standard to those of courses at the same level in a similar discipline in an Australian university.

**Academic Standards Committee:** The body responsible for providing internal oversight and monitoring of academic standards, and reporting to academic staff and to the Academic Board on such matters.

## 4 Policy Principles

Tabor Adelaide is committed to delivering high quality education and assessment across all its operations. To this end Tabor Adelaide has the following systems in place to plan for and provide quality education and assessment:

1. Academic Board
2. Academic Standards Committee
3. Student evaluation of subjects
4. Graduate Feedback

## 5 Procedures

### 5.1 Academic Board

The following (taken from section 18 of the *Tabor College Adelaide Constitution*) outlines the composition and responsibility of the Academic Board:

Tabor College Adelaide shall have an Academic Board, which is responsible for monitoring course outcomes and ensuring that these are equivalent in standard to those of courses at the same level in a similar discipline in an Australian university.

#### ROLE AND PURPOSE

The duties of the Academic Board shall be to:

- (1) benchmark Tabor Adelaide's course delivery, assessment and outcomes with those of similar university courses;
- (2) monitor student progress, including feedback and attrition rates, on the basis of reports supplied by Tabor Adelaide;
- (3) monitor Tabor Adelaide's academic appeals policies and procedures, and address any academic appeals that are not satisfactorily resolved by Tabor Adelaide's other appeals mechanisms;
- (4) ensure course delivery and outcomes are:
  - informed by scholarship and the most recent developments in knowledge and involve critical inquiry and, where applicable, professional standards;
  - consistent with the Australian Qualifications Framework;
- (5) approve course customisation;
- (6) ensure learning materials and other relevant materials and facilities are appropriate for course delivery;
- (7) ensure monitoring of academic staff performance in relation to course delivery;
- (8) assess the compliance of Tabor Adelaide with the Guidelines for Higher Education Accreditation and Registration; and
- (9) provide feedback and make recommendations to Tabor Adelaide on each of the above.

#### MEMBERSHIP

- (1) The voting members of the Academic Board shall include at least three persons 'at arm's length' from Tabor Adelaide and with qualifications, knowledge and experience that ensure their capacity to make judgments about equivalence of academic standards to those of courses at Australian universities.
- (2) The Board of Governors (or the members of the Board) shall appoint the chair of the Board on the recommendation of the Academic Board
- (3) Each Faculty of Tabor Adelaide shall be represented on the Board, as shall the Chief Executive, the Executive Dean and/or the Academic Dean(s).

## **CHANNELS OF RESPONSIBILITY**

- (1) The Academic Board shall report in writing to the Board of Governors through the Tabor Adelaide Executive.
- (2) The Board shall receive reports from the Academic Standards Committee and the relevant Tabor Adelaide Departments, coordinated through the Secretary of the Board.

## **MEETINGS**

- (1) The Academic Board shall meet at least once a year.
- (2) Minutes shall be kept of the proceedings of the Academic Board.
- (3) A Secretary will be appointed to the Board to liaise with the Chair of the Academic Board and with internal bodies/individuals who need to provide input to the Academic Board, e.g. Academic Standards Committee, Academic Postgraduate Committee, etc.
- (4) Faculty or Department Heads may ask questions and seek advice/clarification from the Academic Board.

## **5.2 Academic Standards Committee**

Tabor Adelaide has an Academic Standards Committee for the purpose of providing internal oversight and monitoring of academic standards, and reporting to academic staff and to the Academic Board on such matters.

### **ROLE AND PURPOSE**

The duties of the Academic Standards Committee are to:

- (1) review samples of worksheets at different levels, checking that these are consistent with the accredited curriculum documentation and that topics addressed and assessment tasks adequately address the outcomes to be achieved in each subject;
- (2) review samples of assessed assignments at different levels and determine whether the assessment grades allocated and feedback comments made are appropriate;
- (3) examine subject materials, e.g. manuals, readers, CDs, etc. for appropriateness and quality;
- (4) provide feedback to individual academic staff regarding the review of their academic materials/work and also provide feedback to the relevant academic heads;
- (5) ensure that appropriate reports are provided to the Academic Board;
- (6) make recommendations regarding improvements to academic qualifications; and
- (7) disseminate recommendations and feedback to the faculties.
- (8) ensure assessment tasks and bibliography on subject worksheets are reviewed and updated prior to delivery

### **MEMBERSHIP**

- (1) The Academic Standards Committee will comprise senior academic staff of Tabor Adelaide, such as the Academic Dean, the Head of Postgraduate Studies, the Academic Registrar and nominated Faculty Heads and/or other senior academics.
- (2) Meetings will be chaired by the Academic Dean.

### **CHANNELS OF RESPONSIBILITY**

- (1) The Academic Standards Committee will report in writing to the relevant staff, as indicated in (4) above.

- (2) The Academic Standards Committee will also report twice a year in writing to the Academic Board.
- (3) The Secretary of the Academic Standards Committee will coordinate reporting.

### **MEETINGS**

- (1) The Academic Committee will normally meet once a term, i.e. four times per year, with meetings timed to facilitate academic reporting to the Academic Board.
- (2) A Secretary will be appointed to the Committee to liaise with the Chair and with staff who need to provide input to the Board, e.g. Faculty Heads, Student Services.

## **5.3 Student Evaluation of Subjects**

At the end of a subject students will normally be asked to complete an evaluation for that subject. Evaluations may be conducted online or distributed in hard copy to classrooms.

Evaluations are reviewed and revised from time to time to improve their usefulness for quality control, staff professional development and subject redevelopment purposes. Matters relating to the content of evaluations are to be addressed, as necessary, by Faculty meetings.

### **Procedures for completing evaluations:**

- Student Services reminds lecturers in writing or by email prior to the last week of each study period of the need to ensure that their students complete evaluations for that subject.
- Student Services duplicates evaluations and places these in the front office for collection by an administration officer from each faculty **OR** Student Services emails each student in the subject to be evaluated and provides a link to the *online evaluation form*.
- *Where evaluations are conducted online:* the Academic Registrar will provide the relevant Faculty Head with the results of the evaluations.
- *Where evaluations are conducted in hard copy:* during the last lecture, evaluations are circulated to all students and time is allowed for these to be completed (anonymously).
- Completed evaluations are collected. In order to preserve anonymity, an administration officer should supervise the class while the forms are filled in and collected.
- The administration officer then types up comments and performs a statistical analysis of the quantitative results. Evaluations should be treated with due regard to privacy constraints and should not be left lying around or taken home.
- Faculty heads receive the reports from the administration officer for analysis and discussion with the subject lecturer.
- Lecturers decide on any changes/improvements to be made to the delivery/assessment of the subject, in consultation with the Faculty Head, as necessary. Sometimes student comments can be quite harsh and lecturers who encounter are concerned by comments are encouraged to speak with their Faculty Head (or in the case of Faculty Heads, with their Dean), who will provide pastoral support and guidance.
- *The lecturer must then write a brief written summary of the typed comments and statistical analysis, and any changes to be made to the delivery/assessment of the subject.* This is to be sent to the Faculty Head.
- If there are areas that need special attention, the Faculty Head is responsible to work with the lecturer to ensure that appropriate changes are planned and implemented.
- The Faculty Head collates all results and reports for its faculty and delivers them to Student Services for quality assurance purposes.
- The Teaching and Learning Department will collect data from a sample group of subjects for deeper statistical analysis.

## 5.4 Graduate feedback

Tabor Adelaide has 2 processes for gaining feedback from graduates of its courses:

- a Tabor Adelaide **Graduation Questionnaire** which is distributed prior to the annual graduation ceremony with the graduation application pack. Students are required to complete the survey and return it with their application to graduate. The results of this survey are compiled by Student Services and reported to Faculty Heads and the Academic Board via the Academic Standards Committee.
- Tabor Adelaide participates in the **national Australian Graduate Survey (AGS)**. The AGS has been conducted annually by Graduate Careers Australia (GCA) and higher education institutions in Australia since 1972. It is the premier survey to gather graduate feedback about their higher education experiences and graduate employment outcomes in Australia. The information collected is used in conjunction with the responses to the survey from students of other universities, by the Commonwealth government in assessing the quality of teaching and learning of Australian universities and in determining various funding allocations.
- Towards the end of April each year graduates will receive a letter with log in details for the Australian Graduate Survey (Tabor Adelaide conducts the survey online only). Graduates then log on and complete the survey.
- The results of this survey are compiled by GCA and published nationally, together with all Australian University results. Internally, the results are reported to Tabor Adelaide Faculty Heads and the Academic Board via the Academic Standards Committee.

## 6 Resources (guidelines, toolkits, checklists etc)

- Academic Standards Committee quality assurance templates (digital media review; marked assignment review; print media review; subject review; worksheet review).
- Student Evaluation of Subject forms (online and hard copy).
- Tabor Adelaide internal Graduate Questionnaire.
- Graduate Careers Australia – Australian Graduate Survey.

## 7 Implementation and Review

The Principal has responsibility and authority to ensure that the policies and procedures are circulated, understood and implemented consistently throughout Tabor Adelaide and its partners. This responsibility will be discharged through face-to-face and telephone discussions, meetings, hard copy documents, letters, reports, emails, communication with members of partner institutions, information posted on the website and in any other appropriate ways.

## 8 Training

All staff will be expected to comply with it in relation to all aspects of Tabor Adelaide's operations & staff with designated special responsibilities will be given appropriate training, guidelines & professional development opportunities in relation to their roles & responsibilities.

## 9 Communication

These policies and procedures are recorded in such places as:

- Procedures Manuals;
- the *Tabor Adelaide Handbook*;
- Tabor Adelaide website;
- Lecturers' Handbooks; and
- Student Handbooks.