POLICY TITLE: Academic Quality Assurance

Purpose

Academic governance and the oversight of quality assurance in teaching and learning is a requirement of the Higher Education Standards Framework 2015 established by section 58 of the Tertiary Education Quality and Standards Agency Act 2011. The purpose of this policy is to describe the Academic Quality Assurance framework utilised by Photography Studies College (Melbourne) to ensure the integrity and quality of its status as a higher education provider.

Policy

Photography Studies College (Melbourne) has an Academic Quality Assurance Framework of structures and processes that collectively achieve effective academic oversight of the academic quality of teaching and learning and regular review and improvement of the content, delivery and assessment of all its Higher Education courses.

This framework is underpinned by policies and procedures and a regular cycle of planning, implementation and monitoring, reporting and reviewing & performance enhancement.

The Academic Quality Assurance Framework

1. Corporate Governance

The College’s Governing Council is a formally constituted governing body in accordance with Standard 6 of the Higher Education Standards Framework 2015. A Governing Council Charter outlines its roles and responsibilities on corporate governance and the oversight and accountability for the award of higher education qualifications. The Governing Council is responsible for the PSC Strategic Plan.

The Plan ensures the College’s future directions in higher education have been determined, that realistic targets are set and that progress against these targets are monitored and reviewed on a regular basis.

The Governing Council Charter delegates oversight of academic governance and oversight of academic quality assurance to the Academic Board.

2. Academic Governance

The Academic Board provides oversight and responsibility for all academic decision-making processes to assure the quality of each course of study leading to a higher education award. An Academic Board Charter outlines its role and responsibilities on Academic Governance. The Higher Education Standards Framework 2015 specifies academic governance requirements and expectations and the Regulatory Risk and Compliance Committee of the College’s Governing Council monitors the evidence required to ensure adequacy of academic governance and quality assurance of academic standards against the Framework requirements.
3. Quality Control & Review

(a) Academic Standards
Photography Studies College (Melbourne) has developed many policies and procedures and methods in the assessment of Academic Standards. The Teaching and Learning Plan covers many elements of learner, teacher and College outcomes that are measured and reviewed on an annual basis. The College participates in benchmarking activities to ensure ongoing comparability with other higher education courses where applicable and to compare the College's performance and standards on teaching, student learning outcomes and engagement and graduate outcomes.

(b) Curriculum Development and Course Monitoring
The Academic Board determines and monitors the procedures for developing, recording and implementing changes to curriculum content, design and/or learning outcomes. The Academic Board ensures that the design of the learning outcomes for Higher Education course of study are specified, consistent with the level and field of education for the qualification awarded and informed by national and international comparators. This includes monitoring of the delivery of Higher Education courses to ensure learning activities are aligned with intended learning outcomes and provide students opportunities to develop and demonstrate their learning for each course of study.

The Course Quality Control and Review Policy specifies the mechanisms and cycles for reviewing and reporting on courses and subjects and for ensuring adequate benchmarking processes and procedures are in place.

Data relating to student outcomes and student performance is collected, monitored and benchmarked to ensure ongoing comparability with other higher education courses, and for the purposes of review, reflection and improvement.

The Assessment Policy specifies the quality control mechanisms for ensuring that methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment. (Higher Education Standards Framework 2015 Standard 1.4.3)

Assessment processes are moderated and validated by an External Examiner to provide assurance that methods of assessment are appropriate to the learning outcomes specified for the course of study.

4. Academic Board Reporting Schedule
An Academic Board Reporting Schedule ensures regular reporting on Academic progress activity to the Academic Board. This reporting cycle enables the Academic Board to regulate the integrity and quality of outcomes to ensure academic standards are maintained and continuous improvement is occurring. Responsibility for the reports is to assigned members of the Leadership Group.
<table>
<thead>
<tr>
<th>Academic Reporting Activity</th>
<th>Reporting Frequency</th>
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<tbody>
<tr>
<td>Student Attraction &amp; Retention</td>
<td>Quarterly</td>
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<tr>
<td>Course Completion – by subject</td>
<td>End of Each Semester</td>
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<tr>
<td>Course Completion – by cohort</td>
<td>End of course cycle (3 year Full Degree cohort, 1 year pathway cohort)</td>
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<tr>
<td>Grade distribution by subject</td>
<td>End of Each Semester</td>
</tr>
<tr>
<td>Student Selection / Admission</td>
<td>Annually</td>
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<tr>
<td>Eligibility to Graduate</td>
<td>Annually</td>
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<tr>
<td>Student Progress</td>
<td>Quarterly</td>
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<tr>
<td>RPL / Credit Transfer arrangements</td>
<td>Annually</td>
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<tr>
<td>Scholarship and Community Engagement</td>
<td>End of Each Semester</td>
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<tr>
<td>Staff Qualifications</td>
<td>Annually</td>
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<tr>
<td>Scholarship and Professional Development Activity</td>
<td>Annually</td>
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<tr>
<td>Internal Annual Course Review</td>
<td>Annually</td>
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<tr>
<td>Individual Teaching and Learning Plan (staff reviews)</td>
<td>Annually</td>
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### 5. Scholarship/Teaching and Learning

The College has a Scholarship Framework, which demonstrates the integral nature of scholarship and its application across the College. The Strategic Plan sits at the centre of this Framework and is supported by 6 sectors: Institutional support; teaching and learning; business and strategic asset plans; teacher engagement; student engagement and workforce development. The Teaching and Learning Plan, the Student Engagement Strategy and the Workforce Development Plan set the targets for success in these key areas.

The quality of teaching and learning is measured through the Individual Teaching and Learning Plan and through a number of benchmarking activities including student evaluation data and student cohort data.

The Teaching and Learning Plan is reviewed on an annual basis. Student evaluation data informs this review. Teaching staff undertake a self-review process using an Individual Teaching and Learning Plan each semester and meet with the Course Director to discuss their achievements of targets against the Teaching and Learning Plan and against student satisfaction with the subjects they teach. Outcomes and achievements against key performance targets are reported to the Academic Board through the Internal Annual Course Review process.

Scholarship activity is recorded and reported to the Academic Board on a half yearly cycle.

Scholarship and Teaching and Learning is also underpinned by a range of policies that support teaching and learning including but not limited to:

- Recruitment
- Professional Development Policy
- Performance Planning and Review
- Teacher Salary Structure
- Course Quality Control and Review
- Student Consultation and Support
- Student Progress and Exclusion
• Staff Code of Conduct
• Assessment
• RPL and Credit Transfer
• Intellectual and Academic Freedom

Related Documentation

Policies
Academic Policies
Student Policies
Staff Policies

Procedures, Forms & Documents
PSC Strategic Plan
PSC Teaching and Learning Plan
PSC Scholarship Framework
PSC Student Engagement Strategy
Individual Teaching and Learning Plan Review
Student Evaluation Forms
Benchmarking Reports

Publishing details

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<thead>
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<th>Policy number:</th>
<th>HED_AC009_V1</th>
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<td>Julie Moss - Managing Director</td>
<td>Published: December 2016</td>
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Photography Studies College (Melbourne) Academic Quality Assurance Framework

**Governing Council**
- Governing Council Charter
- PSC Strategic Plan

**Academic Board**
- Academic Board Charter
- Academic Governance Items – subset of Regulatory Licence Matrix

**Quality Control and Review**
- 5 year External Review – TEQSA Course Accreditation
- Course Accreditation Documents
- Course Quality Control and Review Policy
  - Strategic Course Review
  - Academic Course Review
    - Subject Review
    - Internal Annual Course Review
    - Course Review Summary of changes Matrix

**Assessment Policy**
- Assessment Process
- External Examiner Process

**Benchmarking**
- Student Background Metrics
- Student Outcome Metrics
- Graduate Outcome Metrics (QILT Surveys)
- Teaching and Learning

**Academic Board Reporting Schedule**

**Scholarship / Teaching and Learning**
- PSC Scholarship Framework
- Teaching and Learning Plan
- Individual Teaching and Learning Plan
- Student Engagement Strategy
- Student Engagement Strategy – teacher reflection on practice
- Professional Development Policy
- Performance Planning and Review Policy
- Student Consultation and Support Policy
Photography Studies College (Melbourne) Scholarship Framework

Institutional support
- Community Engagement
- Mounting and Promoting Events
- Situate College

Teaching and learning plan
- Key Performance Target 1 - Teaching Quality Standards
- Key Performance Target 2 - Student Engagement and Retention
- Key Performance Target 3 - Collegiate activities and attributes
- Key Performance Target 4 - Scholarly and/or Professional development activities

Teacher engagement
- Apply the PSC scholarship model through individual teaching and learning plans
- Maintain and build discipline expertise
- Maintain and build teaching and learning expertise
- Maintain and build a photographic or related discipline practice to a professional standard

Student engagement strategy
- Create and maintain a stimulating class environment
- Value commitment to study
- Ensure expectations are explicit and responsive
- Acknowledge the challenges in student's lives
- Foster social connections
- Provide targeted self-management strategies
- Use curriculum structures, assessment and feedback to shape the student experience and encourage engagement
- Support and engage teaching colleagues/don't teach in silos

Business plan and strategic asset plan
- Annual Business Plan
- Strategic Asset Plan
- Information Resource Policy

Workforce development plan
- Professional Development Policy
- Performance Planning and Review
- Student Consultation and Support
- Teacher Salary Structure
- Recruitment
- Course Quality Control and Review