Australian Institute of Higher Education

Academic Continuous Improvement Policy

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Related Documents	Academic Continuous Improvement Procedure Quality Assurance Framework Strategic Business Plan
HESF (Threshold Standards) 2021	5.3.5; 5.3.6; 5.3.7

1. Purpose

The purpose of this Policy is to outline the governance, processes and implementation, and feedback mechanisms that will be undertaken to assure continuous improvement in the quality of teaching and learning, as well as improvement in the academic and administration framework that supports teaching and learning within the Australian Institute of Higher Education Pty Ltd ('the Institute').

2. Principles

Key principles informing this Policy and the associated Procedure are:

- Collecting and responding to student feedback is an important means of enhancing the quality of teaching, learning and the student experience.

- The Institute will gather and report on student feedback using ethical, systematic and rigorous processes, consistent with the Higher Education Threshold Standards.

- Student feedback is used in conjunction with other sources of data to inform education-related decision-making.

3. Context

This Policy has been developed in order to address the Institute's ongoing commitment to Academic continuous improvement.

4.   Scope

This Policy applies to all relevant staff across the Institute, and to all courses and units of study.

5.   Definitions

See the AIH Glossary of Terms for definitions.

6.   Policy details

This Academic Continuous Improvement Policy and associated Procedure aims to engage every member of academic and administrative staff in the process of quality assurance and improvement. In general, quality can be defined as the value added to the student by his/her engagement with the Institute. Quality can be assessed with the aid of a broad range of indicators such as those described below and in the Key Sources of Data.

This Policy is to be read in conjunction with the Institute's Strategic Business Plan. The areas of differentiation of the Institute's cultural intelligence, close industry networking and relationship, as well as embedded international aspects in its curriculum will continue to be developed and strengthened over time. Adherence to the AQF, professional bodies and industry benchmarks will also serve to guide and continuously improve the performance of the Institute.

6.1   Governance

The Academic Board has ultimate responsibility for the quality of teaching and learning and will review both the procedures and performance indicators at the end of semester, with a formal review of teaching and learning biennially, and a formal review of each course triennially.

The Dean and the Teaching and Learning Committee will be accountable to the Academic Board for continuous improvement of the processes associated with teaching and learning. The Dean and Course Advisory and Review Committees will be accountable to the Academic Board for the continuous review of curriculum to maintain relevance and rigor.
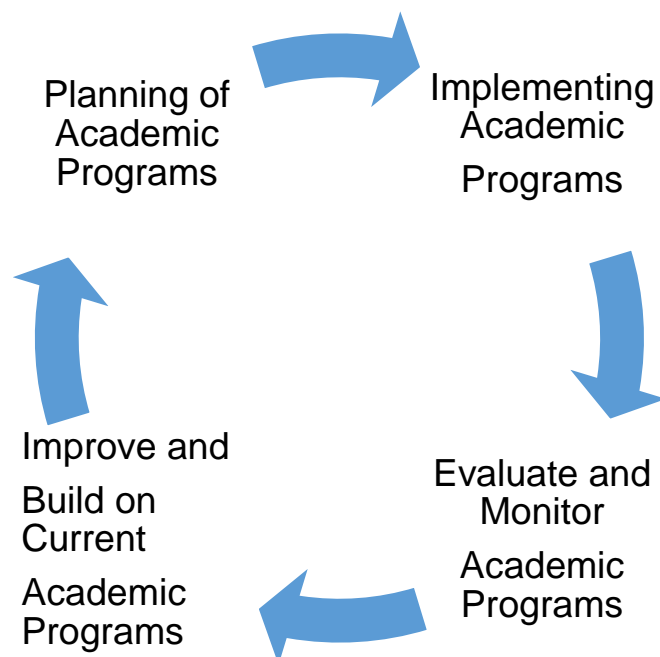
The Executive Management has responsibility for the quality of the operations of the Institute and compliance with the regulatory framework, and will review procedures and performance each semester with a formal review of facilities and services annually. This is to be done with a view to implementing performance improvements strategies for students and staff.

The Board of Directors has ultimate responsibility for the business performance and compliance with the regulatory framework. Reports on quality improvements are provided to the Board of Directors by the Academic Board and Executive Management. These reports provide the basis for informing and / or changing the current Strategic

Plan of the Institute with a view to improving upon the current processes and procedures.

The diagram and explanation below illustrate how the PIER (planning, implementation, evaluation and review) framework works between the various governance committees.

- The Course Advisory and Review Committee gives advice and recommendations in the development and planning of courses. The Dean and the Teaching and Learning Committee are responsible for implementing courses, and then providing performance and benchmarking data to the Academic Board concerning the course.

- Data pertaining to academic issues from the Teaching and Learning Committee and the Course Advisory and Review Committees are fed to the Academic Board, which evaluates and reviews the information. If necessary, the Board of Directors is notified. Data pertaining to administrative matters from the Executive Management is fed to the Board of Directors.

- Depending on the issue, the Board of Directors and/ or the Academic Board will evaluate and review the data with a view to providing recommendations for quality improvement. These recommendations will be passed down to the other Committees for implementation. Teaching evaluations will be considered at Academic Board Level only in accordance with the privacy policy relating to Academic staff and not at the Teaching and Learning Committee, where other staff are present.

Planning of Academic Programs → Implementing Academic Programs → Evaluate and Monitor Academic Programs → Improve and Build on Current Academic Programs → (back to Planning)

6.2   Implementation

The Academic Board, the Teaching and Learning Committee, or the Course Advisory and Review Committees may direct that particular issues be addressed and that specific data be gathered to inform these issues pertinent to quality management, monitoring, and continuous improvement. Upon receiving a report, the Academic Board in consultation with the Course Advisory and Review Committees will, if necessary, alter a policy or practice within the academic environment of the Institute.

Organisational development processes will be led by fostering collaboration and be based on the assumption that all staff members have a desire and a capacity to contribute to improvement in teaching and learning. Typically initiatives will be conceived, planned, executed and reviewed by teams.

6.3   Key Sources of Data

The Academic Board and its subordinate committees have an interest in both formative and summative evaluation. Formative evaluation informs the design of measures for improvement, while summative evaluation provides a scorecard against which to judge past performance. Details of key sources of data are listed in the associated Academic Continuous Improvement Procedure document.

7.   Legislation

This Policy complies with Higher Education Standards Framework standard 5.3 (Monitoring, Review and Improvement), which specifies that:

5.3.5.   All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

5.3.6.   All teachers and Unit Coordinators and Program Managers have opportunities to review feedback on their teaching and are supported in their scholarly activity

5.3.7.   The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at November 2022 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website http://www.aih.nsw.edu.au/ under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2016-1	Registrar	Updated template.	6 July 2016	6 August 2016
2017-1	Ms. McCoy	Revised rules.	22 February 2017	6 March 2017
2020.1	Dean	General update	2 December 2020	3 December 2020
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2022.2	Program Manager Business	Reviewed as per 3-year Review Cycle	30 November 2022	30 November 2022