

Quality Assurance Framework

Institution	Universal Higher Education (UHE)
Document Name	Quality Assurance Framework
Approval Governance	Board of Directors

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 relevant legislations.

This Framework has been established to guide UHE’s corporate and academic activities that will contribute to developing UHE’s culture of continuing quality assurance and enhancement. The Framework is designed to ensure that UHE’s governance and management processes comply with legislative and regulatory requirements for higher education provision. In addition, UHE ensures processes and continuous improvement mechanisms are in place for quality assurance.

The Framework details its principles, components, the quality assurance cycle, and the evaluation of the Framework.

2. Framework Principles

The following key principles will serve as the foundation for quality assurance and improvements activities at UHE, as well as the establishment of this Framework. These principles ensure that UHE initiatives aim for the best practice in assisting UHE achieve excellence and continuous progress in all its operations:

- Alignment between UHE’s strategic directions, risk framework, and quality assurance
- Governance leadership in developing, monitoring, and enhancing quality assurance
- Accountability of key leaders to monitor academic and operational quality, and maintenance of standards
- Systematic processes for internal quality assurance which complements external requirements
- Data informed decision making
- Benchmarking and implementation of good practices
- Cyclical self-review of academic and operational activities
- Involvement of external experts in independent reviews
- Closure of recommendations and review outcomes
- Use of stakeholder feedback to monitor and enhance practices
- Student engagement in quality assurance and improvements
- Capacity development for quality assurance to sustain quality culture.

3. Guiding Documents

In line with UHE's commitment to quality assurance and to structure its quality assurance principles, UHE will develop a comprehensive and structured set of guiding documents, including plans, frameworks, policies and procedures. These documents will provide a clear and systematic approach to governance and management, ensuring consistency, accountability, and transparency across all UHE operations.

These guiding documents are organised hierarchically and developed in appropriate document genres. The purpose of having the hierarchy is to create a structured and coherent approach. Plans set the vision and direction, frameworks provide the organisational structure, policies establish rules and procedures ensure consistent implementation. This hierarchy ensures that all operational aspects are aligned, transparent and accountable. By maintaining clearly defined and interconnected guiding documents, UHE can effectively manage its resources, achieve its strategic goals, and upload its commitment to academic and corporate excellence.

3.1 Plans

Plans are strategic documents that outline the long-term vision, goals and objectives of the various aspects of UHE's operations. They provide a roadmap for future growth, aligning UHE's resources and efforts with its mission and values. The plans need to be interrelated and presented in a defined form to ensure a cohesive and strategic process. Each plan will clearly link to previous plans, providing continuity and building upon past achievements and learnings. Each plan will contain the key elements of:

- Status for setting the context for its objectives
- Well-defined objectives
- Measurable indicators for achieving the objectives, including the initiatives, accountabilities and timeframes
- The resources required for achieving the objectives
- Mechanisms for reporting and monitoring progress
- Review process of the plan

3.2 Frameworks

Frameworks are structured and methodical sets of guidelines that lay a foundation for the development, implementation and evaluation of specific policies, procedures and practices. UHE's frameworks provide a consistent approach to various operational aspects, ensuring alignment with the external regulatory environment and UHE's overall strategic goals, while also helping to shape the organisational culture. Each UHE framework shall detail:

- Purpose and principles
- Covered areas
- Standards of each area
- Supporting mechanisms
- Monitoring and review processes

3.3 Policies and Procedures

Policies are the formal statements of principles that reflect UHE's stance on various matters and provide a basis for decision-making. They provide clear guidance for behaviour and operations, ensuring that all

members of the UHE community understand the standards and expectations. By outlining the dos and don'ts, policies aim to mitigate risks, promote compliance, and uphold UHE's values and ethical standards, facilitating smooth, fair and efficient operations.

Procedures are detailed, step-by-step instructions on how policies are to be implemented in practice. They offer guidelines for carrying out tasks and fulfilling responsibilities, ensuring that policies are consistently and effectively followed. UHE will adopt the approach of combining the policies and procedures into one single document to enhance clarity and ease of reference. The specific guidelines for UHE's policies and procedures, and their management will be illustrated in the Policy Framework. Each policy shall adhere to the defined format, including:

- Title
- Purpose
- Scope
- Legislative and regulatory requirements that inform the policy
- Policy principles
- Procedures
- Related documents
- Review and revision
- Approval and authorization
- Version control table

To support consistency across policies, UHE will establish a policy glossary, serving as a centralised and standardised repository of terms and definitions. This ensures that all members of the UHE community have a common understanding of key concepts and terminologies. The clarity provided by the glossary will help prevent misunderstanding and misinterpretations, facilitating smoother communication and more efficient implantation of the policies. Additionally, it will enhance the staff training process.

4. Quality Assurance Framework

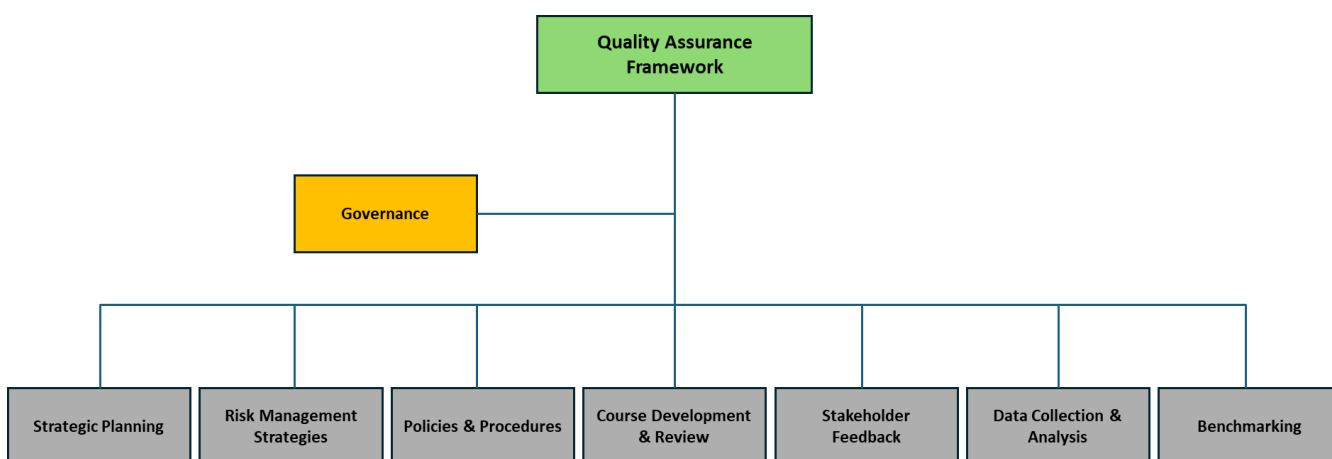
UHE's quality assurance framework consists of a well-structured set of elements. Each element is supported by a series of documents outlining the principles and processes intended to ensure that UHE achieves and upholds high standards of quality in all its operations. The elements include:

- **Governance** that establishes clear roles and responsibilities for its governance bodies, ensuring UHE's operations are transparent, ethical and aligned with the legal and regulatory requirements governing higher education providers
- **Strategic planning** that involves developing long term plans that integrated quality improvement efforts with UHE's overall vision and goals, ensuring that all activities and resources are directed towards achieving sustained growth and institutional success
- **Risk management strategies** that ensure the institutional risks are identified, assessed and mitigated
- **Policies and procedures** that provide guidelines and standardised practices to ensure consistency, effectiveness and efficiency in operations while maintaining high standards of quality
- **Regular processes for course development and review** that ensure the courses remain current,

relevant and rigorous, therefore meeting the evolving student needs and industry standards

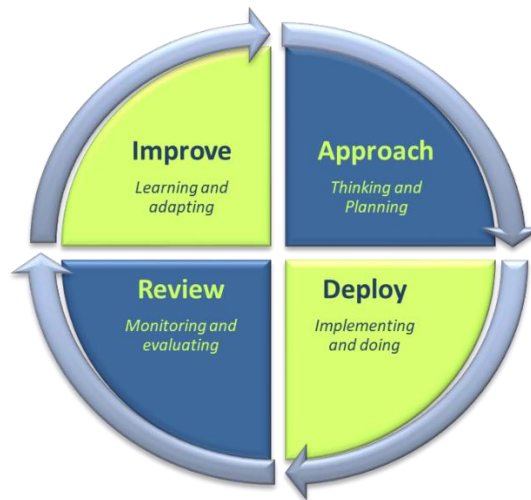
- **Systems for collecting and utilizing stakeholder feedback** that involve the mechanisms to gather input from students, staff and external partners, and then analysing this feedback to inform decision-making, enhance education quality, and drive continuous improvement
- **The collation and analysis of statistical data** to monitor performance that involve systematically gathering and examining quantitative and qualitative data related to various aspects of the institutional operations, such as student performance, operational effectiveness, and resources utilisation, to identify trends, measure progress, and make informed decision for improvement
- **Benchmarking practices** that compare against industry standards and best practices within the sector.

The diagram below illustrates the composition of UHE’s Quality Assurance Framework.



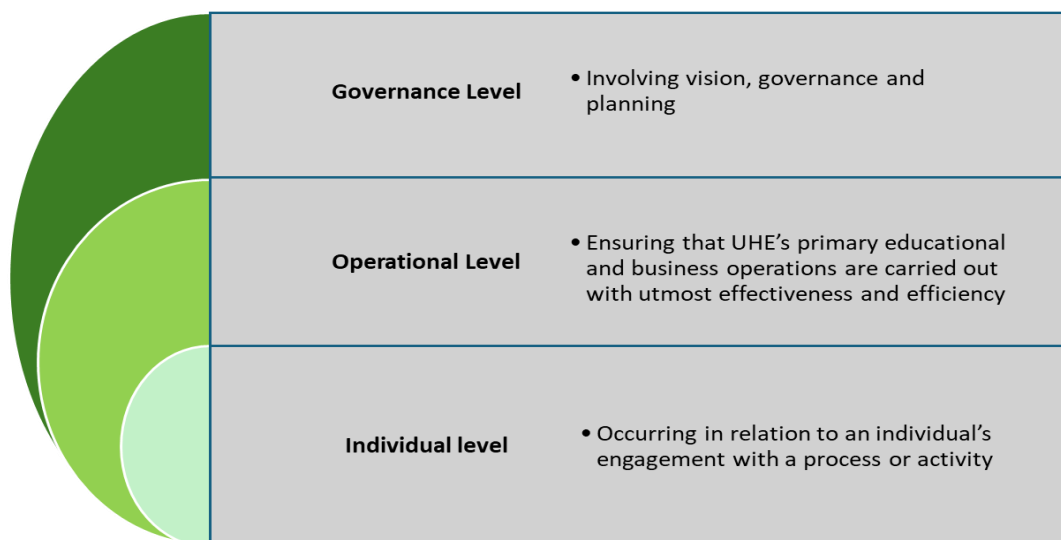
5. Quality Assurance Cycle

Quality assurance is a continuous, evidence-based cycle that is open, transparent, and student-focused. It identifies areas for ongoing improvement. UHE is committed to a four-step quality cycle: Approach-Deploy-Review-Improve (ADRI). Within this cycle, regular assessments are conducted for governance, strategy, policy, management, and evaluation.



Approach	Includes formulation of visions, plans, policy, procedures, timelines and responsibilities for achieving outcomes intended to maintain and 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.

The activities within this Quality Assurance Cycle are across the entire institution and applied at all levels, including:



6. UHE Quality Assurance

UHE will use various mechanisms to monitor and improve quality assurance activities. These mechanisms are based on best practices within the higher education sector and applied to the key elements of UHE’s Quality Assurance Framework.

6.1 Governance

The preliminary element of UHE’s Quality Assurance Framework is the integrated system of the corporate and academic governance described in its Governance Framework. This Framework establishes a robust foundation for overseeing UHE’s operation through a network of interconnected boards and committees (“governance bodies”), each with defined responsibilities and terms of reference. The membership of each governance body is structured to ensure well-informed and independent advice across all levels of UHE’s operations, covering both corporate and academic areas. Additionally, the Authority of Delegations outlines the specific delegations that enable effective governance of all of the UHE’s operational functions.

The Board of Directors (Corporate governance) and the Academic Board (academic governance) will conduct the annual review to evaluate the effectiveness of the overall governance structure and its delegations, aiming to identify improvements that could enhance both corporate and academic governance. Every seven years, the Board of Directors engages qualified, independent individuals to formally review the arrangements of the governing bodies and the effectiveness of their practices. These reviews will assess whether:

- The overall governance structure is suitable for UHE’s size and mission
- The balance and type of members are optimal for achieving UHE’s strategic goals
- The term of reference for each governance body are appropriate and clearly understood
- The responsibilities defined in the terms of reference are executed effectively

- The current delegations are appropriate and meet UHE’s ongoing operational needs
- Any other matters deemed relevant by the Board of Directors

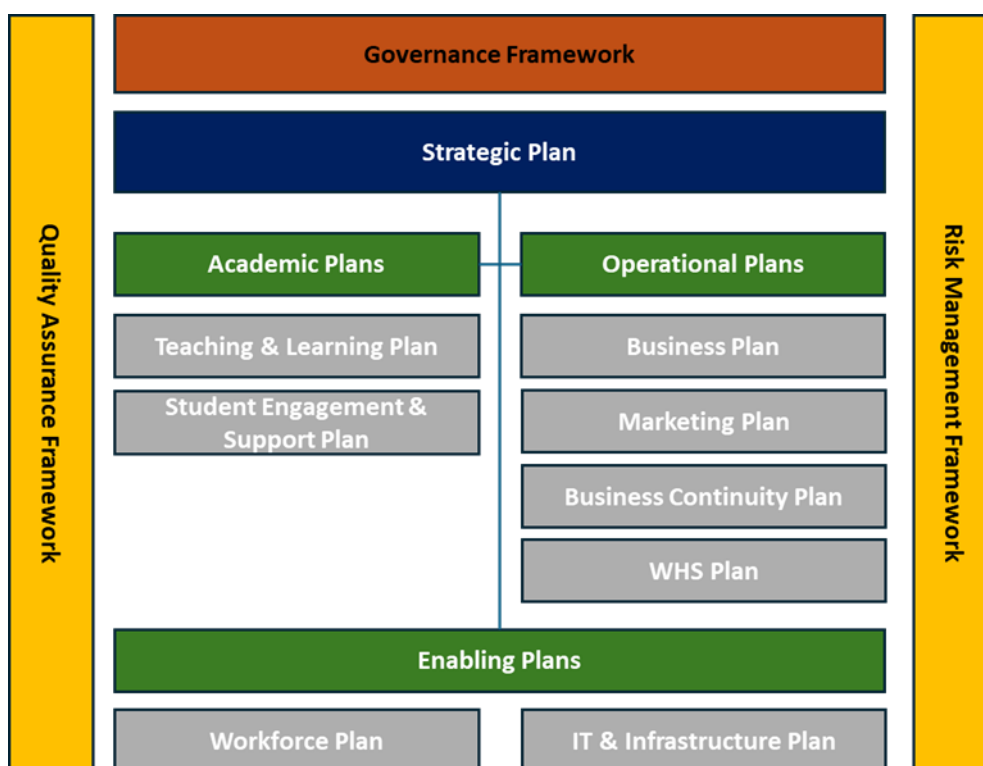
6.2 Strategic Plan

6.2.1 Governance Framework

The Governance Framework and Strategic Plan are closely interconnected, forming the backbone of UHE’s organizational structure and long-term vision. The Governance Framework provides the necessary oversight and support mechanisms to guide the setting and implementation of the strategic initiatives, ensuring that the strategic goals are pursued in a structured, transparent and accountable manner, aligning all operational activities with UHE’s overarching mission and monitoring consistent progress towards achieving its long-term goals.

6.2.2 Strategic Plan

The Strategic Plan is the master plan overarching all the other organisational plans. The Plan clarifies UHE’s vision, mission and core values which sets the foundation of all the UHE’s activities. The Plan establishes the direction of UHE’s business and outlines the strategic goals and the actions required to meet those goals. The other plans are the exploration of how the strategic goals can be achieved across the institution, as illustrated in the chart below.



6.2.3 Academic Plans

Teaching and Learning Plan

The Teaching and Learning Plan is an academic plan, and it sets targets to ensure that UHE consistently enhances academic outcomes and supports students in achieving academic success. This Plan is

Essential for UHE to achieve the teaching and learning objectives, including aspects such as course design and review, staffing, learning resources, pedagogy, and teaching innovations. The Plan sets objectives, initiatives, and accountabilities to be achieved, implemented, and monitored throughout its duration. The Chief Academic Officer (CAO) develops the Plan in consultation with the Teaching and Learning Committee and the Executive Management Group. The Plan is approved by the Academic Board which will be the monitoring governance body through the regular report from the Teaching and Learning Committee.

Student Engagement and Support Plan

The Student Engagement and Support Plan underscores UHE's dedication to fostering a supportive environment that enhances academic success, promotes positive health and well-being for all students, and facilitates their transition during the first year at UHE. Recognizing that our international student cohorts come from backgrounds different from the Australian teaching and learning environment, the Plan addresses student engagement and support at the institutional level. Consequently, it outlines objectives, KPIs, associated initiatives, timeframes, and accountabilities that extend beyond academic support to encompass broader institutional functions. The Registrar develops the Plan in consultation with the CAO and the EMG. The Plan is approved by the Academic Board which will be the monitoring governance body through the regular report from the Student Engagement Committee.

6.2.4 Operational Plans

The four operational plans, namely the Business Plan, Marketing Plan, Business Continuity Plan, and WHS Plan, prepare UHE to function in a healthy, safe, and efficient manner.

Business Plan

The Business Plan provides a detailed roadmap for UHE's operational and financial objectives and strategies, ensuring UHE remains competitive and financially stable while fulfilling its strategic goals. The Plan ensures that UHE has realistic projections of its revenue, expenses and profits. The Plan provides financial forecasts based on projections of student enrolments, staffing plans, and requirements for facilities and resources for each education program, aligning with the strategic goals outlined in the Strategic Plan. The Managing Director develops the Business Plan in consultation with the Executive Management Group, and it is approved by the Board of Directors. The Board of Directors also oversees UHE's financial performance through regular reports from the Audit and Risk Committee and the Finance Manager.

Marketing Plan

The Marketing Plan defines the objectives and marketing tactics for promoting UHE's programs and services, enhancing its visibility, branding, and attracting prospective students and stakeholders. The Plan shall analyse UHE's marketplace and customers, current product range, main competitors, UHE's competitive advantages, enrolment targets, key marketing strategies, an action plan to achieve the targets and the proposed marketing resources. The Managing Director develops the Marketing Plan in consultation with the Executive Management Group, and it is approved by the Board of Directors. The Board of Directors also monitors the implementation of the Plan through the regular report from the

Managing Director.

Business Continuity Plan

The Business Continuity Plan is part of UHE's Risk Management Framework. It establishes an emergency control system for UHE by identifying potential disruptions and outlining corresponding contingency and response strategies. A Business Impact Analysis needs to be conducted in the Plan to identify potential disruptions. Corresponding prevention and recovery plans, including responsibilities and recovery timelines, will be established. The Managing Director develops the Business Continuity Plan in consultation with the Executive Management Group. This plan will be approved by the Board of Directors, which also monitors its implementation through the regular report from the Managing Director.

Workplace Health and Safety (WHS) Plan

The WHS Plan is designed to establish and maintain an effective healthy and safety management system at UHE. It assigns responsibilities for WHS matters among the Board of Directors, Executive Management Group, managers and leaders, staff and students, and visitors. This ensures that all members of the UHE community understand their WHS-related duties and the reporting and process mechanisms they should follow. The Plan details the consultation and communication processes to foster a culture where WHS is prioritized by all stakeholders. It emphasises that WHS matters are prominently discussed in the agenda of UHE's governing and management meetings. The Plan also includes general WHS information such as emergency contacts, first aid officers, incident reporting processes, and WHS training and induction. The Managing Director delegates the development of this Plan. The Board of Directors approves the WHS Plan and monitors the WHS matters through the regular report from the Executive Management Group.

6.2.5 Enabling Plans

The Workforce Plan and the IT and Infrastructure Plan specify the infrastructure and resources that UHE needs to achieve the goals outlined in the Strategic Plan.

Workforce Plan

The Workforce Plan is developed to ensure that UHE's workforce situation and planning align with the strategic goals. A quantitative and qualitative analysis shall be conducted on the current workforce, staffing needs for business development, and the gaps between the current workforce and projected future requirements. Workforce strategies shall be created in line with the business needs and budgeting. The Workforce Plan is developed by the Managing Director and approved by the Board of Directors who will monitor progress through the regular report from the Managing Director.

IT and Infrastructure Plan

The IT and Infrastructure Plan is designed to ensure that physical and IT resources are adequately allocated and maintained to support the business's smooth operation and provide students and staff with the necessary resources for study and work in a safe and secure digital and physical environment. This Plan includes IT security measures, support mechanisms, maintenance protocols, technological

support for student data management and security, in-house/outsourcing arrangements, management and security of shared services agreements, and a recovery plan for IT disruptions. It also addresses learning resources and facilities to ensure that teaching, learning, and service provision are conducted safely and legally. The Managing Director delegates the development of the Plan. The Plan is approved by the Board of Directors and monitored by the Board of Directors through the regular report from the Executive Management Group.

6.2.6 Frameworks

Quality Assurance Framework

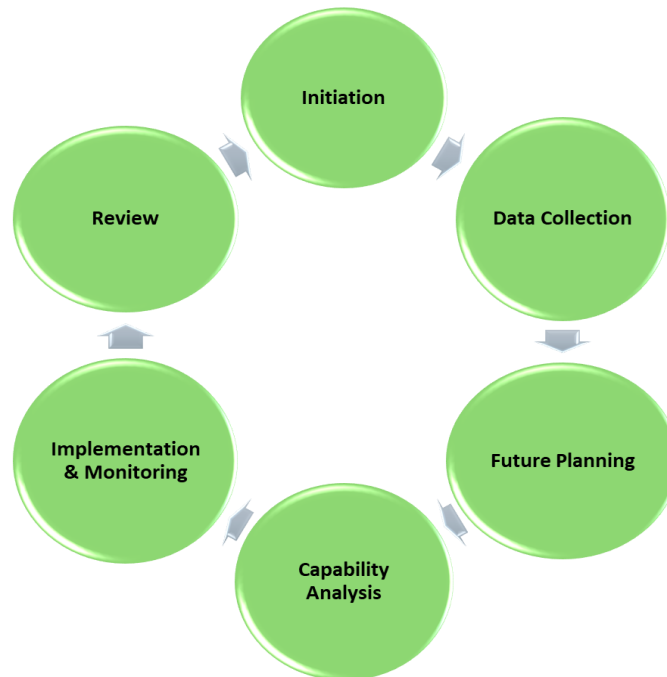
The Quality Assurance Framework is established to ensure that the execution of goals and objectives is evidence-based and meets high standards while adhering to relevant legal and regulatory requirements. The Framework outlines what quality assurance means for UHE, the quality assurance cycle and responsibilities, the key elements of the Framework, the purposes and standards of each element, and the evaluation process of the Framework. The Director of Governance and Quality Assurance develops the Framework in consultation with the Executive Management Group. The Director of Governance and Quality Assurance will oversee its implementation and report to the Managing Director through regular report, and subsequently to the Board of Directors via the Managing Director.

Risk Management Framework

The Risk Management Framework is established to identify UHE's existing and potential risks and determine how to address them if they arise. Risk identification, assessment, mitigation and monitoring are considered as critical references in UHE's strategy planning and implementation processes. The Framework outlines its purpose, principles, the methodologies of risk management, the risk assessment matrix and the management of the Risk Register. The Managing Director develops the Framework which is approved by the Board of Directors. The Managing Director oversees its implementation, and reports to the Audit and Risk Committee through regular reports, and ultimately to the Board of Directors.

6.2.7 Lifecycle of the Plans

Key elements will be considered in the lifecycle of the plans, as shown in the diagram below.



The governance bodies will determine the necessity and scope of a plan, defining its purpose and objectives. They will determine who will participate in developing the plan, delineate their roles, and set a timeline for the development process. It is essential to inform relevant stakeholders that the plan is being developed.

The plan will assess the current state and consider internal and external factors affecting the areas of concern. It should address the successes and shortcomings of previous plan. A SWOT analysis is essential for the Strategic Plan.

Relevant data must be gathered and analysed to guide future directions. The plan should reference other organizational plans to ensure alignment in objectives, resources, timelines and implementation.

Clear performance indicators should be included to measure the achievement of objectives. Tasks must be assigned with clear accountability and timeframes.

While this methodology of developing plans is essential for defining the goals, objectives and envisioning successful outcomes, it is equally important to measure the performance in achieving them. Evidence-based evaluation of objective attainment will demonstrate success or highlight areas needing improvement or reasonable adjustment. The following principles will be followed in monitoring progress:

- **Accountability:** Accountability for each performance indicators and the timeframe for achieving objectives is clearly defined in the plans. Those responsible shall prepare a written performance report on their assigned tasks;
- **Governance arrangements:** Reports from the task accountabilities are targeted for specific audience and be incorporated into the governance scheduled meetings in order to enhance monitoring, transparency and accountability;

- **Monitoring:** Effective monitoring provides timely and relevant feedback, enabling task owners to track progress toward expected outcomes. At UHE, monitoring will be conducted in a deliberate and systematic manner at regular intervals through implementation;
- **Stakeholder involvement:** All relevant stakeholders must be engaged in implementing the monitoring progress toward achieving objectives. Task owners shall clearly communicate the benefits and provide clear guidance on how to carry out the tasks, creating opportunities for active participation and involvement.

UHE believes that successful implementation is supported by an effective review and evaluation process. All organisational plans at UHE have a three-year timeframe, with a comprehensive review conducted annually. Additionally, regular reviews are carried out as the institutional situation changes, at critical milestones, or in response to specific issues.

6.3 Risk Management Strategies

UHE's risk management strategies are articulated through the establishment and maintenance of its Risk Management Framework and the accompanying Risk Register. The Risk Management Framework serves as a comprehensive guide, outlining UHE's approach to identifying, assessing, mitigating, and monitoring risks that could impact its operations and achievement of goals. This Framework ensures that risk management is systematically integrated into UHE's strategic planning and decision-making processes, thereby promoting a proactive and resilient organizational culture.

Central to this Framework is the process of risk identification, which involves systematically pinpointing potential risks that could arise from various internal and external sources. This includes teaching and learning, staffing, health and safety, marketing and recruitment, financial, corporate, and governance and compliance. By thoroughly assessing these risks, UHE will be able to evaluate their potential impact and likelihood, allowing for a prioritised approach to set the risk mitigation measures. The Risk Assessment Matrix will be a vital tool within the risk management strategies, as the Matrix enables a clear visualization and categorization of risks based on their severity, probability, and impact.

The Risk Register is an essential component in the risk management strategy. It provides a detailed record of all identified risks, along with their corresponding assessment and mitigation measures. It functions as a dynamic document that is regularly updated to reflect the evolving risk landscape. This Register not only documents existing risks but also tracks the effectiveness of mitigation measures and monitors any new risks that emerge.

6.4 Policies and Procedures

A comprehensive suite of policies and procedures are in place to offer guidance and ensure clarity in both academic and administrative operational processes. These documents are a crucial component of the overall quality assurance framework.

The policies and procedures shall align with UHE's scale, goals and external requirements. They must receive proper approval before being effective. Once effective, effective communication throughout the UHE community shall be conducted to ensure the training and implementation.

New policies are formulated by individuals designated by the policy approver. For academic matters, the approval body is the Academic Board, while all other policies require approval from the Board of Directors. The process of policy development follows the guidelines outlined in UHE's Policy Framework.

It is essential that the most current versions of all policies are easily accessible to all relevant stakeholders. Additionally, when an existing policy is revised or a new policy is developed, it must be published and disseminated promptly. This also includes the update to the policy glossary. Publicly accessible policies and procedures are available on the UHE website where the principles and processes are described in the Policy Framework and Website Management Policy.

A Policy Register is established to offer a centralised and organised repository of all UHE's policies. The Register aids in policy management by maintaining a record of policies, revisions, versions, approvals, effective and review dates, ensuring that policies remain current and relevant. The Governance Officer is responsible for maintaining the accuracy and currency of the Register.

6.5 Course Development and Review

Maintaining quality-assured processes in developing and reviewing courses (including subjects) is a key component of the Teaching and Learning Plan. These processes are also detailed in the Course Development and Approvals Policy, the Course Review Policy, and the Benchmarking Policy. Governance bodies such as the Course Development Committee, Course Review Committee, Teaching and Learning Committee, and the Academic Board play crucial roles in these processes, as detailed in the terms of reference in the Governance Framework.

The Course Development Committee is responsible for overseeing the creation of new courses and subjects. This Committee ensures that proposed courses align with UHE's strategic goals and educational and industry standards. It develops course proposals for academic rigor, relevance, and feasibility. The Committee also conducts benchmarking and proposes learning outcomes, assessment methods, and resource requirements to ensure they meet quality standards. By doing so, the Course Development Committee plays a vital role in ensuring that new course and subjects are well-designed and capable of delivering high-standard education.

The Course Review Committee, on the other hand, focuses on the continuous improvement of existing courses. This Committee conducts regular reviews of courses and subjects to assess their relevance and currency. It gathers feedback from students, teaching staff and industry stakeholders to identify areas for enhancement. The Course Review Committee evaluates course/subject content, teaching methodologies, and assessment strategies to ensure they remain current and effective. Recommendations for course modifications are then forwarded to the Academic Board for approval. Through these activities, the Course Review Committee ensures that UHE's courses and subjects remain dynamic and up to the education and industry standards.

The Teaching and Learning Committee manages the internal subject review process by using feedback collected from teaching staff and students. The Committee reports minor changes to the Academic Board and refers major changes, which could contribute to the course changes to the Course Review Committee.

The Academic Board holds the ultimate authority in the course development and review processes. It approves new course proposals and major changes to the existing courses, ensuring they align with UHE's mission and overall education quality.

Standardised templates are employed in the course development and review processes to enhance consistency, including:

- Course Proposal template (new course)
- Internal Subject Review template
- Internal Course Review template
- External Course Review template

6.6 Stakeholder Feedback

Incorporating stakeholder feedback ensures that UHE remains responsive to the needs and expectations of its students, staff and graduates, fostering more relevant and targeted continuous improvements. UHE gathers stakeholder feedback through surveys covering various academic and operational areas, allowing for informed, data-driven decisions. The survey-based approach highlights UHE's commitment to considering stakeholder input, thereby enhancing their satisfaction and sense of belonging. This commitment ultimately boosts UHE's quality and reputation, attracts prospective students and staff, and ensures long-term stability and success. The main surveys employed by UHE are:

From students:

- Teaching and Subject Evaluation Survey
- Agent Survey

From staff:

- Staff Satisfaction Survey

From the Board members:

- Academic Board Self-Assessment
- Corporate Board Self-Assessment

UHE also aims to participate in the QILT Student Experience Survey (SES) and the Graduate Outcomes Survey (GOS).

6.7 Data Collection and Analysis

The collection, analysis and reporting of statistical data are the key components of the quality assurance framework. These processes ensure that UHE maintains high standards and continuously improves its operations. The data collection process involves gathering information from various sources including teaching evaluation, student performance (such as attrition, progression and completion rates), graduation outcomes, student satisfaction, staff satisfaction, agent performance review, and governance self-review, this comprehensive data collection provides a holistic view of UHE's performance across different areas.

Once the data is collected, it undergoes a rigorous analysis process. This involves quantitative and qualitative methods to identify trends, patterns, and areas needing improvement. For instance, teaching evaluations and student performance data are analysed to assess the effectiveness of teaching delivery and course/subject design. Student and staff satisfaction data provide insights into the institutional environment and highlight potential areas for enhancing the overall student and staff experience. Agent performance data helps evaluate the effectiveness of student recruitment strategies, while governance self-review ensures that UHE 's governance functions and decision-making processes are operating at their best.

The analysed data is then compiled into detailed reports, which are presented to the Executive Management Group and/or the relevant governance bodies. These reports include actionable insights and recommendations based on the data findings. Governance bodies review the reports, discuss the implications and develop strategies to address any identified issues. This process ensures that data-driven decisions are made to enhance academic and operational quality and student outcomes. Regular reporting and feedback loops ensure continuous monitoring, fostering a culture of transparency, accountability and excellence.

6.8 Benchmarking

Benchmarking involves systematically gathering data to compare various aspects of UHE's performance and processes with those of peer institutions, and the broader higher education community. UHE's benchmarking activities are guided by the Benchmarking Policy. Including benchmarking as a key element in the quality assurance framework because it enables UHE to:

- Identify its strengths and weaknesses
- Measure and compare its performance with other higher education providers to understand what they do better and why
- Gather data to support decision making
- Determine actions to enhance processes and improve performance
- Conduct a self-evaluation of performance and processes
- Strengthen its identity by enhancing its reputation

7. Internal and External Audit

To enhance quality assurance at UHE, a robust system of internal and external audit is essential. Internal audits are conducted annually, led by the Director of Governance and Quality Assurance. These audits aim to ensure that the quality assurance framework is thoroughly implemented across all facets of the institution. The Director of Governance and Quality Assurance will systematically review processes, policies, and implementation evidence to verify compliance with established standards and identify areas for improvement. This proactive approach allows UHE to maintain high-quality standards and promptly address any issues that may arise, fostering a culture of continuous improvement and accountability within UHE.

External audits are conducted by regulatory agencies such as TEQSA. These external evaluations provide an objective assessment of UHE's adherence to regulatory requirements. External audits help identify

areas of concern and opportunities for enhancement, ensuring that UHE remains in compliance with national standards and maintains its reputation for excellence in higher education. The insights gained from these external audits are invaluable for informing strategic planning and refining the quality assurance framework, thereby reinforcing UHE’s commitment to delivering high-quality education and services.

Version History		
Version No.	Approval Date	Amendment/s
3.1	03/01/2024	
4.0	25 July 2024	Major amendment: <ul style="list-style-type: none"> • Expanded the scope of the quality assurance framework from academic focus to both academic and corporate • Added sections on Guiding Documents, Key Elements of Quality Assurance Framework, and Internal and External Audit