

## Academic Quality Assurance Processes

The following all represent processes *Leaders Institute* uses to ensure academic quality assurance in the development, implementation, review and evaluation of its courses.

Specific details about each process are provided in related policy documents, procedures, guidelines and/or handbooks available to students and staff on the *Leaders Institute* website.

*Leaders Institute* will ensure adherence to the standards of the *Higher Education Standards Framework (Threshold Standards) 2015*, *Tertiary Education Quality and Standards Agency (Consequential Amendments and Transitional Provisions) Act 2011*, *ESOS Act 2000*, and the *National Code of Practice 2018*.

### 1. Academic Governance

*Leaders Institute* has an Academic Board, a Course Advisory Committee, a Learning, Teaching and Curriculum Committee, and an Examiners Committee and Student Appeals Committee. There are Terms of Reference for each that ensure the Institute comprehensively monitors its courses and seeks to continuously improve its practices.

Ultimate responsibility for academic quality assurance matters rests with Academic Board, which reports through its Chair to the Governing Board. The Academic Board has delegated authority from the Governing Board for the academic governance of the Institute.

### 2. Academic Management

*Leaders Institute* has appointed two Program Directors to provide academic leadership and oversight in the implementation of its courses. Together they are responsible for fostering high quality teaching, scholarship and outreach and ensuring compliance with academic policy.

### 3. Academic Policies, Procedures and/or Guides

*Leaders Institute* has a number of policies and related procedural documents/guides to inform the following areas of academic activity:

- Benchmarking
- Course Approval
- Course and Unit Review
- Academic Credit and RPL
- Teaching & Learning Guide
- Student Assessment
- Moderation of Assessment
- Student Examination
- Student Academic Integrity
- Student Admission
- English Language Proficiency
- Student Code of Conduct
- Student Appeals
- Student Progression
- Student Handbook
- Discontinuation and Teach-Out

- WIL Guide

#### **4. Learning and Teaching Strategic Plan**

*Leaders Institute* Learning and Teaching Plan provides more comprehensive coverage of actions to be undertaken in learning and teaching during the following 12-month period. It has a strong focus on the provision of high quality education that places the student at the centre of the learning process.

Progress against the set yearly actions are monitored and then formally reviewed at the end of each semester via a written report submitted to Academic Board by the Chair (on behalf) of the Learning, Teaching and Curriculum Committee.

#### **5. Benchmarking.**

*Leaders Institute* has a Benchmarking Framework to guide planning and goal setting. It also enables the Institute to compare good practices, evaluate its performance, monitor standards and make quality improvements as required.

Benchmarking is carried out in support of the Institute's strategic mission and priorities and is integrated into planning processes.

#### **6. Reviews**

*Leaders Institute* will conduct through the Dean and Program Directors, Annual Unit Reviews. These reviews will be informed by student feedback data and performance measures such as student results. Analysis of data will be provided in writing to teaching staff and presented to the Learning, Teaching and Curriculum Committee with recommendations for improvement as appropriate.

Formal Course Reviews will be undertaken every four years and will encompass a holistic evaluation of an academic program inclusive of the course structure, learning outcomes, assessment and relationship between the two, the quality of teaching, the availability and quality of learning resources, the availability and quality of student academic support.

A panel comprising external experts will be appointed by Academic Board to conduct the Review after receiving an internal Report from Leaders Institute.

#### **7. External Experts**

Leaders Institute complements its internal quality assurance processes from time to time with the engagement of external experts for specific purposes. The latter includes auditing of curriculum, advice about industry changes from discipline experts and the provision of workshops for staff on pedagogy and student assessment.

#### **8. Annual Review of Graduate Outcomes**

The Institute shall conduct an Annual Review of Graduate Outcomes (ARGO). The purpose of the ARGO is to determine the employment outcomes for graduates. The ARGO report will be used to inform:

- (a) course design and curricula with regard to industry relevance and acceptance,
- (b) industry uptake of graduates as employees,
- (c) graduates' self-employment via entrepreneurial enterprise,



- (d) promotion and marketing of the Institute's programs; and
- (e) strategic decision-making by the Institute.

The methodology of the ARGO shall be consistent with current standards that apply to Australian higher education providers for the purpose of their reporting to the Australian Government.

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