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, and the _National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)_, which focuses on the quality of education for international students.

2. Scope

a. This Educational Quality Framework encompasses all activities related to curriculum design, teaching excellence, and the assurance and continuous improvement of educational quality of undergraduate and postgraduate coursework awards recognised under the Australian Qualifications Framework (AQF) at Flinders University.

b. Higher degree by research awards are covered by the Higher Degrees by Research Policy and supporting Procedures, and this framework as applicable.

c. The design, quality assurance and improvement of enabling (non-AQF) courses is covered by the Enabling Courses Policy.

d. The design, quality assurance and improvement of non-award (non-AQF) courses is covered by the Non-award Courses Policy.

3. Policy statement

3.1. Educational Quality at Flinders University

a. Educational Quality at Flinders University promotes and supports student success and wellbeing 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

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    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.

3.2. Quality in Curriculum Design

a. Quality curriculum is well-planned, focused 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:

    i.   is coherent and cohesive

    ii.   is scaffolded across year levels through the sequencing of learning from introductory to advanced

    iii.   is carefully aligned with course learning outcomes and graduate qualities

    iv.   is evidence-based and evidence-informed, relevant, practical and innovative

    v.   is inclusive of diverse knowledge systems, methodologies and perspectives

    vi.   is delivered using up to date facilities, equipment and technologies

    vii. produces work-ready graduates.

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 and the student learning experience are supported by a strong evidence base.
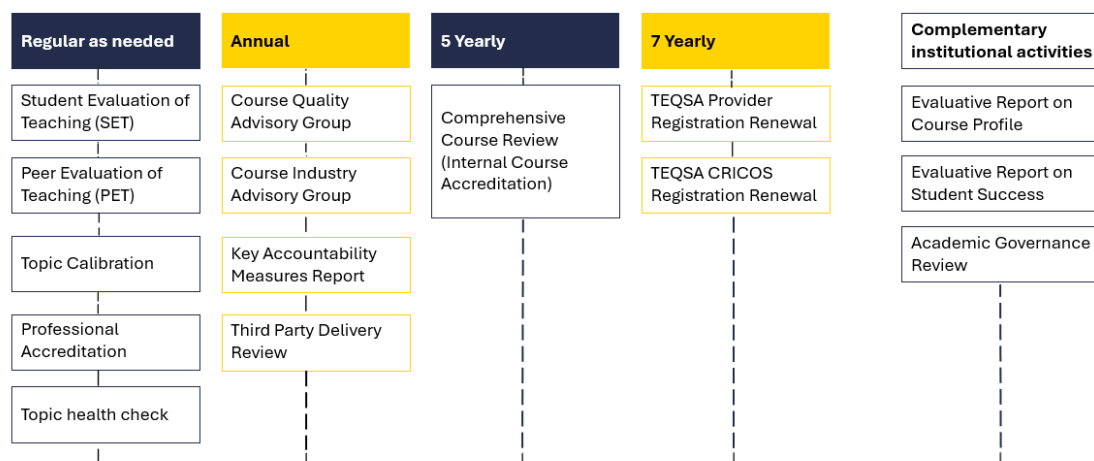
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3.3. Quality in Teaching

a. Teaching quality is a source of pride at Flinders, with recognised links to student engagement, success, wellbeing and continuous improvement.

b. Teaching staff will model and display leadership on good academic practice, including on the required standards of scholarship, academic integrity, and support of student progress.

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 can 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

   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

   iii. topic health checks, including student progress and engagement, grade distribution, topic pass rate, Student Evaluation of Teaching (SET) outcomes, feedback derived from sources such as Student Advocates, Student Topic and Course Representatives, and other considerations.

f. Use of an alternative instrument to the SET referenced at 3.3.3.e.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.

3.4. Educational Quality Assurance and Improvement

a. As the governing body of the University, the Council is ultimately accountable for maintaining the institution's quality standards. The Council delegates the responsibility for upholding academic standards to Academic Senate.

b. The Tertiary Education Quality and Standards Agency (TEQSA) enforces two critical legislative instruments in this regard: the *Higher Education Standards Framework (Threshold Standards) 2021*, which ensures overall quality, and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, which focuses on the quality of education provided to international students.

c. To meet these legislative and regulatory obligations, the University implements a cyclical approach to educational quality assurance. This approach integrates continuous processes and practices that monitor, assess, and enhance the quality of our academic programs.

d. The effort is supported by data and insights drawn from a diverse range of metrics, including course review findings, attrition rates, employment outcomes, industry relevance, student feedback, academic integrity reports, accreditation statuses, external benchmarks, and various academic performance indicators. Collectively, this data supports curriculum quality and drives ongoing academic development.

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ACADEMIC MONITORING, REVIEW AND IMPROVEMENT
Key activity timeline

Regular as needed	Annual	5 Yearly	7 Yearly	Complementary institutional activities
Student Evaluation of Teaching (SET)	Course Quality Advisory Group	Comprehensive Course Review (Internal Course Accreditation)	TEQSA Provider Registration Renewal	Evaluative Report on Course Profile
Peer Evaluation of Teaching (PET)	Course Industry Advisory Group		TEQSA CRICOS Registration Renewal	Evaluative Report on Student Success
Topic Calibration	Key Accountability Measures Report			Academic Governance Review
Professional Accreditation	Third Party Delivery Review			
Topic health check				

4. Supporting procedures

Supporting procedures are part of this policy and provide additional detail to give practical effect to the policy principles.

Award Courses Policy

Award Course Approval Procedures

Award Course Improvement and Accreditation Procedures

Assessment Policy

Student Academic Integrity Policy

Approval Authority	Academic Senate
Responsible Officer	Pro Vice-Chancellor (Academic Quality and Enhancement)
Approval Date	13 November 2024
Effective Date	13 November 2024
Review Date*	2027
Last amended	
CM file number	CF19/388

* Unless otherwise indicated, this policy or procedures 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 and engaging learning experience
- a flexible approach that accommodates a range of student needs
- supporting student progress and wellbeing through student support initiatives and early intervention

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
- communicating the University's Anti-Racism Statement
- application of accessibility guidelines and the University's Equal Opportunity Policy
- inclusive of 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

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- 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 and support students in their learning
- attention to the research/scholarship/teaching nexus