

Responsible Officer	Deputy Vice-Chancellor Education and Vice-President		
Contact Officer	Pro-Vice-Chancellor (Education)		
Superseded Documents	Learning and Teaching Quality Policy v1.0 approved 2 February 2015		
Review	February 2018		
File Number	2016/08698		
Associated Documents	University of New South Wales Rules B2B Blueprint to Beyond UNSW Strategic Intent Learning and Teaching Quality Procedure – in development The University's Learning & Teaching Strategy Academic Program Review Policy Structure of Undergraduate Programs - Policy Structure of Postgraduate Coursework Programs - Policy Structure of Honours Programs - Policy Summer Term Courses Policy Program Disestablishment Procedure Assessment Policy Student Code Policy University Medal Policy Admissions Policy Equal Opportunity in Education Policy Statement Space Management Policy IT Requirements for UNSW Students Policy Work Health and Safety Policy		
Version	Authorisation	Approval Date	Effective Date
1.1	Administrative update by Head of Governance	18 February 2016	29 February 2016

1. Preamble

1.1 Purpose

This policy underpins the University's commitment to quality in learning and teaching, provides the framework for assuring quality and describes the approach to continuous improvement and enhancement.

1.2 Background

Ensuring that UNSW provides an outstanding educational experience for our students is vital as we seek to make a significant contribution to high quality learning and teaching, to the development of knowledge and skills, to the student experience and to society.

This policy, which along with the associated procedures and guidelines creates a framework of principles, guidance and tools that will facilitate the continuous improvement of the University's educational activities. A robust and coherent quality assurance framework describes a consistent approach in monitoring and improving the quality of learning and teaching across the institution. Indicators within the framework set clear expectations around quality standards in learning and teaching at UNSW.

2. Scope

This policy applies to all aspects of student learning, teaching, curriculum and the corresponding enabling structures and resources at UNSW.

3. Definitions

Course: An individual study unit offered within a program with a specific unit of credit weighting. Components of a course may include lectures, tutorials or laboratory classes.

Course Authority: The School (or Faculty) responsible for the planning, resourcing and delivery of a course, including teaching resources and arrangements, teaching delivery, learning environment, assessment and quality. In practice, the Course Authority may delegate some responsibilities to nominated staff, including teaching staff. In the absence of this role, authority is assigned to the Head of School offering the course.

Faculty: A faculty constituted by the University Council in accordance with Part 6 of the University of New South Wales By-law, or a body having similar status and equivalent Responsibilities and includes Boards of Study.

Framework: A comprehensive structure of policies, procedures, guidance and tools which enables an organisation to define a set of principles and embed a consistent approach to the delivery of standards.

Program: A sequence of courses leading to a degree or award conferred by the University.

Program Authority: Usually a faculty, responsible for the planning, resourcing and delivery of a program and/or stream, including teaching resources and arrangements, teaching delivery, assessment and quality. While dual award programs identify one of the contributing faculties as the Program Authority, for the purpose of this policy each faculty is responsible for the quality of the components of the dual award which it delivers.

Stakeholder: Key stakeholders are students and staff. Other stakeholders include the wider community, the university sector, industry, professions and government.

Stream: A sequence of study. This is the umbrella term for majors, minors and postgraduate program specialisations.

4. Policy Statement

4.1 Quality principles

The Quality Assurance Framework (QAF) procedures will be guided by a set of principles, as follows:

- Educational programs always seek to meet the aspirations and needs of UNSW, its students and stakeholders
- The provision of learning and teaching at UNSW is of high quality
- Quality definitions and standards are aligned with strategic goals and support the needs of students and stakeholders
- Reporting focusses on the exceptions to an agreed set of defined standards
- Roles and responsibilities are assigned and communicated clearly

- The quality improvement cycle is continuous, sustainable and supports incremental enhancements
- Quality assurance processes are comprehensive but streamlined and integrated into other existing mechanisms

4.2 Quality standards

Quality learning and teaching spans four domains: Student Learning, Teaching, Curriculum, and Enabling Structure and Resources. The quality standard expectations for each domain are as described in the Learning and Teaching Quality procedure.

5. Legal & Policy Framework

Tertiary Education Quality Standards Agency Act 2011 (Cth)
Educational Services for Overseas Students (ESOS) Act 2000 (Cth)
 Australian Qualifications Framework

6. Implementation

The University requires all coursework programs to be monitored in accordance with the quality assurance framework.

6.1 Roles & Responsibilities

The summary below in no way supersedes the Terms of Reference for any entity as described in the UNSW Rules (Schedule 2 for the Academic Board, Schedule 6 for the Faculty Board and Schedule 7 for the School Board).

Academic Board

Endorses the QAF, receives routine monitoring reports on educational quality from faculties and provides routine quality monitoring reports to Council.

Deputy Vice-Chancellor Education and Vice-President

Drives the overall design of the QAF and its implementation. Ensures (on an exception reporting basis) that identified quality issues are addressed.

Pro-Vice-Chancellor (Education)

The Pro-Vice-Chancellor (Education) maintains procedures and guidelines for use with this policy.

University Quality Committee

Delegated responsibility from Council to conduct detailed examination of quality matters, to report to and make recommendations on the review of programs to the Academic Board. Considers strategy as it relates to quality and receives reports on matters that speak to learning and teaching quality and standard setting. Oversees the integrity of results and examinations.

Faculty Board

Endorses the mechanisms for the implementation of the QAF throughout the Faculty. Receives and approves annual quality enhancement plans from Schools and considers Faculty routine quality monitoring reports.

Faculty Dean

Accountable for the implementation of the QAF within the Faculty across all programs and constituent courses. Ensures (on an exception reporting basis) that

identified issues within the Faculty are addressed and appropriate changes implemented.

Associate Dean (Education)

Reviews faculty and school QAF results and analysis. Supports schools in developing quality enhancement plans, identifies and addresses issues (on an exception reporting basis) and shares exemplary practice.

School Board

Endorses the mechanisms for the implementation of the QAF throughout the School. Considers the School's annual quality enhancement plan and provides advice to the Head of School about the quality of the School's learning and teaching.

Head of School

Implements the QAF within the school across all courses, streams and programs when contained within a single school. Reviews school QAF results, ensures analysis is report ready and develops quality enhancement plans.

Program Authority and Course Authority

Accesses program level or course level (as appropriate) quality monitoring data using a range of customised evaluation and survey tools.

6.2 Support & Advice

Support and advice in relation to this policy is available from the Office of the Pro-Vice-Chancellor (Education).

6.3 Communication

Guidance about the Learning & Teaching Quality Policy, Procedures and Guidelines will be provided through email, websites, publications as well as through formal and informal training.

7. Review

This policy is due for review three years from approval unless required earlier by the Deputy Vice-Chancellor Education and Vice President.

Appendix A: History

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	President and Vice-Chancellor	2 February 2015	2 February 2015	This is a new policy
1.1	Administrative update by Head of Governance	18 February 2016	29 February 2016	Administrative updates to senior team roles.