

## IEFT QUALITY ASSURANCE PROCEDURE

### PURPOSE

This document sets out the procedure by which IEFT assures the quality of teaching and learning in its accredited higher education courses, and continuous review and improvement in all education-related processes and services. The Quality Assurance Procedure is undertaken with the explicit goal of improving IEFT's higher education courses and organisational arrangements, to enhance the student experience and outcomes.

### SCOPE

This policy applies to all IEFT's accredited higher education courses.

### DEFINITIONS

Nil

### RESPONSIBILITIES

**The Academic Board** is delegated responsibility by the Board of Directors for the academic governance and leadership of IEFT. The Academic Board ensures that the required *'policies, procedures and processes are in place to monitor and protect the academic integrity of the student experience'*.<sup>1</sup> The Board has oversight for the quality of IEFT's higher education courses and responsibility for ensuring that IEFT meets external standards of quality in higher education course design, and teaching and learning.

The Academic Board delegates responsibility for the development and oversight of the Teaching and Learning Plan to the Teaching and Learning Committee, and course design development and review to the Course Advisory Committee.

**The Teaching and Learning Committee** is responsible for monitoring and reporting to the Academic Board on quality assurance processes for teaching and learning. The Committee's role is to ensure that day-to-day academic operations meet quality higher education standards, and to advise on policies and guidelines related to teaching and learning for IEFT's courses.

To that end, the Committee is responsible for the development of a three-year Teaching and Learning Plan which is reviewed annually against key performance criteria. In addition, the Committee compiles an annual Teaching and Learning review report for the Academic Board. This review report summarises IEFT's performance against planned targets, and the findings and recommendations of the various reviews it conducts.

**The Course Advisory Committee** is responsible for the quality assurance of IEFT courses and units of study.

**NOTE:** Given the present scale of IEFT operations, the functions of the Teaching and Learning Committee and the Course Advisory Committee are currently performed by the same group.

**The Executive Management Committee** is IEFT's primary operational decision-making body. The Committee is responsible for the efficient conduct of IEFT's higher education operations. It oversees operations and directs implementation of the Business Plan.

The **Dean (Emotionally Focused Therapy)** is responsible for the implementation of IEFT's Quality Assurance Framework and this Procedure. Specifically, the Dean (Emotionally Focused Therapy) is responsible for ensuring that:

- appropriate educational standards are maintained in accordance with IEFT's policies and procedures;

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<sup>1</sup> <http://www.tegsa.gov.au/tegsa-contextual-overview-hes-framework>

- academic administration systems and processes are maintained to a high standard of accuracy and operate in accordance with IEFT's policies and procedures;
- a report regarding the academic performance of each cohort is presented to the Teaching and Learning Committee at the end of each semester;
- a proposal for the benchmarking of student assessments is presented to the Teaching and Learning Committee and then implemented according to the committee's recommendations.

The **Dean (Emotionally Focused Therapy)** is also responsible for implementation of the Teaching and Learning Plan.

### **PROCEDURE**

1. Quality Assurance is managed according to IEFT's *Quality Assurance Framework*.
2. The Academic Board requires the Teaching and Learning Committee to provide independent, robust and effective quality assurance of its higher education delivery. This Committee therefore develops a three-year Teaching and Learning Plan. The plan details strategies for achieving:
  - 2.1 quality teaching environments that are student-focused and inclusive;
  - 2.2 the provision of academic support and scaffolding materials;
  - 2.3 flexible and diverse staff-student interactions that provide students with multiple opportunities to engage with key staff;
  - 2.4 a range of support strategies, academic and social, to ensure students remain engaged in their studies;
  - 2.5 measurable targets for student satisfaction with the above elements and how this data will be gathered and collated;
  - 2.6 assessment moderation and student academic performance targets;
  - 2.7 measurable targets for admission, progression, attrition and graduation.
- 3 The Dean (Emotionally Focused Therapy) implements the Plan's strategies, and collects, collates and analyses data for review of the performance against planned performance indicators.
- 4 Reports regarding student performance are presented to the Teaching and Learning Committee at the conclusion of each semester.
- 5 The Dean (Emotionally Focused Therapy) drafts the annual Teaching and Learning Review Report, which reviews the extent to which the Plan has met its objectives, for consideration by the Teaching and Learning Committee.
- 6 The Teaching and Learning Committee reviews and then revises the Report as required. The final Report is presented to the Academic Board.
- 7 The Academic Board reviews the report, and makes recommendations to action the report's findings, which are referred to the Dean (Emotionally Focused Therapy) for implementation.
- 8 The Teaching and Learning Committee reviews and revises the Teaching and Learning Plan in the ongoing quality assurance cycle.

### **RELATED**

Quality Assurance Framework  
 Course Design Development and Approval Policy  
 Course Design Development and Approval Procedure  
 Course Evaluation and Review Policy  
 Course Evaluation and Review Procedure  
 Benchmarking Policy  
 Benchmarking Procedure

## Version Control

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