



Australian
**Chiropractic
College**

POLICY AND PROCEDURES

COURSE DEVELOPMENT, APPROVAL AND REVIEW

PURPOSE

The Australian Chiropractic College (ACC) takes full responsibility for all higher education courses it is authorised and accredited to deliver. This policy and associated procedures contribute to ACC's approach for ensuring the consistency of academic standards through specific strategies for robust development, mechanisms for monitoring and ongoing improvement of courses delivered at the College.

SCOPE

This document applies to all higher education courses delivered by ACC and accredited by TEQSA. The procedures outlined in this document apply to:

- ACC Staff Members
- ACC Academic Staff
- ACC Registrar
- ACC Dean
- Members of ACC's academic governing bodies including relevant sub-committees
- Members of the Board of Directors

This document does not detail the requirements or processes for the external accreditation of ACC's course by professional bodies or associations.

POLICY STATEMENT

The Course Development, Approval and Review Policy and Procedures have been established to ensure the College's academic governance and fiduciary responsibilities are applied to course development, approval, review and enhancement processes.

ACC courses and all subjects that form part of any course will be designed, developed and delivered upholding the vision and values of the College as set out in the Strategic Plan and in line with the ACC Governance Framework.

PROCEDURES

1. Development

- 1.1. Once the Board of Directors have approved that a course be developed, the Academic Board will appoint members to the Course Development Committee (CDC) to design the curriculum in line with the specifications and parameters approved by the Academic Board and taking into consideration regulatory requirements, the ACC Teaching and Learning Plan, professional accreditation requirements, established and emerging disciplinary scholarship and practice and teaching and learning principles.
- 1.2 Course development involves coherent and scaffolded subject design that will cumulatively develop specific disciplinary skills and knowledge alongside generic and transferable skills that align with ACC's Graduate Qualities and facilitate the demonstration of course learning outcomes.
- 1.2 Subject learning outcomes shall be mapped to the course learning outcomes and include an advanced level of knowledge and inquiry set to reflect the level appropriate to the Australian Qualification Framework (AQF) and the year of study.
- 1.3 Each assessment task within each subject will be designed to develop skills and knowledge and to facilitate the demonstration of skills and knowledge and at a particular level in line with the subject learning outcomes.
- 1.4 CDC members will be qualified and appropriately experienced and will be overseen by the Academic Board to ensure academic leadership and scrutiny over all aspects of academic quality including curriculum design and delivery modes, alignment of learning outcomes with graduate qualities, assessments, course development, pedagogy, enhancement and review.
- 1.2. Individual discipline areas of each subject will be underpinned by substantial levels of scholarship as evident by an extensive knowledge base, theoretical framework, published research and current literature as reflected in subject development.
- 1.3. Cross-disciplinary and external consultation with stakeholders is encouraged in the design and development of new subject with the purpose of ensuring efficient and effective subject development.

2. Approvals

- 2.1. The ACC strives to maintain rigorous standards for each accredited course in line with the Higher Education Standards Framework and in order to meet and ensure ACC's vision, mission and strategic goals. As such it utilises peer assessment within the course development, approval and review processes to ensure each course is designed for students to achieve and demonstrate the intended learning outcomes and graduate qualities.
- 2.2. The CDC will be required to develop all new subject proposals as part of a coherent course design through the direction and oversight of the Academic Board. The CDC will regulatory report to the Academic Board through the course development process and present the course materials for final approval of the Academic Board.
- 2.3 The Academic Board considers, scrutinizes and approves all ACC courses ensuring that the course meets the specifications of the AQF level, that the curriculum is mapped to the course learning outcomes, that the course is coherent and that students will be engaged in current knowledge and inquiry consistent with the disciplinary nature and level of the course. The Academic Board relies on the advice of the CDC and of external experts in considering approval.
- 2.4 All accreditation applications to TEQSA for new or existing courses must be endorsed by the Academic Board with a recommendation for approval to submit to TEQSA by the Board of Directors.
- 2.3. The Dean may recommend minor changes to subjects that do not lead to a new subject to the Academic Board for approval,
- 2.4. In order to maintain transparency, all proposals will be assessed through an objective, equitable and clearly documented process.
- 2.5. The Academic Board may revoke subject approval based on concerns over quality, currency, viability and relevance.

- 2.7. All subjects will be required to meet and attain standard reporting obligations and conditions as approved by the Academic Board and the Policies and Procedures set out by the ACC.

3 Course Review Processes

- 3.1 Regular and systematic review and evaluation of all subject content, assessment, delivery modes and teaching and learning practices, is integral to academic quality assurance. Review processes are conducted internally on an annual basis, and externally through an independent review on a five-year cycle, or earlier if deemed necessary.
- 3.2 Regular and systematic annual internal annual reviews allow for:
- the evaluation and continued improvement of course and subject learning outcomes;
 - the identification of emerging scholarship, or industry and accreditation priorities of subject or course development;
 - maintenance of a student centric focus through the use of student subject evaluation processes and feedback;
 - identification of issues that may result from analysis of student performance data; and
 - reassessment of learning and teaching strategies.
- 3.3 Annual Subject Enhancement Reports provide subject level analysis and information including the incorporation Student Satisfaction Surveys which include student subject evaluation and student evaluation of teaching quality in addition to the reflections of academic staff.
- 3.4 Annual Course Performance Reports, acts as an integral component of the academic quality assurance process. In an attempt to improve and enhance the student learning experience , a collation of information received via data collection (e.g. subject pass/fail rates, course completion rates, student attrition, grade distribution) ,in conjunction with an in-depth SWOT analysis, reflective practice on previous year's feedback and corresponding action items, review of ACC engagement strategies and their associated effectiveness. It is also a significant reference point for developing best practice.
- 3.4 Responses to interim review and assessment processes including Subject Enhancement Reports and Course Performance Reports, are considered by the Academic Board in consultation with the Dean, the Registrar and inputs from both the CDC and the Academic Quality and Standards Committees if necessary.
- 3.3 Independent comprehensive course review will be scheduled on a five (5) yearly cycle with the direction of the Academic Board.
- 3.7 The independent reviewers will be credentialed experts relevant to the disciplinary area of the course with experience in course design, assessment and teaching and learning in a higher education environment.
- 3.8 The independent review process shall include the following stages:
- The Academic Board will appoint appropriately qualified and credentialed experts to review the course/s;
 - The independent Experts will be provided all course materials and a brief to assess the course;
 - The Experts will review all relevant information, and if required, interview any governance members, staff and/or students;
 - The Independent Experts provide the Academic Board with Review Reports;
 - The Academic Board will meet to discuss, consider and approve any recommendations arising from the independent review;
 - A Quality Improvement Plan based on the recommendations arising from the review will be and approved by the Academic Board, and implemented according to a schedule of activities and timelines with delegations;
 - The Quality Improvement Plan will be overseen by the Academic Board with delegation for the coordination of implementation by the ACC Dean.

3.8 The independent reviewer role is as follows:

1. Review the course structure, design, content and assessment to assess that it meets sector standards and benchmarks, meets the AQF requirements and meets broad regulatory requirements under the Higher Education Standards Framework.
2. Review ACC's approach to monitoring and improving the course;
3. Review student performance data and outcomes.
4. Ensure adequate resourcing is provided and that staff are qualified and skilled and maintaining best practice in learning and teaching through continued professional development.
5. Provide recommendation on the continuation or enhancement of the course or individual subjects.

3.9 To maintain exceptional higher education standards the College requires relevant benchmarking of the academic performance against other institutions in order to identify, and act upon, highlighted areas requiring alteration or enhancement. All relevant benchmarking activities will be considered by the Academic Board and feed into course review processes as required.

5 External Accreditation

- 5.1 External program accreditation is in addition to the ACC's internal approvals. The course will require a professional accreditation process as managed and implemented by the Council on Chiropractic Education Australasia (CCEA).
- 5.2 Any report produced by an external accrediting body including TEQSA or the CCEA will be received and reviewed by the Academic Board. The Academic Board will review, consider and implement change required by the external accrediting body to ensure ongoing accreditation and positive student outcomes.

REVIEW

The policy is to be reviewed by 17 November 2019.

Draft Date: 4 October 2018

Version: 3.0

Approval Date: 15 October 2018

Approved by: Academic Board

Date of Next Review: 17 November 2019