

Health Education and Training Institute Higher Education Academic Quality Assurance Policy and Framework

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Summary	This document outlines the Health Education and Training Institute Higher Education integrated academic quality assurance system framework, which includes rigorous policies and procedures for all aspects of academic activity, systematic monitoring and review of academic activity and best practice quality strategies across all of its functions.
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Contact	Director
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Issued under the authority of the Health Education and Training Institute Higher Education Governing Council

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Health Education Training Institute Higher Education Academic Quality Assurance Policy and Framework

Policy Statement

1. Health Education and Training Institute (HETI) Higher Education's Mission is to 'deliver excellence in health care through quality education and training.' In relation to governance, Health Education and Training Institute (HETI) Higher Education's Goal is to 'enhance structures and systems to support responsive higher education development and delivery.'¹
2. To ensure that this Goal is achieved, HETI Higher Education has established an Academic Quality Assurance Policy and Framework, which establishes an integrated quality system, including rigorous policies and procedures for all aspects of its academic activities, systematic, cyclical monitoring and review of academic activities and compliance with all regulatory requirements associated with the Higher Education Standards Framework (HESF 2015) and regulatory bodies, including the Tertiary Education Quality Standards Agency (TEQSA) and professional bodies associated with the registration of graduates in the mental health professions.

Aims and Objectives

3. The Health Education and Training Institute (HETI) Higher Education Academic Quality Assurance Policy and Framework outlines the policy in relation to academic quality assurance at HETI Higher Education and the Academic Quality Assurance Framework (AQAF), which details the features of the integrated academic quality assurance system.
4. This policy applies to all academic operations and staff at HETI Higher Education.

Overview

5. The Health Education and Training Institute (HETI) Higher Education Academic Quality Assurance Policy and Framework outlines the HETI Higher Education approach to academic quality assurance in accordance with the contemporary best practice and tradition in Australian higher education, especially in relation to the guidelines laid down by the Tertiary Education Quality Standards Authority (TEQSA), in which it is asserted that 'the effectiveness of a provider's academic quality assurance processes is seen by many to be an important determinant of a provider's reputation in the sector. It is certainly a key determinant of TEQSA's confidence in a provider's operations'².

¹ HETI Higher Education, Mission and Values, <http://www.heti.edu.au/about/vision-and-strategy>

² See TEQSA Guidance Note: Academic Quality Assurance, October 2017, page 1 at <https://www.teqsa.gov.au/guidance-notes>

Definitions

6. For this policy:
 - a. Academic activities: ‘teaching, learning, scholarship, research and research training for higher degrees by research’³.
 - b. Academic Quality Assurance: According to TEQSA, Academic Quality Assurance involves ‘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’⁴. At HETI Higher Education Academic Quality Assurance involves the application of monitoring, review and evaluation processes to ensure that Health Education and Training Institute Higher Education teaching and learning processes and outcomes are meeting the standards defined by the HESF 2015 and by the Health Education and Training Institute Higher Education.
 - c. Quality Assurance Framework: the mechanisms (systems, processes, activities) employed to verify that attainment of ‘a desired level of quality of an academic activity has been attained or sustained, or is highly likely to be attained or sustained.’
 - d. Continuous Improvement: the result of an ongoing review cycle designed to progressively improve courses, programs and teaching outcomes ‘involving monitoring, review and consequent evidence-based improvements both of courses and of major controls on academic quality such as assessment policies and procedures’⁵.

Principles of Quality Assurance at HETI Higher Education

7. HETI Higher Education’s quality assurance system is compliant with the HESF (2015) and consistent with best practice in Australian higher education providers.
8. HETI Higher Education’s academic activities are underpinned by a quality assurance system of cyclical and systematic processes of monitoring, evaluation and review that reflect its commitment to excellence and continuous improvement.

The HETI Higher Education Academic Quality Assurance Framework

9. The HETI Higher Education Academic Quality Assurance Policy is operationalised through the HETI Higher Education Academic Quality Assurance Framework (AQAF).
10. The HETI Academic Quality Assurance Framework consists of:

³ Ibid, page 1.

⁴ Ibid, page 1.

⁵ Ibid, page 1.

- a. The Academic Governance Framework: the bodies within HETI Higher Education responsible for providing oversight, review and approval of academic activities
- b. The Policy Framework: the rules, principles and procedures governing academic operations
- c. The Monitoring, Review and Improvement Cycle: the on-going, cyclical processes through which academic governance bodies fulfil their responsibilities of oversight, review and approval.

11. The HETI Higher Education AQAF is based on a system of communication, information and evidence-based decision-making between all levels of academic governance.

The HETI Higher Education Academic Governance Framework

12. The HETI Higher Education Academic Governance Policy sets out roles and responsibilities for all bodies involved in academic governance and includes provisions for the review of the effectiveness of Academic Board (internally every 2 years and externally at least once every 7 years), the Teaching and Learning Committee (every 2 years) and the Examiners Committee (every 2 years). The Academic Governance Policy also sets out the role of the HETI Higher Education Governing Council in delegating authority and responsibility to the Academic Board to oversee and manage academic activities while itself retaining ultimate responsibility for all HETI Higher Education operations.

13. The Functions of the Academic Board, as specified in the HETI Higher Education Academic Governance Policy, include the following areas relevant to academic quality assurance:

- Develop and oversee strong academic quality assurance processes that support the HETI higher education teaching and learning agenda. This includes meeting external requirements such as professional accreditation, professional standards, Higher Education Standards Framework (2015) and the Australian Qualifications Framework.
- Ensure that appropriate academic standards are set and upheld.
- Develop and provide oversight of the HETI Higher Education academic policies, procedures and regulations that are reviewed for currency and adequacy.
- Ensure effective course design and approval processes are in place and that established courses are monitored, reviewed and updated on a regular basis.
- Consider and make decisions on all aspects of the development and accreditation or re-accreditation of higher education courses, the admission of students, teaching, and assessment and requirements for graduation, prizes, awards and scholarships.

- Monitor student performance and learning outcomes in relation to quality teaching and learning processes. Ensure that poor outcomes are appropriately addressed and that student performance and outcomes are advised to the Higher Education Governing Council.

14. The HETI Higher Education Teaching and Learning Committee is accountable to the HETI Higher Education Academic Board for the quality assurance processes that underpin the teaching and learning standards for all higher education courses and awards.

15. The HETI Higher Education Examiners Committee has responsibility to determine and recommend ratification of assessment results and final grades for student academic performance to the Academic Board.

The HETI Higher Education Policy Framework

16. Academic policies at HETI Higher Education are overseen, monitored and reviewed by the HETI Higher Education Academic Board in accordance with its terms of reference.

17. The HETI Higher Education Higher Education Academic Policies Framework establishes a framework of academic governance based on four domains:

- Governance: the bodies that oversee HETI Higher Education’s academic decisions and quality assurance.
- Academic: policies dealing with courses, including course development, course structure, curriculum, teaching and assessment
- Students: policies dealing directly with the student experience at HETI Higher Education
- Administration: policies dealing with the organisational processes underpinning HETI Higher Education academic operations.

18. The Policies that fall under each domain are represented in the Table below:

Governance	Academic	Students	Administration
<ul style="list-style-type: none"> • Academic Governance Policy • Academic Policy Framework • Academic Quality Assurance Policy & Framework • External Advisory Committees Policy 	<ul style="list-style-type: none"> • Academic Staff Misconduct Policy • Assessment Policy – Criteria and Standards-Based Assessment • Course Monitoring and Review Policy • Course Specialisation Policy 	<ul style="list-style-type: none"> • Admissions Policy • Advanced Standing Policy • Enrolment Policy • Graduation Policy • Progression and Unsatisfactory Academic Progress Policy • Referencing Styles Policy 	<ul style="list-style-type: none"> • Recognition of Equivalence of Professional Experience to Academic Qualifications • Tuition Assurance Policy • Articulation Pathways Policy • Privacy and Personal Information Policy • Student Fees Policy

<ul style="list-style-type: none"> • New Course Approval Policy 	<ul style="list-style-type: none"> • External Referencing & Benchmarking Policy • Graduate Attributes Policy • Graduation Policy • Postgraduate Course Design Policy • Review of Grade Policy • Student Feedback Policy 	<ul style="list-style-type: none"> • Special Consideration Policy • Student Academic Integrity Policy • Student Grievance Procedure • Student Support (Rights and Responsibilities) • Unit Learning Guides Policy 	
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The HETI Higher Education Monitoring, Review and Improvement Cycle

19. The HETI Higher Education Monitoring, Review and Improvement Cycle is comprised of the following elements:

- a. Policy Monitoring and Review
- b. Course and Unit Monitoring and Review

Policy Monitoring and Review

20. The HETI Higher Education Academic Policy Development Framework establishes requirements for policy review at no more than three years from the date of publication or re-publication of a policy.

Course and Unit Monitoring and Review

21. The HETI Higher Education Course Monitoring and Review Policy sets out a seven-year cycle of course and unit monitoring and review, made up of the following elements:

- a. Monitoring of units and teaching at the end of each period of study.
- b. Annual Course Reports to the Teaching and Learning Committee and Academic Board
- c. Mid-Cycle review of the course with a report to the Teaching and Learning Committee, Academic Board and Governing Council
- d. Full Review of the course with a report to the Teaching and Learning Committee, Academic Board and Governing Council leading to an application for renewal of accreditation to TEQSA.

22. This cycle of continuous monitoring and review ensures the on-going quality, sustainability and improvement of HETI Higher Education courses.
23. The Course and Unit Monitoring and Review Cycle provides regular reporting to Academic Board of the following areas:
- a. Student academic performance
 - b. Student evaluations of units, teaching and support
 - c. Improvements to units and courses
 - d. Attrition/retention and completion rates
 - e. Academic integrity breach numbers and actions
 - f. External referencing and benchmarking activities and results.
24. Both Mid-Cycle and Full Course Reviews are conducted in relation to the requirements of HESF Standard 5.3.2 and the regulatory accreditation processes of TEQSA and relevant professional bodies including external referencing and benchmarking.
25. The HETI Higher Education External Referencing and Benchmarking Policy establishes principles and procedures for external referencing and benchmarking in relation to publicly available government data and with internal and external national and international comparators in accordance with the requirements of the HESF (2015). The outcomes or results of external referencing and benchmarking are used to provide evidence of the validity of current practice and/or to clearly indicate areas for further improvement as well as to inform strategic planning and decision-making.
26. The Director Education and Training and/or the Director Psychiatry and Mental Health Programs are responsible for submitting reports on the progress and results of the external referencing or benchmarking project to the Executive Director. Reports and results concerning the progress and results of the external referencing or benchmarking project are reported to the Academic Board and the Governing Council.

How the HETI Higher Education AQAF Complies with the HESF (2015)

Regulatory Framework

The Higher Education Standards Framework (2015)

27. In the HESF (2015), the areas of academic quality assurance are represented in Domain 5 Institutional Quality Assurance and Domain 6 Governance and Accountability, Section 6.3 Academic Governance.⁶
28. The relevant Domain 5 Standards are Standards 5.1-5.4, which encompass the following:

⁶ Ibid, page 2.

- Section 5.1 Course Approval and Accreditation
- Section 5.2 Academic and Research Integrity
- Section 5.3 Monitoring, Review and Improvement
- Section 5.4 Delivery with Other Parties.

29. In the tables below, HETI Higher Education policies and plans are linked to each HESF Standard in Domains 5 and 6 relevant to academic quality assurance to demonstrate the extent of HETI Higher Education’s compliance with regulatory requirements. As HETI Higher Education does not offer courses that involve delivery with other parties, it is not required to demonstrate compliance with Standards under Section 5.4.

Domain 5 Institutional Quality Assurance

Section 5.1 Course Approval and Accreditation

Number	Standard	HETI provision
5.1.1	There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.	New courses: New Course Approval Policy describes the procedures for approval of applications for accreditation of new courses.
		Applications for renewal of accreditation of course: Course Monitoring and Review Policy describes the seven-year cycle of course monitoring and review of accredited courses.
		Course Specialisation Policy sets out the requirements for the design of specialisations within courses.
5.1.2	Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.	Academic Governance Policy: Specifies roles and responsibilities of peak institutional academic governance bodies in relation to internal approval of the delivery of courses.
		New courses: New Course Approval Policy describes the approval process for the development and accreditation of new courses at HETI Higher Education
		Applications for renewal of accreditation of course: Course Monitoring and Review Policy describes the seven-year cycle of course monitoring and review and establishes roles and responsibilities of by peak institutional academic governance bodies and a consistent process culminating in re-approval or re-accreditation of the courses.

		External Advisory Committees Policy defines role of external input into the course approval process.
5.1.3a	A course of study is approved or accredited, or re-approved or re-accredited, only when: a. the course of study meets, and continues to meet, the applicable Standards of the <i>Higher Education Standards Framework</i>	<p>New courses: Postgraduate Course Design Policy requires new courses to be designed in accordance with the requirements of the HESF (2015).</p> <p>New Course Approval Policy requires evidence of compliance with the HESF (2015) for new courses as a condition of approval of applications for accreditation.</p> <p>Re approval for reaccreditation: Course Monitoring and Review Policy requires evidence of compliance with the HESF (2015) for approval of renewal of accreditation applications.</p>
5.1.3b	b. the decision to (re-) approve or (re-) accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and	<p>Academic Governance Policy: Specifies roles and responsibilities in relation to providing overarching academic scrutiny internal approval of the delivery of courses.</p> <p>External Advisory Committees Policy – defines role of external input into course approval process.</p> <p>Course Monitoring and Review Policy describes the provision of overarching and independent academic scrutiny of courses over a seven-year cycle leading to applications for renewal of accreditation.</p> <p>External Referencing and Benchmarking Policy provides for benchmarking in relation to course design, learning outcomes, content, assessment, and student performance data.</p>
5.1.3c	c. the resources required to deliver the course as approved or accredited will be available when needed	<p>New courses: Postgraduate Course Design Policy requires consideration of appropriate resourcing.</p> <p>New Course Approval Policy requires a Course Proposal to include in a Business Case new resource and support requirements.</p> <p>Re-Accredited Courses Course Monitoring and Review Policy requires systematic monitoring and review of course delivery, including resource provision.</p>

Section 5.2 Academic and Research Integrity

Number	Standard	HETI provision
5.2.1	There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.	<p>Student Academic Integrity Policy defines the actions that constitute academic misconduct by students, describes HETI Higher Education's processes for investigating and hearing allegations of academic misconduct and describes the penalties that will apply, where allegations are proven.</p> <p>Academic Staff Misconduct Policy identifies key behaviours and practices that academic staff are required to demonstrate.</p>
5.2.2	Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.	<p>Student Academic Integrity Policy outlines provisions for information provided to students to avoid academic misconduct in order to mitigate foreseeable risks.</p> <p>Academic Staff Misconduct Policy outlines responsibilities of academic staff in relation to academic and research integrity.</p>
5.2.3	Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.	<p>Student Academic Integrity Policy outlines provisions for information provided to students to avoid academic misconduct and to develop good practices in maintaining academic and research integrity.</p> <p>HETI Student Academic Integrity Module provides guidance on academic integrity principles and practice to students.</p>
5.2.4	Arrangements with any other party.	N/A

Section 5.3 Monitoring, Review and Improvement

Number	Standard	HETI provision
5.3.1	All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.	<p>Course Monitoring and Review Policy describes the provision of systematic and comprehensive review of courses, including external referencing and benchmarking, over a seven-year cycle.</p>
		<p>External Referencing and Benchmarking Policy provides for benchmarking in relation to course design, learning outcomes, content, assessment, and student performance data.</p>
		<p>Academic Governance Policy sets out the terms of reference for peak academic governance bodies.</p>
5.3.2	A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.	<p>Course Monitoring and Review Policy describes the provision of comprehensive review of courses in relation to the data sets required by this Standard in full course reviews leading to applications for renewal of accreditation, supplemented by systematic monitoring and periodic review of courses provided in period of study reviews of teaching, annual course reports and mid-cycle reviews.</p>
5.3.3	Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.	<p>Course Monitoring and Review Policy describes the provision of systematic, regular monitoring of courses and units after each period of study, in annual course reports and in mid-cycle reviews.</p>
		<p>Student Feedback Policy describes how student experiences of courses and the quality of teaching are collected, recorded, analysed and applied through a variety of internal and external survey instruments.</p>

5.3.4a	Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including: a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery	External Referencing and Benchmarking Policy provides for benchmarking in relation to course design, learning outcomes, content, assessment, and student performance data.
		Course Monitoring and Review Policy describes the provision of systematic, regular monitoring of courses and units in relation to progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery after each period of study, in annual course reports and in mid-cycle and full reviews.
5.3.4b	b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.	External Referencing and Benchmarking Policy provides for benchmarking in relation to assessment, grading and other student performance data.
		Course Monitoring and Review Policy describes the provision of systematic, assessment methods and grading in annual course reports and in mid-cycle and full reviews.
5.3.5	All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.	Student Feedback Policy describes how student experiences of courses and the quality of teaching are collected, recorded, analysed and applied through a variety of internal and external survey instruments.
		Course Monitoring and Review Policy stipulates the inclusion of regular reporting to academic governance bodies of student feedback and the use of the data to inform review processes designed to enhance the quality of teaching and learning.
5.3.6	All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.	Student Feedback Policy describes how data concerning student experiences of courses and the quality of teaching are provided to teachers and supervisors for use in enhancing the quality of teaching and learning.
		Course Monitoring and Review Policy stipulates the inclusion of regular reporting to teachers of student feedback and the use of the data to inform improvement of units and teaching and to identify areas requiring enhanced institutional support.

5.3.7	The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.	Academic Governance Policy describes in the terms of reference of peak academic and corporate governance bodies roles and responsibilities in relation to using the results of internal and external data to mitigate risks, to improve the quality of education and the student experience and to guide and evaluate improvements across all the areas stipulated in this Standard.
		Course Monitoring and Review Policy stipulates the use of the results of monitoring and reviews to improve the quality of all aspects of academic operations.
		External Referencing and Benchmarking Policy provides responsibilities for reporting the results of external referencing and benchmarking and how those results have mitigated future risks and provided improvements.

Domain 6 Governance and Accountability

Section 6.3 Academic Governance

Number	Standard	HETI provision
6.3.1a	Processes and structures are established and responsibilities are assigned that collectively: a. achieve effective academic oversight of the quality of teaching, learning, research and research training	Academic Governance Policy Academic Board Terms of Reference. Course Monitoring and Review Policy outlines the seven year cycle of course monitoring and review. Student Feedback Policy outlines the ways student feedback is used in the course monitoring and review process.
6.3.1b	set and monitor institutional benchmarks for academic quality and outcomes	Academic Governance Policy includes this responsibility under Academic Board Terms of Reference.
6.3.1c	establish and maintain academic leadership at an institutional level, consistent with the	Academic Governance Policy includes this responsibility under Terms of Reference of Academic Board, Teaching and Learning Committee, Examiners Committee.

	types and levels of higher education offered	
6.3.1d	provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices	Academic Governance Policy includes this responsibility under Academic Board Terms of Reference.
6.3.2a	Academic oversight assures the quality of teaching, learning, research and research training effectively, including by: developing, monitoring and reviewing academic policies and their effectiveness	Academic Policies Framework stipulates policy review at no more than three years from the date of publication or re-publication of a policy. Academic Policy Development Framework establishes standard procedures for the development, approval, publication and review of academic policies.
6.3.2b	confirming that delegations of academic authority are implemented	Academic Governance Policy includes this responsibility under Academic Board Terms of Reference.
6.3.2c	critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications	Academic Governance Policy includes this responsibility under Academic Board Terms of Reference Course Monitoring and Review Policy outlines the seven year cycle of course monitoring and review.
6.3.2d	maintaining oversight of academic and research integrity, including monitoring of potential risks	Academic Governance Policy includes this responsibility under Academic Board Terms of Reference. Course Monitoring and Review Policy includes this responsibility under Annual Reports of academic misconduct. Student Academic Misconduct Policy includes provisions for the oversight and reporting of breaches of academic integrity.

6.3.2e	monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes	Academic Governance Policy includes this responsibility under Academic Board Terms of Reference
6.3.2f	critically evaluating the quality and effectiveness of educational innovations or proposals for innovations	Academic Governance Policy includes this responsibility under Terms of Reference of Academic Board and Teaching and Learning Committee.
6.3.2g	evaluating the effectiveness of institutional monitoring, review and improvement of academic activities	Academic Governance Policy includes this responsibility under Terms of Reference of Academic Board
6.3.2h	monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training	Academic Governance Policy includes this responsibility under Terms of Reference of Academic Board
6.3.3	Students have opportunities to participate in academic governance	Academic Governance Policy includes this responsibility under Terms of Reference of Academic Board.

Roles and Responsibilities

30. Roles and responsibilities for academic governance bodies, including quality assurance, are set out in the terms of reference for each body in the Academic Governance Policy.

Related Documents

- Health Education and Training Institute Higher Education Strategic Plan
- Health Education and Training Institute Higher Education Teaching and Learning Plan
- HETI Higher Education Higher Education Academic Policies Framework
- Health Education and Training Institute Higher Education Academic Governance Policy
- Health Education and Training Institute Higher Education Course Monitoring and Review Policy and Procedures
- Health Education and Training Institute Higher Education New Courses Approval Policy and Procedure
- Health Education and Training Institute Higher Education Student Academic Integrity Policy.

Document History

Version	Issued	Status	Author	Reason for Change
v0.1	20 October 2015	Draft	Paul van Hauen	Draft document
v0.2	30 October 2015	Draft	Paul van Hauen	Incorporating feedback from the Curriculum Development Meeting 30 October 2015
v0.3	16 November 2015	Draft	Paul van Hauen	Incorporating feedback from the Academic Governance Quality and Integrity Meeting 2 November 2015
v0.4	18 November 2015	Draft	Paul van Hauen	Consolidation of feedback from the HEP Status Workshop 18 November 2015
v0.5	21 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 21 January 2016
v0.6	28 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 28 January 2016
v1.0	24 February 2016	Final	Mark Wilbourn	As approved by HETI Higher Education Governing Council
v1.0	22 August 2018	Final	Valerie Rhodes	Updated logos, template and new TRIM Reference
v1.1	20 June 2019	Draft	David Baxter	Review policy, amendments to policy and combined the <i>Quality Assurance Framework</i> and the <i>Quality Assurance Policy</i> into the policy document.
V1.1	30 September 2019	Draft	Susan Grimes	Endorsed at the Teaching and Learning Committee
v1.1	24 October 2019	Draft	Susan Grimes	Endorsed by the Academic Board
v1.1	04 December 2019	Draft	Susan Grimes	Approved by the Governing Council.
v2.0	14 January 2020	Final	-	Published
v2.1	03 February 2020	Noted	Susan Grimes	Organisational changes; new position title, and responsibilities. Noted by the T&L Committee.
v2.1	18 February 2020	Final	-	Published

IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	Not commenced	Partial compliance	Full compliance
1.			
	Notes:		
2.			
	Notes: Relevant Director		
3.			
	Notes: TRIM reference number -		
4.			
	Notes:		
5.			
6.			
	Notes:		

Attachment 1 - RISK ASSESSMENT

<Document Title>

1.	Policy/Process being assessed	Notes
	Quality Assurance Policy v1.0	
	Document Number	
	Publication date	
	Scheduled review date	June 2018
	Date of this risk assessment	
	Name & position of assessing officer	
2.	Summary of policy purpose (from PD Cover Page)	
	Outlines the HETI Higher Education commitment to Academic Quality Assurance principles and processes.	
3.	Agency (HETI) key roles & responsibilities as per PD	
4.	Risk Assessment	
4.1	<u>Identification of risks</u> – what might happen & how?	
	1.	
	2.	
4.2	<u>Analysis of risks</u> – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached)	
	<ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : 	
4.3	<u>Evaluation of risks</u> – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated.	
	Risk level assessed after implementing treatment:	
	<ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : 	
	Evaluation –	

Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	