

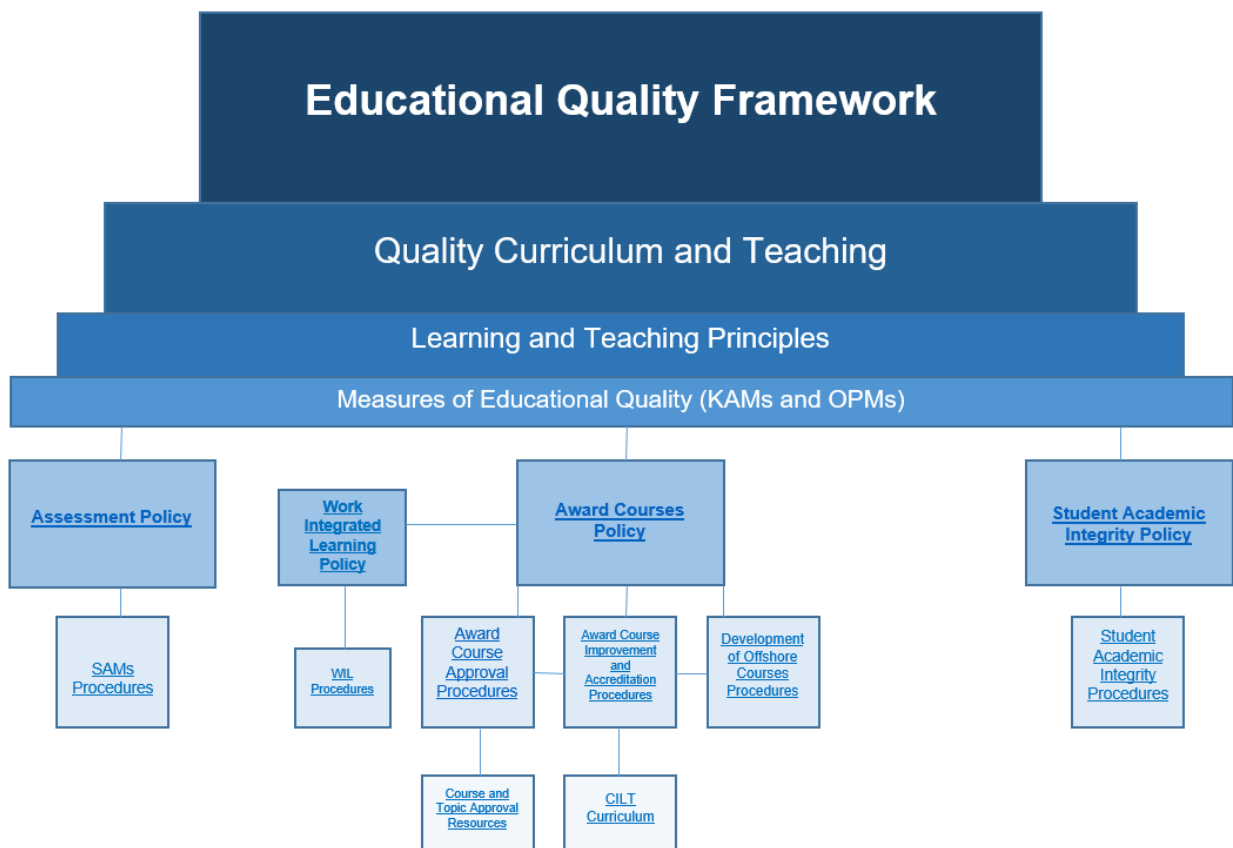
Educational Quality Framework

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1. Purpose

- a. To define the Educational Quality Framework at Flinders University, and show how University policies, procedures and other resources support the core elements of Educational Quality, namely:
 - i. Quality Curriculum Design, and
 - ii. Quality Teaching:



- b. The Educational Quality Framework is underpinned by the [Higher Education Standards Framework \(Threshold Standards\) 2015](#) with a particular focus on the standards in Domain 3: Teaching, and Domain 5: Institutional Quality Assurance.

2. Policy Statement

- a. Educational Quality at Flinders University promotes and supports student success through:
 - i. relevant, engaging, inclusive and well-sequenced curriculum that is informed by the contemporary and future needs of industry, government, the community, and the aspirations of students
 - ii. excellent learning and teaching practices that are innovative and discipline-specific in their use of contemporary pedagogy, creativity and technology, and
 - iii. meaningful assessment that is well-suited to discipline and context, and provides timely and structured feedback to support learning development and success.
- b. The achievement of Educational Quality is supported by two distinct but related pillars:
 - i. **Educational Quality Assurance** – uses robust frameworks, models, policies and processes to ensure educational offerings comply with all legislative and regulatory requirements, and reflect excellent practice in core academic structures.
 - ii. **Educational Quality Improvement** – uses a strong central framework and processes to support cycles of continuous improvement, recognising that educational quality is not an end goal, but an ongoing pursuit.

3. Quality in Curriculum Design

- a. Quality curriculum is well-planned and deliberate, while supporting opportunities for students to tailor their learning to meet their interests and aspirations.
- b. A holistic approach is taken to the design of high quality courses, where curriculum is:
 - i. coherent and cohesive
 - ii. linked vertically through the sequencing of learning from introductory to advanced, and
 - iii. linked horizontally through alignment with learning outcomes and graduate qualities at the course level.
- c. Curriculum is developed and approved in accordance with the [Award Courses Policy](#) and [Award Course Approval Procedures](#).
- d. Curriculum is supported by high quality methods of assessment which are developed in accordance with the [Assessment Policy](#), and which acknowledge the requirements of academic integrity in accordance with the [Student Academic Integrity Policy](#).
- e. Curriculum design is underpinned by the Learning and Teaching Principles detailed at [Annex A](#).
- f. Curriculum is regularly reviewed and continuously improved in accordance with the [Award Courses Policy](#) and [Award Course Improvement and Accreditation Procedures](#).
- g. Approaches to the development and improvement of curriculum are supported by a strong evidence base.



4. Quality in Teaching

- a. Teaching quality is a source of pride at Flinders, with recognised links to student engagement and success, and continuous improvement.
- b. Teaching quality is supported by regular review and the ongoing improvement of teaching practice.
- c. Teaching quality is underpinned by the Learning and Teaching Principles detailed at [Annex A](#).
- d. Approaches to the improvement of teaching quality are supported by a strong evidence base informed by a range of measures that include:

- i. student perspectives on teaching, including but not limited to Student Evaluation of Teaching (SETs) used to review all topics at least every two years, and
 - ii. peer perspectives on teaching, including but not limited to an optional Peer Evaluation of Teaching (PET) in which all academic staff with teaching responsibilities are encouraged to participate.
- e. Use of an alternative instrument to the SET referenced at 4d.i. above, and the conditions applying to its use, may be approved by the Deputy Vice Chancellor (Students) if satisfied that circumstances are exceptional, and it would provide a more appropriate basis for evaluating teaching of individual topics within a particular environment.

5. Measurement and Evaluation

- a. Educational Quality will be monitored in accordance with thresholds approved by Academic Senate.
- b. The quality of the University's curriculum and teaching is regularly evaluated, in alignment with professional accreditation standards where relevant.
- c. Evaluation benefits from the input of students, academic discipline experts internal and external to the University, industry, community and governments.
- d. Methods of evaluation are continuously reviewed to ensure they remain meaningful and relevant.
- e. The results of evaluation inform continuous improvement in both curriculum and teaching.
- f. The quality of curriculum and teaching is measured through the application of a set of meaningful Key Accountability Measures (KAMs) and presented in a framework based on approved thresholds.
- g. Operational Performance Measures (OPMs) are used to support a thresholds-based approach to the regular monitoring of curriculum and teaching quality.
- h. A range of systems is used to capture data aligned with KAMs and OPMs, and this data is presented in meaningful ways to inform students, staff and external stakeholders.
- i. Well-developed procedures define how KAMs and OPMs will be used, who will be responsible, and what will be the intended outcome.

Approval Authority	Academic Senate
Responsible Officer	Deputy Vice-Chancellor (Students)
Approval Date	27 March 2019
Effective Date	27 March 2019
Review Date *	March 2022
HPRM File number	CF19/388

*** Unless otherwise indicated, this policy will still apply beyond the review date.**

Annex A: Learning and Teaching Principles

1. Students are at the centre of the Flinders learning and teaching experience.

This is reflected and encouraged through:

- positioning students as 'partners' in their learning and the broader student experience
- providing a personalised learning experience
- flexibility for students

2. Students are active, engaged and collaborative in their learning.

This is reflected and encouraged through:

- activities that are student focussed
- inquiry oriented approaches
- the development of critical thinking skills
- the development of a sense of community among students
- interactive approaches
- the inclusion of dialogical approaches among students and with teachers

3. Students are engaged in authentic and experiential learning.

This is reflected and encouraged through:

- authentic assessment relevant to the discipline
- explicit scaffolding for WIL and WIL experiences.
- providing opportunities to equip our students for their future careers including through the development of Graduate Qualities
- being connected to and reflective of current industry/disciplinary thinking and practice

4. Student learning is accessible and inclusive.

This is reflected and encouraged through:

- use of accessible language
- application of accessibility guidelines
- attention to student diversity
- availability of and linkage to accessibility support services
- inclusion of multiple perspectives

5. Student learning is multidisciplinary, integrated and contextualised.

This is reflected and encouraged through:

- clear and transparent curriculum alignment
- integration of key skills, knowledge and support services such as library and language support as part of a holistic approach to ensure student success.
- strategies to assist students in understanding how the elements of their educational experience fit together
- development of multi-literacies (institutional, digital, social and cultural, critical, language literacies) (Miller, 2014) within the curriculum

6. Students experience innovation both in content and approach.

This is reflected and encouraged through:

- engagement of both students and teachers in supported risk taking, reflection and learning
- inclusion of innovative approaches to curriculum and teaching practice
- attention to continual improvement which reflects innovation

7. Students are led by inspirational and engaged teachers.

This is reflected and encouraged through:

- engaging students in critical discourse
- staff who are approachable and actively engage with students
- attention to the research/scholarship/teaching nexus