



Version	Approved by	Approval date	Effective date	Next review date
2.0	President and Vice-Chancellor	6 May 2017	6 May 2017	May 2020
<b>Policy Statement</b>				
<b>Purpose</b>	This Policy specifies the principles that underpin UNSW’s framework for enhancing and assuring the quality of the student education experience.			
<b>Scope</b>	The Policy applies to all aspects of student success, curriculum, learning, teaching and assessment in coursework programs and coursework components of higher degree research programs and to non-award courses offered by or on behalf of UNSW.			
<b>Policy Provisions</b>				

## 1. Overview

The UNSW Scientia Education Experience aims to provide students with a distinctive, innovative and globally relevant education experience. This Policy specifies the principles that underpin UNSW’s approach to ensuring the quality of this experience and the outcomes for students.

For the purpose of the Policy and Procedure, ‘quality’ is viewed as being both an aspiration and a judgement about current or past performance in the domains of: programs, courses and curriculum; learning, teaching and assessment; and student success.

Quality as an *aspiration* involves examining what is currently being done and looking for ways to improve and innovate using a quality enhancement process.

Quality as a *judgement about performance* involves determining if certain standards or requirements have been met and/or the level to which they have been met and is an outcome of a quality assurance process.

UNSW’s education quality framework and responsibilities for implementing the framework are described in the *Education Quality Procedure*.

## 2. Education quality principles

### 2.1. Education quality processes will support UNSW’s strategic and legislative requirements.

Establishing the criteria and standards against which judgments about education quality are made ensures that there is a shared understanding about what quality is and if it has been attained.

Aligning UNSW’s education quality processes with the 2025 strategy will assist in its implementation and provide information on progress.

UNSW must also comply with all elements of the Tertiary Education Quality Standards Agency – Higher Education Standards Framework (Threshold Standards) and higher education qualifications offered by UNSW must align with the Australian Qualifications Framework.

### 2.2. Staff, students and stakeholders will be involved as partners in enhancing and assuring education quality.

UNSW views staff, students, alumni industry and professional bodies as partners in the enhancement and assurance of the education experience.

This partnership approach ensures that decisions about quality are informed by the people who are the closest to it. It also supports the development of a culture of continuous improvement, with everyone oriented towards a common goal.

### **2.3. Processes and practices will be systematic, sustainable and transparent.**

The *Education Quality Procedure* describes UNSW's education quality framework. Central to the framework is the education quality cycle which supports the systematic collection and use of qualitative information and quantitative data to monitor impact, identify improvement opportunities and judge the effectiveness of quality enhancement actions.

To ensure that education quality enhancement and assurance processes are sustainable and cost effective, they will be embedded in existing systems and practices and will utilise existing sources of information wherever possible.

Roles and accountabilities for implementation of the education quality framework will be assigned and clearly communicated to assist in developing a culture of continuous improvement.

### **2.4. Decision-making will be evidence-based and externally referenced.**

Judgements about performance and decisions about improvements will be informed by data and formal feedback collected from a range of sources, both internal and external.

Examples of internal sources of information include survey findings, assessment grades, myExperience Survey results, program and course review reports. Examples of external sources of information include Quality Indicators for Learning and Teaching (QILT) data, registration or accreditation reviews and benchmarking, such as the Go8 Quality Verification System (QVS) process.

### **2.5. Findings will be used to identify future improvements (closing the loop).**

Findings from quality enhancement and assurance processes will be used to identify changes that need to be made to further improve education quality. Once implemented, these changes will be assessed to ensure they deliver the desired outcomes. The closing the loop process supports evidence-based decision making and transparency and is central to the culture of continuous quality improvement.

Responsibilities for making and monitoring improvements will be clearly identified in quality action plans.

### **2.6. Outcomes from quality enhancement and assurance processes will be disseminated.**

The outcomes of education quality enhancement and assurance processes will be communicated to students, staff and other stakeholders, thereby ensuring ongoing engagement in the delivery of a quality education experience.

Dissemination channels include formal reporting channels, quality action plans, targeted communications, feedback and the student learning system.

<b>Accountabilities</b>	
<b>Responsible Officer</b>	Deputy Vice-Chancellor Education
<b>Contact Officer</b>	Pro-Vice-Chancellor (Education)
<b>Supporting Information</b>	
<b>Legislative Compliance</b>	<p>This Policy supports the University's compliance with the following legislation:</p> <ul style="list-style-type: none"> <li>• Educational Services for Overseas Students (ESOS) Act 2000 (Cth)</li> <li>• Higher Education Standards Framework (Threshold Standards) 2015</li> <li>• Tertiary Education Quality and Standards Agency Act 2011 (Cth)</li> </ul>

<b>Supporting Documents</b>	Education Quality Procedure myExperience Survey Procedure
<b>Related Documents</b>	Academic Program Review Policy Academic Program Review Procedure Academic Progression and Enrolment Policy (in development) Academic Progression Procedure (in development) Admission Policy Admission to Coursework Programs Procedure Assessment Design Procedure Assessment Implementation Procedure Assessment Policy Dual Award Programs with International Partners Guideline International Memorandum of Understanding & Student Agreement Policy International Memorandum of Understanding & Student Agreement Procedure Managing Plagiarism for Students Enrolled in Coursework Programs Procedure Plagiarism Policy Statement Program Level Learning Outcomes for Honours and Postgraduate Coursework Programs Guideline Program Disestablishment Procedure Structure of Honours Programs Policy Structure of Honours Programs Procedure Structure of Postgraduate Coursework Programs Policy Structure of Postgraduate Coursework Programs Procedure Structure of Undergraduate Programs Policy Structure of Undergraduate Programs Procedure Student Code Policy Student Misconduct Procedure
<b>Superseded Documents</b>	Learning and Teaching Quality Policy, version 1.1: Effective 29 February 2016
<b>File Number</b>	2015/17681
<b>Definitions and Acronyms</b>	
<b>Quality assurance</b>	An evidence-based approach which involves certifying that regulatory, accreditation and other internal and external requirements are met.
<b>Quality enhancement</b>	A series of systematic and continuous actions that lead to improvements in education outcomes for students.

<b>Revision History</b>				
<b>Version</b>	<b>Approved by</b>	<b>Approval date</b>	<b>Effective date</b>	<b>Sections modified</b>
1.0	President and Vice-Chancellor	2 February 2015	2 February 2015	New policy
1.1	Administrative update by Head of Governance	18 February 2016	29 February 2016.	Administrative updates to senior team roles
2.0	President and Vice-Chancellor	6 May 2017	6 May 2017	Full review, v1.1 rescinded Name changed to <i>Education Quality Policy</i> .