



ZENITH INNOVATION INSTITUTE
UNPARALLELED EXCELLENCE

Quality Assurance Framework

Version 1.2

Zenith Innovation Institute



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UNPARALLELED EXCELLENCE

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Associated Information

Approving Body	Governing Board
Date approved	24 Apr 2025
Date of effect	Commencement of operation
Next scheduled review	Two years from policy commencement
Policy owner	Chief Executive Officer (CEO)
Policy contact	Chief Executive Officer (CEO)
Related Documents	Assessment Moderation Policy and Procedure Compliance Management Framework Course Development and Approval Policy and Procedure Course Monitoring and Review Policy and Procedure External Referencing and Benchmarking Policy and Procedure Policy Development Policy and Procedure Student Grievance Policy and Procedure Student Appeals Policy and Procedure Stakeholder Feedback Policy and Procedure Risk Management Framework Risk Management Policy and Procedure
Related Legislative and Regulatory Instruments	Standard 5.3.7 Standard 6.1.3 Standard 6.3.2 Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Education Services for Overseas Students Act 2000 (ESOS Act)

Purpose

1. Zenith Innovation Institute (**Zenith / the Institute**) has developed this Quality Assurance Framework (the **Framework/the Quality Assurance Framework**) to embed a culture of continuous improvement and enable evidence-based decision-making by establishing clear structures and processes for ongoing quality assurance activities at Zenith.

Scope

2. The Framework applies to the higher education operations of the Institute including all governance members and staff.

What is quality assurance?

3. Quality assurance is a 'mechanism (systems, processes, activities) employed' to check that a desired level of quality has been achieved in relation to 'any aspects of a provider's operations', including its academic activities.¹
4. The Framework has been developed to address all aspects of Zenith's higher education operations, including academic quality.

Elements of quality assurance

5. The Institute is adopting an integrated approach to quality assurance, which comprises of the following key elements:



FOCUS AREAS	MAPPED TO HESF 2021	ELEMENTS OF QUALITY ASSURANCE	
<ul style="list-style-type: none"> Facilities and Infrastructure Staffing Academic Integrity Course Approval Academic Governance Monitoring and Accountability 	2.1 3.2 5.1-5.3 5.1-5.3 6.2, 6.3 6.2, 6.3	Governance Accountability	Responsibility for the overall quality of Zenith rests with the Governing Board (GB), which has delegated ongoing monitoring of quality to its subcommittees, including the Academic Board (AB).

¹ TEQSA, [Guidance Note: Academic Quality Assurance](#), Version 2.2



FOCUS AREAS	MAPPED TO HESF 2021	ELEMENTS OF QUALITY ASSURANCE	
<ul style="list-style-type: none"> ■ Facilities and Infrastructure ■ Staffing ■ Monitoring and Accountability ■ Information and Representation 	2.1 3.2, 3.3 6.2 7.1, 7.2	Planning Framework	<p>Institutional plans are established at Zenith to monitor progress against strategic and academic objectives, taking into consideration market needs, risks, and the financial resources, infrastructure and workforce required to enable the realisation of the Institute's long-term vision. These institutional plans include the <i>Strategic Plan</i>, the <i>Learning and Teaching Plan</i>, the <i>Risk Management Framework</i>, the <i>Business Plan</i>, the <i>Marketing and Student Recruitment Plan</i>, the <i>Workforce Plan</i> and the <i>Facilities and Resources Plan</i>.</p>
<ul style="list-style-type: none"> ■ Course approval ■ Corporate Governance ■ Academic Governance ■ Student Support 	5.1 6.1 6.3 1.3, 2.2, 5.3, 6.1, 7.2	Policy Framework	<p>A framework comprising of all Zenith's policies, procedures, guidelines and plans contribute to quality assurance, continuous improvement and compliance with the relevant standards and requirements by articulating the Institute's expectations of quality. The development of this framework of policies and procedures will be guided by the higher education regulatory framework, relevant professional accreditation standards or requirements and relevant legislation.</p> <p>At the core of the higher education regulatory framework is the <i>Tertiary Education Quality and Standards Act 2011</i> and the <i>Education Services for Overseas Students Act 2000</i> including subordinate instruments, which include the <i>Higher Education Standards Framework (Threshold Standards) 2021</i> and the <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i>.</p> <p>The Institute has established a comprehensive Student Support Framework to prioritise the personal and academic wellbeing of students, ensuring their success. The framework provides inclusive, timely, and, where relevant, confidential services without additional charges, or at a reasonable cost when involving external providers. It is tailored to meet the specific needs of identified student subgroups, responsive to sector or regulatory changes, and regularly reviewed based on stakeholder feedback, student success data, and external benchmarking. Continuous improvements are made based on monitoring and review, ensuring that student support remains relevant and effective for all students.</p>
<ul style="list-style-type: none"> ■ Course Design ■ Course Approval 	1.3 3.1		<p>Courses development follows an established, robust process of course</p>



FOCUS AREAS	MAPPED TO HESF 2021	ELEMENTS OF QUALITY ASSURANCE	
<ul style="list-style-type: none"> ■ Monitoring, Review and Improvements ■ Corporate Governance ■ Academic Governance 	<p>5.1, 5.3</p> <p>6.1</p> <p>6.3</p>	Course Development and Review ²	<p>design and approval and once accredited by TEQSA are subject to regular reviews which include feedback from suitable independent expert/s³.</p> <p>The process is internally assured through delegated responsibility from the Governing Board (GB), after their approval of a course proposal. The Academic Board (AB) sets the parameters for the design and development process and delegates responsibility to a Course Advisory Committee (CAC), who oversees the design of the course structure, content, course learning outcomes and assessment methods, with input from internal and external cognate disciplinary expert.</p> <p>Importantly, course design principles reflect emerging developments in the discipline, consistent with sector practice and benchmarked with comparators from Australia and overseas.</p> <p>After accreditation by TEQSA, quality assurance activities over the stages of the course review lifecycle will involve interim monitoring of units at the end of each semester, annual review of courses and comprehensive five-year reviews, taking into consideration internal and external evidence and feedback, and closing the loop on all feedback.</p> <p>The Institute will be guided in course development and review through policies including the <i>Course Development and Approval Policy and Procedure</i>, and <i>Course Monitoring and Review Policy and Procedure</i>.</p>
<ul style="list-style-type: none"> ■ Academic Governance ■ Course Design ■ Monitoring, Review and Improvements ■ Staffing ■ Scholarly Activity 	<p>1.3, 1.4</p> <p>3.1, 3.2</p> <p>5.3</p> <p>5.3</p> <p>3.2, B1.1</p>	Assessment Moderation	<p>Assessment design process is informed by guiding principles which incorporate scheduled feedback at the critical stages of the course delivery to ensure that students can achieve the specified learning outcomes by the completion of their course, and receive an appropriate grade reflecting their level of achievement.</p> <p>To evaluate the extent to which assessment design achieves this, assessment marking must be regularly moderated and reviewed to validate the grades awarded and confirm that students have achieved the required learning outcomes on completion of a unit or of the course.</p>

² [Guidance Note for Course Design](#), Version 1.3

³ <https://www.teqsa.gov.au/guides-resources/resources/sector-updates-and-alerts/independent-experts-engaged-providers>



FOCUS AREAS	MAPPED TO HESF 2021	ELEMENTS OF QUALITY ASSURANCE	
			<p>Assessment moderation and review activities can involve various moderation practices which seek to establish the validity and reliability of the assessment method regardless of the assessor, place and time and are undertaken in accordance with the Institute's <i>Assessment Moderation Policy and Procedure</i>.</p> <p>Staff are provided with professional development opportunities which align with assuring the quality of the moderation and review process for each course.</p> <p>In addition, the Institute is dedicated to supporting academic staff in ongoing scholarship to promote professional growth, academic excellence, and knowledge advancement. Scholarly activity is encouraged at both individual and institutional levels, with support mechanisms including financial aid, access to up-to-date learning resources, and adjustments to teaching workload. Scholarship requirements are incorporated into employment contracts, covering activities such as participation in pedagogical and disciplinary research, presenting scholarly work, publishing in peer-reviewed outlets, engaging in research projects, and contributing to external funding proposals.</p>
<ul style="list-style-type: none"> ■ Admissions ■ Qualifications and Certification ■ Diversity and Equity ■ Student Grievances and Complaints ■ Staffing ■ Academic Integrity ■ Corporate Governance ■ Monitoring and Accountability ■ Academic Governance ■ Representation ■ Information for Prospective students ■ Information Management 	<p>1.1, 1.2, 1.5</p> <p>1.1, 1.2, 1.5</p> <p>2.2, 2.4</p> <p>2.2, 2.4</p> <p>3.2</p> <p>5.2</p> <p>6.1, 6.2, 6.3</p> <p>6.1, 6.2, 6.3</p> <p>6.1, 6.2, 6.3</p> <p>7.1, 7.2, 7.3</p> <p>7.1, 7.2, 7.3</p> <p>7.1, 7.2, 7.3</p>	Compliance and Risk Management	<p>There are processes for monitoring compliance with the policy framework, which articulates Zenith's expectations of quality. The Institute's <i>Compliance Management Framework</i> provides guidance on compliance monitoring. Additionally, Zenith has established a comprehensive <i>Risk Management Framework</i>, which includes a <i>Risk Register</i> to outline and provide updates on the various risks identified by the Institute. The <i>ICT and Cybersecurity Management Policy and Procedure</i> ensures robust measures are in place to address cybersecurity challenges. Furthermore, Zenith has developed an <i>AI Framework</i> to evaluate how artificial intelligence impacts and supports the achievement of learning objectives, aligning with broader risk management and compliance strategies</p>



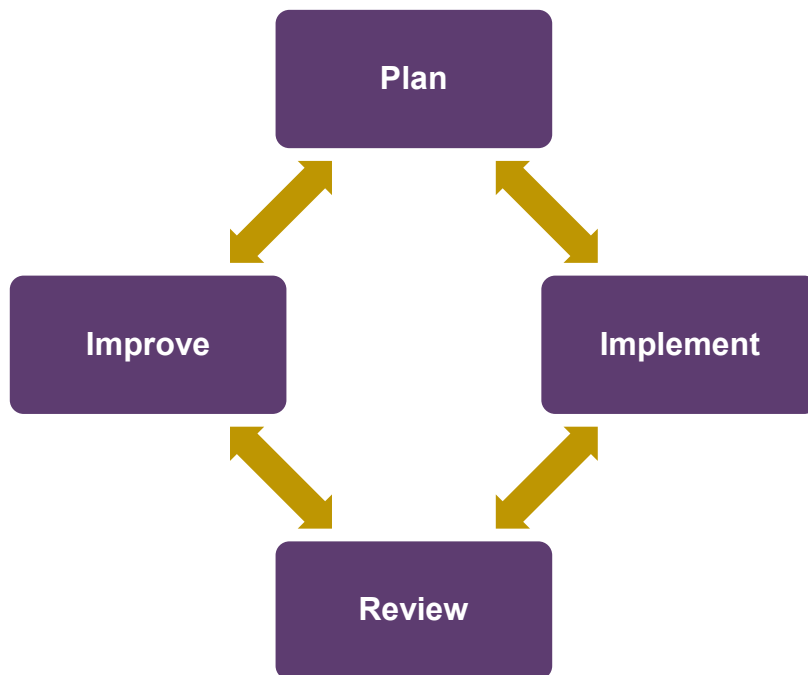
FOCUS AREAS	MAPPED TO HESF 2021	ELEMENTS OF QUALITY ASSURANCE	
<ul style="list-style-type: none"> ■ Admission ■ Progression ■ Course Approval ■ Monitoring, Review and Improvements ■ Academic Governance 	<p>1.1, 1.3, 1.4</p> <p>1.1, 1.3, 1.4</p> <p>5.1, 5.3</p> <p>5.1, 5.3</p> <p>6.3</p>	External Referencing & Benchmarking	<p>External Referencing and Benchmarking is a key element in assuring quality is consistent with, or exceeds, the sector. Zenith's <i>External Referencing and Benchmarking Policy and Procedure</i> sets out an approach towards external referencing, which includes the frequency of benchmarking and the responsible body. Feedback from students, graduates, staff (academic and non-academic) and governance members will be critical to determine the extent to which quality has been attained, and is outlined in the <i>Stakeholder Feedback Policy and Procedure</i>.</p>
<ul style="list-style-type: none"> ■ Admission ■ Progression ■ Staffing ■ Course Approval ■ Monitoring, Review and Improvements ■ Representation 	<p>1.1, 1.3, 1.4</p> <p>1.1, 1.3, 1.4</p> <p>3.2</p> <p>5.1, 5.3</p> <p>5.1, 5.3</p> <p>7.1</p>	Data Collection, Analysis & Reporting	<p>Student performance and outcome data provide insights into the quality of delivery, the robustness of admissions standards, and the effectiveness of student support, integrity policies, and agent performance. Therefore, cohort data on student attrition, progression, completion, graduate success and grade distribution will be collected, analysed and reported on to the AB and the GB.</p> <p>To support these processes, Zenith has established several relevant policies and procedures, including the <i>Records and Data Management Policy and Procedure</i>, which governs the accurate and secure management of student records and data; the <i>Personal Information and Privacy Policy and Procedure</i>, which ensures compliance with privacy laws and protects the confidentiality of personal information; the <i>Advertising and Marketing Policy and Procedure</i>, which upholds the accuracy and integrity of information provided to students; and the <i>Admission Policy and Procedure</i>, which ensures transparency and fairness in the admissions process. These policies collectively ensure that students receive correct and current information while safeguarding their privacy and supporting informed decision-making.</p>

Quality System

PIRI Quality System

- Zenith's PIRI Quality System is a cyclical system for ongoing quality monitoring, review and improvement, as depicted diagrammatically in Figure 1. It is through the PIRI Quality System that the Institute will embed the elements of quality assurance.

Figure 1 – Plan, Implement, Review, Improve (PIRI) Quality Cycle



7. The cyclical system is comprised of four complementary processes:
- (a) **Plan:** develop and approve institutional plans against the strategic and academic objectives in accordance with Zenith’s *Planning Framework* to respond to risks identified via the audit and risk processes mapped out in the *Risk Management Framework* and recorded in the *Risk Register*;
 - (b) **Implement:** implement the institutional plan and monitor performance against the strategic and academic objectives;
 - (c) **Review:** review, validate and evaluate the Quality Assurance Activities outlined in Appendix 1, and make the necessary adjustments based on the outcome; and
 - (d) **Improve:** implement quality improvements and plan for addressing performance deficiencies, and as part of this process, utilise data sourced from stakeholder feedback.

Zenith governance | corporate and academic

8. Zenith has a robust corporate and academic governance structure whereby:
- (a) the GB is accountable for the quality and compliance of the higher education operations;
 - (b) the GB and the AB are responsible for the approval, oversight of implementation and review the Institute’s policy suite; and
 - (c) processes for risk management are overseen by the GB and are governed under the Institute’s *Risk Management Framework* and *Risk Management Policy and Procedure*.
9. As the peak academic governance body, the AB is accountable for protecting the academic integrity and quality of the Institute’s higher education operations. Appendix 1 outlines the annual schedule of academic quality assurance activities as overseen by the AB.

Delegations

10. The GB ensures that the management structure of Zenith is clearly separated from governance. The smooth running of Zenith requires that management and senior academic leaders interact, cooperate, communicate and collaborate with the governing bodies to achieve and deliver Zenith's objectives.
11. The GB appoints a Chief Executive Officer (**CEO**) to oversee and provide leadership and management of the operations of Zenith. The GB monitors the performance of the CEO. The CEO is accountable for implementing the vision and strategic direction of the Institute and to oversee student experience across Zenith. The CEO is an ex-officio member of the GB. The CEO attends and reports to the GB.
12. The Academic Dean of Zenith reports to the CEO and is responsible for the academic management of the Institute. The Academic Dean is an ex-officio member of the AB.

Effective governance

13. The effectiveness of Zenith's governance arrangements is reviewed at least once every five years by an independent reviewer who will evaluate the effectiveness of both corporate and academic governance.
14. The terms of reference will be regularly reviewed to ensure corporate and academic governance bodies acquit accountabilities against the relevant requirements of the *Higher Education Standards Framework (2021)* and other statutory and regulatory obligations.

Ensuring compliance

15. Zenith ensures ongoing compliance with relevant regulatory, statutory and legislative frameworks and requirements as articulated in the *Compliance Management Framework*. This includes ensuring compliance with legislation, regulation and other instruments, the Institute's policies and procedures, and professional/statutory accreditation standards where relevant.
16. Zenith's *Policy Development Policy and Procedure* ensures that the Institute's policy framework is coherent, compliant and enables continuous improvement through review, alignment with regulatory standards and identification of accountabilities.

Academic Quality

17. The Institute's courses are subject to robust design, review and approval procedures, and are regularly reviewed to ensure currency, relevancy and quality.
18. The Institute's *Course Development and Approval Policy and Procedure*, and *Course Monitoring and Review Policy and Procedure* govern how courses are developed, reviewed and quality-assured. This includes review and scrutiny by independent disciplinary experts, and ongoing monitoring by internal academic governance committees.

Student experience and outcomes

19. The Institute collects, analyses and monitors a range of student performance data by cohort to enable identification of quality issues that may be negatively impacting student progression, retention, experience and outcomes and to initiate corrective action.
20. Student data collection includes performance data and outcomes including:
 - (a) attrition rates;
 - (b) progression rates;
 - (c) completion rates;
 - (d) grade distributions;

- (e) student satisfaction; and
 - (f) graduate outcomes (when available).
21. Data is also collected to enable monitoring of potential issues related to admission standards and processes, breaches of academic integrity and agent performance.
 22. Student performance data is regularly reported to the AB and the GB to enable identification and mitigation of risks to particular student cohorts and to implement strategies tailored to support students
 23. *Appendix 2 sets out key performance data collection, analysis and reporting channels.*

External Referencing, Benchmarking and validation

24. Zenith engages in external referencing and benchmarking to assess and evaluate performance and practice against other higher education providers in the sector as set out in the *External Referencing and Benchmarking Policy and Procedure*. This includes an analysis of the status and trends in the Institute's existing and future markets.
25. These activities assist to assure the Institute that the quality of Zenith's higher education operations meets or exceed sector-wide benchmarks and expectations and enable the Institute to address any identified gaps or deficiencies.
26. The Institute ensures that the assessment validly and reliably measures student achievement of expected learning outcomes as set out in the *Assessment Moderation Policy and Procedure*. Assessment and moderation practices are overseen by the AB. In addition, the Institute recognises the importance of course benchmarking to ensure the quality and comparability of its offerings. External referencing and benchmarking activities are guided by the *External Referencing and Benchmarking Policy and Procedure*, which facilitate comparisons of academic standards, learning outcomes, and assessment practices with other institutions. This comprehensive approach supports continuous improvement and alignment with sector standards.

Stakeholder feedback and evaluation

27. Zenith collects and responds to student feedback to enhance the quality of teaching and learning and the student experience as set out in the *Stakeholder Feedback Policy and Procedure*.
28. Surveys and focus groups are used to obtain student input on a range of activities, services and facilities, including teaching, units and courses.
29. Surveys inform the continual improvement of teaching and courses and also provide summative evidence for staff performance reviews and internal and external quality assurance reporting requirements.

Dissemination of Information

30. Zenith is committed to providing clear, timely, and precise information to staff and students regarding its operations. Relevant policies and procedures are made accessible through the website, ensuring online availability for all stakeholders, including details regarding potential implications for student course choices and participation.

Planning and Review

31. Zenith engages in a structured regimen of planning through inter-related plans that are regularly reviewed and updated. This process allows ZII to focus on its operations, with accountability mechanisms in place for Institute staff.

Strategic Planning

32. Best business practice dictates that a higher education provider maintains an up-to-date strategic plan, which is approved by the governing body, understood by stakeholders, and provides clarity regarding the provider's future directions.
33. ZII's Governing Board is responsible for developing a 5-year Strategic Plan that promotes a forward-looking culture, unity of purpose, and clearly articulates the Institute's enduring mission and near-term directions.
34. The process for developing the Strategic Plan includes:
 - Consulting key stakeholders.
 - Reviewing the current Strategic Plan (if applicable).
 - Reviewing ZII's vision and mission to align with the Institute's philosophy.
 - Conducting an Environmental Situation Analysis and SWOT Analysis.
 - Setting strategic directions, enrolment targets, and developing an action plan.
 - Allocating responsibilities for actions and setting timeframes.
 - Determining success measures for each objective.
 - Drafting the plan, seeking stakeholder feedback, consulting the Academic Board, and finalising the plan for approval by the Governing Board.
35. The Strategic Plan is regularly reviewed to ensure objectives are met, and actions are held accountable.
36. Progress on the Strategic Plan's action plan and success measures are monitored by the Executive Management Team, with regular reports provided by the CEO to the Governing Board. If actions are not completed within the timeframe, an explanation is provided, along with a remedial action plan.
37. The Strategic Plan is updated annually, with the updated plan approved by the Governing Board.
38. A new Strategic Plan is developed during the final year of the current plan, ready for approval by the Governing Board

Marketing Planning

39. Zenith develops a 5-year Marketing Plan to meet enrolment targets outlined in the Strategic and Business Plans, ensure compliance in providing marketing information, and monitor agent recruitment strategies for compliance.
40. The Marketing Plan, developed by the Marketing Manager and reviewed by the Executive Management Team, includes:
 - An analysis of Zenith's marketplace, courses, competitors, and competitive advantage.
 - Enrolment targets, marketing strategies, an action plan, and proposed budget.
 - Compliance self-assurance and student recruitment strategies.
41. The Marketing Plan is regularly reviewed to adapt to changing circumstances.
42. The Marketing Plan's effectiveness is monitored, with regular reports provided by the CEO to the Governing Board. If strategies fail to deliver enrolments, a remedial action plan is proposed.
43. A revised Marketing Plan is developed annually.

Financial Planning

- 44. Financial planning supports Zenith's operations and enables performance measurement by senior management and the Governing Board. Financial forecasts are based on student enrolments, staffing plans, and resource requirements, aligned with the strategic objectives and enrolment targets.
- 45. The Finance Manager, working with the CEO, is responsible for developing the Financial Plan and its forecasts, which are approved by the Governing Board.
- 46. Financial forecasts are updated after each study period's census date, with regular reports from the Finance Manager to the Governing Board, analysing actual performance and explaining significant variances. Any remedial actions are also reported.
- 47. A revised Financial Plan for the next 5 years is developed annually.

Risk Management Planning

- 48. Zenith develops a Risk Management Plan to identify, analyse, evaluate, monitor, and mitigate risks that could impact its operations, staff, stakeholders, and compliance objectives.
- 49. The plan addresses risks affecting operations, academic goals, financial integrity, cybersecurity, and governance.
- 50. Risk mitigation strategies are developed for each identified risk category, focusing resources on high or extreme risks, and outlining measures to reduce likelihood and impact.
- 51. The Audit and Risk Committee and Executive Management Team assess risk mitigation effectiveness annually, with updates provided to the Governing Board for approval.

Workforce Planning

- 52. Zenith's Workforce Plan ensures sufficient, qualified staff to meet current and future demands for leadership, operational, academic, and support staff to achieve higher education objectives and expected student learning outcomes.
- 53. The 5-year Workforce Plan is reviewed annually by the Executive Management Team.

Academic Planning

- 54. Zenith develops a Learning and Teaching Plan, including key academic objectives and actions for the next two years.
- 55. A review of the resources may also be included to outline further development of learning resources.
- 56. The Learning and Teaching Plan is updated biennially, with approval from the Academic Board.

Business Continuity Planning

- 57. Zenith develops and maintains a Business Continuity Plan to ensure preparedness for disruptions that threaten business continuity, such as ICT infrastructure outages.
- 58. The plan is regularly updated by the Executive Management Team and presented to the Governing Board annually.

Dissemination of Plans

- 59. Effective dissemination of planning information is crucial for achieving maximum impact. Information on planning is shared with stakeholders through appropriate channels.
- 60. The Executive Management Team is responsible for implementing a dissemination strategy to ensure key information, including the Institute's mission and goals, is communicated effectively.

Review

61. The *Quality Assurance Framework* will be reviewed periodically to ensure currency and accuracy of information, processes and activities.

Definitions

62. For the purposes of this Framework, the following terms are defined as follows:

Term	Definition
Governing Bodies	The Governing Board (GB) and its subcommittees, and the Academic Board (AB) and its subcommittees
PIRI	Plan, Implement, Review, Improve (PIRI) is a cyclical system for ongoing quality improvement
Quality Assurance	The management and organisational processes in place for checking that the standards and quality of higher education provision by the Institute meet the higher education sector requirements
Quality improvement	The management and organisational processes in place for ongoing/continuous improvement of higher education provision by the Institute

Appendix 1 – Schedule of quality assurance activities overseen by Zenith’s governing bodies

Item	Action	Frequency	Relevant Policies and Procedures
Quality Assurance Framework	Review of effectiveness and adequacy of the Quality Assurance Framework	At least annually	<ul style="list-style-type: none"> Quality Assurance Framework
Course review	<ul style="list-style-type: none"> Monitor progress with the schedule of course reviews or TEQSA's re-accreditation cycle based on scope of review: Comprehensive course review Major review Minor review 	<ul style="list-style-type: none"> Five years after (re)-accreditation by TEQSA, or as required Annually Each semester, or as required 	<ul style="list-style-type: none"> Course Monitoring and Review Policy and Procedure Assessment Guidelines Course Quality Assurance Assessment Policy and Procedure
Unit review, including subject moderation	Monitor progress with the schedule of unit reviews and subject moderation	Each semester or as scheduled	<ul style="list-style-type: none"> Assessment Moderation Policy and Procedure Assessment Policy and Procedure Assessment Guidelines Course Quality Assurance
Academic processes audit plan	Review the adequacy of planned audits	Annually	<ul style="list-style-type: none"> Academic Progression and Students at Risk Policy and Procedure
Academic integrity	<ul style="list-style-type: none"> Monitor the register of academic misconduct Review the effectiveness of the Institute's academic integrity framework 	<ul style="list-style-type: none"> Each semester Annually 	<ul style="list-style-type: none"> Staff Academic Integrity Policy and Procedure Student Academic Integrity Policy and Procedure Academic Misconduct Register AI Framework
Academic benchmarking program	Review the adequacy and status of the schedule of benchmarking activities	Annually	<ul style="list-style-type: none"> External Referencing and Benchmarking Policy and Procedure
Course professional accreditation requirements	Review of status and changes in professional accreditation requirements	Every 2 years or as required	<ul style="list-style-type: none"> Course Development and Approval Policy and Procedure Course Discontinuation and Teach Out Policy and Procedure Course Monitoring and Review Policy and Procedure



Item	Action	Frequency	Relevant Policies and Procedures
			<ul style="list-style-type: none"> ■ Assessment Guidelines Course Quality Assurance
Academic legislative and regulatory requirements	Monitor legislative, regulatory and legal developments impacting on academic matters	Annually	<ul style="list-style-type: none"> ■ Academic Freedom Policy ■ Academic Progression and Students at Risk Policy and Procedure ■ AI Framework ■ Compliance Management Framework ■ Delegations Policy and Schedule ■ Credit and Recognition of Prior Learning Policy and Procedure ■ Graduation and Issuance Policy and Procedure ■ Library Services and Learning Resource Policy and Procedure ■ Records and Data Management Policy and Procedure ■ Risk Management Framework ■ Staff Qualifications and Equivalence Policy and Procedure ■ Staff Scholarly Activity Policy and Procedure ■ Student Appeals Policy and Procedure ■ Student Equity and Diversity Policy and Procedure ■ Student Grievance Policy and Procedure ■ Student Misconduct Policy and Procedure ■ Student Reasonable Adjustment Policy and Procedure ■ Student Support Framework ■ Student Transfer Policy and Procedure ■ Learning and Teaching Plan ■ Third Party Delivery Policy and Procedure ■ Work Integrated Learning (WIL) Policy and Procedure ■ Workforce Plan



Item	Action	Frequency	Relevant Policies and Procedures
Academic indicators	Review academic indicators for coverage, relevance and quality	Every 2 years	<ul style="list-style-type: none"> ■ Learning and Teaching Plan ■ Academic Progression and Students at Risk Policy and Procedure ■ Staff Academic Integrity Policy and Procedure ■ Student Academic Integrity Policy and Procedure ■ Academic Misconduct Register ■ AI Framework ■ External Referencing and Benchmarking Policy and Procedure
Institutional plan reviews	Review the strategic and academic objectives and revise Plans to reflect areas identified for improvement	Annually or as required	<ul style="list-style-type: none"> ■ Workforce Plan ■ Learning and Teaching Plan ■ Risk Management Framework ■ Business Continuity Plan ■ Strategic Plan ■ Financial Projections ■ Marketing Plan



Appendix 2 – Schedule of key performance data collection, analysis and reporting

Item	Action	Frequency	Reported to	Relevant Policies and Procedures
Academic integrity	<ul style="list-style-type: none"> Number of reported academic misconduct cases Number of confirmed academic misconduct cases Register of Academic Misconduct 	Each semester	<ul style="list-style-type: none"> Teaching and Learning Committee Academic Board Governing Board 	<ul style="list-style-type: none"> Staff Academic Integrity Policy and Procedure Student Academic Integrity Policy and Procedure Academic Misconduct Register AI Framework
Admission	Number of students admitted to the Institute (including pathways)	Each semester	<ul style="list-style-type: none"> Teaching and Learning Committee Academic Board Governing Board 	<ul style="list-style-type: none"> Admission Policy and Procedure Credit and Recognition of Prior Learning Policy and Procedure Student Enrolment and Completion Policy and Procedure
Assessment appeals	<ul style="list-style-type: none"> Number of lodged assessment appeals Number of marking reviews granted 	Each semester	<ul style="list-style-type: none"> Teaching and Learning Committee Academic Board 	<ul style="list-style-type: none"> Student Appeals Policy and Procedure Student Grievance Policy and Procedure Assessment Policy and Procedure Student Grievance and Appeals Register Academic Misconduct Register
Enrolment	Number of students enrolled by units	Each semester	<ul style="list-style-type: none"> Teaching and Learning Committee Academic Board 	<ul style="list-style-type: none"> Admission Policy and Procedure Credit and Recognition of Prior Learning Policy and Procedure Student Enrolment and Completion Policy and Procedure
Complaints and Grievances	Register of Complaints	Each semester	<ul style="list-style-type: none"> Academic Board Audit and Risk Committee Governing Board 	<ul style="list-style-type: none"> Student Appeals Policy and Procedure Student Grievance Policy and Procedure Assessment Policy and Procedure



Item	Action	Frequency	Reported to	Relevant Policies and Procedures
				<ul style="list-style-type: none"> ■ Student Grievance and Appeals Register ■ Academic Misconduct Register
Student Appeals	Report of student appeals	Each semester	<ul style="list-style-type: none"> ■ Academic Board 	<ul style="list-style-type: none"> ■ Student Appeals Policy and Procedure ■ Student Grievance Policy and Procedure ■ Assessment Policy and Procedure ■ Student Grievance and Appeals Register ■ Academic Misconduct Register
Grades	Grade distribution	Each semester	<ul style="list-style-type: none"> ■ Teaching and Learning Committee ■ Academic Board 	<ul style="list-style-type: none"> ■ Credit and Recognition of Prior Learning Policy and Procedure ■ Student Enrolment and Completion Policy and Procedure ■ Assessment Policy and Procedure ■ Academic Progression and Students at Risk Policy and Procedure
Graduate outcomes	<ul style="list-style-type: none"> ■ Employment outcomes ■ By relevant student cohort ■ By entry pathway ■ By residency 	Each semester	<ul style="list-style-type: none"> ■ Teaching and Learning Committee ■ Academic Board ■ Governing Board 	<ul style="list-style-type: none"> ■ Student Enrolment and Completion Policy and Procedure ■ Graduation and Issuance Policy and Procedure ■ Work Integrated Learning (WIL) Policy and Procedure ■ Assessment Guidelines Course Quality Assurance ■ Quality Assurance Framework
Progression, Attrition and Completion	<ul style="list-style-type: none"> ■ Number of failed assessments ■ Pass rate ■ Number of students deemed at risk ■ Number of student completions ■ By relevant student cohort ■ By entry pathway ■ By residency 	Each semester	<ul style="list-style-type: none"> ■ Teaching and Learning Committee ■ Academic Board 	<ul style="list-style-type: none"> ■ Student Enrolment and Completion Policy and Procedure ■ Academic Progression and Students at Risk Policy and Procedure ■ Work Integrated Learning (WIL) Policy and Procedure



Item	Action	Frequency	Reported to	Relevant Policies and Procedures
Recognition of prior learning	Credit and RPL granted - register	Each semester	<ul style="list-style-type: none"> Teaching and Learning Committee Academic Board 	<ul style="list-style-type: none"> Credit and Recognition of Prior Learning Policy and Procedure
Student satisfaction covering academic aspects of experience	<ul style="list-style-type: none"> Satisfaction level by type of Institute service or aspect of student experience By relevant student cohort By entry pathway By international / domestic student 	Each semester	<ul style="list-style-type: none"> Executive Management Team Teaching and Learning Committee Academic Board Audit and Risk Committee Governing Board 	<ul style="list-style-type: none"> Assessment Guidelines Course Quality Assurance Quality Assurance Framework
Student to Staff Ratio	SSR levels per course and institution wide	Each semester	<ul style="list-style-type: none"> Academic Board (oversight) 	<ul style="list-style-type: none"> Workforce Plan Staff Qualifications and Equivalence Policy and Procedure Staff Scholarly Activity Policy and Procedure
Senior Academic Leaders	Number and level of senior academic leaders by discipline in fields being taught	Each semester	<ul style="list-style-type: none"> Academic Board 	<ul style="list-style-type: none"> Workforce Plan Staff Qualifications and Equivalence Policy and Procedure Staff Scholarly Activity Policy and Procedure

Version control

Version	Changes	Approval Body	Approval Date
1.0	Original	Governing Board	
1.1	Point 30, changed policy to framework Under Item Student Satisfaction change by residency to international/domestic student Removing Teaching and Learning Committee from Student to Staff ratio and adding the oversight of Academic Board Appendix 2 column 4: Standard reporting to read Reported to	Academic Board (endorsed)	09 Feb 2024
1.2	Replaced “ Higher Education Standards Framework (Threshold Standards) 2021 (Cth) ” With “ Related Legislative and Regulatory Instruments ” Added “Australian Qualifications Framework (AQF)”	GB	24 Apr 2025



Version	Changes	Approval Body	Approval Date
	<p>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)</p> <p>Education Services for Overseas Students Act 2000 (ESOS Act)”</p> <p>Updated Compliance to Compliance and Risk Management</p> <p>Added “Additionally, Zenith has established a comprehensive <i>Risk Management Framework</i>, which includes a <i>Risk Register</i> to outline and provide updates on the various risks identified by the Institute. The <i>ICT and Cybersecurity Management Policy and Procedure</i> ensures robust measures are in place to address cybersecurity challenges. Furthermore, Zenith has developed an <i>AI Framework</i> to evaluate how artificial intelligence impacts and supports the achievement of learning objectives, aligning with broader risk management and compliance strategies”</p> <p>Added “To support these processes, Zenith has established several relevant policies and procedures, including the <i>Records and Data Management Policy and Procedure</i>, which governs the accurate and secure management of student records and data; the <i>Personal Information and Privacy Policy and Procedure</i>, which ensures compliance with privacy laws and protects the confidentiality of personal information; the <i>Advertising and Marketing Policy and Procedure</i>, which upholds the accuracy and integrity of information provided to students; and the <i>Admission Policy and Procedure</i>, which ensures transparency and fairness in the admissions process. These policies collectively ensure that students receive correct and current information while safeguarding their privacy and supporting informed decision-making.”</p> <p>Point 26 added “In addition, the Institute recognises the importance of course benchmarking to ensure the quality and comparability of its offerings. External referencing and benchmarking activities are guided by the <i>External Referencing and Benchmarking Policy and Procedure</i>, which facilitate comparisons of academic standards, learning outcomes, and assessment practices with other institutions. This comprehensive approach supports continuous improvement and alignment with sector standards”</p> <p>Added Student Support, Scholarly Activity and Information and Representation</p> <p>Added the following Dissemination of Information, Planning and Review, Strategic Planning, Marketing Planning, Financial Planning, Risk Management Planning, Workforce Planning, Academic Planning, Business Continuity Planning, Dissemination of Plans</p>		



ZENITH INNOVATION INSTITUTE
UNPARALLELED EXCELLENCE

Version	Changes	Approval Body	Approval Date
	Relevant Policies and Procedures added to Appendix 1 and Appendix 2		