



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:

- 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.

Scope

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 respects to plans and objectives.

Definitions

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

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

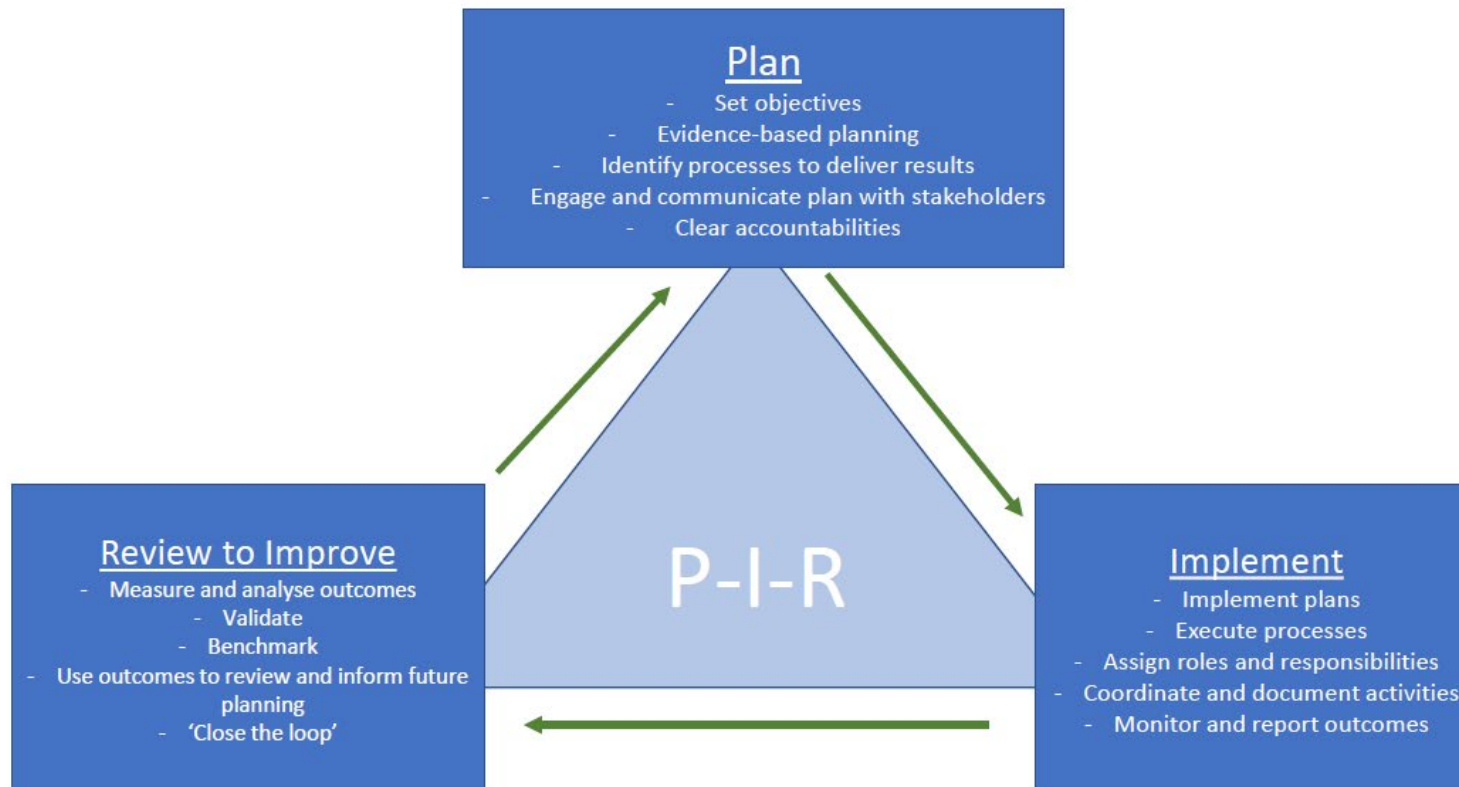
Observe our agreed academic principles and ensure that policies, procedures and systems are informed and guided by those principles. Operationally, quality refers to the configuration, alignment, management, measurement and reporting of all AIB activities in a way that is clearly consistent with the 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 and Frameworks:

Academic Policies
Admission and Marketing Policies
Assessment Policy
Corporate Quality Assurance Framework
Course and Subject Development and Approval Policy
Course and Subject Review Policy
Research Degrees Policies
Risk Management Framework
Student Administration Policies
Student Support Policy

Responsibility:

Academic Dean

Current Status:	Version 1
Approved By:	Academic Board
Effective From:	21 February 2019
Date of Approval:	21 February 2019
Previous Versions:	<i>Supersedes Quality Assurance Framework, V2, 27 July 2016</i>
Date of Next Review:	21 February 2022

Table 1: AIB Academic QA Framework

Principles	Governance	Resources and monitoring
PLAN		
Practical and accessible	<ul style="list-style-type: none"> • Mission, vision and values • Strategic Plan • Teaching, Learning and Research Plan • Academic Policies 	<ul style="list-style-type: none"> • Constructive Alignment in Course Design, including <ul style="list-style-type: none"> ○ alignment between graduate attributes, AQF requirements and learning outcomes ○ selection and sequencing of learning materials ○ assessment design • Assessment Policy and focus on authentic assessment
Scholarly	<ul style="list-style-type: none"> • Academic Board • Course and Subject Development and Approval Policy • Teaching, Learning and Research Plan 	<ul style="list-style-type: none"> • Academic Staff • Online Learning Framework • Progress reports – Teaching, Learning and Research Plan – as provided to AB, R&HDC and T&LC • AIB guidelines for inclusion of scholarship in subject design • Subject development and review procedures • Course Briefs • Subject Briefs
Dynamic and contemporary	<ul style="list-style-type: none"> • Industry Advisory Board Charter • AIB Policies • AHRI Advisory Sub Committee 	<ul style="list-style-type: none"> • Minutes / reports – Industry Advisory Board • Benchmarking • Review and Monitoring Schedule • Scholarly Activity Portal
High Performance High Quality	<ul style="list-style-type: none"> • Academic Board • Board of Directors • Quality, Risk and Compliance Committee • Teaching and Learning Committee • Ethics Committee 	<ul style="list-style-type: none"> • Minutes/ Reports – T&LC, EC, R&HDC, AB and QR&CC • Student Performance Reports advising Retention, Progression, Pass rates, Completions, Student and Graduate Satisfaction and Grade Distribution data • Staff Student Ratio

Principles	Governance	Resources and monitoring
	<ul style="list-style-type: none"> Research Higher Degrees Committee QRCC Admissions and Marketing Policies 	<ul style="list-style-type: none"> Scholarly Portal QA subject materials development process (maybe reference to continuous improvement process in subject development) AIB website and other course information documentation
Flexible and supportive	<ul style="list-style-type: none"> AIB Strategic Plan Teaching and Learning Committee Research Higher Degree Committee Online Learning Team Student Central support team 	<ul style="list-style-type: none"> MBA Orientation Module Research Orientation Module Highly flexible online delivery model, including Moodle and learning resources Studiosity Subject Timetables Moodle Platform and learning resources
IMPLEMENT		
Practical and accessible	<ul style="list-style-type: none"> Academic Board Academic Policies including the Assessment Policy Student Administration Policies 	<ul style="list-style-type: none"> Assessment design (authentic assessments) Pass rates Online delivery access
Scholarly	<ul style="list-style-type: none"> Teaching and Learning Committee Research and Higher Degrees Committee 	<ul style="list-style-type: none"> Scholarly activity Subject Outlines Scholarship Portal Conference leave support Weekly staff seminar program Annual research Workshop
High performance High Quality	<ul style="list-style-type: none"> Board of Directors Academic Board Teaching and Learning Committee Research and Higher Degrees Committee Quality, Risk and Compliance Committee Ethics Committee 	<ul style="list-style-type: none"> Student Evaluation of Teaching Student Performance Reports advising Retention, Progression, Pass rates, Completions, Student and Graduate Satisfaction and Grade Distribution data Alumni Insights Director, Online Learning

Principles	Governance	Resources and monitoring
		<ul style="list-style-type: none"> • Online Learning Platform – Moodle • Quality assured subject development process • Continuous improvement processes • Benchmarking, e.g. ACODE benchmarks • Internal Working Groups outcomes – Course reviews and re conceptualisations (Research) • AIB website and other course information documentation
Flexible and Supportive	<ul style="list-style-type: none"> • Policy and Procedures, including Student Support Policy, Research Degrees Policy 	<ul style="list-style-type: none"> • Converge International (EAP) • Studiosity • Student Central—and other student facing support mechanisms • Orientation Manager • Orientation module
Dynamic and contemporary	<ul style="list-style-type: none"> • AHRI Advisory Committee meetings / reports 	<ul style="list-style-type: none"> • Iterative continuous improvement model for AIB subjects & courses • Integration of contemporary scholarship in all subjects • Subject re writes • Authentic assessments • Current case studies
REVIEW TO IMPROVE		
High Performance High Quality	<ul style="list-style-type: none"> • Academic Board • Teaching and Learning Committee • Research and Higher Degrees Committee • Course and Subject Review Policy • Reviews Committee • Major Course Review Committees 	<ul style="list-style-type: none"> • Student Performance Reports advising Retention, Progression, Pass rates, Completions, Student and Graduate Satisfaction and Grade Distribution data • Review and Monitoring Schedule • Benchmarking • Minutes of Boards and Committees

Principles	Governance	Resources and monitoring
	<ul style="list-style-type: none"> • Interim Internal Course Review Committees • Quality, Risk and Compliance Committee 	<ul style="list-style-type: none"> • Student Evaluation of Teaching • Alumni Insights • QILT website – outcomes of surveys • External Peer Review of Assessments • Major Course Reviews • Subject Reviews • Formalised links between evaluation and subject development/continuous improvement processes
Flexible and supportive		SET quantity and quality data QILT website and outcomes of Student Experience Surveys Teaching Centre Student Surveys