

Group Academic Quality, Total Quality Management, and Continuous Improvement Policy

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Implementation:	Executive General Managers, Academic Directors, Academic Managers, Student Services Managers, Operations Managers
Maintenance Owner:	Executive General Manager, Group Quality, Accreditation & Compliance

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1. Introduction

1. PURPOSE

NextEd is committed to consistently delivering high quality services to all stakeholders. Integral to this is a commitment to a consistent and constant attention to quality. This policy ensures that NextEd, and its subsidiaries, has an effective quality assurance approach and systematically evaluates the services it provides to implement ongoing and continuous improvement.

The purpose of this document is to describe the NextEd approach to Total Quality Management (TQM) and Continuous Improvement systems. This comprehensive approach will ensure quality processes and services as well as the efficacy of policies, procedures, and all NextEd education providers meet full compliance with all relevant legislation, including the ESOS legislative framework and Standards for Registered Training Organisations (RTO's) 2015, and TEQSA Minimum Standards.

Oversight of Academic Quality and TQM is the responsibility of respective NextEd Academic Boards.

2. SCOPE

This policy is an overarching Group policy and applies to:

- i) All staff of NextEd including employees and contractors;
- ii) All courses delivered by NextEd including those delivered on their behalf by education providers with whom there is a licensing arrangement. If there are any discrepancies between an affiliate's policy and these, the NextEd policy will apply.
- iii) All students (domestic and international) of NextEd brands:
 - Academy of Interactive Technology Pty Ltd (also trading as Coder Academy Australia, iscd, and Work Ready Education) RTO: 90511, Registered Higher Education Provider PRV12005, CRICOS: 02155J
 - International School of Colour and Design Pty Ltd (iscd) RTO: 91439
 - Greenwich College Pty Ltd (also trading as Greenwich English College, Greenwich Management College, Greenwich Health College) RTO: 91153, CRICOS: 02672K
 - Brisbane Career College Pty Ltd (trading as SERO Institute) RTO: 32303, CRICOS: 03528K
 - Capital Training Institute Pty Ltd RTO: 88145, CRICOS: 0399B
 - Celtic Training Pty Ltd RTO: 40179

3. DEFINITIONS

Word/Term	Definition
Academic Quality Assurance	is a demonstration or verification that a desired level of quality of an academic activity has been attained or sustained or is highly likely to be attained or sustained. Quality assurance is the process for checking that the standards and quality of higher education provision meet agreed expectations
ESOS	Education Services for Overseas Students (Framework)
Minor, Major,	Minor: clerical and administrative changes/corrections. Major: adjustments at the subject level due to Continuous Improvement. May include updates to language, learning resources, wording in assessments/course material.
Material changes to courses	Material: changes to subject and course names, changes to entry requirements, changes to assessment weighting and structure, changes to duration, removal/addition of subjects.
TEQSA	Tertiary Education Quality Standards Agency

2. Policy

NextEd is committed to academic quality and the Total Quality Management (TQM) system for enhancing our academic courses, where all members of staff and faculty work towards creating and maintaining the best possible learning environment.

1. Course Teaching and Learning Plan

Planning, implementing, checking and enhancing all courses, teaching, and learning is the cornerstone of Academic TQM.

Each NextEd brand will develop an annual Teaching and Learning Plan outlining the academic aims, goals and objectives for the forthcoming 12-month period.

The Teaching and Learning Plan addresses:

- i) expected provision of courses
- ii) suggested provision of new courses
- iii) annual subject/course reviews
- iv) expected major subject reviews
- v) creation, management, and input from Course Advisory Committees (CACs)
- vi) historic data
- vii) goals for student retention, progression and satisfaction
- viii) goals for faculty retention, progression and satisfaction
- ix) moderation goals
- x) benchmarking initiatives
- xi) goals for academic performance and distribution (grading)
- xii) goals for analysis and review

The Teaching and Learning Plan will be referred to the respective Academic Board for advice and recommendations, in advance of being used.

2. Academic TQM Reports

Having comprehensive, accurate and actionable information is a necessary component for the ongoing planning, implementation, checking and enhancement of NextEd courses.

Each college will develop an annual TQM report outlining results for the previous 12-month period.

Each college will develop a TQM report each term outlining results for the previous completed term. The TQM reports will provide information on:

- i) historic data
- ii) levels of student retention, progression and satisfaction
- iii) levels of faculty retention, progression and satisfaction
- iv) assessment moderation
- v) benchmarking initiatives
- vi) results for academic performance and where relevant, grading distribution
- vii) attendance
- viii) appeals
- ix) academic integrity- including contract cheating and plagiarism

TQM term reports will be completed within 6 weeks after the end of the most recent teaching term. TQM reports will be referred to the relevant Academic Board for advice and recommendations, at their next available meeting. TQM reports will form the foundation of targets for the ongoing enhancement of courses through the Teaching and Learning Plan.

NextEd:

- x) Is committed to ensuring that quality of services provided across all of its operations – this includes training and assessment services and processes, student support, customer service and effective management of the business and its staff.
- xi) Ensures that effective systems, policies, procedures and resources are in place to ensure the quality delivery of all academic, student, and business services.
- xii) Has a management team in place which oversees the quality of services provided by the group of colleges

NextEd education providers will use their formal and informal systems of continuous improvement to ensure that all of their systems, qualifications, programs of study, policies and procedures are of high standard, meet all legislative requirements and are fully compliant.

3. Organisational Continuous Improvement

NextEd will ensure:

- I. There is a systematic continuous improvement process in place which is a fundamental component of the quality assurance approach.
- II. Opportunities for improvement will be identified through the following mechanisms:
 - Regular feedback from stakeholders
 - Qualitative and quantitative feedback
 - Regular formal reviews across all its operations
 - Regular review of policies and procedures which is informed by all forms of feedback
 - Regular internal audits are scheduled to monitor ongoing compliance with the VET Quality Framework, Standard for RTO's 2015, CRICOS National Code Part D, the National ELICOS Standards, and TEQSA Higher Education Standards Framework (Threshold Standards) 2021
 - Complaints and appeals will be reviewed to identify root causes of the incidents and identify areas that need improving to prevent reoccurrence
 - Management meetings are held regularly and used as an opportunity for managers to identify areas that require improvement
 - Outcomes of assessment validation/moderation meetings will identify areas where assessment and training systems and practices can be improved
 - Quality Indicator and AVETMISS data will be used to identify and implement improvements where necessary
- III. All improvements will be recorded in respective CI Registers and acted upon to ensure all NextEd education providers are responsive to feedback and data across all areas of its operations.

4. Academic Quality Assurance

NextEd applies the principles of academic quality assurance based on the TEQSA Guidance note. The focus of quality assurance relates to the quality of the course delivery and the quality of the learning experience.

Course quality assurance addresses the following elements:

- maintaining industry currency and relevance,
- reflecting technological changes and improvements,
- continuous improvement of:
 - course content,
 - assessment practices,
 - course objectives,
 - learning experiences,

- formal course review processes,
- best practice in pedagogy.

Quality of the learning experience addresses the following elements:

- student-teacher engagement,
- currency and appropriateness of learning resources and facilities,
- effectiveness of student academic support services,
- review of course entry requirements,
- analysis and consideration of progression, retention, attrition, completion statistics,
- graduate outcomes,
- best practice in pedagogy.

The overarching governance of academic quality assurance resides with the respective NextEd education provider and where relevant, their Academic Board (AB). Operational aspects of quality assurance practices reside with Course Coordinators, guided and directed by the Academic Director (AD) or Academic Manager (AM), with oversight from the respective Teaching and Learning Committees (TLC).

Input is provided to Course Coordinators from subject coordinators, teachers, students, Course Advisory Committees (including industry professionals and organisations), and industry related market research. This input forms the basis of recommendations and reports to TLC.

Quality assurance includes the formal process of course review. A subject review may be a subset of a course review or the formal recording and consideration of continuous improvement occurring over the academic year at the subject level.

Subject reviews must be tabled to TLC annually for consideration and classification.

5. Course Review

All courses delivered by NextEd must undergo a formal review annually. Course reviews inform the formal benchmarking undertaken annually by Group Accreditation & Compliance (Group A&C).

The course review is conducted at the course level and a detailed report including recommendations is tabled with TLC for consideration.

Course reviews may focus upon a component of the course such as: individual subjects or units, entry requirements, assessment weightings/tools/processes, learning resources, delivery mode; or they may be a full review of the course. Where recommendations are accepted by the TLC they will be categorised as:

- Minor
 - project plan for implementation developed by Course Coordinator, approved by AD
- Major
 - Requires submission to Group A&C for review and further determination
 - Requires submission to AB for approval
 - project plan for implementation developed by AD, approved by the Executive General Manager (EGM)
- Material
 - Requires submission to Group Accreditation & Compliance for review and further determination
 - Requires submission to AB for approval
 - Where approved, requires notification to Regulator by Group A&C
 - project plan for implementation by Group A&C, approved by EGM

6. Course Advisory Committee

Formal course reviews are overseen by the AD/AM who is responsible for the terms of reference, composition of the review committee, budget allocation, timelines for reporting, report format, initial categorisation (minor, major, material) of recommendations, and the process of submission to higher internal review bodies.

The committee will include no less than 6 members:

- product/Instructional designer
- Course Coordinator (or equivalent),
- At least 1 subject specialist,
- At least 1 teacher,
- At least 2 industry representatives

**Where the composition is greater than 5 the ratio of industry to faculty must be not less than 2:3*

7. Publication

This procedure is published on each NextEd education provider's website to ensure students have up-to-date and accurate information publicly available to them.

3. Reference and Supporting Information

Supporting Documentation

Document name	Document type	Location
AIT TQM Policy v1.1	Policy	Website
Charter of the AIT Academic Board	Policy	Internal
Course Quality Assurance and Review Policy v1.1	Policy	Website
Greenwich College CI Policy v1.3	Policy	Website
TEQSA Higher Education Standards Framework (Threshold Standards) 2021	Regulatory Standards	External
TEQSA Guidance note: Academic Quality Assurance	Guidance note	External

4. Change History

Change History

Version	Approval date	Approved by	Approved by	Change
V1.0	04 September 2017	Principal Executive Officer	Principal Executive Officer	Development of RHE Group Policy replacing existing entity level policies
		Technology & Design Division	General Manager	
V1.1	05 September 2019	Group Accreditation & Compliance	Compliance Manager	Update to new template
		Technology & Design Division	General Manager	
V1.3	1 st January 2018	Greenwich English College	General Manager	
V2.0	30 August 2022	Chief Executive Officer	Executive General Manager, Group Quality, Accreditation & Compliance	Update to new iCollege template; Merge AIT TQM and GM CI, and Quality Assurance policies.
V2.1	23 February 2023	Chief Executive Officer	Executive General Manager, Group Quality, Accreditation & Compliance	Update to new NextEd template.