



Quality Assurance Framework

1 Scope and Purpose

This framework outlines the processes for Russo Business School to support an ongoing culture of continuous improvement to assure the quality of its higher education courses and meet the standards required by the Higher Education Standards Framework (Threshold Standards) 2021. The focus of this document is on academic quality assurance, notwithstanding the necessary links to corporate planning and quality assurance overall.

This framework applies to Russo Business School's higher education community.

This framework does not include course review processes for Russo Business School's higher education courses, as specific course review details are in the Course Review Policy and Procedure.

2 Definitions

A glossary is provided at Appendix 1.

3 Policy Objectives

Quality Assurance is underpinned by effective continuous improvement processes that provide an avenue to assure the quality of Russo Business School's higher education courses and support mechanisms. To support continuous improvement processes, Russo Business School seeks feedback from a range of internal and external stakeholders. Quality assurance activities are aligned to Russo Business School's strategic objectives.

Russo Business School is committed to:

- a. Offering high quality higher education courses that are relevant and current
- b. Ensuring that courses are reviewed systematically for continuous improvement
- c. Maintaining a rigorous quality assurance framework that aligns with strategic objectives
- d. Undertaking quality assurance processes that integrate key elements of teaching and learning to achieve stated outcomes
- e. Utilising a range of data to improve courses and outcomes for students
- f. Providing quality resources and professional development for its staff.

4 Implementation

The Board of Directors has ultimate responsibility for the quality of all aspects of Russo Business School's operations and has appropriate delegations in place to assist with governing and managing Russo Business School. The Governance Framework provides an overview of the responsibilities for each Board and Committee. It also includes details on the review of governance arrangements and accountabilities.

The Academic Board is responsible for overall academic quality assurance and external monitoring of Russo Business School's higher education courses. The Teaching and Learning Committee is responsible for

ongoing internal monitoring of higher education courses and subjects under delegation from the Academic Board. The Teaching and Learning Committee reports regularly to the Academic Board on implementation of strategies, performance outcomes and data trends to assist with maintaining quality and implementing continuous improvement processes.

An annual schedule of business guides the quality review cycle.

4.1 Principles

Russo Business School adopts the PIRI quality management cycle (Plan, Implement, Review, Improve) as its overall planning and improvement process. The PIRI cycle integrates continuous improvement activities into the strategic planning process and all operational aspects of Russo Business School’s activities. A key element of the process is stakeholder consultation.

The range of linked activities includes:

- a. An institute-wide quality assurance and planning framework
- b. Annual review, planning and budgeting
- c. Regular course review processes and external accreditation
- d. Student surveys and feedback
- e. Feedback from staff and other stakeholders
- f. Performance reviews of staff, executive and governance
- g. Benchmarking and moderation
- h. Other review and improvement processes.



4.2 Framework elements

The Quality Assurance Framework encompasses the following elements:

- a. Corporate planning and management
- b. Academic quality assurance
- c. Policies and procedures
- d. Representation and information for students
- e. Student support and safety
- f. Stakeholder feedback
- g. Record keeping and reporting.

5 Procedure

The Board of Directors or Academic Board may request specific monitoring by the CEO, COO, Dean of Studies, and the Teaching and Learning Committee of any issues that arise from time to time. A range of policy and procedure documents contain details for other corporate and academic quality assurance mechanisms.

Changes in corporate plans and policies are disseminated to relevant stakeholders regularly and in a timely manner after each review cycle.

5.1 Corporate planning and management

An overview of corporate planning and management is in the Governance and Management Framework. As part of quality assurance, corporate business and strategic planning and risk management is reviewed under the PIRI cycle to ensure that strategic objectives are being met. All key planning documents are reviewed at least annually against stated key performance indicators (KPIs) and inform continuous improvement processes and plans. Stakeholder feedback and data analysis forms part of the review process.

5.2 Academic quality assurance

An overview of academic governance is in the Governance and Management Framework and details are provided in terms of reference for each Board and Committee.

The Teaching and Learning Plan is an integral part of academic quality assurance and is aligned to Russo Business School's strategic objectives. It sets out key teaching and learning objectives, strategies and performance indicators. As part of the PIRI cycle, an annual quality review process is undertaken which focuses on reviewing feedback and data to inform the continuous improvement process and determine if teaching and learning objectives have been met.

5.2.1 Academic integrity

Academic integrity is upheld via the implementation of a range of policies to protect the quality of Russo Business School's courses and its reputation, and to ensure that appropriate risk mitigation strategies are in place. A culture of scholarship and intellectual inquiry underpins the integrity of Russo Business School's courses together with rigorous policies and monitoring of academic honesty and misconduct.

Students are provided with information on what constitutes academic misconduct via the dissemination of relevant policies, orientation information and workshops. The Teaching and Learning Committee monitors data and outcomes and report regularly to the Academic Board.

5.2.2 Teaching and scholarship

The quality of teaching is integral to the overall quality of the courses and outcomes for students. Academic teaching staff are expected to hold qualifications at least one AQF level higher than the course they are teaching, or equivalent. New teaching staff are mentored by a senior academic when required, and all staff are expected to engage in scholarly activities to keep up-to-date with their discipline area. Russo Business School supports staff by providing a budget for scholarly and professional development activities.

5.2.3 External referencing

External referencing is a key component of quality assurance and is undertaken to compare Russo Business School's performance in the sector. External referencing may take the form of benchmarking, moderation or other activities defined by Russo Business School from time to time.

Benchmarking may be undertaken for corporate or academic purposes and may take several forms. Regular benchmarking of student progress rates and teaching and learning outcomes occurs annually. Further details are in the Benchmarking Policy and Procedure.

Moderation of assessment may be conducted internally or externally. Details are in the Assessment, Moderation and Progress Policy and Procedure.

5.3 Policies and Procedures

Policies and procedures are developed and approved by the relevant Board and revised on a regular basis. Typically, non-academic policies are approved by the Board of Directors and academic policies are approved by the Academic Board. These policies and procedures are integral to effective quality assurance at Russo Business School.

Policies and procedures are developed to meet the Higher Education Standards Framework (Threshold Standards) 2021 and any other relevant legislation. Revisions of policies and procedures may be as part of the regular review process (generally every three years) or due to changes in internal requirements or the external environment. Policy and procedure review should also consider current best practice.

All policies and procedures contain a revision history, approval details and are version controlled in accordance with the Records Management Policy and Procedure. A Policy and Procedure register is maintained to record the approval history.

Policies are available on Russo Business School's portal and/or website. Revisions of policies are published in a timely manner after approval and disseminated to relevant stakeholders. Staff and students receive initial information through staff induction or student orientation and are notified of relevant updates.

5.4 Representation and information for students

Information for students and stakeholders is accurate, accessible and provided in a timely manner, including students with special needs. Russo Business School ensures that relevant information is provided to students prior to acceptance of an offer in a place for a course.

Mechanisms are in place to review and update information and policies and to ensure that the most recent approved version is available to students and stakeholders.

5.5 Student support and safety

Russo Business School is committed to providing a harmonious, safe and supportive environment for all students enrolled. To give students a voice, Russo Business School supports students to create a Student Association and a student will be invited to represent the student body on Academic Board. Students are supported with assistance for academic, personal and general matters with the aim of early identification of students at risk. Students are encouraged to provide feedback on support mechanisms and their adequacy for students.

Reviews are undertaken regularly to ensure that students are provided with a safe and secure learning environment that is free from discrimination and harassment. Posters, charts, policies and procedures are disseminated to assist students with seeking support and understanding safety, health and wellbeing.

5.6 Stakeholder feedback

Stakeholder feedback is collected from a range of sources, such as students, teachers, graduates, staff and employers. Regular surveys are distributed to students each semester to obtain feedback on courses and teaching. Feedback from employers may be obtained via surveys, meetings or other methods. Staff feedback may be obtained through staff meetings or dedicated surveys. Data collected is used for general quality assurance purposes and for reviews of courses and subjects as applicable.

The range of data and collection mechanisms implemented and analysed regularly is as follows:

- a. Student feedback on the course and subjects including assessment and resourcing
- b. Student feedback on teaching
- c. Staff feedback on all aspects of the course, subjects, delivery and resourcing
- d. Enrolment, entry requirements and student attrition data
- e. Diversity and equity data
- f. Student progression data, grade distributions, moderation outcomes, achievement of course learning outcomes, and graduate attributes
- g. English language proficiency
- h. Student/staff ratios
- i. Articulation pathway data
- j. Feedback from Russo Business School's community
- k. Feedback from external stakeholders
- l. Benchmarking.

Outcomes of survey data on teaching evaluations is provided to relevant teachers each semester to assist with continuous improvement of their teaching and of subjects. Teacher evaluation data is used to inform performance reviews of academic teaching staff and subsequent preparation of staff development plans.

5.7 Record keeping and reporting

Russo Business School maintains appropriate record keeping of all quality assurance activities in keeping with its Records Management Policy and Procedure. Reports are prepared to document the outcomes of quality assurance processes and data analysis, with proposed recommended improvements for the relevant Board to consider and endorse. Such reports should include information on trends and make recommendations for improvement where relevant.

For academic matters, the Teaching and Learning Committee prepares reports on all data collected and analysed to assist with the mitigation of academic risk to the quality of the courses offered. The Learning and Teaching Committee also reports to the Academic Board as part of course and subject review

processes. The Academic Board may request specific monitoring and reporting by the Teaching and Learning Committee of any issues that arise from time to time.

6 Related documents

The following policies and procedures are related to this Policy and Procedure:

- a. Russo Business School Strategic Plan
- b. Benchmarking Policy and Procedure
- c. Course Development Policy and Procedure
- d. Course and Subject Review Policy and Procedure
- e. Governance and Management Framework
- f. Records Management Policy and Procedure
- g. Risk Management Framework
- h. Teaching and Learning Plan
- i. TEQSA Guidance Note: Academic Quality Assurance
- j. TEQSA Guidance Note: Benchmarking

7 Review

Three years from commencement.

8 Accountabilities

The Board of Directors is responsible for review and approval of this Policy and Procedure, with input from the Academic Board.

The Policy and Procedure is to be implemented via induction and training of staff and distribution to students and Russo Business School's higher education community via the website and other publications.

9 Revision history

Policy & Procedure Version No	Policy & Procedure Sponsor	Approval Authority	Date of Approval	Date for next review
1/2022	Chief Operating Officer	Board of Directors	13/07/2022	13/07/2022

Appendix 1: Glossary

Articulation is a defined pathway that enables a student to progress from a completed course of study to another course of study with admission and/or credit.

Attrition is the proportion of students commencing a course of study in a given year who neither complete nor return in the following year. It does not identify those students who defer their study or transfer to another institution – TEQSA.

Benchmarking is recognised as a means by which an entity can: demonstrate accountability to stakeholders; improve networking and collaborative relationships; generate management information; develop an increased understanding of practice, process or performance; and garner insights into how improvements might be made. In the context of course accreditation, benchmarking involves comparing performance outcomes and/or processes of similar courses of study delivered by other providers. 'Internal benchmarking' against other relevant courses offered by the provider may also be undertaken.

Course is a single course leading to an Australian higher education award.

Grade distributions are set by each higher education provider and involve analysing the aggregation of final grades using data by subject, course of study, student cohort or other grouping.

Graduate attributes are generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts.

KPIs (Key Performance Indicators) are a set of quantifiable measures used to gauge or compare performance in terms of meeting strategic and operational goals.

Learning outcomes are the expression of the set of discipline specific knowledge, skills (both cognitive and physical) and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Student progression rates are the equivalent full-time student load (EFTSL) passed as a percentage of the EFTSL attempted (comprising subjects passed, failed and withdrawn and excluding work experience in industry load).

Student/staff ratio is calculated by dividing the student load by the associated teaching staff effort where:

- student load is expressed as equivalent full-time student load (EFTSL) and
- teaching staff effort is the number of teachers expressed as full-time equivalents (FTE).

Subject is a discrete unit of study, where a combination of subjects make up a course of study.