

<b>Procedure Name</b>	<b>QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT PROCEDURE</b>
<b>Procedure Number</b>	<b>G010_PR (Governance)</b>
<b>Purpose</b>	<p>This procedure puts into effect the principles and framework for continuous improvement and quality enhancements across all aspects of the Whitehouse Institute of Design, Australia (Whitehouse).</p> <p>This procedure outlines various systems and processes used to implement continuous quality assurance in a systematic and consistent manner.</p>
<b>Scope</b>	This procedure applies to all staff and contractors across all areas of Whitehouse.
<b>Procedure</b>	<p><b>1. National Quality Framework</b></p> <p>As a private higher education provider and a registered training organisation Whitehouse is subject to external quality audits by government accrediting authorities. For Higher Education Whitehouse, will undergo re-registration and re-accreditation of the courses it delivers by the national regulatory and quality agency for higher education, the Tertiary Education Quality and Standards Agency (TEQSA). Whitehouse is scheduled for periodic reviews by TEQSA who will oversee the following:</p> <p>Provider Registration Standards (based on the TEQSA <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a>, these include:</p> <ol style="list-style-type: none"> <li><b>1. Participation and Attainment</b> <ol style="list-style-type: none"> <li>1.1 Admission</li> <li>1.2 Credit and Recognition of Prior Learning</li> <li>1.3 Orientation and Progression</li> <li>1.4 Learning Outcomes and Assessment</li> <li>1.5 Qualifications and Certification</li> </ol> </li> <li><b>2. Learning Environment</b> <ol style="list-style-type: none"> <li>2.1 Facilities and Infrastructure</li> <li>2.2 Diversity and Equity</li> <li>2.3 Wellbeing and Safety</li> <li>2.4 Student Grievances and Complaints</li> </ol> </li> <li><b>3. Teaching</b> <ol style="list-style-type: none"> <li>3.1 Course Design</li> <li>3.2 Staffing</li> <li>3.3 Learning Resources and Educational Support</li> </ol> </li> <li><b>4. Research and Research Training</b> <ol style="list-style-type: none"> <li>4.1 Research</li> <li>4.2 Research Training</li> </ol> </li> </ol>

## 5. Institutional Quality Assurance

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

## 6. Governance and Accountability

- 6.1 Corporate Governance
- 6.2 Corporate Monitoring and Accountability
- 6.3 Academic Governance

## 7. Representation

- 7.1 Information for Prospective and Current Students
- 7.2 Information Management

Qualification Standards (based on the Australian Qualifications Framework)

For Vocational Education Whitehouse, will undergo re registration as a Registered Training Organisation (RTO) and re-accreditation of the courses it delivers by the Australian Skills Quality Authority (ASQA). One of the core conditions of registration is that RTOs comply with the requirements set out in the VET Quality Framework. Whitehouse must also ensure that the Standards for VET Accredited Courses are also met. The Standards are:

- Standards for National VET Regulator (NVR) Registered Training Organisations.
- Fit and Proper Person Requirements.
- Financial Viability Risk Assessment Requirements.
- Data Provision Requirements, and.
- Australian Qualifications Framework.

## 2. Quality Assurance Framework

The Whitehouse procedure for quality assurance includes the following:

- governance
- planning and review
- policy and procedure
- stakeholder feedback
- staff reviews
- course and curriculum reviews
- internal audit and self-assessment
- assessment validation
- non academic services
- external benchmarking and
- the teaching and learning environment.

The **PIRI** cycle of continuous improvement underpins the quality assurance and continuous improvement process at Whitehouse. **P**lan of arrangements are **I**mplemented into actual practice and **R**esults and outcomes are monitored to further **I**mprove and respond to outputs.

Internal audit and self-assessment is undertaken to measure performance against the AQF and relevant standards. Whitehouse responds to external audit outcomes and welcomes the opportunity to implement improvement processes and planning.

### 3. Quality Management and Governance

Governance and management structures are in place to ensure quality provision of all educational delivery.

Whitehouse's Academic Board is responsible, under delegated authority from the Board of Governors, for the quality of all educational programs offered by Whitehouse.

The Academic Board has a number of Standing Committees, which includes the Quality Committee. The primary role of the Quality Committee is to ensure that Whitehouse conducts its educational activities to comply with external regulations, meet internal quality assurance standards and adheres to a cycle of continuous improvement in teaching and learning outcomes. The Committee meets regularly and reports outcomes to the Academic Board who report to the Board of Governors.

### 4. Planning and Review

Strategic and operational planning and review are underpinned by Whitehouse's Strategic Plan. The Plan outlines Whitehouse's mission and goals and identifies quality standards and key performance indicators. The strategies outline Whitehouse's plans and identify targets and the measurements by which the ensuing outcomes will be measured.

Operational workgroup plans are also developed as associated documents to ensure the implementation and development of the Strategic Plan. Workgroup plans have been developed for academic, quality, marketing and facilities.

### 5. Policy and Procedure

Whitehouse recognises that a coherent and integrated policy framework is critical for effective and consistent governance and management. Whitehouse progressively reviews policies and procedures to ensure currency in practice and to maintain effective and consistent processes that are integrated across all areas of Whitehouse. Reviews and updates also ensure compliance with Higher and Vocational Education regulations.

The Academic Board approves and monitors the implementation of policy on academic matters. These policies and procedures are developed by one of its Standing Committees, which include the Learning, Teaching, Assessment and Curriculum Committee (LTACC) and the Quality Committee.

The Executive Management Committee (EMC) and the sub committees of the Board of Governors perform the same functions in relation to administrative and financial policies and processes of Whitehouse.

Policies and procedures are communicated to staff and students in the staff and student handbook, on Whitehouse's website via the staff and student zones, during staff inductions and email communications.

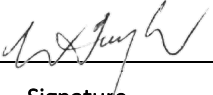
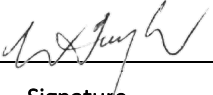
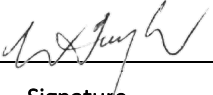
### 6. Stakeholder Feedback

Various stakeholder feedback mechanisms are used to gather data to review institutional performance and identify areas for remedial action and continuous improvement. These include:

- Student Surveys - HE and VET Learner Engagement Surveys.
- Australian Council for Private Education and Training (ACPET) Surveys.
- Australian Graduate Surveys – through Quality Indicators for Learning and Teaching (QILT).

	<ul style="list-style-type: none"> <li>• Staff Satisfaction Surveys.</li> <li>• Student Representative Council meetings.</li> </ul> <p>Other Institutional performance indicators are considered to build on the performance of service delivery to ensure high quality educational outputs. These include retention and completion rates, student grievance and complaints, student and subject pass rates.</p> <p><b>7. Benchmarking</b></p> <p>A major responsibility of the Academic Board is to undertake benchmarking activities with other educational institutes aligned to the Benchmarking Policy and Benchmarking Procedures respectively for Higher Education and Vocational Education to ensure best practice in teaching and learning delivery and student outcomes and graduate capabilities.</p> <p>Whitehouse participates in the ACPET Higher Education Project which enables it to compare data with like organisations to identify areas for ongoing improvement and measure equivalence and sector standards.</p> <p><b>8. Reporting Requirements</b></p> <ul style="list-style-type: none"> <li>• Curriculum Review committees meet minimum twice annually and report to LTACC and Academic Board as part of the regular curriculum review cycle. refer: Course Development, Delivery, Curriculum and Assessment Policy (HE).</li> <li>• Assessment panels report to LTACC at the end of each assessment cycle (minimum twice per study period) Refer Assessment Policy and Assessment Procedure.</li> <li>• Data from student surveys (internal and external) are reported to Academic Board as a standing item.</li> <li>• Student enrolment, progression and attrition data are reported to Academic Board as a standing item.</li> </ul>
<p><b>Relevant Legislation</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a></li> <li>• <a href="#">2016 Higher Education Support Act (2003)</a></li> <li>• <a href="#">Standards for Registered Training Organisations (RTOs) 2015</a></li> <li>• <a href="#">National Vocational Education and Training Regulator Act 2011</a></li> <li>• <a href="#">ASQA Risk Assessment Framework</a></li> <li>• <a href="#">Australia Qualifications Framework (AQF)</a></li> <li>• <a href="#">Education Services for Overseas Students Act 2000 (ESOS)</a></li> <li>• <a href="#">Commonwealth Register of International Courses for Overseas Students (CRICOS)</a></li> <li>• <a href="#">Education Services for Overseas Students Act 2000 (ESOS)</a></li> <li>• <a href="#">The National Employment Standards</a></li> </ul>
<p><b>Key Related Documents</b></p>	<p>LTACC Terms of Reference</p> <p>Current Strategic Plan/s</p> <p>Current Business Plans</p> <p>Quality Committee Terms of Reference</p> <p>Executive Management Committee Terms of Reference</p> <p>Risk Committee Terms of Reference</p>

	<p>Staff Handbook</p> <p>Student Surveys</p> <p>Staff Surveys</p> <p>Employer Surveys (VET)</p> <p>Quality Indicators for Teaching and Learning (QILT) Surveys</p> <p>Benchmarking Policy (HE)</p> <p>Benchmarking Procedure (HE)</p> <p>Course Development, Delivery, Curriculum and Assessment Policy (HE)</p> <p>Course Development, Delivery, Curriculum and Assessment Procedure (HE)</p> <p>Assessment Policy (HE)</p> <p>Assessment Procedure (HE)</p>
<b>Definitions</b>	<p><b>ACPET</b> - Australian Council of Private Education and Training</p> <p><b>ASQA</b> - Australian Skills Quality Authority</p> <p><b>RTO</b> - Registered Training Organisation</p> <p><b>TEQSA</b> - Tertiary Education Quality and Standards Agency</p>
<b>Responsible Officer</b>	Executive Directors
<b>Approval Authority/ Authorities</b>	Board of Governors
<b>Date Approved</b>	10/04/2017
<b>Date of Commencement</b>	11/04/2017
<b>Date for Review</b>	11/04/2020
<b>Documents superseded by this Procedure</b>	<p>011 – Governance: Quality Assurance and Continuous Improvement Policy and Procedure 2014</p> <p>003-13P Quality Assurance and Continuous Improvement Policy</p> <p>003-13P Quality Assurance and Continuous Improvement Procedure</p>
<b>Amendment History</b>	<p><b>05/2018</b></p> <p>Re-branding – Header &amp; Footer only</p> <p><b>12/2016</b></p> <p>Policy and Procedures separated. Updated formatting and minor amendments. Removal of reference to quality assurance and continuous improvement process. Updated Hyperlinks.</p> <p><b>11/2012</b></p> <p>Changed formatting - included procedure and policy in one document</p> <p>Minor adjustments and inclusions to policy wording no material change</p>

	<p>The implementation of the latest version of this policy supersedes all previous versions of this policy.</p> <p><b>14/09/2012</b></p> <p>Academic Board, 14 September 2012 Meeting, Agenda Item 4.8</p> <p>Revised Content and revised format. (001.005) Prior approval Academic Board June 2009</p>						
<p><b>Signed and dated for Whitehouse Institute Pty Ltd</b></p>	<table border="1"> <tr> <td data-bbox="402 415 820 567">  </td> <td data-bbox="820 415 1242 567"> <p>Les Taylor</p> </td> <td data-bbox="1242 415 1518 567"> <p>30/05/2018</p> </td> </tr> <tr> <td data-bbox="402 567 820 632"> <p>Signature</p> </td> <td data-bbox="820 567 1242 632"> <p>Name</p> </td> <td data-bbox="1242 567 1518 632"> <p>Date</p> </td> </tr> </table>		<p>Les Taylor</p>	<p>30/05/2018</p>	<p>Signature</p>	<p>Name</p>	<p>Date</p>
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<p><b>Category</b></p>	<p>Governance</p>
<p><b>Stakeholders</b></p>	<p>Academic Board</p> <p>Executive Management</p> <p>Academic Staff</p> <p>Administration Staff</p> <p>Applicants to HE Programs</p> <p>Students</p>