



**IONA COLLEGE**  
**TRINITY**

TEQSA Provider ID PRV14376 • CRICOS Provider Code 04294D

## Quality Assurance Framework

*Approved by the Board of Directors on 20 January 2022*

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## 1. Purpose

The purpose of the *Quality Assurance Framework* is to develop a culture of continuous improvement through ongoing quality assurance and establishing structures, processes and quality assurance activities at Iona Trinity College of Higher Education (**the College**).

## 2. Scope

This framework applies to the higher education operations of the College including:

- all staff of the College whether full-time, part-time, casual or contract;
- members of the College's Governing Bodies;

## 3. What is Quality Assurance?

Quality assurance is a 'mechanism (systems, processes, activities) employed' to check that a desired level of quality has been achieved and can apply to 'any aspects of a provider's operations', including its academic activities.<sup>1</sup>

This *Quality Assurance Framework* has been developed to address all aspects of the College's operations, not just the academic aspect.

### 3.1 Elements of quality assurance

The College is adopting an integrated approach to quality assurance, which comprises of the following key elements:

- **Accountability of Governance** – Responsibility for overall quality rests with the Board of Directors, which has delegated ongoing monitoring of quality to its sub-committees, including the Academic Board.
- **Planning Framework** – Institutional plans are established for the College to monitor its progress in meeting its strategic goals, taking into consideration the needs of the market, the risks faced, and the finance, marketing and workforce required to enable the realisation of the College's long-term vision. These institutional plans include the Strategic Plan, the Teaching and Learning Plan, the Risk Management Framework, the Business Plan, the Marketing Plan and the Workforce Plan.
- **Policy Framework** – A framework comprising of policies, procedures, guidelines and plans contribute to quality assurance, continuous improvement and compliance with the relevant standards and requirements by articulating the College's expectations of quality. The development of this framework will be guided by the regulatory framework. At the core of this regulatory framework is the *Tertiary Education Quality and Standards Act 2011* and the *Education Services for Overseas Students Act 2000* and their subordinate instruments, which include the *Higher Education Standards Framework (Threshold Standards) 2021* and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- **Course Development and Review** – Courses will be developed following a robust process and, once accredited, are subjected to regular reviews and include

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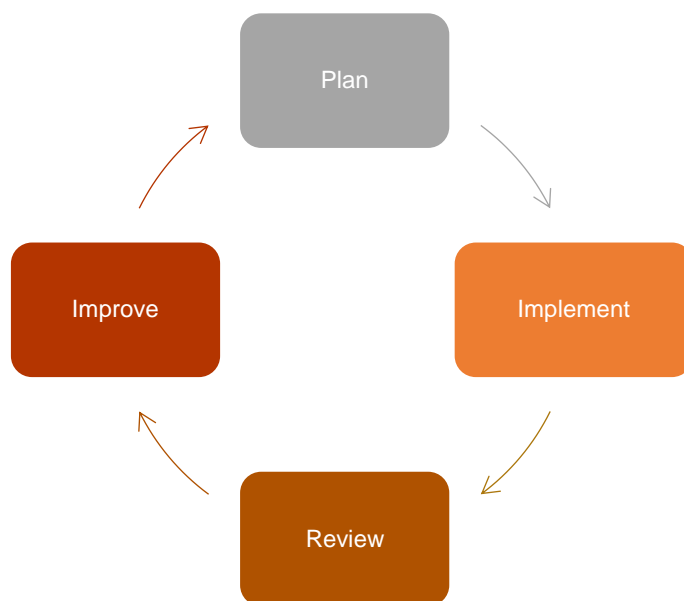
<sup>1</sup> TEQSA, *Guidance Note: Academic Quality Assurance*, Version 2.2, 11 October 2017 (link: <https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-quality-assurance>)

independent expert feedback. This is to provide assurances to the College that the course learning outcomes, its structure, content and assessment methods reflect emerging developments in the discipline and consistent with sector practice. The College will be guided in course development and review by the *Course Development and Approval Policy and Procedure*, and *Course Monitoring and Review Policy and Procedure*.

- **Assessment Moderation** – Appropriateness of the College’s assessment strategy to the learning outcomes being assessed will be evaluated at the end of each semester through moderation processes undertaken in accordance with the College’s *Assessment Moderation Policy and Procedure*. This activity is essential for validating the grades awarded and that students have achieved the learning outcomes on completion of a unit or of the course.
- **Compliance Monitoring** – There are processes for monitoring compliance with the policy framework, which articulates the College’s expectations of quality. The College’s *Framework for Compliance Management* provides guidance on compliance monitoring.
- **Benchmarking Outcomes** – Benchmarking is a key element in assuring quality is consistent with, or exceeds, the sector. The College’s *Benchmarking Policy and Procedure* sets out an approach towards external referencing, which includes the frequency of benchmarking and the responsible body. Feedback from students, graduates, staff (academic and non-academic) and governance members will be critical to determine the extent to which quality has been attained, and is outlined in the *Stakeholder Feedback Policy and Procedure*.
- **Data Collection and Reporting** – Data on student outcomes can also reveal quality of delivery issues, as well as admissions standards, effectiveness of student support and agent performance. Therefore, data on student attrition, progression, completion, graduate success and grade distribution will be collected, analysed, disaggregated into student sub-groups (as necessary), and reported to the Academic Board and the Board of Directors.

## 4. Quality System

The College’s PIRI Quality System is a cyclical system for ongoing quality improvement, as depicted diagrammatically in Figure 1. It is through the PIRI Quality System that the College will embed the elements of quality assurance.



*Figure 1 - Plan, Implement, Review and Improve Cycle*

The PIRI Quality System involves the following phases:

- Plan: as the body with overall responsibility for quality, the Board of Directors is also responsible for ensuring that the College plans quality assurance activities, including setting objectives and ensuring resources are available to carry out quality assurance activities
- Implement: establish a policy framework that encompasses course design and review, which expresses the College's expectations
- Review: ensure processes are in place for monitoring compliance, benchmarking and seeking stakeholder feedback, which will be reviewed on a regular basis as part of providing assurances on the attainment of quality
- Improve: Outcomes are reported through to relevant governance bodies for improvements to be implemented to address matters identified in the review phase.

## 5. Responsibilities

The Principal is responsible and accountable to the Board of Directors for the oversight of quality assurance, quality improvement and compliance with the regulatory framework for all aspects of the College's operations.

The Board of Directors is accountable for overseeing and ensuring that quality assurance and compliance activities adhere to the regulatory framework for all aspects of the College's operations.

The Academic Board is responsible and accountable to the Board of Directors for academic quality assurance, academic quality improvement and compliance in the areas of academic governance, learning and teaching, academic support, student support.

## 6. Communication

The Quality Assurance Framework will be implemented and communicated through the College via:

- the College's website
- Internal circulation to all staff
- Staff induction, professional development and meetings, and
- Student orientation.

## 7. Review

The Quality Assurance Framework will be reviewed annually to ensure currency and accuracy of information, processes and activities.

## 8. Definitions

For the purposes of this framework, the following terms are defined as follows:

Governing Bodies	Means the Board of Directors and its sub-committees, and the Academic Board and its sub-committees
PIRI	Plan, Implement, Review, Improve (PIRI) is a cyclical system for ongoing quality improvement
Quality Assurance	The management and organisational processes in place for checking that the standards and quality of higher education provision by the College meet the higher education sector requirements
Quality improvement	The management and organisational processes in place for ongoing/continuous improvement of higher education provision by the College
Student sub-groups <sup>2</sup>	<p>Include the following groups:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander peoples</li> <li>• People from low socio-economic backgrounds</li> <li>• People with a disability</li> <li>• People from rural, remote, or isolated areas</li> <li>• People who are the first in their family to participate in higher education</li> <li>• People from non-English speaking backgrounds, and</li> <li>• People from the LGBTQIA+ community.</li> </ul>

<sup>2</sup> List adapted from TEQSA 2023, *Guidance Note: Diversity and Equity*, Version 1.3, 8 June (under consultation)

## 9. Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original Version	Board of Directors	20/01/22
1.1	Clarify reporting of student outcomes	Board of Directors	27/07/23

## 10. Additional Information

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Policy Status	Approved
Policy Owner	Principal
Next Review Date	3 years from Approval Date
Associated Internal Documents	Assessment Moderation Policy and Procedure Benchmarking Policy and Procedure Course Development and Approval Policy and Procedure Course Monitoring and Review Policy and Procedure Stakeholder Feedback Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2021	Standards 1.3.5, 2.2.3, 5.3.2 to 5.3.7, 6.3.2
National Code of Practice for Providers of Education and Training to Overseas Students 2018	No relevant standards
Other Applicable Legislation and Instruments	Education Services for Overseas Students Act 2000 Tertiary Education Quality and Standards Agency Act 2011

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