

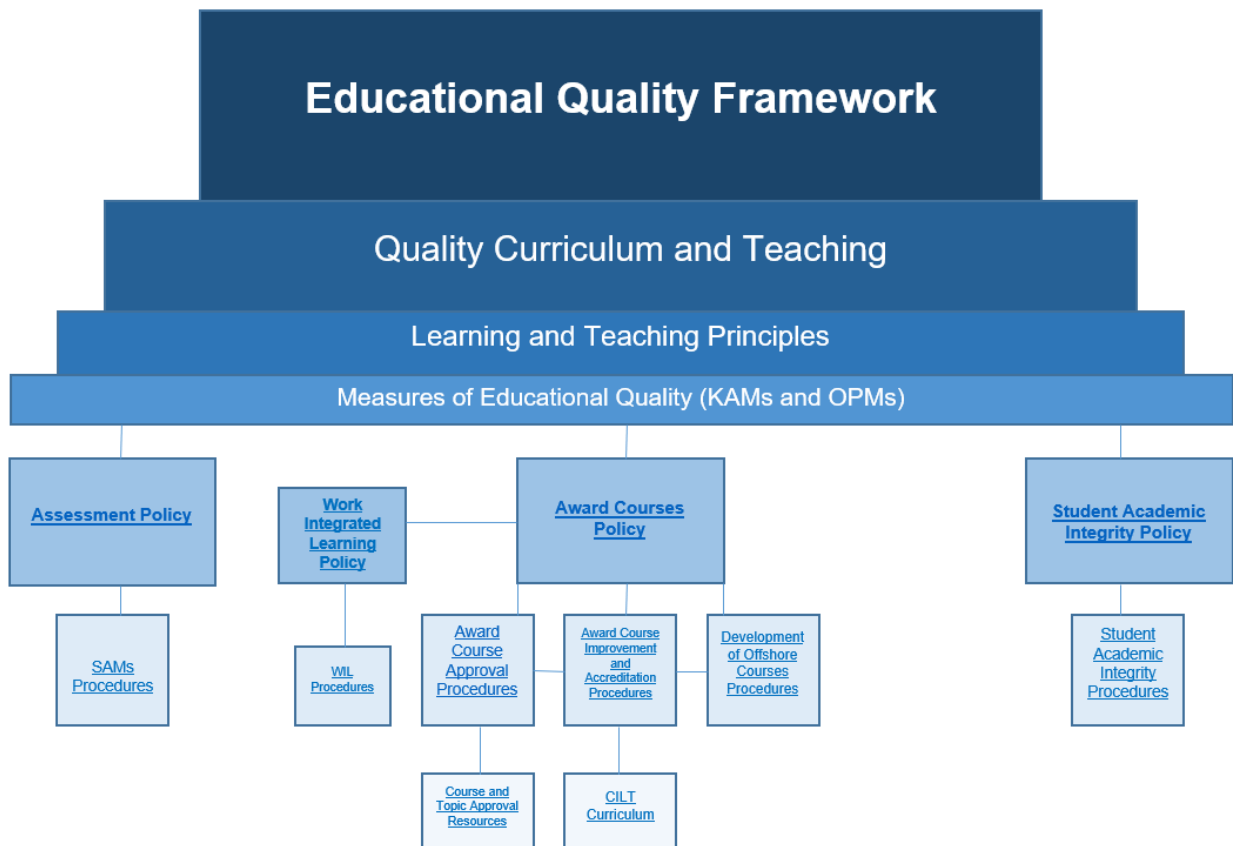
Educational Quality Framework

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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 \(Threshold Standards\) 2021](#) 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](#).
- e. Curriculum upholds the requirements of academic integrity as defined under the [Student Academic Integrity Policy](#), and considers academic integrity within a student-centred competency and values-based framework.
- f. Curriculum design is underpinned by the Learning and Teaching Principles detailed at [Annex A](#).
- g. Curriculum is regularly reviewed and continuously improved in accordance with the [Award Courses Policy](#) and [Award Course Improvement and Accreditation Procedures](#).
- h. 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 staff will model and display leadership on good academic practice, including on the required standards of academic integrity and honesty.
- c. Teaching quality is supported by regular review and the ongoing improvement of teaching practice.

- d. Teaching quality is underpinned by the Learning and Teaching Principles detailed at [Annex A](#).
- e. 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.
- f. 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 Pro Vice-Chancellor (Academic Quality and Enhancement) 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, including compliance with academic integrity requirements, 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	Pro Vice-Chancellor (Academic Quality and Enhancement)
Approval Date	12 July 2023
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Review Date *	2026
Last amended	
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*** Unless otherwise indicated, this policy will still apply beyond the review date.**

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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
- development of discipline-relevant academic integrity competency
- 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