

# Modelling Learning Quality Management in Australian Education

## Abstract

This work is part of a research that aims to define an activity-based quality management model for Australian education. The purpose is for designing an ontology-driven, knowledge based and service-oriented system solution, for creating and sustaining learning quality in higher education.

Analysing the descriptions of quality and management canvassed by Standards Australia and International Organisation for Standardization infer that

- Quality represents the (a) practices that qualify the characteristics of the operational and management cultures and capabilities of high performing enterprises, and (b) measures that quantify their operational and management performance levels.
- Quality management can be viewed as an enterprise *system* or a *meta-system* of many enterprise systems, comprising of operational and management workflows that consume and process knowledge and resources, for providing and delivering products/services that conform to customer requirements.

Using such principles, the Australian education system is viewed as a quality management meta-system of enterprises operating curriculum provisioning and delivery activity flows.

These curriculum activity flows are supported by regulatory compliance and management functions that oversee policy compliance, consumption and processing of enterprise knowledge and resources, and stakeholder interactions.

The effectiveness of such a quality system can be further enhanced by:

- Governance policies and management structures that effectively integrate sovereign goals and curriculum practices
- Regularly collecting and evaluating learner feedback for improving performance
- Cultivating a learning workforce that can change the ways they make policies, manage, provide and deliver education services that conform to what learners need, want and value.