

Course Quality Assurance Policy and Procedure

RSY-ACAD-PR-024-v2.0-Course Quality Assurance Policy and Procedure

Document History

Version	Date of Review	Date of Implementation	Change(s)
1.0	August 2016	Term 4, 2016	-
2.0	June 2017	Term 3, 2017	Updated the policy to change the position title from 'Head of Department' to 'Dean' and to clarify its responsibility.

Approved by: Academic Board on **13 June 2017**

Distribution List

To: All Academic and Transnational Staff
All RCDC contractors

Cc: Council members
Academic Board members

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1 Purpose

This policy and procedure enacts Raffles College of Design and Commerce's (RCDC's) Framework for Quality Assurance as it relates to the quality assurance of RCDC courses. This policy and procedure applies to all courses that RCDC offers and ensures a robust, efficient and effective system for the quality management the delivery of RCDC courses in Australia and offshore at Associate Colleges.

This policy and procedure forms part of the RCDC Course Development and Review framework.

2 Scope

This procedure applies to all courses and all staff in any location, including transnational locations (Associate Colleges) involved in the delivery of RCDC courses. This includes vocational education and training (VET) and higher education courses.

The Dean is responsible for ensuring this Policy is adhered to and for making updates as required.

3 Definition of Terms

Department: An academic department within RCDC as defined by RCDC.

Course: a structured program of study leading to the award of an accredited degree, diploma or certificate.

Dean is responsible for Academic content and quality assurance.

4 Policy Principles

- 4.1 RCDC Dean must approve the staff that will teach at an Associate College. Feedback from teaching evaluations of staff teaching at Associate Colleges will be combined with feedback on teaching at RCDC Sydney into a regular reports to the Learning and Teaching Committee and periodic reports the Academic Board on teaching quality. These reports will inform improvements to course delivery and the performance appraisal of teaching staff.
- 4.2 Course outlines must clearly state the learning outcomes and graduate attributes for the subject and the course and how these outcomes are achieved through the delivery of content and assessment. Course outlines must assist in providing information to students that RCDC is required to provide to students under the Threshold Standards, including self-study hours and assessment requirements.
- 4.3 The Dean and Program Directors are responsible for delivery of subjects through the upcoming year, and ensuring that delivery is faithful to the approved subject outline. Subject delivery must be the equivalent in all sites of delivery.
- 4.4 Each course and individual subjects offered at RCDC and at Associate Colleges must have the similar content and the same learning outcomes. Although some variation is expected regarding localisation of context, this should not affect learning outcomes which must remain common to all sites.
- 4.5 The only acceptable variations in assessment between campuses onshore and offshore will relate to the use of localised examples or case studies. Otherwise assessments must be the same. Assessment tasks and examinations will be set by RCDC and RCDC will approve all localisations

prior to the use. Assessment rubrics must be used for individual assessments such as assignments and the rubric for each assessment must be approved by RCDC.

- 4.6 RCDC quality assurance processes ensure that there is continuous improvement of courses and subjects beyond the periodic review of courses. This includes internal and external moderation to ensure that the achievement of learning outcomes and academic standards are consistent across subjects, degrees, and delivery sites.

5 Course Quality Assurance Procedure

5.1 Procedure Assuring Teaching Quality

- 5.1.1 The RCDC Dean and Program Directors are responsible for ensuring that teaching staff have the appropriate qualifications and experience. Final approval for all teaching staff in the Associate Colleges rests with the relevant Dean at RCDC. **Four weeks** prior to the commencement of the term the Dean will approve teaching staff for the forthcoming term for Associate Colleges.
- 5.1.2 A staffing report will be submitted to the College's Academic Board each term demonstrating the qualifications, experience and suitability of the staff to teach the subjects they are designated to teach.
- 5.1.3 Regular consolidated reports (at least two per year) will be presented to the Learning and Teaching Committee evaluating the quality of teaching at Australian and offshore delivery sites. A consolidated report will be presented to the Academic Board at least on a yearly basis, or more regularly if requested by the Board. These reports must contain recommendations for improvement of course delivery. The Learning and Teaching Committee will monitor implementation of these recommendations, with progress on implementation reported periodically to the Academic Board.

5.2 Requirements for Subject Outlines

- 5.2.1 The following information must be included in each Subject Outline:
1. Name of campus and department for subject
 2. Subject code and title in full and the number of credit points allocated to the subject
 3. Modes of delivery
 4. Locations of delivery
 5. RCDC Program Director including name, office location, telephone number, and consultation modes and times (where relevant for Australian campus);
 6. Where relevant, identification of lecturer/s and, in the case of Associate Colleges, local Program Directors, including telephone numbers, and consultation modes and times.
 7. Intended learning outcomes of the subject
 8. Mandatory minimum attendance requirements, where relevant
 9. Tutorial/laboratory times, where possible
 10. List of prescribed reading
 11. List of key references, including the statement (where relevant) that recommended readings are not intended as an exhaustive list and that students should use the Library catalogue and databases to locate additional resources.
 12. Any materials that should be purchased
 13. Any recent changes made to the subject, and the reason(s), for example in response to feedback from student surveys or external reviews.
 14. Clear advice on where students will find other relevant information, such as in a Student Handbook or guide, as set out in the General Advice section below.

5.3 Procedure for ensuring offshore equivalence

5.3.1 Subject outline equivalence

- a. At least **eight weeks prior to the commencement of the RCDC academic year**, RCDC will supply the Associate Colleges with a list of those subjects that will be delivered offshore in the forthcoming year as well as the name and contact details of the relevant RCDC's relevant subject coordinators and Program Directors.
- b. RCDC Program Directors will ensure that all up to date subject outlines and teaching materials for each subject are available on the Learning Management System at least **eight weeks** prior to the delivery of the subject to enable contextualisation.

5.3.2 Assessment task equivalence

- a. The Program Directors will provide each Associate College with the assessment task/s and assessment rubrics for each subject **four weeks** prior to the delivery of the subject to enable contextualisation to suit local pedagogical needs. Any contextualisation requires the prior approval of the Dean or Program Director at least **two weeks** prior to delivery. Contextualisation must only relate to localised examples or case studies and must not substantively change the assignment brief.
- b. All assignments and assessments other than examinations must use the RCDC assessment rubric. This rubric **must not** be amended by any Associate College academic, although they may provide feedback or suggestions to the RCDC Dean or Program Director on changes to the rubric. The assessment rubric for a particular assessment will therefore be identical at each every delivery site.
- c. RCDC must set examinations. The relevant RCDC or Program Director is responsible for approving the subject examination at least **four weeks** prior to the examination date. Associate Colleges may only make contextual modifications. Contextualisation must only relate to localised examples or case studies used in examination questions such as localised examples or case studies. These must be approved by the Dean or Program Director at least **two weeks** prior to the examination. All sites where RCDC subjects are taught must use the same format or style of examination. That is, for example, if an RCDC examination requires a three short form answers and one long-form response to a case study this cannot be replaced by a multiple choice examination at an Associate College. In this example the same format would be used but a localised case study could replace the RCDC case study.
- d. At least **two weeks** prior to the commencement of each academic term, the Associate College will provide to the Dean the contextualised subject outlines and teaching materials that contain all contextual modifications to be used in teaching the subject, along with evidence that required textbooks and readings and other learning resources will be available to students. There should be no change to the core subject content and learning outcomes as delivered in Australia.
- e. Teaching material must be made available to Associate Colleges no later than **three weeks prior** to the delivery of a subject. Associate Colleges' contextualisation of teaching materials must be approved by the relevant Program Director **one week prior** to the commencement of term.
- f. A detailed course outline with a detailed weekly lesson plan may be provided in lieu of teaching materials, provided that the Program Director or Program Coordinator holds a session with the teaching staff who will teach the subject at the Associate College so as to explicate the teaching material they will be presenting students in Australia, including presenting to them slides or other teaching materials they will use. In this case the Dean is still required to approve the Associate College's contextualised teaching material for the subject to be delivered.

5.4 Continuous improvement of courses

5.4.1 Moderation and course improvement

Internal and external moderation of subjects will occur in line with the RCDC Moderation Policy. Associate Colleges will participate in internal and external moderation and assessment pieces from RCDC students studying offshore will be included in all moderation exercises. The results of

moderation will be used to improve course outlines and assessment briefs, and to ensure consistent attainment of required learning outcomes and a consistent standard across campuses. Improvements made to course outlines and assessment briefs will be reported to the Learning and Teaching Committee, the Academic Board, the Associated Colleges and to students. Moderation provides evidence of whether students are achieving the intended learning outcomes and therefore forms a core part of RCDC's approach to course quality assurance. Moderation processes help to establish whether the course content and assessment briefs enable students to achieve course learning outcomes and graduate attributes.

5.4.2 Annual Review of Subjects

An annual Quality Assurance Review of subjects will be undertaken of the course syllabus by the Program Director to ensure that the content, textbooks and readings, and assessment tasks remain appropriate to the learning outcomes and that the learning outcomes for each subject remain appropriate to the course rationale and RCDC graduate attributes. Reading lists and learning materials referenced in course outlines will be updated annually. A brief report will be presented to the Academic Board at its first meeting of each year summarising the results of the annual review of the previous year in terms of improvements made to subjects and any recommendations for substantive change that need to be made to new subject or a course. Detailed discussion of subject improvements will take place in the Learning and Teaching Committee.

6 Legal and Policy Framework

- Australian Qualifications Framework (AQF)
- Higher Education Standards (Threshold Standards)
- TEQSA Guidance Note: Course Approval, Design and Delivery
- TEQSA Guidance Note: Academic Quality Assurance
- RCDC's Learning and Teaching Strategic Plan
- RCDC's Quality Assurance Framework