

## AIB ACADEMIC QUALITY ASSURANCE FRAMEWORK

### Introduction

The Academic Quality Assurance Framework (Academic QA Framework) articulates and evidences AIB's commitment to the delivery of outstanding educational outcomes. The Academic QA Framework outlines how AIB plans, implements and reviews its policies, procedures and activities for the purposes of achieving its educational mission and strategies.

The Academic QA Framework describes how AIB ensures within its academic activities:

- the alignment of people and resources, guided by AIB's Mission and Strategy.
- the alignment of AIB's planning, quality and risk management systems and their integration into all areas of AIB's academic operations.
- a clear focus on AIB's stakeholders (students, staff, employers), cross-unit collaboration and critical self-evaluation.
- a whole-of-AIB approach that reflects AIB's governance and organisational structure with transparency of roles, responsibilities and accountabilities.
- that all staff understand their individual and collective responsibility for quality processes and outcomes and are actively engaged with continual improvement and innovation.
- that quality is evidence based: we value research, data and analysis to drive and demonstrate quality.
- regulatory compliance as an outcome of strong quality assurance practices.

The Academic QA Framework demonstrates an educational environment sustained by clear governance arrangements, where the academic enterprise (i.e. the design and delivery of high-quality Courses and Subjects informed by research and scholarship) works in a close and equal partnership with high-quality student recruitment, administration and support endeavours, and with the technical, financial and human resource operations that support all activities. This connected approach is a defining characteristic of AIB's culture and operation.

The Framework has three key dimensions:

- Planning, which sets the focus for "what we do" as a high-quality educational provider.
- Implementation of plans in a measured and measurable manner.
- Integrated Review, which measures and verifies "how we know" that AIB is a high-quality educational provider, and ensures that AIB 'closes the loop' with respect to plans and objectives.

### Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

#### **Quality**

Quality at AIB is defined as operating in a way that ensures that we:

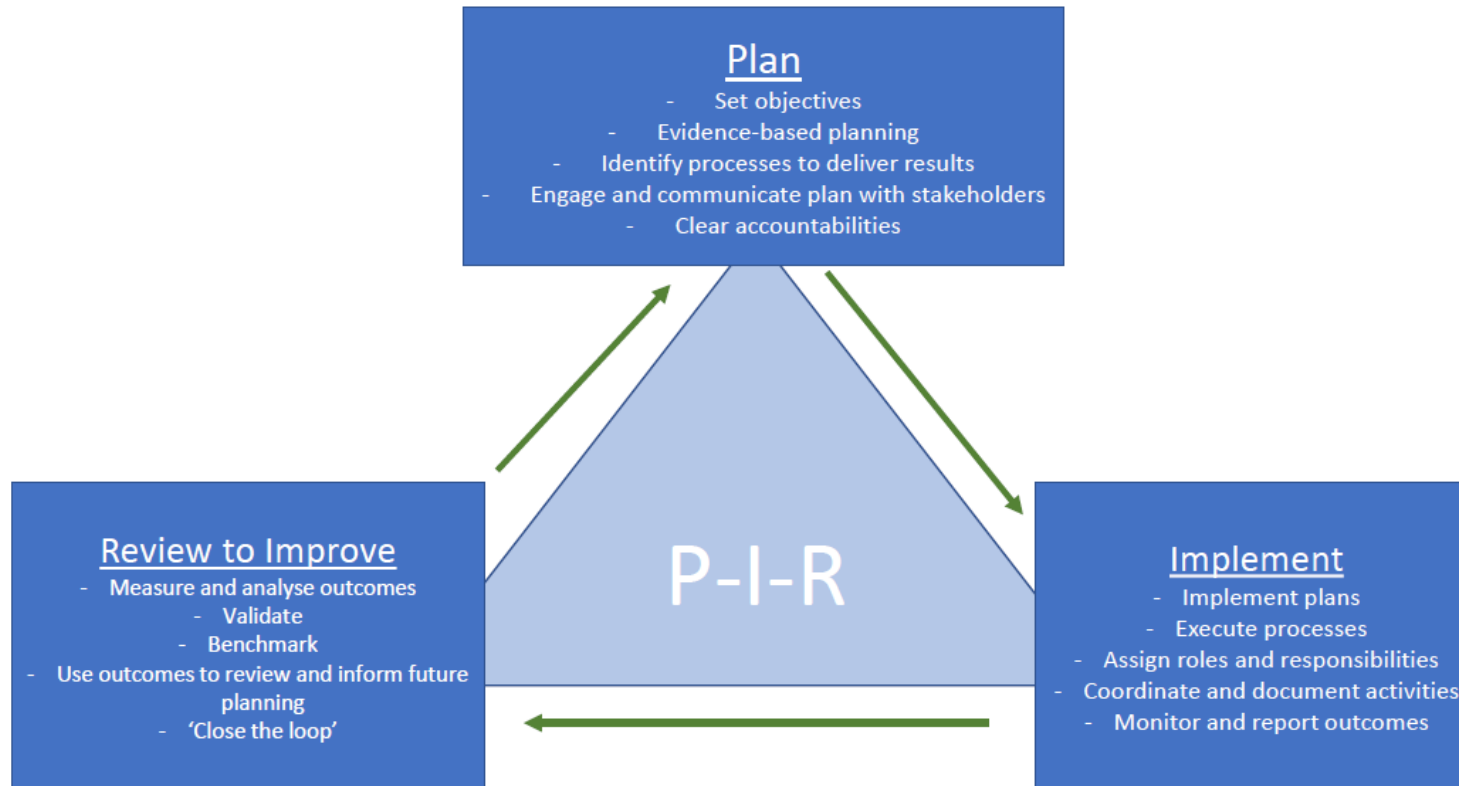
Observe our agreed academic principles and ensure that policies, procedures and systems are informed and guided by those principles. Operationally, quality refers to the configuration, alignment, management, measurement and reporting of all AIB activities in a way that is clearly consistent with the promise that we make to stakeholders; delivers value as efficiently as possible, seeks regular feedback from stakeholders and ensures that input is reviewed and acted upon, as appropriate. Quality involves continual monitoring and improvement through a systematic review cycle of our academic product and major processes.

## Details

- **AIB Academic Principles our Guiding Context for Planning**
  - **Practical and accessible**  
Contextualizing learning in authentic professional contexts.
  - **Scholarly**  
Led by academics that are current in their discipline, at the forefront of online teaching pedagogies who bring the teaching research nexus to their curriculum.
  - **Dynamic**  
Equipping students with leading-edge knowledge of, and ability to apply contemporary practices in their respective field.
  - **High Quality**  
Dedicated to continual improvement to meet and exceed national and international standards in the content and delivery of courses and subjects.
  - **High Performance**  
Excelling against nationally-benchmarked performance measures of student experience and retention.
  - **Flexible and Supportive**  
Responsive and adaptive to individual student needs, aptitudes and contexts.

- **Quality Assurance Model**

AIB's Academic QA Framework is based on a **Plan-Implement-Review to Improve (PIR)** model of quality assurance and improvement and is embedded in AIB's academic operations.



**Related Forms:**

Nil

**Related Policies, Procedures and other documents:**Publicly accessible documents:

- Academic Policies and Frameworks
- Information Management Policies
- Marketing Policies
- Student Administration Policies

## Internal access only documents:

- Corporate Quality Assurance Framework
- Risk Management Framework
- AIB Course and Subject Benchmarks

**Related Regulatory Legislation and Frameworks:**

*Australian Qualifications Framework*

*Higher Education Standards Framework (Threshold Standards) 2021*

*Higher Education Support Act 2003*

**Responsibility:**

Academic Dean

<b>Current Status:</b>	<b>Version 2.1</b>
<b>Approved By:</b>	Academic Board
<b>Effective From:</b>	<b>12 March 2025</b>
<b>Date of Approval:</b>	12 March 2025
<b>Previous Versions:</b>	6 December 2022 17 May 2022 6 July 2021 21 February 2021 27 July 2016, <i>supersedes Quality Assurance Framework, V2</i>
<b>Date of Next Review:</b>	12 March 2028

**Table 1: AIB Academic QA Framework**

Principles	Governance and Management	Resources and monitoring
(for all)	<ul style="list-style-type: none"> <li>• <a href="#">Academic Board</a></li> <li>• Research &amp; Higher Degrees Committee</li> <li>• Teaching &amp; Learning Committee</li> <li>• Quality, Risk and Compliance Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda/Minutes/ Reports</li> <li>• Review Committee</li> </ul>
<b>PLAN</b>		
Practical and accessible	<ul style="list-style-type: none"> <li>• <a href="#">Mission, vision and values</a></li> <li>• Strategic Plan</li> <li>• Teaching, Learning and Research Plan</li> <li>• Teaching &amp; Learning Framework</li> <li>• Research Strategy and Framework</li> <li>• Academic Literacies Framework</li> <li>• <a href="#">Academic Policies</a></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Constructive Alignment in Course Design, including               <ul style="list-style-type: none"> <li>○ alignment between graduate attributes, AQF requirements and learning outcomes</li> <li>○ selection and sequencing of learning materials</li> <li>○ assessment design</li> </ul> </li> <li>• <a href="#">Assessment Policy</a> and focus on authentic assessment</li> </ul>
Scholarly	<ul style="list-style-type: none"> <li>• <a href="#">Course and Subject Development and Approval Policy and Procedure</a></li> <li>• Teaching, Learning and Research Plan</li> <li>• <a href="#">AIB Research Strategy and Framework</a></li> <li>• <a href="#">AIB Teaching and Learning Framework</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Academic Staff</a></li> <li>• Status reports – Teaching, Learning and Research Plan – as provided to Academic Board, Research &amp; Higher Degrees Committee, Teaching &amp; Learning Committee</li> <li>• External reviews of new and redeveloped subjects</li> <li>• AIB guidelines for inclusion of scholarship in subject design as provided on the ‘Teaching and Learning @AIB’ Platform               <ul style="list-style-type: none"> <li>○ Online Subject Writers’ Guide</li> <li>○ Teaching Responsibilities for AIB Subjects guide</li> <li>○ A Practical Guide to Teaching with Technology, which includes “How do I Plan and Design my Online Course”</li> </ul> </li> <li>• Subject development and review procedures</li> <li>• <a href="#">Course Briefs</a></li> <li>• Subject Briefs</li> <li>• Management of Graduation</li> </ul>
Dynamic and contemporary	<ul style="list-style-type: none"> <li>• Industry Advisory Board Charter</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes / reports – Industry Advisory Board</li> </ul>

Principles	Governance and Management	Resources and monitoring
	<ul style="list-style-type: none"> <li>• <a href="#">AIB Policies</a></li> <li>• AHRI Advisory Sub Committee</li> <li>• <a href="#">(annual) Generative AI and Assessments at AIB Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarking</li> <li>• Review and Monitoring Schedule</li> <li>• <a href="#">AIB Research Portal</a></li> <li>• <a href="#">AIB Scholarship Portal</a></li> <li>• <a href="#">Status reports on implementation of the (annual) Generative AI and Assessments at AIB Plan</a></li> </ul>
High Performance / High Quality	<ul style="list-style-type: none"> <li>• Board of Directors</li> <li>• Quality, Risk &amp; Compliance Committee</li> <li>• Ethics Committee</li> <li>• Research Admissions Committee</li> <li>• Academic Grades Committee</li> <li>• <a href="#">Admissions and Marketing Policies</a></li> </ul>	<ul style="list-style-type: none"> <li>• External reviews: Corporate Governance / Academic Governance / Research &amp; Research Training</li> <li>• Course Reviews: Major Course Reviews and interim minor course reviews</li> <li>• Agenda/Minutes/ Reports – AIB governance bodies</li> <li>• Student Performance Reports advising Retention, Progression, Pass rates, Completions, Student and Graduate Satisfaction and Grade Distribution data</li> <li>• Staff Student Ratio</li> <li>• <a href="#">AIB Course and Subject Benchmarks</a></li> <li>• <a href="#">AIB Research Portal</a></li> <li>• <a href="#">AIB Scholarship Portal</a></li> <li>• QA subject materials development process</li> <li>• Subject Reports Subject Improvement Logs</li> <li>• Annual Subject Quality Check-ins Reports</li> <li>• Subject Reviews</li> </ul>
Flexible and supportive	<ul style="list-style-type: none"> <li>• AIB Strategic Plan</li> <li>• Online Learning Strategy</li> <li>• Online Learning Team</li> <li>• Student Central support team</li> <li>• Student Safety and Wellbeing Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">MBA Orientation Program</a></li> <li>• <a href="#">Research Orientation Program</a></li> <li>• Highly flexible online delivery model, including the <a href="#">Student Learning Platform (Moodle)</a> and learning resources</li> <li>• Library resources</li> <li>• <a href="#">Smarthinking</a> online tutoring service</li> <li>• <a href="#">Subject Timetables</a></li> <li>• <a href="#">Student Learning Platform (Moodle)</a> and learning resources</li> </ul>
<b>IMPLEMENT</b>		
Practical and accessible	<ul style="list-style-type: none"> <li>• <a href="#">Academic Policies</a></li> <li>• <a href="#">Student Administration Policies</a></li> <li>• <a href="#">Grades Committee</a></li> <li>• Course and Subject Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment design (authentic assessments)</li> <li>• Pass rates</li> <li>• <a href="#">AIB Course and Subject Benchmarks</a></li> <li>• 3-yearly Accessibility Reviews</li> </ul>
Scholarly	<ul style="list-style-type: none"> <li>• Ethics Committee</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Scholarly Activity</a></li> </ul>

Principles	Governance and Management	Resources and monitoring
		<ul style="list-style-type: none"> <li>• Subject Briefs</li> <li>• <a href="#">AIB Research Portal</a></li> <li>• <a href="#">AIB Scholarship Portal</a></li> <li>• <a href="#">AIB Research Resources Hub</a></li> <li>• Conference leave support</li> <li>• Weekly Research Seminar Program</li> <li>• Annual Candidates Conference</li> <li>• <a href="#">AIB Review</a></li> <li>• Management of Graduation</li> </ul>
<p>High performance / High Quality</p>	<ul style="list-style-type: none"> <li>• Board of Directors</li> <li>• Quality, Risk &amp; Compliance Committee</li> <li>• Ethics Committee</li> <li>• Research Admissions Committee</li> <li>• Academic Grades Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Student Evaluation of Teaching</li> <li>• Student Performance Reports advising Retention, Progression, Pass rates, Completions, Student and Graduate Satisfaction and Grade Distribution data</li> <li>• <a href="#">AIB Course and Subject Benchmarks</a></li> <li>• Alumni Insights</li> <li>• Director, Online Learning</li> <li>• The <a href="#">Student Learning Platform (Moodle)</a></li> <li>• Quality assured subject development process</li> <li>• Continuous improvement processes</li> <li>• Benchmarking, e.g. ACODE benchmarks</li> <li>• Internal Working Groups outcomes – Course reviews and re conceptualisations (Research)</li> <li>• <a href="#">AIB website</a> and other course information documentation</li> <li>• Annual Subject Quality Checkin Reports – implementation of agreed actions</li> <li>• Implementation of agreed actions from External Subject Reviews via Subject redevelopment</li> </ul>
<p>Flexible and Supportive</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy and Procedures</a>, including <a href="#">Student Support Policy</a>, <a href="#">Higher Degrees by Research Policy</a></li> <li>• Academic, Digital and Information Literacies Framework</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Converge International</a> (EAP) wellbeing support services, including utilisation reports</li> <li>• <a href="#">Studiosity</a> online tutoring service, including utilisation reports</li> <li>• Student Central—and other student facing support mechanisms</li> <li>• Librarians</li> <li>• Academic Skills Advisors</li> <li>• Built in Subject-level supports to develop students’ academic, digital and information literacies throughout their journey</li> <li>• Orientation Coordinator</li> </ul>

Principles	Governance and Management	Resources and monitoring
		<ul style="list-style-type: none"> <li>• Orientation Programs</li> <li>• Indigenous Student Mentors</li> </ul>
Dynamic and contemporary	<ul style="list-style-type: none"> <li>• AHRI Advisory Committee meetings / reports</li> <li>• Discipline-based Alumni Industry Panels</li> </ul>	<ul style="list-style-type: none"> <li>• Iterative continuous improvement model for AIB subjects &amp; courses</li> <li>• Integration of contemporary scholarship in all subjects</li> <li>• AIB developed and Industry perspective videos in subjects</li> <li>• Subject re writes</li> <li>• Authentic assessments</li> <li>• Current case studies</li> </ul>
<b>REVIEW TO IMPROVE</b>		
High Performance / High Quality	<ul style="list-style-type: none"> <li>• <a href="#">Course and Subject Review Policy</a></li> <li>• Review Committee</li> <li>• Major Course Review Committees</li> <li>• Specialisation Subcommittees</li> <li>• Interim Internal Course Review Committees</li> <li>• Quality, Risk and Compliance Committee</li> <li>• Student Safety and Wellbeing Advisory Committee</li> <li>• Retention and Progression Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Student Performance Reports advising Retention, Progression, Pass rates, Completions, Student and Graduate Satisfaction and Grade Distribution data</li> <li>• <a href="#">AIB Course and Subject Benchmarks ie AIB institutional benchmarks</a></li> <li>• AIB Review and Monitoring Schedule</li> <li>• Benchmarking</li> <li>• Minutes of Boards and Committees</li> <li>• Student Evaluation of Teaching</li> <li>• Alumni Insights</li> <li>• <a href="#">QILT website</a> – outcomes of surveys</li> <li>• External Peer Review of Assessments</li> <li>• Major Course Reviews</li> <li>• External Subject Reviews</li> <li>• Formalised links between evaluation and subject development/continuous improvement processes</li> <li>• Annual Subject Quality Checkin Reports</li> <li>• Subject Improvement Logs</li> <li>• Management of Graduation</li> </ul>
Flexible and supportive		<ul style="list-style-type: none"> <li>• SEST quantity and quality data</li> <li>• <a href="#">QILT website</a> and outcomes of Student Experience Surveys, Graduate Outcomes Surveys, and Employment Satisfaction Surveys</li> <li>• <a href="#">AIB Course and Subject Benchmarks</a></li> </ul>