

QUALITY MANAGEMENT FRAMEWORK

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1. PURPOSE

The Quality Management Framework defines the quality environment in which the College operates, and the set of regulations, strategies, plans, policies, processes and procedures that the College uses to assure, manage and control quality.

Through the use of the quality framework, the College is able to integrate processes, providing a systematic approach for maintaining and enhancing its quality of education provision.

2. DEFINITIONS

Item	Definition
Benchmarking	A structured, collaborative, learning process for comparing internal and external good practices, processes or performance outcomes to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality
Compassionate or compelling circumstances	Includes: <i>Teaching and Learning:</i> aspects of the College's provision or educational delivery commonly accepted to have an effect on the quality of student learning experience and outcomes or competencies. It includes curriculum design, review and development, practicums, and the quality of teaching, student learning support, and the supporting infrastructure, including online resources, Learning Technologies, Student Learning, Counselling /Welfare Support <i>Education Administration and Management:</i> Administration; Finance; Marketing,IT, Compliance; and Human Resources.
Governance Framework	Specifies the decision, rights and accountabilities of the College's governing bodies that have oversight over the quality of the College's educational delivery, the Governing Board and Academic Board, and their associated management committees.

3. QUALITY STATEMENT

A.C.O.A.E. RTO recognises the need to embed quality assurance and continuous improvement mechanisms in all of its activities in order to realise its Vision and Mission. Working to, and beyond, quality management standards is also a means of consistently and continuously improving A.C.O.A.E. operations to meet the needs of its various client groups and stakeholders, with consequent positive impacts on organisational performance.

A.C.O.A.E. RTO also views quality as an integral dimension of every activity undertaken by staff, students and associates of the College. At A.C.O.A.E. we see quality assurance and improvement as more than a series of steps that will improve the processes and procedures laid down for academic and administrative functions, important as these are. We view achievement of excellence in terms of enhanced expertise and acquired capabilities of our students. We strive to improve the learning experience of our students through the content, delivery and our activities.

A.C.O.A.E. submits that academic quality is achieved through continuous interaction of the faculty and students, leading to transformation of mindsets, acquisition of fresh perspectives and attributes that can equip our student's to become thought leaders in their chosen industry. That does not mean that we do not pay attention to the input or process factors. Indeed, all contents, processes, tools and support systems will be continuously reviewed, challenged and improved to achieve excellence.

A.C.O.A.E. RTO has developed the following statement to reflect its commitment to quality:

"The student holistic approach to maintaining and enhancing quality across A.C.O.A.E. RTO blends the provision of consistent, quality, learning and pedagogy with the need for continuous improvement."

4. QUALITY MANAGEMENT PHILOSOPHY

A.C.O.A.E. Planning processes adopted the Total Quality Management principles of William Edwards Deming¹. Deming's work and writing constitute not so much a technique, as a philosophy of management, Total Quality Management, that focuses on quality and continuous improvement.

Deming's PDCA Cycle (The Deming Wheel)

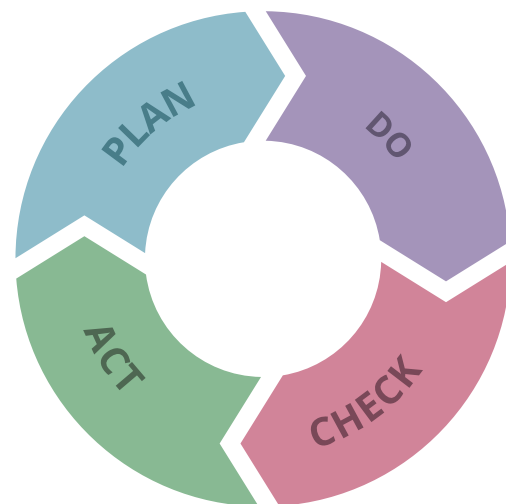
Deming's PDCA (Plan-Do-Check-Act) cycle², which was originated by Walter Shewhart and was populated by Deming, consists of four steps or stages which must be gone through to get from 'problem-faced' to 'problem solved.' Repetition of these steps forms a cycle of continual improvement:

PLAN for changes to bring about improvement.

DO changes on a small scale first to trial them.

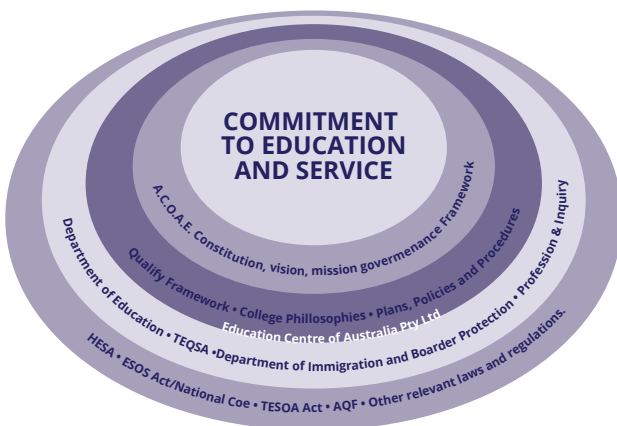
CHECK to see if changes are working and to investigate selected processes.

ACT to get the greatest benefit from change.



5. QUALITY ENVIRONMENT

A.C.O.A.E. RTO operates within a regulatory environment that requires compliance with a broad range of legislation, regulations, standards, guidelines and policies. Within the College, the quality environment is created by good governance, comprehensive policies and procedures, and the commitment of individuals to the provision of quality service and excellence in learning and teaching. A.C.O.A.E. quality environment is depicted in the following diagram:



6. QUALITY MANAGEMENT ARCHITECTURE

A.C.O.A.E. demonstrates its commitment to quality through the College's Quality Management framework.

Key components in this include A.C.O.A.E.:

- vision, mission and values
- governance and management frameworks, including risk management and performance management frameworks
- systematic planning, budgeting, performance monitoring and reporting cycles that extend across the College's core functions: Learning and Teaching, and Education Administration and Operations Management), (see Table 1 Key Planning and Review Processes). This includes an annual course performance reporting cycle, policy and process improvement projects, the use of outputs/outcomes measures to inform and demonstrate continuous improvement;
- feedback processes with students, staff, graduates and professional and industry groups, to track and improve the quality of teaching, learning and student experience; and

- benchmarking of A.C.O.A.E. performance and practices against comparable tertiary education providers and reputable external standards in teaching and learning.

7. RESPONSIBILITY AND TRANSPARENCY

Quality management is the ultimate responsibility of the A.C.O.A.E. Governing Board with the responsibility for academic quality assurance delegated to the A.C.O.A.E. Management. A.C.O.A.E. corporate and academic governance structures provide the capacity for the College to operate across multiple campuses with assurance of achievement of equivalent academic outcomes overseen by both the Management and the Governing Board of the College.

At A.C.O.A.E. RTO the function of governance (oversight, monitoring, policy and advisory), executive leadership (planning, control, outcomes and improvement) and operations (delivery), while separated, intersect to enable efficient communication and interactions across these functional areas. This intersection is enabled through an overlapping of membership between A.C.O.A.E. governing bodies.

While the Governing Board and the Academic Board are ultimately responsible for the achievement of A.C.O.A.E. strategic growth and high-quality education objectives, A.C.O.A.E. sees operational planning, budgeting and performance monitoring and reporting as an integral part of every area or function within the College. Accordingly, the actual planning and achievement of quality at the frontline is the responsibility of individual organisational units (departments or functions) within the overall governance structure and delegated responsibility

Through a comprehensive process of systematic review, the College ensures effective oversight of planned activities to ensure they remain relevant, tangible, and aligned to A.C.O.A.E. strategic and quality objectives. This approach ensures all staff across all levels of the College understand their quality assurance and continuous improvement responsibilities, and contributions in the achievement of A.C.O.A.E. strategic growth and high-quality education objectives.

Table 1 Key Planning and Review Processes

Plan	Responsible Manager	Approving authority	Formal review period
Strategic Plan	CEO, COO	Governing Board	5-year (reviewed annually)
Business Plan	COO / College Manager	Governing Board	Annually (reviewed quarterly)
Workforce Plan	COO	Governing Board	Annual (reviewed half yearly)
Risk Management Plan	COO	Governing Board (on recommendation from the Audit and Risk Committee)	Annually (reviewed half yearly)
Academic Plan	College Manager	Management	Annual
Learning and Teaching Plan/ Themes (New - In development)	Head of curriculum	Management	Triennial (reviewed annually)
Teaching and Learning Plan	Head of curriculum	College Manager	Annual (reviewed each semester)
Engagement Plan	COO & College Manager	Management	Annually (reviewed quarterly)
Student Administration and Support Plan	College Manager/ student services	Management	Annual (reviewed half yearly)
ICT Management Plan	ICT Manager	Management	Annual (reviewed half yearly)
Physical and Electronic Resources and Infrastructure	Facilities Manager	Management	Annual (reviewed half yearly)
Benchmarking Plan	Compliance and Quality Assurance/ College Manager	Management	Annual (reviewed half yearly)