Academic Quality Management System (AQMS)

2020

Head Office at:

Unit 1/ 116 Williams Street
Kaiapoi, New Zealand,

APPROVAL & AUTHORISATION

- This version of ICS's Academic Quality Management System (AQMS) has been formally approved by the Academic Board.

    Signed:

    Date: 13/05/2020

- This AQMS manual now supersedes all previous versions. Previously published versions of the manual should be destroyed.

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FOREWORD BY DIRECTOR

The ICS Academic Quality Management System (AQMS) is the collation of all policies and procedures directly related to academic matters, and the services that support teaching and learning.

The purpose of the AQMS is to provide a coherent and reliable operational framework that enables the highest possible quality of educational activities (teaching and learning). Its policies, procedures, guidelines and forms/templates provide for consistency of the student experience while studying at ICS.

The AQMS has been refreshed in 2020 as part of the review of academic policies and procedures to reflect changes in ICS's strategy, structures and processes which occurred since founding the business in 2016.

It was agreed by the Academic Board all of ICS's policies and procedures will exist within a Quality Management System (including academic and other policies).

Cheryl Nesbitt
Director

ABBREVIATIONS

AB   Academic Board

AQMS   Academic Quality Management System

MOE   Ministry of Education

NZQA   New Zealand Qualifications Authority

PTE   Private Training Educator

SAEER   Self-Assessment, External Evaluation and Review

TEC   Tertiary Education Commission

ICS   International Culinary Studio

GLOSSARY

For definitions used within this document refer to the ICS Academic Glossary.

PART A

AN OVERVIEW
THE ORGANISATION, MANAGEMENT & QUALITY

1   The PTE

International Culinary Studio is an online professional culinary educator of accredited programmes leading to credible globally recognised qualifications.

2   ICS's Strategic Story 2017 - 2022

In 2017 we refined our vision, our mission, and our goals, creating an inspirational strategic story that charts our pathway over the next five years and defines our intended outcomes.

2.1   ICS's Vision:

To be the leading private education provider of accredited international on-line culinary qualifications (through NZQA and City & Guilds, UK London) to local and international students studying in New Zealand and Internationally.

Our unique teaching philosophy which encompasses a 360 degree – Hi-contact student model is a modern approach to ensuring students play an active part in their own learning experience. Our students will be trained using technology and will have hospitality industry and education access to New Zealand and International partnerships to enable them to continue their studies abroad as well as work internationally.

We will create a creative and unique business environment, which will develop and grow our employees, our clients, and the hospitality industry who will employ our students. We will ensure that INTERNATIONAL CULINARY STUDIO is the place of choice to study and work for.

2.2   ICS's Philosophy:

INTERNATIONAL CULINARY STUDIO is committed to providing excellent online culinary education, enabling students to study and work, whilst completing an Internationally Accredited City & Guilds Culinary Qualification or New Zealand Qualification (NZQA), thus ensuring them quality positions in kitchens around the world.

2.3   ICS's Values:

ICS has values which guide it to strive for excellence in education, training and research; to equip students to meet the demands of the workplace and as a guide for employees:

Excellence
Integrity
Innovation/Creative
Passion
Empathy

2.4   ICS's Goals

2017-2021 Goals:
- Individuals choose ICS as their preferred provider of learning;
- Our students succeed;
- We collaborate with key stakeholders to find unique solutions and mutually beneficial outcomes;
- We are a high performing PTE.
- ICS leads the charge on online culinary education

3   Commitment to Quality

3.1   ICS recognises its obligation under the Education Act to "strive to ensure the PTE attains the highest standards of excellence in education, training and research" (Education Act 1989 s181 (a))

3.2   Educational excellence is considered as an integrated approach to organisational performance within ICS which results in:
- ☐ The delivery of educational programmes that continuously improve in meeting the students and stakeholders needs
- ☐ The improvement of overall organisational effectiveness and capabilities, and
- ☐ Organisational and personal learning.

3.3   ICS considers that quality is one component of 'excellence' and that a commitment to PTE research, critical reflection and continuous quality improvement will assist the PTE achieve excellence.

3.4   ICS believes that quality is determined largely by the extent to which its services successfully meet the needs of its students and other stakeholders, including their perception of value for money.

3.5   ICS recognises that it has many external stakeholder groups. Whilst students are a major group, others include Iwi, industry, government and the community.

3.6   ICS is committed to meeting its obligations under the Treaty of Waitangi. ICS's Academic Board provides for the participation of Māori by ensuring appropriate representation by stakeholder engagement and related committees.

3.7   ICS is committed to providing and maintaining quality in all aspects of its business.

4.   Quality Management

4.1   ICS's Academic Quality Management System (AQMS) is a documented system of policies and procedures designed to provide confidence to students and other stakeholders that academic programmes and other services will be delivered consistently and reliably.

4.2   The AQMS was developed by ICS to provide a framework for quality assurance and a written record of established quality processes, thus promoting greater consistency of practice.

4.3   ICS's AQMS is continually undergoing development in order to improve its effectiveness and consistency of application.

4.4   Policies and procedures are designed to ensure that opportunities for continuous quality improvement are translated into actions and that these are subsequently reviewed to ensure continued effectiveness.

4.5   ICS uses the NZQA Self Assessment model to evaluate its quality systems.

4.6   Staff feedback is sought and incorporated into the development and review of policies and procedures.

5.   Approach to Academic Quality

5.1   ICS's Academic Board, the Operations Manager and Academic Head forms the basis of its AQMS. It is the legal instrument that provides the authority by which ICS's qualifications are awarded. In doing so it provides the framework for the processes and accountabilities for academic quality assurance within ICS. All policies and procedures must comply with the provisions of the Academic Board.

5.2   Particular attention is paid to removing barriers to student access to tertiary education and subsequent barriers to student success. At the same time ICS seeks to maintain high standards for its qualifications and the achievement of its students. ICS is vitally concerned with helping students to succeed, but recognises that this must not be at the expense of lowered academic standards.

5.3   A fundamental part of the quality philosophy is to meet and exceed student expectations. Particular attention is paid to student feedback from a variety of sources, not least student surveys and programme evaluations. At the same time, ICS fully recognises that a critical focus should be on the transformative nature of education. Part of the education process is to challenge students' academic expectations as they progress through study at ICS.

6.   Responsibilities for Academic Quality within ICS

6.1   Quality is the responsibility of each and every member of staff. Academic quality is primarily a professional issue supported by PTE systems, policies and procedures, rather than being simply a function of management. A commitment by staff to undertake their roles efficiently and effectively as well as a willingness to improve existing practices and be innovative are a fundamental responsibility.

6.2   A range of quality control and quality assurance mechanisms are implemented throughout ICS to ensure that it consistently meets the needs of its stakeholders in delivering quality programmes. The oversight of Quality Assurance is managed by the Academic Head and the Academic Board as outlined in the Academic Statute. All managers and employees are ultimately responsible for quality in their areas of responsibility.

6.3   Specific responsibilities are also outlined in PTE-wide policies.

6.4   ICS also involves external academic, professional, industry and community groups in its quality assurance processes to ensure that it is maintaining quality in all aspects of its work.

6.5   The Academic Board formally approves the AQMS. The Director, who is ultimately responsible for the academic and administrative management of ICS, is committed to its implementation.

PART B

ACADEMIC QUALITY STANDARDS

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The approved version is available on the intranet.

STANDARD 1
ACADEMIC QUALITY MANAGEMENT

1.1 The Standards

1.1.1 ICS has documented academic quality systems and policies, and evidence of their effective application.

1.1.2 Authorities and responsibilities for academic quality are clearly assigned in accordance with ICS policies.

1.1.3 ICS's commitment to the principles of the Treaty of Waitangi[1] is clearly evident throughout its operations.

1.1.4 ICS's commitment to attaining the highest standards of excellence in education, training and research, with due concern for the public interest and the well-being of students attending the PTE[2], is evident in the way it conducts its academic functions.

1.2 Introduction

ICS is committed to providing quality academic programmes and services for its students. A coherent academic structure has been established and academic policies developed to meet the internal and external requirements of its stakeholders and those agencies responsible for approval and accreditation of programmes.

1.3 Guiding principles

1.3.1 ICS will ensure the PTE complies with the requirements of relevant legislation.

1.3.2 ICS's Academic Quality Management System (AQMS) specifies standards for academic quality and the core policies to be followed.

1.3.3 The AQMS is consistent with the requirements and intent of ICS's Academic Board and other approved and authorised PTE policies.

1.3.4 The AQMS reflects ICS's commitment to its obligations under the Treaty of Waitangi.

1.3.5 ICS's documented quality systems and policies undergo regular review and monitoring.

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[1] The Education Act (1989) s181(b) states that it is the duty of the Council of an PTE, in the performance of its duties and the exercise of its powers to acknowledge the principles of the Treaty of Waitangi.

[2] The Education Act (1989) s181 assigns these duties to the Council of an PTE. The academic functions inherent in fulfilling these obligations are normally delegated to the PTE's Academic Board.

1.3.6   ICS has clear lines of accountability and responsibility for academic quality and monitors the effectiveness of quality improvement processes.

1.3.7   The AQMS, statutes, policies, procedures and guidelines can be accessed electronically on the ICS Intranet. These versions are the only guaranteed current and approved versions.

1.4   Policies

Approved policies can be accessed electronically on the ICS intranet. Related procedures are included in the policy, and also apply.	
Statutes and Policies	**Responsibility**
Academic Board	Director
Quality Assurance	Director, Academic Head

STANDARD 2
DEVELOPMENT AND REVIEW OF QUALIFICATIONS AND EDUCATIONAL PROGRAMMES

2.1 The Standards

2.1.1 An educationally sound, effective process is used for the development, approval and review of all qualifications, programmes and TEC funded courses[3] associated with ICS.

2.1.2 Stakeholders[4] have appropriate opportunities to give feedback on programmes and to be involved in the development and review of programme outcomes.

2.2 Introduction

Systems have been developed to ensure all programmes are consistent with ICS's mission, vision and strategic direction, and are educationally sound. Consultation with stakeholders is a requirement for the approval of new programmes by the Academic Board. ICS considers that programme evaluation and improvement is an integral part of on-going programme development. ICS's Teaching and Learning Framework provides strategic direction for developing new programmes and product.

2.3 Guiding Principles

2.3.1 Programmes will reflect ICS's vision and philosophy; learning designs will be informed by current research, advanced practice and knowledge of the relevant industry/profession.

2.3.2 Creativity in online curriculum design and delivery will be promoted and fostered.

2.3.3 Programmes must comply with the provisions of ICS's Academic Board and NZQA requirements (where relevant), and documentation for programmes will follow ICS's approved formats.

2.3.4 Programmes already submitted and approved by any accreditation body specifically approved by ICS's Academic Board will be deemed to be approved by ICS.

2.3.5 Changes or modification of programmes are to follow established procedures in respect to all curriculum documents, handbooks, workbooks, online system, brochures and marketing materials.

2.3.6 Programme development, review, and redevelopment are carried out in consultation with stakeholder groups, including Māori.

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[3] The definitions of qualification, programmes and courses are those used by TEC for funding purposes.
[4] Stakeholders must include students.

2.3.7   The self-assessment and review of programmes will include consideration of their currency and relevance for stakeholders (e.g. continued ability to meet industry needs).

2.3.8   Programmes will undertake regular self-assessment and outcomes will be reported to the Academic Board.

2.3.9   Monitoring and review of programmes will be undertaken in accordance with policy in order to improve the educational experience and outcomes for students, and to identify and make recommendations to support the future direction of these programmes.

2.3.10   Literacy and numeracy approaches are embedded in a context relevant to the student and level of the programme.

2.4   Policies

Approved policies can be accessed electronically on the ICS intranet. *Related procedures are included in the policy, and also apply.*	
Statutes and Policies	**Responsibility**
Academic Board	Director
New Programme Development	Director/Operations Manager/Academic Head
Admission and Enrolment	Director/Operations Manager
Quality Assurance	Director, Operations Manager/ Academic Head
Programme Commencement	Operations Manager, Academic Head
Stakeholder Engagement	Director, Operations Manager/Academic Head
Monitoring and Review of Programmes	Director, Operations Manager/Academic Head
Student Evaluation of Programmes	Director, Operations Manager/Academic Head

STANDARD 3
FINANCIAL, ADMINISTRATIVE, HUMAN AND PHYSICAL RESOURCES

3.1   The Standards

3.1.1   An effective process is used to identify and allocate adequate resources (including physical resources) to achieve the outcomes of qualifications, programmes and courses and to implement, maintain and improve ICS's QMS.

3.1.2   Effective policies and procedures are in place to meet ICS's health and safety requirements.

3.2   Introduction
ICS is committed to the effective provision and management of resources to ensure the on-going viability of the PTE and its programmes. ICS will ensure that strategic and annual planning occurs, so that all resources including staff, buildings, support services, equipment and environment that are necessary for the provision of quality educational services, can be provided.

3.3   Guiding Principles

3.3.1   ICS's strategic plan is consistent with the PTE's purpose and values. It includes clear objectives and statements regarding the operational management of ICS.

3.3.2   Staff and stakeholders typically have input during the strategic planning cycle and will receive appropriate feedback. Regular review of strategic direction will occur.

3.3.3   The ICS Council will approve the Investment Plan which is negotiated with the Tertiary Education Commission.

3.3.4   The outcomes of the approved Investment Plan will be reviewed and reported in ICS's Annual Report as a Statement of Service Performance.

3.3.5   Budgets will be prepared annually under the guidance of the ICS Financial Controller and in accordance with appropriate ICS policies and procedures. All budgets will comply with relevant legislation.

3.3.6   Annual PTE budgets will be approved by Council.

3.3.7   Comprehensive business cases may be required for proposed programmes, and will include the identification of financial, physical and staffing resources.

3.3.8   Audit New Zealand will undertake an annual audit review of ICS's Annual Report prior to its submission to Parliament.

3.3.9   A comprehensive risk management process will be undertaken and reported quarterly to Council.

3.3.10   ICS will ensure that all physical resources are fit for purpose, and maintained regularly in accordance with current health and safety requirements.

3.3.11   ICS will operate Health and Safety hazard identification and incident and accident reporting processes.

3.3.12   ICS will undertake to provide a safe environment for the physical and emotional well-being of staff and students.

3.4   Policies

Approved policies can be accessed electronically on the ICS intranet. *Related procedures are included in the policy, and also apply.*	
Policies	**Responsibility**
Budgeting	Operations Manager/Financial Officer
Capital Expenditure	Operations Manager
Internal Control	Operations Manager
Specialised equipment and infrastructure	Academic Head
Brand Design rules	Operations Manager
Information Systems Security	Operations Manager
Internet Use by Employees	Operations Manager
Use of Electronic Mail by Employees	Operations Manger
Fire & Safety	Operations Manager
Health and Safety	Operations Manager
Smoke Free	Operations Manager
Drug Free and Substance Abuse	Operations Manager
Alcohol	Operations Manager
Infection Control	Operations Manager
Discomfort, Pain and Injury Prevention and Management	Operations Manager
Student Work Experience	Acadeic Head
Student Harassment/Bullying Prevention	Academic Head
Early Warning Student Disengagement Policy	Academic Head
Student Technical Systems requirement policy	Academic Head
Incident Management	Operations Manager
Emergency Action Management Plan	Operations Manager
IT Policy	Operations Manager
First Aid	Operations Manager/Academic Head
Risk Management	Operations Manager/Academic Head
Fraud	Operations Manager/Financial Officer
Discretionary Expenditure	Operations Manager/Financial Officer
References and Acting as a Referee	Academic Head

STANDARD 4
STAFF SELECTION, APPRAISAL AND DEVELOPMENT

4.1   The Standards

4.1.1   Staff qualifications and experience enable quality delivery of programmes.

4.1.2   Appropriate staff development plans, based on identified needs, are implemented and outcomes monitored to ensure effectiveness.

4.2   Introduction

ICS recognises that staff are a key resource and therefore will ensure that suitably qualified staff are recruited, trained, culturally aware and are provided with opportunities for personal growth and professional development. Teaching staff will be prepared for facilitating learning and will be provided with feedback on their performance and achievements.

4.3   Guiding Principles

4.3.1   ICS's policies and procedures are consistent with legislation and with being a good employer.

4.3.2   Lecturing staff are generally expected to hold relevant qualifications and/or industry experience in advance of the level at which they are teaching.

4.3.3   New lecturing staff are required to complete an adult learning and teaching qualification (or to apply for recognition of prior learning) in order to develop skills to foster effective learning environments.

4.3.4   ICS staff are encouraged to complete an orientation process within their own section, and ICS-wide induction, as appropriate.

4.3.5   ICS's capability framework identifies competencies and outcomes that support success in the staff member's role, and contributes to excellence in performance management.

4.3.6   All teaching staff employed on level 1 and 2 courses leading to a level 1-3 qualification must hold the National Certificate in Adult Literacy and Numeracy Education (level 5).

4.3.7   Staff performance appraisal is conducted in a manner which enhances effectiveness and encourages performance development.

4.3.8   Opportunities to participate in personal growth and professional development activities are provided for ICS staff.

4.3.9   Faculty Boards of Educational Improvement will report regularly to the Academic Board on staff development activities.

4.3.10   Staff will be encouraged to continually update their knowledge of relevant industry, intellectual and professional developments.

4.3.11 ICS will facilitate the upgrading of staff qualifications when new programmes such as degrees are developed.

4.3.12 ICS's Academic Career and Remuneration Framework provides a pathway for professional career advancement for academic staff.

4.4 Policies

Policies	Responsibility
Approved policies can be accessed electronically on the ICS intranet. Related procedures are included in the policy, and also apply.	
Adult Teaching Qualifications	Academic Head
Conduct Expected of Employees	Operations Manager
Employee Assistance Programme	Operations Manager
Equal Employment Opportunities (EEO)	Director
Harassment Prevention for Employees	Director
Complaints and Grievances	Operations Manager
Induction	Chief Financial Officer
Leave	Operations Manager
Overtime, Time in Lieu, and Flexi Time Policy	Operations Manager
Performance Management	Operations Manager
Privacy	Operations Manager
Professional Development	Director, Academic Head
Probation	Operations Manager
Recruitment	Operations Manager
Remuneration/Payment of Salaries	Operations Manager
Staff Personal Development	Director/Operations Manager
The Appointment of Professors and the Use of Academic Titles	Director/Academic Head
Working Conditions Review	Operations Manager
Student Evaluation of Programmes	Director/Academic Head
Student First Impressions/Satisfaction Survey	Operations Manager/Academic Head
Staff Fees Concession	Operations Manager/Financial Officer
Conflict of Interest	Operations Manager
Communications	Operations Manager
Code of Ethics	Operations Manager
Gifts to Staff	Operations Manager
Protected Disclosure	Operations Manager
Fraud	Operations Manager/Finance Officer

5.1   The Standards

5.1.1   Prospective and continuing students receive effective information and guidance to assist with making informed decisions on their programme of study.

5.1.2   Appropriate entry and selection criteria for each programme of study are well publicised and applied consistently.

5.1.3   ICS has effective credit transfer and recognition of prior learning policies and procedures, consistent with NZQA Credit Recognition and Transfer policy.

5.2   Introduction
ICS is committed to enhancing access to, and achievement in, tertiary education by removing unnecessary barriers to both student entry and student success. ICS aims to help students to succeed by offering appropriate advice especially prior to enrolment and during the initial stages of a programme.

5.3   Guiding principles

5.3.1   Prospective students will be provided with opportunities for advice and guidance on the skills and aptitudes required to engage in the programme for which they are seeking entry.

5.3.2   Prospective students will have appropriate opportunities to discuss the academic requirements of a programme of study, including the literacy and numeracy demands of the programme, and the career/further study opportunities arising from the successful completion of a particular programme.

5.3.3   Entry qualifications for programmes must be approved by the Academic Board as educationally sound and will be included in programme information provided to students.

5.3.4   Unnecessary barriers to entry and the progress of students will be eliminated. Wherever possible, ICS will seek to accommodate all students who wish to enrol on a programme of study.

5.3.5   Programmes and opportunities will be developed to increase participation of under-represented groups.

5.3.6   Subject to regulations for a specific programme, students may be admitted to any point in a programme following a successful application for RPL. This may include Cross-Credit, Credit Transfer and/or the Assessment of Prior Learning.

5.4   Policies

Approved policies can be accessed electronically on the ICS intranet. Related procedures are included in the policy, and also apply.	
Statutes and Policies	**Responsibility**
Academic Statute	Director/Operations Manager/Academic Head
Admission and Enrolment	Operations Manager/Business Development
International Students	Operations Manager/ Business Development

STANDARD 6
STUDENT GUIDANCE AND SUPPORT

6.1 The Standards

6.1.1 Students are provided with learning and pastoral support which is timely, effective and appropriate.

6.1.2 Safeguards are in place to protect students' physical and emotional well-being.

6.1.3 ICS has effective policies and procedures, which are accessible, appropriate and fair, for resolving student complaints.

6.2 Introduction

ICS is committed to providing appropriate support services to students that will assist in their learning and ensure their physical and mental well-being is protected. ICS will also continue to explore ways to ensure that students with various special needs can actively engage in a range of programmes at ICS.

6.3 Guiding principles

6.3.1 ICS will undertake to provide a safe environment for the physical and emotional wellbeing of students.

6.3.2 ICS strives to ensure that students succeed in their educational goals and seeks to provide support where possible.

6.3.3 Learning support will be available to students who may access this support independently or by referral by staff.

6.3.4 Students who indicate they have a disability on their enrolment form will have access to additional assistance through student support services.

6.3.5 Students have access to health and counselling services.

6.3.6 ICS will maintain effective systems to resolve student concerns and complaints.

6.3.7 The learning environment enables Māori students to prosper, grow, achieve their potential, maintain their cultural identity and succeed as Māori.

6.3.8 Support will be provided to students to enable them to use ICS learning services to their best advantage.

6.3.9 ICS is a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016.

6.3.10 ICS provides opportunities for students to give feedback on ICS activities and services.

6.3.11 Literacy and numeracy assessment results will inform teaching approaches to support literacy and numeracy skills development.

6.4 Policies

Approved policies can be accessed electronically on the ICS intranet. Related procedures are included in the policy, and also apply.	
Policies	**Responsibility**
Student Harassment/Bullying Prevention	Academic Head
Student Complaints	Academic Head
Drug Free and Substance Abuse	Operations Manager
Alcohol	Operations Manager
Assessment and Moderation	Academic Head
Student Health Service	Academic Head
Intellectual Property – Students	Director, Operations Manager/Academic Head
Admission and Enrolment	Operations Manager/Business Development
Student Evaluation of Programmes	Operations Manager/Academic Head
Student First Impressions/Satisfaction Survey	Operations Manager/Academic Head

STANDARD 7 TEACHING & LEARNING

7.1 The Standards

7.1.1 ICS defines and implements effective teaching and learning practices that are educationally sound and appropriate to the programme of study and mode of delivery.

7.1.2 Programme delivery undertaken in partnership with, on behalf of or by another organisation, meets the standards set in the quality management system[5]

7.2 Introduction

Student learning is the purpose of ICS. We are committed to learning and teaching that optimises student success. The development and support of good teaching practice is essential if students are to achieve the outcomes of their programmes of study. The learning environment is constructed to meet the needs of students. Learning activities respond to student needs and provide opportunities to contextualise and apply knowledge and skills. ICS's Teaching and Learning Framework provides strategic direction to enhance delivery.

7.3 Guiding principles

7.3.1 ICS supports teaching staff to be reflective practitioners to continue to improve their teaching practice using student voice to drive change.

7.3.2 Instructors have operational responsibility for quality educational delivery and line management responsibility for the performance of individual staff.

7.3.3 ICS provides a supportive environment, in which teaching is recognised, valued and rewarded for all those who teach and support learning.

7.3.4 Academic staff will receive appropriate PTE support during their induction, probation and while undertaking their ongoing teaching responsibilities.

7.3.5 Academic staff will be expected to maintain and enhance their subject knowledge and teaching competence by undertaking professional development on a regular basis.

7.3.6 Approaches to learning, teaching and assessment are designed to foster student engagement and develop students' skills and attributes such that they become critically reflective life-long learners who take responsibility for their own personal and professional development.

7.3.7 ICS staff supported by Te Atakura aim to reduce the disparity between Māori and non-Māori student achievement and improve the educational experience and outcomes for all students.

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[5] Memoranda of agreements and contracts with partners/sub-contracted providers that cover all relevant academic aspects including requirements of relevant external bodies and internal policies and assure the improvement of the quality of learning

7.3.8   Learners are actively engaged in the learning environment as participants rather than passive recipients of knowledge.

7.3.9   Students participating in each programme are offered the opportunity to evaluate the programme and the lecturers involved in its delivery. Evaluations are incorporated as appropriate into individual staff performance appraisals and (for more generic issues) into annual programme self-assessment reports. Issues raised are addressed through action plans as necessary.

7.3.10   Various mechanisms are in place to debate and promote current issues in education thereby fostering good educational practice.

7.3.11   Academic staff take a positive, non-deficit view of Māori students, and see themselves as capable of making a difference for them.

7.4   Policies

Approved policies can be accessed electronically on the ICS intranet. Related procedures are included in the policy, and also apply.	
Policies	**Responsibility**
Adult Teaching Qualifications	Academic Head
Quality Assurance	Operations Manager/Academic Head
Professional Development	Director, Operations Manager
Contract Development and Management	Operations Manager
Monitoring and Review of Programmes	Academic Head
Student Evaluation of Programmes	Academic Head

STANDARD 8
OFF-SITE PRACTICAL/WORKPLACE COMPONENTS

8.1 The Standards

8.1.1 Off-Site Practical/Workplace Components are effective and integrated into curricula.

8.1.2 Clear criteria are used to select off-site placements, and clearly defined roles and responsibilities for all parties are stated and agreed.

8.2 Introduction

ICS recognises that off-site placements of students are an essential part of many programmes delivered from its campuses. The nature of these placements may vary from direct supervision by ICS staff, e.g. field trips, to informal placements which are related to a student's independent learning, through to arrangements where an industry or community partner actively contributes to the supervision and assessment of the student. Clear policies and procedures have been established to ensure the purpose of placements and the rights and responsibilities of all parties involved are documented and understood.

8.3 Guiding principles

8.3.1 During off-site and workplace experiences or placements, a quality learning environment, which minimises risk to students while maintaining the integrity of the workplace, provides a context for the development and assessment of relevant skills.

8.3.2 Off-site placement of students will be subject to written agreements where necessary, and, where required, formal contracts will specify the terms and conditions for any placement.

8.3.3 Workplace or off-site areas will be selected and monitored according to stated criteria. Key criteria in this context will be the health and safety of students and the potential for optimising student learning experiences as specified in the curriculum.

8.3.4 Written agreements or formal contracts on the placement of students shall specify ICS's requirements and responsibilities for student assessment and reporting student progress, and the responsibilities of industry personnel.

8.4   Policies

Approved policies can be accessed electronically on the ICS intranet. Related procedures are included in the policy, and also apply.	
Policies	**Responsibility**
Health and Safety	Academic Head
Student Work Experience	Academic Head
Memorandum of understanding with Mentor Chef	Academic Head

STANDARD 9
ASSESSMENT AND MODERATION

9.1   The Standards

9.1.1   Systems are in place for ensuring the assessment of learning outcomes is fair, valid and consistently applied.

9.1.2   Student learning outcomes are accurately, effectively and fairly assessed.

9.1.3   Students receive accurate and timely advice on their learning progress.

9.1.4   Effective and appropriate policies and procedures enable students to appeal assessment outcomes.

9.2   Introduction

ICS is committed to ensuring that assessment is fair, valid and reliable. Assessment is seen as a tool to guide students in their learning and is an essential part of the learning process. ICS has in place a sound structure of policies, procedures and regulations to ensure good practice is employed. There is an accessible appeals process for students which is well publicised and easily understood. Students are responsible for attending examinations and submitting work for assessment as required in accordance with programme regulations as outlined in curricula and student handbooks.

9.3   Guiding principles

9.3.1   The Academic Head is responsible for the oversight of assessment standards and for the fair treatment of students in terms of granting credits. Boards of Educational Improvement also establish standards for the marking of assessments and turn-around times for the return of scripts.

9.3.2   Assessment and moderation practices are consistent with the ICS Academic Statute and ICS policy.

9.3.3   Assessment policies and procedures ensure that:

- Assessments made are consistent with the information and timetables given to students at the start of the programme

- Assessments are appropriate for the level of the course/programme, and fair to students in terms of frequency and balanced workloads

- Assessment structures and results are loaded into the Student Management System

- No student is disadvantaged or unfairly advantaged should any assessment requirement have to be changed

- Requirements to meet deadlines for assessed work are clearly stated including procedures for extensions

- There are clear criteria and procedures for reconsideration of assessment, resits and appeals. These will be consistent with the Academic Statute
- Students, fluent in Te Reo Māori, have the right to use Te Reo Māori in assessments

9.3.4   Course descriptors shall be supported by written information which includes the method or methods of assessment to be employed. Assessment requirements and criteria will be consistent with educational outcomes and clearly state the criteria for passing each component including Compulsory Academic Requirements (CARs).

9.3.5   Information on assessments will be available to students at programme commencement. Students will be provided, in writing, with assessment schedules and marking criteria.

9.3.6   Student assessment is planned to ensure that students receive feedback on their performance and confirmation that they have achieved the learning outcome or elements of the paper.

9.3.7   Internal and external moderation contribute to planned, fair, valid, reliable and consistent assessments.

9.3.8   External moderation procedures will meet the requirement established by appropriate external agencies.

9.3.9   Students have access to an appeals process detailed in the ICS Academic Statute, and outlined in the programme handbook.

9.4   Policies

Approved policies can be accessed electronically on the ICS intranet. *Related procedures are included in the policy, and also apply.*	
Statutes and Policies	**Responsibility**
Academic Statute	Director/Operations Manager/Academic Head
Assessment and Moderation	Academic Head
Literacy and Numeracy Requirements for Students	Academic Head

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STANDARD 10
REPORTING AND CERTIFICATION

10.1 The Standards

10.1.1   Students and appropriate external stakeholders receive accurate and timely advice on students' achievement.

10.1.2   The appropriate awards are accurately documented and issued, in a timely manner to all students who meet the stated requirements.

10.1.3   Student results are safely stored, with final records accessible for future reference.

10.1.4   Awards issued by ICS are consistent with internal and external requirements and definitions.

10.2 Introduction

ICS recognises the importance of feedback and advice to students on their progress and achievements. Student records are effectively managed, permanently retained and securely stored.

10.3 Guiding principles

10.3.1   Students will receive regular feedback on their progress, and the issue of awards and academic records will be accurate and timely.

10.3.2   Reporting of student progress and attainment is in accordance with the ICS Academic Statute, and the final grade for a paper is recorded in the Student Management System.

10.3.3   The awarding, validating, recording, reporting and archiving of assessment grades within a paper is a Faculty responsibility.

10.3.4   The Awards offered by ICS are defined in its Academic Statute.

10.3.5   Accurate and timely reports are issued to authorised external stakeholders, e.g. NZQA.

10.3.6   The template for Certificate, Diploma and Degree awards is approved by the Director and, where necessary, reflects the needs of external bodies.

10.3.7   Each faculty keeps accurate, complete student results, and documents are safely archived yet readily accessible to authorised personnel.

10.4   Policies

Statutes and Policies	Responsibility
Approved policies can be accessed electronically on the ICS intranet. Related procedures are included in the policy, and also apply.	
Academic Statute	Director/Operations Manager/Academic Head
Issue of Awards	Director/Operations Manger/Academic Head
Academic Results Storage	Academic Head

12.1 The Standards

12.1.1 Internal self-assessment and external evaluation and review, and the improvements arising from such activities, are effectively managed.

12.1.2 The quality management system is reviewed and updated on a regular basis.

12.2 Introduction

ICS is committed to self-assessment practices designed to assist with the management of quality improvement activities. The self-assessment model uses Key Evaluation Questions (KEQs) as a framework to facilitate critical reflection, analysis and informed decision making. This evidence based, outcomes focussed quality assurance approach involves capturing feedback from a number of sources, and results and actions lead to valued and measurable outcomes designed to improve educational provision. External evaluation and review will provide an independent judgement about ICS's performance and capability.

The six Key Evaluation Questions are:
1. How well do learners achieve?
2. What is the value of the outcomes for key stakeholders, including learners?
3. How well do programme design, delivery, learning and assessment activities match the needs of learners and other relevant stakeholders?
4. How effectively are learners supported and involved in their own learning?
5. How effective are governance and management in supporting educational achievement?
6. How effectively does the TEO manage its important compliance accountabilities?

12.3 Guiding principles

12.3.1 Programmes and services will be self-assessed, evaluated and reported to the Academic Board.

12.3.2 Suitably trained facilitators, who are independent of the programme involved, will facilitate conversations, meetings or forums for critical reflection, analysis of evidence and action planning from time to time.

12.3.3 The Academic Board may at any time institute an internal audit of any programme, service or activity to ensure academic quality is consistent with academic standards.

12.3.4 ICS's quality systems and policies undergo regular review, revision and approval to ensure currency and relevance.

12.3.6 Organisational performance indicators, including quality indicators, are measured annually and reported in ICS's Annual Report.

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12.4 Policies

Approved policies can be accessed electronically on the ICS intranet. *Related procedures are included in the policy, and also apply.*	
Policy	**Responsibility**
Quality Assurance	Director/Operations Manager/Academic Head

APPENDIX

Appendix One:

AQMS AMENDMENT RECORD

The AQMS first received full acceptance by the Academic Board in May 2020.

Document Change
The current version of this manual is subject to continual evaluation, feedback and amendment, as described in the table below. As a document ratified by the Academic Board, such amendments are tabled with, examined by, and approved by the Academic Head prior to their release.

When a number of such changes and revisions have occurred, the Director or Academic Head may decide to reissue the manual as a new full version.

Document	ICS Academic Quality Management System			
Section	*Version*	*Pages*	*Issue Date*	*Nature of Change*

Document Review
Notwithstanding the continual evaluation, feedback and amendment described above, this version will be subjected to a full review of its relevance and effectiveness in accordance with policy, unless a new version is issued prior to that time.