

Institution	Universal Higher Education (UHE)
Policy name	Quality Assurance and Enhancement Policy
Policy Governance	Corporate Board

1. Introduction

Higher education institutions are responsible for monitoring and improving the quality of education provided to students. Institutions are responsible for ensuring that robust systems and processes are in place to develop, implement, review, and enhance internal quality assurance. The systematic process for internal quality assurance will complement external requirements from professional bodies, quality agencies, and other national and international requirements.

This policy outlines UHE's commitment to develop, implement, and review systematic processes for quality assurance. The policy is applicable to higher education operations of UHE. The policy outlines various processes and mechanisms that will assure the quality of academic activities. The policy will also ensure that UHE monitors academic quality and standards in a systematic manner and improvements are implemented to maintain standards and outcomes.

2. Policy principles

Quality assurance and enhancements at UHE will be based on the following key principles:

- Alignment between UHE's strategic directions, risk framework, and quality assurance.
- Academic Board leadership in developing, monitoring, and enhancing quality assurance.
- Accountability of key leaders to monitor academic quality, and maintenance of standards.
- Systematic processes for internal quality assurance which complements external requirements.
- Data and information are used to inform decision making.
- Benchmarking and implementation of good practices.
- Cyclical self-review of courses and UHE's higher education activities.
- Using external experts in the review process.
- Closing the loop on recommendations and review outcomes.
- Using stakeholder feedback to monitor and enhance academic and non-academic areas.
- Engaging students in quality assurance and improvements.
- Developing capacity for quality assurance to sustain quality culture; and
- Meeting external quality assurance requirements (e.g. Higher Education Standards Framework, ESOS compliance, accreditation requirements and others).

3. Definitions

Term	Definition
Quality Assurance	means the management and organisational processes in place for checking that the standards and quality of higher education provision by the Institute meet higher education sector requirements and norms.
Quality Enhancement	means the management and organisational processes in place for ongoing improvement of higher education provision by the Institute.
Higher Education Standards	means Higher Education Standards made under the Tertiary Education Quality and Standards Higher Education Standards Framework (Threshold Standards) 2021
Professional accreditation	

4. UHE Quality Assurance and Enhancement

UHE will use various mechanisms to monitor and enhance quality assurance activities. These mechanisms are based on good practices in the higher education sector. The key mechanisms are outlined in table 1 below.

Table 1: Quality Assurance Mechanisms

Mechanisms	Processes and outcomes
Role of Academic Board and sub-committees	The Academic Board is delegated the responsibility for monitoring and enhancing academic quality and maintenance of standards. The Academic Integrity Committee of the Academic Board ensures quality and integrity of assessments and maintenance of standards.
Planning for teaching and learning	The key priorities for teaching and learning are outlined in the UHE Teaching and Learning Plan 20226-2025. The plan is approved by the Academic Board and endorsed by the Board of Directors.
Academic leadership	On a day-to-day basis the Chief Academic Officer and the Course Coordinators provide leadership on overall management of courses, implementation of academic policies, and monitoring the quality of courses, teaching and student experience.
Course design and delivery	The Course Development Committee (CDC) of the Academic Board provides leadership in new course development. The CDC engages external experts in course development to ensure external input in course design. The external input in the design of the course also ensures quality assurance and relevance of the course with industry and professions.
Teaching quality	End of semester evaluations will be used to assess the quality of student experience with the subject content and teaching. The evaluation will assure the quality of the subject and teaching based on student voice.
Course reviews	An important aspect of course relevance at UHE is systematic review of courses over a cycle of five years. The review will engage external experts in the review process. The UHE course review is undertaken in a two staged process. This includes: 1) annual review of courses using performance measures, and 2) five yearly systematic review of courses to examine curriculum content, teaching quality, assessments, and overall pedagogy.
Benchmarking	An important part of UHE's quality assurance arrangement is benchmarking. UHE recognises the value of benchmarking with comparable institutions in improving institutional practices. UHE aims to engage in three types of benchmarking including: process benchmarking, internal benchmarking, and performance benchmarking.
Stakeholder feedback	UHE will use six surveys to assess the perception and experience of various stakeholders such as students, academic staff, support staff, Committee members, etc. The feedback from various stakeholders will enable UHE to enhance courses, teaching quality, support services, and employee experience. UHE will use two national instruments which will enable benchmarking, and four

Mechanisms	Processes and outcomes
	internally developed instruments.
Staff development	UHE values the contribution of academic and administrative staff. UHE will provide relevant professional development to all staff. Professional development for academic staff will enhance the quality of teaching and learning.
Self-Assessment and External Review of UHE	<p>In preparing for TEQSA re-accreditation, UHE aims to undertake the following on a cycle of five years:</p> <ul style="list-style-type: none"> • Self-assessment against the Higher Education Standards Framework (HESF) and the ESOS Act/National Code. This will be undertaken by the Chief Academic Officer under the oversight of the Academic Board. Following on from the self-assessment, UHE will enhance its systems and processes to meet HESF and ESOS requirements. • UHE will also engage external reviewers to undertake a quality assurance review. The review will engage members of governing committees, academic and administrative staff, students, and graduates. The review will focus on a whole of institution audit with attention to: governance and planning, teaching and learning, student support, quality assurance arrangement, and staffing.
Closing the loop	An important aspect of UHE's quality assurance is closing the loop. UHE aims to ensure all recommendations from any internal or external review are acted upon in a timely manner. Closing the loop also applies to any formal feedback received from various stakeholders which is outlined in the Stakeholder Feedback Policy.

5. Accountability

The successful implementation of the Quality Assurance and Enhancement Policy is dependent on the accountability of key committees and leaders. The Academic Board is ultimately accountable for academic quality and maintenance of standards. The day-to-day academic leadership is provided by the Chief Academic Officer. Similarly, the relevant Program Coordinators are responsible for successful implementation of policies, guidelines, and other requirements.

The Academic Integrity Committee is responsible for monitoring standards related to assessment. Academic rigor in the development and maintenance of assessment standards is key to academic integrity. The Committee will monitor assessment standards, grades, and results, and identify any academic risk that requires attention.

6. Quality Improvement Cycle

UHE is committed to a four-step quality cycle: Approach-Deploy-Review-Improve (ADRI).



Approach	Includes formulation of visions, plans, policy, procedures, timelines and responsibilities for achieving outcomes intended to maintain or improve quality, including performance standards, measures, targets, and methods and frequency for performance monitoring and reporting.
Deploy	Implementation and delivery of the planned arrangements, including data collection, training, resourcing, and reporting on progress.
Review	Ongoing review and audit, based on evidence, of the extent to which planned arrangements and delivery are having the desired effect in bringing about intended outcomes, including evaluation and impact of the planned arrangements.
Improve	Ongoing improvements and changes to be incorporated in new or reformulated plans, policy and processes in order to enhance or improve outcomes.

7. Responsibilities

Academic Compliance

- The UHE Board of Directors is accountable to the Tertiary Education Quality and Standards Agency for quality assurance and compliance with higher education standards by the Institute.
- The UHE Academic Board is responsible and accountable to the Board of Directors for quality assurance, quality improvement and compliance with relevant higher education standards relating to all areas of academic quality including but not limited to the areas of academic governance, learning and teaching, academic support, and student support (in conjunction with the Student Experience Committee), research, research training and innovation.

General Quality Assurance

- The CEO is responsible and accountable to the Board of Directors for quality assurance, quality improvement and compliance with relevant higher education standards related to corporate governance, financial management, planning, information and communications technology, student recruitment and marketing, human resources, safety and security, and facilities.