

QUALITY MANAGEMENT FRAMEWORK

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Related Documents	APIC Strategic Plan 2016-21 and associated Functional Plans APIC Constitution Governing Board and Academic Board Charters APIC Policy Library
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References and Legislation	<ol style="list-style-type: none"> 1. ESOS Act 2000 2. TEQSA Act 2011 3. TEQSA Higher Education Standards Framework (Threshold Standards) 2015 4. National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2017 5. Australian Qualifications Framework (AQF)

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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
<i>Benchmarking</i>	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.
<i>Core Activities</i>	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, fieldwork practicums, and the quality of teaching, student learning support, and the supporting infrastructure, including Library, Learning Technologies, Student Learning, Counselling /Welfare Support <i>Research and Scholarship:</i> Academic staff active in scholarship that informs their teaching, and active in research when engaged in research student supervision. <i>Education Administration and Operations Management:</i> Administration; Finance; Marketing; IT; Quality, Accreditation and Compliance; and Human Resources.
<i>Governance Framework</i>	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

APIC 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 APIC's operations to meet the needs of its various client groups and stakeholders, with consequent positive impacts on organisational performance.

APIC also views quality as an integral dimension of every activity undertaken by staff, students and associates of the College. At APIC 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 graduates. We strive to improve the substance of our activities to make a difference to the learning experience of our students.

APIC 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 graduates to become thought leaders and agents of change in today's complex world. 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. In the same fashion, in delivering services to industry, business partners, clients and associates we aim for the achievement of excellence in the outcomes and strive to improve our thinking processes and methodologies continuously applying a creative process. Staff commitment to scholarship, personal growth and mastery is also of paramount importance as they can challenge the entrenched thinking and provide fresh perspectives to our students.

APIC has developed the following statement to reflect its commitment to quality:

“The student centric and holistic approach to maintaining and enhancing quality across APIC blends the provision of consistent, quality, learning and pedagogy with the need for continuous improvement.”

4. Quality Management Philosophy

APIC in its 2016-2021 Strategic 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.

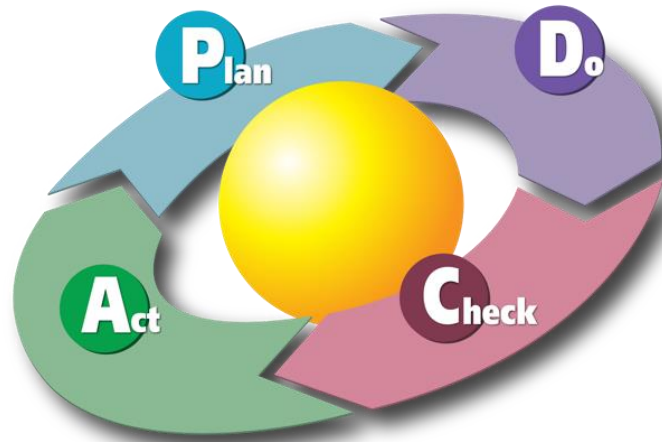
Do changes on a small scale first to trial them.

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

Act to get the greatest benefit from change.

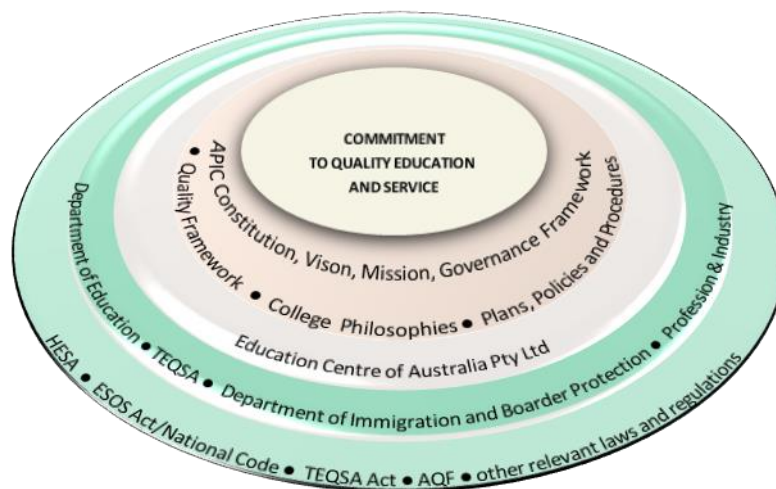
¹ Deming, W.E. (1986). Out of the Crisis. MIT Press.

² Deming, W.E. (1993). The New Economics for Industry, Government, Education. MIT Press



5. Quality Environment

APIC 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. APIC's quality environment is depicted in the following diagram:



6. Quality Management Architecture

APIC demonstrates its commitment to quality through the College's Quality Management Architecture. Key components in this architecture include APIC's:

- 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, Research and Scholarship, 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 APIC's 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 APIC Governing Board with the responsibility for academic quality assurance delegated to the APIC Academic Board. APIC's 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 Academic Board and the Governing Board of the College³.

At APIC 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 APIC's governing bodies and their substantive committees. This membership overlap, coupled with the synergy between the objectives of APIC's governing bodies and their management committees, help drive APIC's quality management processes.

While the Governing Board and the Academic Board are ultimately responsible for the achievement of APIC's strategic growth and high-quality education objectives, APIC 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. Each area draws up its own functional plan in alignment with APIC's strategic planning goals, expressing both quality and operational planning requirements in an integrated manner. Through a comprehensive process of systematic review, the College ensures effective oversight of planned activities to ensure they remain relevant, tangible, and aligned to APIC's 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 APIC's strategic growth and high-quality education objectives.

³ Refer to APIC Governing Board and Academic Board Charters

Table 1 Key Planning and Review Processes

Plan	Responsible Manager	Approving authority	Formal review period
Strategic Plan	President & PEO	Governing Board (following Academic Board endorsement with respect to Academic matters)	5-year (reviewed annually)
Business Plan	President & PEO	Governing Board (on recommendation from Executive Committee)	Annually (reviewed quarterly)
Workforce Plan	President & PEO / Dean / HR Manager	Governing Board (following Academic Board endorsement with respect to Academic matters)	Annual (reviewed half yearly)
Risk Management Plan	President & PEO	Governing Board (on recommendation from the Audit and Risk Committee)	Annually (reviewed half yearly)
Academic Plan	Dean	Academic Board	Annual
Learning and Teaching Plan/Themes <i>(New - In development)</i>	Dean	Academic Board	Triennial (reviewed annually)
Research and Scholarship Plan	Dean	Research and Scholarship Committee, reporting to Academic Board	Annual (reviewed half yearly)
Teaching and Learning Plan	Deputy Deans	Dean	Annual (reviewed each semester)
Library Management Plan	Dean	Academic Board	Annual (reviewed each semester)
Engagement Plan	President & PEO	Governing Board (on recommendation from the Executive Committee)	Annually (reviewed quarterly)
Student Administration and Support Plan	Registrar	Governing Board (on recommendation from the Executive Committee)	Annual (reviewed half yearly)
ICT Management Plan	ICT Manager	Governing Board (on recommendation from the Executive Committee)	Annual (reviewed half yearly)
Physical and Electronic Resources and Infrastructure (PERI) Plan	Facilities Manager	Governing Board (on recommendation from the Executive Committee)	Annual (reviewed half yearly)
Benchmarking Plan	Director of Accreditation, Compliance and Quality Assurance	Governing Board (following Academic Board endorsement with respect to academic quality assurance)	Annual (reviewed half yearly)

8. Document Change Control

<i>Version</i>	<i>Change Description</i>	<i>Date</i>	<i>Author</i>
9.0	Updated and placed in new format	3 July 2017	Corinne Green
9.1	Minor typo corrections	5 August 2017	Corinne Green