

Teaching and Learning Quality Assurance Manual



Office of Pro Vice-Chancellor Teaching and Learning

Title:	Overall Quality Assurance Framework
Last Revised:	July 2004
Antecedents:	<i>Mapping Quality Assurance Framework</i> , Academic Senate, 27 April 2001, Minute 2.1.2
Date Approved:	Academic Senate, 15 June 2001, minute 2.13

Overall Quality Assurance Framework

The Quality Assurance Framework for Teaching and Learning at the University of Tasmania is based on an INPUTS, PROCESSES and OUTPUTS model (see Figure 1). The aim is to produce graduates of national and international standard. Extensive quality improvement processes are in place to ensure that the quality of teaching and learning inputs and processes is improved on a continuous basis. The inputs-processes-outputs model is situated within the University's strategic and resource allocation framework, with a comprehensive review system in place to ensure all elements are monitored. The University is committed to systematic review and improvement of all of its activities, as an integral part of its strategic planning, resource allocation and quality assurance processes. A set of principles guides this review system:

- Reviews are undertaken within the context of the strategic directions of the University.
- There is a clear specification of who is responsible for reviews.
- There is involvement of all stakeholders, including students.
- There is external representation within the review process.
- All University operations are to be reviewed on a regular cycle.
- Operations may be reviewed out of cycle if and when issues arise.
- There are agreed performance indicators for each type of review.
- Reviews are followed up with reporting on implementation and outcomes.

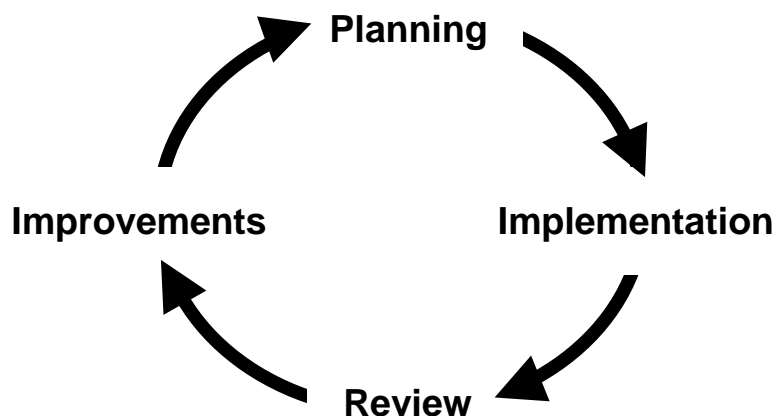


FIGURE 1: QUALITY ASSURANCE FRAMEWORK – TEACHING & LEARNING

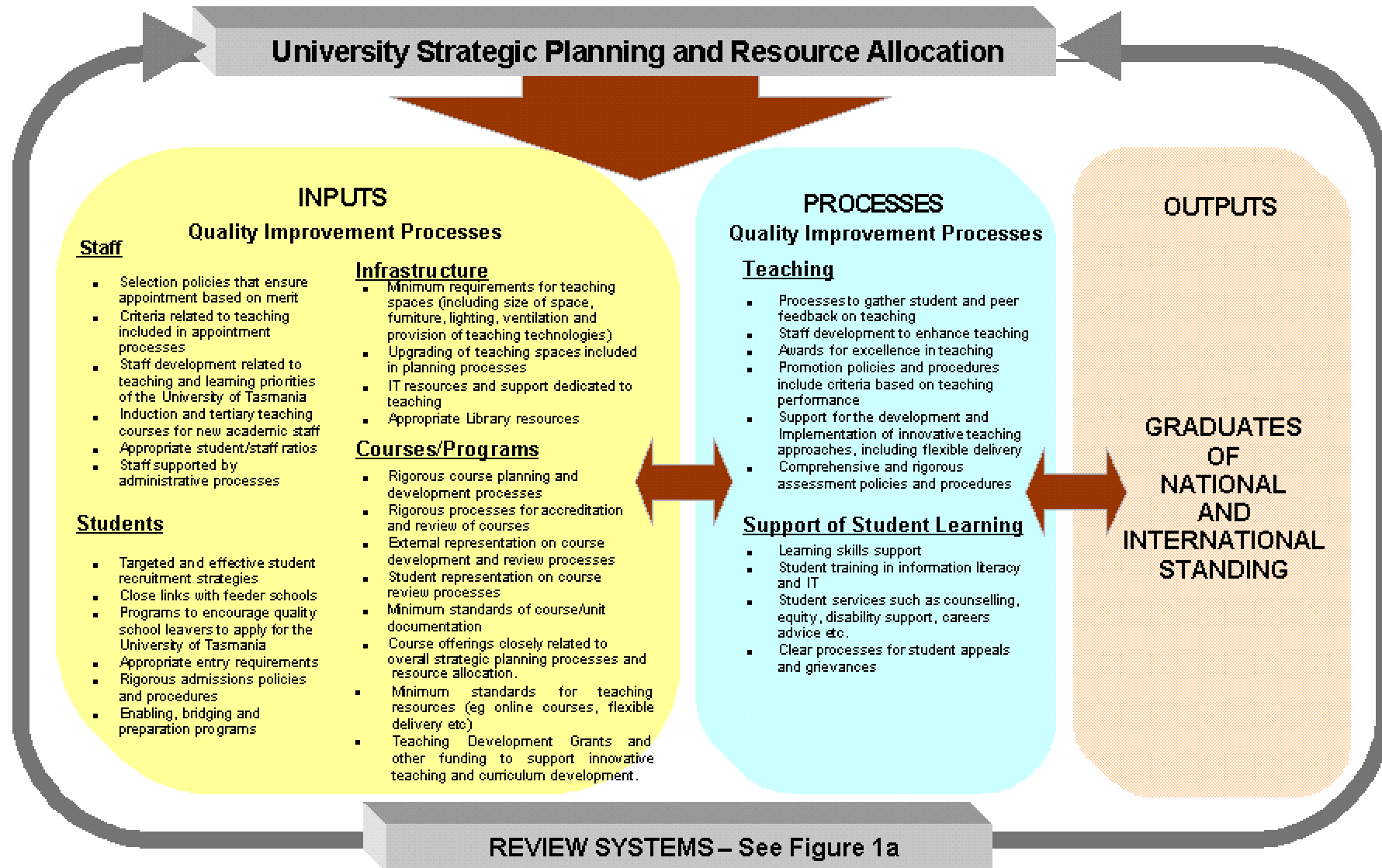


FIGURE 1a: Quality Assurance Framework—Review Systems

