



UOW
COLLEGE

ACADEMIC QUALITY STANDARDS

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Supporting Documents, Procedures & Forms:	Academic Integrity and Student Conduct Policy Conferral and Issuance Policy Course Progress Policy Feedback Policy Records Management Policy (Staff) Student Academic Consideration Policy		
References & Legislation:	Australian Qualifications Framework Education Services for Overseas Students Act 2000 (ESOS Act) Higher Education Standards Framework 2015 Quality Assurance Agreement UOW – UOW College National Standards for ELICOS Providers and Courses (ELICOS Standards) Standards for Registered Training Organisations (RTOs) 2015		



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1 Purpose

- 1.1 This Standard forms the basis of UOW College's operationalisation of its commitment to rigorous and high-quality programs.
- 1.2 These Standards are supported by the College's academic governance structure and the Delegations of Authority Policy.

2 Scope

- 2.1 This Standard applies to all learning and teaching activities conducted by UOW College irrespective of delivery location.
- 2.2 These Standards do not apply to English Language Testing operations or Study Tour programs.
- 2.3 The requirements of this Standard are threshold requirements which have been developed with consideration of industry best practice.
- 2.4 Where there is an inconsistency between this Standard and another UOW College Policy Document, these Standards will prevail to the extent of the inconsistency (with the exception of the Delegations of Authority Policy).

3 Definitions

Word/Term	Definition
Academic Integrity	Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. Academic integrity is foundational to the work of the whole academic community, including students, teachers, researchers, coordinators and administrators.
Academic Governance	A central component of governance, academic governance refers to the policies, processes, systems, strategies and resources that ensure the integrity of academic standards and continuous improvement in academic activities are initially approved, and where necessary referred to the corporate governing body and subsequently monitored.
Academic Misconduct	A breach of academic integrity.



Academic Performance	Refers to the evaluation of individual students, teachers and institutional performance against clearly defined academic quality indicators.
Academic Quality Assurance	Is a demonstration or verification that a desired level of quality of an academic activity has been attained or sustained.
Assessment	An academic task which a student is required to complete to provide a basis for an official record of achievement or certification of competence in a subject, as stipulated in the Subject Outline.
Australian Qualifications Framework (AQF)	The framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State or Territory ministerial council with the responsibility for higher education.
Competent	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to the new situations and environments.
Cohort	All students commencing in a course of study in a particular year or session with UOW College.
Course	A program of study that includes those courses leading to higher education and vocational awards and non-award courses.
Course Coordinator	A staff member with nominated responsibility for the coordination of a course/s.
Course Outline	The document in hard copy and/or electronic format governing content, delivery and assessment of material for a Course.
Delegated Authority	A person given Delegated Authority to perform a prescribed action under UOW Enterprises Delegation of Authority Policy
E-Learning	Comprises all forms of electronically supported learning and teaching, and the information and communication systems that serve as specific media to implement the learning process. Also referred to as Learning Management System, Learning Platform, and/or Online Learning.
ELICOS	English Language Intensive Course for Overseas Students.
ETS	English for Tertiary Studies.
Final Examination	A formal examination conducted during an institution's designated examination period, normally at the end of the teaching session, or a supplementary examination approved in place of an examination during the designated examination period.



Final Examination Period	Period during which final examinations are held.
In-Class Test	A test, examination, quiz or review conducted during a session or cycle under classroom supervision.
Learning Outcomes	Statements of the knowledge, understanding and skills students are expected to achieve as a result of engagement with the content of the Subject or course.
Moderation	Quality assurance, control processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.
Session	A defined period of study offered in the Academic, Vocational and English Language Programs.
Subject	A self-contained unit of study.
Subject Outline	The document outlining content, delivery, and assessment of material for a Subject. This may also be referred to as a Course Outline.
Supplementary Examination	A further assessment undertaken by students in place of a scheduled assessment with the approval of the delegated authority.
Teacher	A staff member (whether permanent, sessional, or casual) who carries out teaching or training responsibilities.
Unit of Competency	A unit of competency is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised.
Validation	The initial review of the quality of an assessment tool or process. Validation involves systematically checking that the assessment tool/s produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the course/subject are met.



4 Delegation of Responsibilities

- 4.1 UOW Enterprises delegates:
- a. Executive responsibility for Academic Performance and Governance to the UOW Enterprises Director Academic Performance and Governance.
 - b. Functional responsibility for Academic Quality Assurance at UOW College to the UOW College Academic Quality Manager.
- 4.2 Schedule 1 provides a high-level outline of the responsibilities associated with Academic Quality.

5 Course Accreditation

- 5.1 Accreditation will be maintained for all courses offered by UOW College unless exempted by the Academic Board.
- 5.2 Relevant accreditation bodies include:
- a. TEQSA: Higher education and ELICOS programs;
 - b. ASQA: Vocational Education and Training (VET) programs;
 - c. ANMAC: Professional program accreditation for VET nursing programs; and
 - d. UOW: Foundation and enabling programs and selected higher education programs.
- 5.3 CRICOS registration will also be maintained for courses that UOW College intends to offer to overseas students.

6 Course Design Standards

- 6.1 All courses delivered at UOW College will be:
- a. Intellectually challenging;
 - b. Research and enquiry based;
 - c. Real world focused; and
 - d. Supported by relevant technologies
- 6.2 UOW College courses will adhere to requirements of the Australian Qualifications Framework (AQF) for all relevant courses.



- 6.3 UOW College English Language Courses will align with the Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability.
- 6.4 UOW College will consider the requirements of the UOW Course Policy when designing new programs and courses.

7 Assessment Design and Quality

- 7.1 UOW College is committed to maintaining relevant, engaging and appropriate pedagogical approaches to assessment which:
 - a. Are student-centric;
 - b. Embrace technology; and
 - c. Reflect industry best practice.

Assessment Design

- 7.2 UOW College is committed to delivering assessments which:
 - a. Treat all students fairly and openly;
 - b. Recognise that student and teachers share responsibility for learning; and
 - c. Provide sufficient information to enable students to develop a greater understanding of the subject matter.
- 7.3 All assessment design will reflect accreditation requirements, and:
 - a. Promote learning;
 - b. Measure performance to indicate whether, and how well, a student has met the stated learning outcomes of the course/subject; and
 - c. Reflect the level of complexity required by students to demonstrate the relevant learning outcomes.
- 7.4 All assessment will be designed with clear and appropriate marking criteria.
- 7.5 Assessment tasks must be weighted so as to reflect the time and effort required to complete the task. With the exception of Vocational Programs, no single assessment, including group assessment, is to be weighted in excess of 60% of the total marks for the subject. This threshold may be waived by the Head of Program in exceptional, documented circumstances.
- 7.6 Assessments that involve group work must be designed to allow individual contributions to be reflected in the final result awarded to each student.



- 7.7 Formal Examinations must be prepared in accordance with the institutional standards and stipulations, outlined in the Final Exam Procedure.

Assessment Generally

- 7.8 All subject resources (including a Subject Outline) must be accessible to students electronically before the commencement of teaching. Teaching staff are responsible for outlining the content of the Subject/Course outline with students during the first week of each subject.
- 7.9 Subject Outlines must stipulate assessment for that subject either explicitly or through reference to an Assessment Guide. As a minimum, the Subject Outline will, for each assessment, provide:
- Detailed information about the assessment piece, including the assessment criteria;
 - The weighting the assessment will have in the determination of overall grades;
 - The due date of assessment; and
 - The method, procedure and format of submission.
- 7.10 Prior to the release of final results for a given session, students are required to retain a copy of all work submitted, and must, at the request of the Subject/Unit Coordinator or Program Manager, re-submit previously submitted assessment pieces.
- 7.11 Where a student fails to meet the specified deadline for an assessment, in the absence of an application for academic consideration, they shall receive a penalty determined as specified in the 'Assessment and Examinations Guidelines for Students'. These Guidelines will be made available to students via the UOW College website.
- 7.12 In the absence of evidence to the contrary, students are presumed to consent to their work being used for future teaching and learning purposes by UOW College staff.

Marking

- 7.13 UOW College will award the following marks for all assessment and final marks in all Higher Education and Pathway subjects:

Range	Grade	Award	Descriptor
85% - 100%	HD	High Distinction	Awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes.



75% - 84%	D	Distinction	Awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes.
65% - 74%	C	Credit	Awarded for the performance that provides evidence of a high level of attainment of the relevant subject learning outcomes.
50% - 65%	P	Pass	Awarded for performance that provides evidence of a satisfactory level of attainment of the relevant subject learning outcomes.
0% - 49%	F	Fail	Awarded for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.
	PS	Pass Supplementary	Awarded to students who have successfully completed a supplementary assessment.
	TF	Technical Fail	Awarded when minimum performance level requirements as detailed in the subject outline (including attendance) have not been achieved irrespective of whether the student has achieved the subject learning outcomes
	WH	Withheld	An interim award signifying marks for the subject have been withheld as a result of the student sitting a supplementary or deferred assessment; or due to a formal investigation into the students conduct; or another unavoidable delay in assessing the students' performance.
	WS	Withheld (supplementary)	An interim award signifying marks for the subject have been withheld due to a centrally-administered supplementary exam being offered
	WD	Withheld (deferred)	An interim award signifying marks for the subject have been withheld due to due to a centrally-administered deferred examination



		being provided in response to a successful academic consideration application
ND	Not Declared	A grade that is generated by the student system when a grade has not been declared.

7.14 ETS courses will be awarded marks based on the following scheme:

Range	Grade	Award	Descriptor
85% - 100%	HD	High Distinction	Awarded for performance that provides evidence of an outstanding level of attainment of the relevant course learning outcomes.
75% - 84%	D	Distinction	Awarded for performance that provides evidence of a superior level of attainment of the relevant course learning outcomes.
65% - 74%	C	Credit	Awarded for the performance that provides evidence of a high level of attainment of the relevant course learning outcomes.
50% - 65%	P	Pass	Awarded for performance that provides evidence of a satisfactory level of attainment of the relevant course learning outcomes.
0% - 49%	F	Fail	Awarded for performance that does not provide sufficient evidence of attainment of the relevant course learning outcomes.
	TF	Technical Fail	Awarded when minimum performance level requirements as detailed in the subject outline (including attendance) have not been achieved irrespective of whether the student has achieved the subject learning outcomes
	WH	Withheld	An interim award signifying marks for the subject have been withheld as a result of the student sitting a supplementary or deferred assessment; or due to a formal investigation into the students conduct; or another unavoidable delay in assessing the students' performance.



WS	Withheld (supplementary)	An interim award signifying marks for the subject have been withheld due to a centrally-administered supplementary exam being offered
WD	Withheld (deferred)	An interim award signifying marks for the subject have been withheld due to due to a centrally-administered deferred examination being provided in response to a successful academic consideration application
ND	Not Declared	A grade that is generated by the student system when a grade has not been declared.

7.15 Individual vocational assessments delivered by UOW College will be awarded the following grades:

Grade	Award	Descriptor
S	Satisfactory	A satisfactory grade is awarded for performance that demonstrates a satisfactory level of attainment of the relevant assessment.
NSU	Not Yet Satisfactory	A not yet satisfactory grade is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant assessment.

7.16 Vocational Units of Competency delivered by UOW College will be awarded the following grades:

Grade	Award	Descriptor
C	Competent	Awarded in a Unit of Competency where the candidate has shown evidence of competency in the skills being assessed.
NYC	Not Yet Competent	Awarded in a Unit of Competency where a candidate has not shown evidence of competency in the skills being assessed.

7.17 Attendance at class cannot be used as a basis for the award of marks, though may be a factor in the determination in the award of a Technical Fail grade.



7.18 In accordance with the Student Grievance Policy, UOW College students may challenge an assessor's mark determination.

Feedback

7.19 For all in-session assessment tasks submitted in ELICOS and academic courses and subjects, and for all assessment tasks submitted in vocational units of competency, students will be provided with feedback through SMP or Moodle which must:

- a. Be constructive;
- b. Appropriately explain student performance in relation to the assessment criteria; and
- c. To allow student to improve their future performance; and
- d. Be provided within two weeks of the due date or date of submission (whichever is later).

Academic Consideration and Assessment

7.20 Where a student has submitted an application for academic consideration for an assessment, the student may be:

- a. Provided with an extension to the due date of an assessment; in such cases, late penalties will be applied from the new due date as specified in the Student Academic Consideration Policy; and
- b. Allowed to sit supplementary assessment.

7.21 Applications will be managed in the form prescribed by the Student Academic Consideration Policy.

Supplementary Assessment

7.22 Supplementary Assessments are assessments undertaken by students who have been deemed eligible to complete an additional assessment task by the delegated authority.

- a. Supplementary assessments will be undertaken at the time and location determined by the delegated authority.

Determination of Final Results

7.23 Final results will reflect a student's actual academic performance in the relevant subject. Assessment marks will not normally be scaled, however, UOW College reserves the right to scale assessment marks in its sole and absolute discretion (with the exception of Vocational Programs).

7.24 Records of all final and assessment results will be retained in accordance with the Records Management Policy.



7.25 Details of the process for the determination of final marks will be kept in the Finalisation of Student Results Guidelines.

Quality Assurance of Assessment

7.26 In addition to regular monitoring and review, the quality of all assessment will be assured through:

- a. Internal validation prior to initial use of assessment;
- b. Internal marking audits;
- c. Scheduled validation; and
- d. Scheduled or unscheduled moderation processes.

8 Course and Subject Approval

8.1 UOW College has a robust framework for the design, development and approval of new courses and course deletions. New and revised courses and subjects must:

- a. Be internally approved in line with the Delegations of Authority;
- b. Be approved through UOW's course approval process where the course is accredited by UOW. This process will be centrally coordinated via the Director Academic Performance and Governance;
- c. Have all requisite course records completed; and
- d. Have completed all institutional and external accreditation prior to the first delivery of the course and subject.

8.2 The supporting Course Approval Procedure and Delegations of Authority provide further information regarding the course and subject approval process.

9 Teaching Quality

9.1 UOW College is committed to delivering high-quality teaching to support positive student learning and development. UOW College will ensure that:

- a. The staffing complement for each course of study meet the educational, academic support and administrative needs of student cohorts undertaking the course;
- b. The staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes;



- c. All placements shall be supervised by qualified staff who can assure and monitor student outcomes; and
 - d. All relevant regulatory obligations in relation to teaching and learning are discharged.
- 9.2 Staff must only be delegated responsibility for academic oversight, supervisory roles and teaching, where they have:
- a. Knowledge of contemporary developments in the discipline or field, informed by continuing scholarship, research or advances in practice;
 - b. Relevant skills in contemporary pedagogy; and
 - c. A qualification in a relevant discipline at least one AQF level higher than is awarded for the course of study.
 - i. For Vocational Programs staff may be employed to teach programs at the same AQF level in accordance with the Standards for Registered Training Organisations (RTOs).

10 E-Learning Standards

- 10.1 UOW College is committed to engaging students in a contemporary and relevant manner in technology-enabled learning environments.
- 10.2 Staff with E-Learning responsibilities must utilise UOW College's approved e-learning system, and as a minimum, provide the following resources through the platform:
- a. Subject outline;
 - b. Assessment details (including the assessment criteria);
 - c. General subject and/or lecture notes;
 - d. A forum for peer to peer communication;
 - e. Online assessment submission (except in cases where the format of the assessment prohibits online submission); and
 - f. Links to relevant support material or services.
- 10.3 Where possible, the following resources should be provided to students through the e-learning platform:
- a. Student dashboard; and
 - b. Attendance records, where attendance is recorded.
- 10.4 Staff with E-Learning responsibilities must provide the following resources either through the e-learning platform or Student Management Package:



- a. Assessment marks and/or grades for each assessment as listed in the subject outline; and
 - b. Online assessment feedback.
- 10.5 A higher minimum standard may be adapted to suit the needs of a particular course or delivery mode.

11 Academic Integrity

- 11.1 UOW College is committed to intellectual openness and freedom of opinion.
- 11.2 UOW College recognises that Academic Integrity:
- a. Is a shared responsibility between students and staff;
 - b. Is fundamental to, and should be inbuilt within learning and teaching;
 - c. Involves the ongoing development of a complex network of strategies and responsibilities across our institutions; and
 - d. Requires the College to educate and support students through developing academic skills.
- 11.3 UOW College is committed to embedding skills and knowledge into subjects and courses to ensure students are able to develop good academic practice.
- 11.4 All students studying at UOW College are expected to:
- a. Be familiar with the principles of academic integrity;
 - b. Encourage other students to uphold academic integrity and discourage others from academic misconduct;
 - c. Familiarise themselves with the expectations for assessment, including assessment task requirements, acknowledgement practices, and marking criteria;
 - d. Be aware of their individual rights and responsibilities regarding the proper use of copyright material;
 - e. Not cheat, plagiarise work or provide false information;
 - f. Take responsibility for producing their own work, collaborating with others in an appropriate manner and be able to substantiate their claims to authorship in a group assignment;
 - g. Appropriately acknowledge ideas, designs and works of others used in their academic work;



- h. Submit assessment tasks and exams in English, using their own works; and
- i. Otherwise, refrain from any form of academic misconduct defined in any institutional policy.

12 Academic Risk Management

- 12.1 UOW College's strategic planning and academic review processes are supported by and aligned with, institution and Group-wide strategic and operational risk assessments, risk management planning and other reviews and monitoring activities.
- 12.2 Outcomes of risk assessment and management activities will be used to:
 - a. Set priorities and guide the development of strategies to achieve strategic goals;
 - b. Evaluate performance; and
 - c. Provide assurance.
- 12.3 All UOW College staff share responsibility for identifying and reporting potential academic risks to the UOWE Director, Academic Performance and Governance.
- 12.4 In accordance with the Academic Quality and Risk Control Framework:
 - a. All potential and real academic risks must be reported to the UOW College Academic Board and the Quality and Compliance Committee; and
 - b. Any high-level risks must be reported to the UOWE Audit and Risk Committee.

13 Academic Performance Tracking

- 13.1 UOW College is committed to ensuring that students have equivalent opportunities for successful retention, progression and completion in their course of study, irrespective of their educational background, entry pathway, study load or place of study.
- 13.2 UOW College is committed to monitoring the academic performance and outcomes of its student cohorts through courses of study, to enable review and improvement. The procedure for tracking is specified in the Student Academic Performance Tracking Procedure.
- 13.3 Analysis of student academic performance outcomes will be conducted annually at a cohort level and will consider a range of academic quality and performance indicators, including, but not limited to:



- a. Progression;
 - b. Attrition; and
 - c. Completion.
- 13.4 For each cohort, relevant factors will be analysed to determine whether students have equivalent opportunities, and to address differences where these are identified.
- 13.5 Data will be analysed in the context of a range of factors including, but not limited to:
- a. Entry path;
 - b. Credit awarded;
 - c. Study load;
 - d. Location of study;
 - e. Student type;
 - f. Student support provision; and
 - g. Benchmarking outcomes.
- 13.6 UOW College will establish an annual calendar of student academic performance tracking and reporting. This calendar is to be provided to the UOWE Director Academic Performance and Governance for monitoring and oversight.
- 13.7 Performance targets will be established and approved in line with external benchmarking and institutional academic governance structures.
- 13.8 UOW College seeks to ensure that students are admitted at an appropriate level, to the appropriate course of study, and are supported with appropriate student support mechanisms.
- 13.9 UOW College will ensure that there are appropriate mechanisms in place, including comprehensive student support services, to enable positive student academic performance outcomes.

Benchmarking

- 13.10 UOW College will conduct benchmarking to:
- a. Inform target setting;
 - b. Track performance in relation to similar institutions; and
 - c. Provide data to analyse performance, identify areas for improvement, and address these areas.
- 13.11 UOW College is committed to engaging in ongoing benchmarking initiatives in the following areas, with at least one active initiative in each category in each calendar year:



- a. Student academic performance outcomes, including progression, attrition and completion rates;
- b. Student experience;
- c. Graduate outcomes; and
- d. Assessment practices.

Recording and monitoring improvements and changes

13.12 Where analysis of student academic performance identifies opportunities for improvement, these must be considered as part of course and student support mechanism reviews.

13.13 Improvements made to one course of study will also be applied to other courses of study where appropriate. Systemic changes will be evaluated for their impact on all courses of study.

13.14 Changes made to a course of study will be considered when conducting subsequent relevant analysis.

14 Ongoing Quality Monitoring, Review and Improvement

14.1 UOW College will monitor and review its educational strategy, practice and procedure.

14.2 The results of regular monitoring, comprehensive reviews and external referencing will be used to:

- a. Drive continuous improvement; and
- b. Mitigate future risks to the quality of the education provided.

Comprehensive Quality Review

14.3 As a minimum, UOW College will schedule and undertake a comprehensive review, every five years, all,

- a. Courses delivered; and
- b. Subjects taught.

14.4 Such a review will, of a course and/or subject level, be informed by external referencing and consider:

- a. The design and content;
- b. Expected learning outcomes;
- c. Methods for assessment of those outcomes;
- d. The extent of students' achievement of learning outcomes;
- e. Emerging developments in the field of education;



- f. Changing needs of students; and
 - g. Any identified risks to the quality of the offering.
- 14.5 Following the completion of a review, a report shall be developed addressing the evaluation criteria and including any recommendations for improvement. Such a report is to be submitted to the appropriate institutional academic governance body.
- 14.6 Where legislation or curriculum accreditation changes or serious performance issues are identified, an unscheduled review may be initiated. Where such a review takes place, the scheduled review date may be adjusted.

15 Student Feedback and Continuous Improvement

- 15.1 UOW College recognises that collecting and responding to student feedback and evaluation is an important mechanism for driving continuous improvement and enhancing the quality of learning and teaching.
- 15.2 UOW College is committed to collecting student feedback through a variety of formal and informal manners, including surveys, focus groups and specific consultation as described in the Feedback Policy.
- 15.3 Information derived from all evaluation instruments will be analysed and considered as part of quality enhancement activities.
- 15.4 Wherever possible, outcomes from student feedback will be made available to students.

16 Version Control and Change History

Version Control	Date Approved	Approved By	Amendment
1	23 November 2017	Academic Board	New Standard.



Schedule 1: Academic Quality Responsibilities

The following provides a high-level summary of the responsibilities associated with academic quality at UOW College. It is not intended to provide an exhaustive list of responsibilities and should be read in conjunction with the Delegations of Authority, other UOW College Policies and individual job descriptions.

	UOWE Director Academic Governance and Performance	Academic Quality Manager	Program Managers	Subject/Cluster/Vocational Program Managers	Other UOW Enterprises/College Staff	
External Accreditation	Executive Oversight	Functional Oversight			<i>Manager Regulatory Affairs and Policy</i>	
Course Design				X		
Assessment Design				X	X	
Course and Subject Approval			X	X		
Teaching Quality				X		
E-Learning				X		
Academic Integrity				X	X	<i>Manager Regulatory Affairs and Policy</i>
Academic Risk Management			X	X	X	<i>All staff</i>
Academic Performance Tracking				X	X	<i>Data Analytics Coordinator</i>
Ongoing Quality Monitoring, Review and Improvement				X	X	
Student Feedback			X	X	<i>Student Services Manager</i>	