

Quality Assurance Policy

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Responsibility: Executive Director Quality	Date Last Reviewed:
Approval: Academic Board	Version: 16.1

Purpose

UCOL's commitment to quality is laid out in the Overview section of the Academic Quality Management System (AQMS).

This policy supplements the AQMS, outlining responsibilities, the elements of continuous quality improvement and the commitment of UCOL to the Self-assessment model in quality assurance.

Scope

Institution wide.

Responsibility

This policy is the responsibility of the Executive Director, Quality.

The Academic Board is responsible for monitoring and promoting academic excellence through the Self-Assessment model.

It is the responsibility of each Faculty Board of Educational Improvement to approve and monitor the Self-Assessment reports for programmes and training schemes (leading to an award) and it is the responsibility of the relevant Directors to approve and monitor the Self-Assessment reports for the service areas.

The Executive Deans, Campus Managers, Service Managers and Heads of Schools are responsible for the planning, staging and reporting of facilitated or team review self-assessment activities. They also have responsibility for instituting timely action plans in response to agreed quality improvement opportunities where these are identified and will result in 'added value' outcomes.

The Director of Academic Development is responsible for institutional oversight and coordination of all self-assessment processes.

Policy Statements

1. UCOL is committed to on-going quality improvement and self-assessment processes, and expects each and every UCOL staff member to take responsibility for maintaining Quality.
2. Quality improvement outcomes will align with UCOL's vision, mission, values and goals, and focus on improving education performance indicators.

3. UCOL uses a Self-Assessment system to evaluate and report on practices and processes in all organisational areas of the institute: academic, non-academic, management and governance.
4. Self-Assessment focuses on outcomes, what is being achieved and the value of that for students, employer and industry stakeholders and the wider community;
5. The Self-Assessment process results in evidence-based conclusions about what needs to be included in action plans, and strategic and business plans that will lead to positive change and continuous improvement.
6. All programmes leading to an award delivered by UCOL and service areas are self-assessed, evaluated and reported on in accordance with the Self-Assessment in Quality Assurance Guidelines;
7. All programmes leading to a qualification at level 7 or above will be quality assured as part of the monitoring and review process required by NZQA quality assurance.
8. Industry organisations and professional bodies assist with quality assurance processes for programmes.
9. Action plans are monitored, and their progress reported on by Executive Deans and Service Managers.
10. Although Self-Assessment is a continuous quality improvement process, all programmes and training schemes leading to an award of a qualification, including those offered under an agreement for delivery of teaching and learning, will require a formal Self-Assessment Report.
11. Copies of all Self-Assessment reports and resulting action plans are to be stored on SharePoint in the relevant faculty team folder as 'living documents'. Completed reports and resulting action plans are to be forwarded to the Director, Academic Development for centralised recording and reporting purposes.

Relevant Legislation

- Education (Tertiary Reforms) Amendment Act 2007

Related Documentation

- [Academic Statute](#)
- [Academic Quality Management System](#)
- [Self-Assessment Report for Programmes](#)
- [Self-Assessment in Quality Assurance Guidelines](#)
- [Monitoring and Review of Programmes \(level 7 and above\) Policy](#)
- [National Guidelines, NZQA Evaluate site](#)