



Version	Approved by	Approval date	Effective date	Next review
1.0	Deputy Vice-Chancellor Education	4 May 2017	4 May 2017	May 2020
Procedure Statement				
Purpose	This Procedure describes UNSW's education quality framework, and specifies processes and responsibilities for implementing the framework.			
Scope	The Procedure applies to all aspects of student success, curriculum learning, teaching and assessment in coursework programs, coursework components of higher degree research programs and to non-award courses offered by or on behalf of UNSW.			
Are Local Documents on this subject permitted?	<input checked="" type="checkbox"/> Yes, subject to areas specifically restricted within this Procedure.		<input type="checkbox"/> No	
Procedure Processes and Actions				

1. UNSW's Education Quality Framework

An education quality framework, or model, supports a shared understanding of what constitutes quality in the education context. UNSW's education quality framework will drive and support continuous enhancement of the education experience and outcomes for students and provide evidence to demonstrate that legislative, accreditation and UNSW governance requirements have been met.

The education quality framework supports achievement of the education quality principles listed in the *Education Quality Policy*. The framework comprises:

- Three domains of education quality,
- An education quality cycle, and
- University-wide quality processes.

1.1. Education quality domains

Quality domains represent the primary high-level and interrelated areas that comprise the Scientia Education Experience. Quality domains are the different aspects that together comprise education quality. Quality is assessed against defined standards and benchmarks in each domain. Standards are the aspects or levels of performance required which may be benchmarked against comparable higher education providers. Indicators are what is measured and involve the gathering and analysis of information and evidence to determine if a standard has been achieved and/or to what level.

The education quality domains are shown in **Diagram 1**, below.



The **Programs, courses and curricula domain** is concerned with the quality of education content and design. Elements of this domain are:

- Program and course curriculum design and approval; and
- Comprehensive and interim program and course reviews.

The **Learning, teaching and assessment domain** is concerned with the quality of processes in place for education delivery, and for supporting learning. Assessment is relevant to all three domains but has been included with Learning and teaching for the purposes of simplicity. Elements of this domain are:

- Academic integrity;
- Education delivery (including teaching, digital and physical learning environment, technology and resources); and
- Assessment design and outcomes.

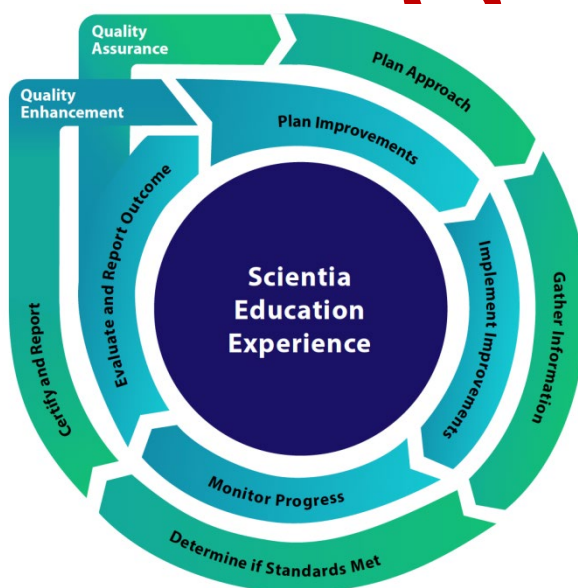
The **Student success** domain is concerned with the quality of educational outcomes for students and the support in place to ensure student success. Elements of this domain are:

- Student admission, participation, progression, and completion;
- Student achievement of intended learning outcomes;
- Graduate outcomes; and
- Student experience.

1.2. UNSW education quality cycle

UNSW's education quality cycle is a planned sequence of systematic and documented activities aimed at improving and assuring the quality of the student educational experience. Adapted from the Approach-Deploy-Review-Improve (ADRI) quality cycle, the UNSW education quality cycle incorporates related cycles for quality enhancement and quality assurance.

UNSW's Education Quality Cycle is illustrated in **Diagram 2** below.



1.2.1. Education quality enhancement

Education quality enhancement involves a series of systematic and continuous actions that lead to improvements in education outcomes for students. The process is cyclical and iterative and involves planning, implementation, monitoring and evaluation. It may also incorporate smaller iterative steps within the larger cycle, where incremental improvements are made.

Outcomes of the quality enhancement process may be used as evidence in education quality assurance processes.

Quality enhancement processes are determined at the Faculty-, School- or Unit-level.

1.3. Education quality assurance

The purpose of quality assurance is to certify that regulatory, accreditation and other internal and external requirements and standards for education quality have been met.

The quality assurance process is linear and aligned to legislative, accreditation, and UNSW academic governance reporting requirements. Outcomes of the quality assurance process provide important information for consideration in education quality enhancement processes.

1.4. University-, Faculty- and School-level quality processes

UNSW has a set of core quality processes in place to support education quality. These University-wide processes and supporting policies are outlined in **Appendix A**.

Some Faculties and certain disciplines have formal processes in place to meet the requirements of professional and accreditation bodies. Regardless of these requirements, all faculties and schools are required to develop, document and implement quality processes consistent with the UNSW framework set out in this document, and with the relevant policies, procedures and processes set out in **Appendix A**.

2. Implementation of the Education Quality Framework

2.1. Education quality governance

The Academic Board, as the principal academic governance body of the University, is responsible for approving academic proposals and for providing advice on academic policy, academic strategy and academic standards.

The University Academic Quality Committee (UAQC) is the University-wide committee responsible for conducting detailed examination of matters related to academic quality of learning and teaching and making recommendations to the Academic Board, as set out in the [Terms of Reference – University Academic Quality Committee](#).

Governance of education quality at the Faculty-level rests with Faculty Board and Quality Committees, and School Boards and Committees.

2.2. Roles and responsibilities

All staff involved in the delivery and/or support of learning and teaching are responsible for ensuring the quality of the student education experience. A summary of key governance and management roles and their responsibilities is provided in **Appendix B**.

Faculties will implement the **UNSW education quality cycle** (shown in **Diagram 2**) for enhancing and assuring quality across the three domains of education quality domains as described in 2.2.1 – 2.2.3, below.

2.2.1. Quality enhancement

Faculties will embed quality enhancement cycles within existing processes for the design, delivery and evaluation of the student education experience and have appropriate process and procedures and systems in place to support quality enhancement.

The Faculty, School or Unit may determine the timing, systems and processes of their quality enhancement approach according to their requirements. However, it is expected that it will support the quality principles outlined in the *Education Quality Policy*, in particular the use of:

- Standards / metrics used for evaluating performance;
- Feedback from students, staff and stakeholders;
- Benchmarking against national and international comparators (where appropriate); and
- A quality action plan to close the loop on previously identified issues and actions.

2.2.2. Quality assurance

UNSW and Faculty governance bodies and senior positions at School, Faculty and Division levels are responsible for quality assurance.

In addition to supporting the education quality principles, quality assurance cycles will:

- Specify a set of standards for education quality. These will incorporate requirements specified in UNSW policies and procedures and any applicable mandatory requirements specified under legislation or by accreditation bodies. They may also include context-specific clarification, refinement or supplementation;
- Gather and examine information to determine if standards have been met; and
- Result in the certification and reporting of compliance against standards.

The quality assurance cycle and processes will be supported by University-level policy and institutional data, analytics and reporting.

Faculties will have quality assurance processes in place addressing:

- Regular teaching reviews;
- Annual professional development and planning for academic staff;
- Assessment practices;
- Interim program review; and
- Student outcomes in programs.

UNSW will have quality assurance processes in place addressing:

- Assessment benchmarking;
- Academic program approval; and
- Comprehensive academic program review, including a set of standards and indicators for reviewing and reporting on program quality.

2.2.3. Monitoring and reporting

Faculty Boards and Committees will monitor quality in the Faculty and will report to the UAQC on major issues. Reports will identify the key Faculty quality enhancement and assurance processes in place and will cover:

- Assessment outcomes and trends in grade distribution;
- Results from myExperience Surveys;
- Retention, progression and completion rates; and
- Outcomes of teaching reviews

Faculties will report to UAQC and the Academic Board on their Academic Program Review implementation plans and closing the loop reports. Faculties, with the input of Associate Deans (Education) or equivalent, will identify Faculty-led initiatives to address issues, such as participation in contemporary discipline-based debates and investigation of current and emerging industry needs.

The Pro-Vice-Chancellor (Education) Portfolio will provide regular reports to the University Academic Quality Committee on quality, including learning analytics, Learning & Teaching Dashboard analysis, Quality Indicators in Learning and Teaching (QILT) Student Experience Survey and Graduate Outcomes Survey data and evaluation of learning spaces. Reports will provide an evidence base for the identification and funding of centrally-led quality enhancement initiatives, including exploration of, investment in and evaluation of new technologies and innovative pedagogies, in consultation with the University Academic Quality Committee.

2.3. Support

The Portfolio of the Pro-Vice-Chancellor (Education) will provide support and advice in relation to the implementation of the *Education Quality Policy* and *Education Quality Procedure*, and a range of services and resources on curriculum design, first year experience and assessment.

UNSW Planning and Performance will provide institutional data warehousing, analytics, scorecards, dashboards and reporting.

Accountabilities	
Responsible Officer	Deputy Vice-Chancellor Education
Contact Officer	Pro-Vice-Chancellor (Education)
Supporting Information	
Legislative Compliance	<p>This Procedure supports the University's compliance with the following legislation:</p> <ul style="list-style-type: none"> • Educational Services for Overseas Students (ESOS) Act 2000 (Cth) • Higher Education Standards Framework (Threshold Standards) 2015 • Tertiary Education Quality and Standards Agency Act 2011 (Cth)
Parent Document (Policy)	Education Quality Policy
Supporting Documents	myExperience Survey Procedure
Related Documents	<p>Academic Program Review Policy</p> <p>Academic Program Review Procedure</p> <p>Academic Progression and Enrolment Policy (in development)</p> <p>Academic Progression Procedure (in development)</p> <p>Admission Policy</p> <p>Admission to Coursework Programs Procedure</p> <p>Assessment Design Procedure</p> <p>Assessment Implementation Procedure</p> <p>Assessment Policy</p> <p>Dual Award Programs with International Partners Guideline</p> <p>International Memorandum of Understanding & Student Agreement Policy</p> <p>International Memorandum of Understanding & Student Agreement Procedure</p> <p>Managing Plagiarism for Students Enrolled in Coursework Programs Procedure</p> <p>Plagiarism Policy Statement</p> <p>Program Disestablishment Procedure</p> <p>Program Level Learning Outcomes for Honours and Postgraduate Coursework Programs Guideline</p> <p>Structure of Honours Programs Policy</p> <p>Structure of Honours Programs Procedure</p> <p>Structure of Postgraduate Coursework Programs Policy</p> <p>Structure of Postgraduate Coursework Programs Procedure</p> <p>Structure of Undergraduate Programs Policy</p> <p>Structure of Undergraduate Programs Procedure</p> <p>Student Code Policy</p> <p>Student Misconduct Procedure</p>
Superseded Documents	Nil
File Number	2017/12131
Definitions and Acronyms	
Quality assurance	An evidence-based approach which involves certifying that regulatory, accreditation and other internal and external requirements are met.

Quality domain	A specific aspect of quality that can be measured or assessed against defined standards and benchmarks. A domain may be comprised of related elements.			
Quality enhancement	A series of systematic and continuous actions that lead to improvements in education outcomes for students.			
Revision History				
Version	Approved by	Approval date	Effective date	Sections modified
1.0	Deputy Vice-Chancellor Education	4 May 2017	4 May 2017	New Procedure

Archived Document

Appendix A – University-Wide Education Quality Processes

The following tables describe the UNSW-wide core quality processes and related policies by education quality domain. The lists are not intended to be exhaustive. Some processes address more than one education quality domain.

Note that Faculties, Schools and Units are required to have local processes and procedures in place for quality enhancement and assurance.

Programs, courses and curricula

Area	Core quality processes	Related policy documents
Program and course curriculum design and approval	<p>Program approval process. Academic Board approves new and major program changes. Courses and streams and minor changes to programs are approved at Faculty-level.</p> <p>Program and course approval process is supported by Academic Information Management System (AIMS).</p> <p>Some faculties, specific disciplines or courses undergo an accreditation process with international or professional accreditation bodies.</p>	<p>Structure of Undergraduate Programs Policy</p> <p>Structure of Undergraduate Programs Procedure</p> <p>Structure of Honours Programs Policy</p> <p>Structure of Honours Programs Procedure</p> <p>Structure of Postgraduate Coursework Programs Policy</p> <p>Structure of Postgraduate Coursework Programs Procedure</p> <p>Program Level Learning Outcomes for Honours and Postgraduate Coursework Programs Guideline</p> <p>Program Disestablishment Procedure</p>
Comprehensive and interim program review	<p>Academic Program Review. Results in an implementation plan and closing the loop report. (Outcomes reported to the Academic Board).</p> <p>Faculty interim program review processes, including implementation of the closing the loop report.</p>	<p>Academic Program Review Policy</p> <p>Academic Program Review Procedure</p>

Learning and teaching

Area	Core quality processes	Related policy documents
Academic integrity	<p>Preventative education programs, monitoring, reporting processes at Faculty level supported by central Academic Integrity Unit, Learning Centre).</p>	<p>Student Code</p> <p>Plagiarism Policy Statement</p> <p>Plagiarism Policy Procedure</p> <p>Student Misconduct Procedure</p>
Education delivery (including teaching, learning environment, technology and resources)	<p>School quality enhancement plans developed in response to student feedback (myExperience Survey).</p> <p>Recognition of teaching excellence (Vice-Chancellor's Awards for Teaching Excellence).</p> <p>UNSW promotions process.</p> <p>Regular reviews of Teaching (conducted by Head of School and Deans).</p> <p>Monitoring and reporting against Council Key Performance Indicators: KPI 17 - People and Culture (education focused staff).</p> <p>Annual professional development and planning process for academic staff.</p> <p>Planning and implementation process for new integrated learning environments (oversight and governance by Learning Environments Steering Committee; Learning Environment Strategy; Design Principles and Standards for Learning Environments).</p> <p>Analysis and reporting of outcomes of QILT Student Experience Survey data on teaching quality, learner engagement and learning resources and QILT Graduate Outcomes Survey data on good teaching (PVCE Portfolio)</p> <p>Regular evaluation of learning spaces and reporting on outcomes (PVCE Portfolio).</p>	<p>myExperience Survey Procedure</p> <p>International Memorandum of Understanding & Student Agreement Policy</p> <p>International Memorandum of Understanding & Student Agreement Procedure</p> <p>Dual Award Programs with International Partners Guideline</p>

Student success

Area	Core quality processes	Related policy documents
Graduate outcomes	Analysis and reporting of outcomes of QILT Graduate Outcomes Survey data (Pro-Vice-Chancellor Education). Monitoring and reporting against Council Key Performance Indicators: KPI 8 - Graduate Outcomes.	Student Code Academic Progression and Enrolment Policy (in development) Academic Progression Procedure (in development)
Student achievement of intended learning outcomes	Faculty procedures for governance of assessment outcomes (responsibility of Faculty Academic Committee or equivalent). Academic Program Review - Trends in grade distribution for program (Outcomes reported to the Academic Board). Analysis and reporting of outcomes of QILT Student Experience Survey data on skills development and QILT Graduate Outcomes Survey data on generic skills (PVCE Portfolio) See also Assessment Outcomes, below.	Assessment Policy Assessment Design Procedure Assessment Implementation Procedure Academic Program Review Policy Academic Program Review Procedure
Student admission, participation, progression, and completion	Monitoring of trends in rates of enrolment, diversity, retention, progression and completion. Monitoring and reporting against Council Key Performance Indicators: KPI 5 - Student Enrolment, KPI 6 - Student Retention and KPI 14 - International Students (distance and online learning enrolments).	Admission Policy Admission to Coursework Programs Procedure Academic Progression and Enrolment Policy (in development) Academic Progression Procedure (in development)
Student experience	School quality enhancement plans developed in response to student feedback (myExperience Survey). Analysis and reporting of outcomes of QILT Student Experience Survey data (Pro-Vice-Chancellor Education). Academic Program Review - myExperience Survey outcomes across the program (outcomes reported to the Academic Board). UNSW monitoring, review and enhancement process – Learning & Teaching Dashboard. Monitoring and reporting against Council Key Performance Indicators: KPI 7 - Student Satisfaction and KPI 14 - International Students (international student satisfaction).	myExperience Survey Procedure Academic Program Review Policy Academic Program Review Procedure

Assessment

Assessment is an element of all three domains.

Area	Core quality processes	Related policy documents
Assessment design	Faculty processes for assuring and improving the quality of assessment practices. Faculty Academic Committee (or equivalent) approves assessment requirements in new and revised program and course proposals.	Assessment Policy Assessment Design Procedure
Assessment outcomes	Faculty Academic Committee (or equivalent) reviews of student outcomes in programs. Go8 Quality Verification System. Academic Program Review – Review of assessment.	Assessment Policy Assessment Design Procedure Assessment Implementation Procedure Academic Program Review Policy Academic Program Review Procedure

Appendix B – UNSW Education Quality Governance & Management

Tier of QA	University			Faculty	School	Program	Course
Governance Governance body responsible for quality assurance	Council			Governing authority of the University			
	Risk Committee			Advise Council (and the President & Vice-Chancellor) on areas of risk management			
	Academic Board			Principle academic body of the University. Responsible for academic standards and for formulating and recommending policy			
	UAQC			Make recommendations to the Academic Board on education quality matters and education policy, strategy and standards			
				Faculty Board & Committee/s	Monitor education quality in the Faculty Make recommendations on academic programs and quality to University Committees		
					School Board & Committee	Monitor education quality in the School to ensure that sound learning and teaching processes are in place	
Management Oversight Individual responsible for ensuring that mechanisms are in place to support education quality framework	President & Vice-Chancellor	Deputy Vice-Chancellor Education	Pro-Vice-Chancellor (Education)	Dean/Deputy Dean/Associate Dean (Education)	Head of School		
	Overall leadership of UNSW, including strategic and operational delivery	Executive oversight of education quality at the University-level	Operational oversight of education quality framework at the University-level	Oversight of education quality and strategy at the Faculty-level	Oversight of education quality at the School-level		
Implementation Individual responsible for implementation of education quality framework	Pro-Vice-Chancellor (Education)			Associate Dean (Education) (or equivalent)	Head of School	Program Authority	Course Authority
	Ensure quality issues are addressed across the University Co-ordinate University-level quality initiatives			Work with Schools to identify and address issues Co-ordinate Faculty-level quality initiatives	Ensure quality issues are addressed in the School To review school quality reports and analysis	Obtain program-level data to assess quality. Ensure quality issues are addressed in the program	Obtain course-level data to assess quality. Ensure quality issues are addressed in the course
Enabling Business unit responsible for supporting the quality framework	Pro-Vice-Chancellor (Education) Portfolio		Planning & Performance	Faculty			
	Support and advise on education quality Centrally-led quality enhancement initiatives, including exploration of and investment in new technologies and innovative pedagogies, analytics		Institutional data warehousing, reporting and analysis	Faculty-led initiatives, including participation in contemporary discipline-based debates and investigation of current and emerging industry needs			