



POLICY

LEARNING AND TEACHING POLICY

Purpose

The enhancement of learning and teaching is central to the vision, mission, culture, activities, practices and future development of the ACC. The purpose of this policy is to:

- identify and describe the ACC's approach to learning, teaching and assessment;
- articulate the ACC's commitment to creating effective and meaningful learning opportunities and experiences through the development of high quality, relevant and current courses and services that are aligned with the ACC's strategic directions;
- encourage the ACC's community to reflect on contemporary learning and teaching practices in a global society to better meet the diverse needs of the broad range of learners now and in the future; and
- provide a clear framework for making coordinated decisions in relation to the enhancement of learning and teaching activities across the ACC.

Scope

This policy applies to all students, academics and learning and teaching activities at the ACC.

Policy Statement

This policy describes the principles and practices that underpin effective learning, teaching and assessment at the ACC. These principles incorporate both learning processes and learning outcomes and are framed around providing better access for individuals, communities and businesses to lifelong learning that suits their circumstances, ways of learning, respects cultural differences and allows them to succeed in an innovative, global community.

The critical component of the ACC's Learning and Teaching Policy is that the adoption of any of these principles and practices be based on the needs of learners and on the learning outcomes relevant to the course/program.

Principles

The following principles of learning, teaching and assessment are derived from the scholarship of teaching and learning and are informed by current practices across the higher education sector:

- 1. Students are at the heart of the ACC.**

- The ACC is committed to student engagement and success by responding to the student voice, and to working in partnership with students.
2. **Students' success is built on their whole of ACC experience.**
 - It is the responsibility of all ACC staff to contribute to a positive and effective student experience.
 3. **The diversity of students at ACC is recognised and welcomed.**
 - Opportunities will be offered to all students to succeed through engagement, reflection and commitment to learning.
 4. **Courses and subjects are designed with clear learning outcomes, coherent structure and manageable workloads for both staff and students.**
 - Students will be provided with learning experiences that develop Graduate Capabilities and accomplish ACC intent of core values, Gratitude, Integrity, Innovation and Excellence. Clear statements of intent are reflected in course and subject design.
 5. **The integrity of the ACC's grades and credentials is fundamental.**
 - Students and staff are responsible for ensuring the authenticity of assessment materials submitted and the standard of grades awarded and to be aware of the consequences of academic misconduct. Refer to Policy on *Academic Integrity* and *Assessment of Coursework* Principles Policy and Procedure.
 6. **Effective teaching is inspiring, motivating and research-informed.**
 - Students' engagement in ACC's learning enriches their intellectual lives.
 7. **Approaches to teaching are varied and adaptive to new demands in learning and will include effective use of appropriate technologies and innovation.**
 - Teaching staff will develop and draw on a repertoire of teaching skills to respond to changing circumstances, contexts and settings.
 8. **Open communication builds shared understandings.**
 - Transparent, timely, explicit and mutually respectful communication is important between and among staff and students.
 - Refer to *Academic Freedom Policy* and *Assessment Policy*
 9. **Teaching that develops learning is well organised with enhancement led through the cyclical process of reflection, revision and improvement.**
 - Teaching will be supported by timely and orderly procedures developed within the ACC's Quality Improvement system.

Strategies and Outcomes

The following strategies will be used to achieve the principles of learning and teaching:

1. **The design and teaching of all subjects and courses will be responsive to the needs of ACC's students;** based upon data collected from marketing, demographic reports and student surveys.
 - A student satisfaction survey will be conducted at the end of each teaching period with a target response rate of 80%.
 - Course and subject development and review will respond to student feedback.
 - Students will be included in the process of designing courses through participation in appropriate committees (staff-student liaison committees, staff-student consultative or student focus groups).
2. **Students will be given opportunities to develop and extend academic skills and build social community,** including peer support and mentoring particularly in first year.
 - Information literacy, academic writing, career information and time management will be embedded into course design and implementation through relevant support service.

- Student services will be designed to provide support and mentoring to minimise student attrition. ACC has mechanisms for identifying students at risk and has set a threshold attrition of 20% in Year 1 and 10% in Year 3 onwards.
3. **In all subjects a variety of resources, teaching methods and approaches to learning will be considered and adopted**, in recognition of the diversity of the student body.
 - While meeting learning outcomes, assessment and accreditation demands, courses and subjects will be offered in ways that provide students with some flexibility and choice, using information and communication technologies,
 - Teaching, learning and assessment must provide reasonable access, availability and opportunity and adjustments for students with accessibility issues. Refer to *Students with Disabilities Policy*
 4. **Courses will be designed with clear demonstrable learning outcomes including those which:**
 - are of high cognitive order (as described in the Australian Qualifications Framework);
 - address employability and professional accreditation standards where appropriate;
 - align with graduate attributes for undergraduates;
 - align with any chiropractic discipline standards;
 - align with courses offered by external benchmarking partners, with an MOU on benchmarking signed by Year 3.
 5. **All teaching and learning activities, resources, assessment and criteria for grading, and learning outcomes (including graduate qualities) will be aligned** so that courses and subjects are explicitly coherent. All courses will be monitored through annual Course Performance Reports to ensure:
 - Curriculum will be designed to recognise requirements of AQF and different year levels.
 - Courses will be designed on the basis that a 1 credit point subject will require a 10-hour work load of study-related participation including 80% class attendance (unless stated otherwise in subject profiles) over the duration of the study period irrespective of mode of delivery.
 - Time-constrained assessments, e.g. exams and oral presentations, must be appropriate to the stated outcomes of the subject, and of duration appropriate to the demands of the questions.
 6. **Contemporary, disciplinary and interdisciplinary pedagogy will be incorporated into subjects and courses.**
 - Courses will demonstrate relevance and impact beyond the ACC, including elements of work integrated learning which must be benchmarked against the Higher Education Standards Framework (Threshold Standards).
 - Within each subject, a range of assessment tasks will be designed to enable, motivate and challenge students to extend their learning in ways that demonstrate a higher order engagement with the discipline.
 - Where appropriate, academic staff will model and encourage an enquiry-based approach to learning.
 - Academic staff are required and encouraged to participate in continual professional development and active scholarship in their disciplines and in pedagogy.
 7. **Within all courses staff will provide a range of learning opportunities**, for example, problem-based learning small group enquiry, situated learning and evidence-based practice.
 - Appropriate tools and technologies for learning will be used in all subjects to reinforce and enhance the student experience
 - ACC provides a supportive environment in which the maximum student to academic staff ratio is 14 to 1.
 8. **The provision of efficient and robust learning experiences within all courses will be based upon a Quality Assurance Framework.** Through this process learning and teaching will aim to create a continuous cycle of improvement, with emphasis on self-reflection and critical self-evaluation that draw on evidence to inform and enhance practice.

- Specific roles and responsibilities related to learning and teaching, and research are listed in the Quality Assurance Framework.
 - Overall student satisfaction target is set at 80% for the first year of operation, with gradual improvement to 85% by Year 3.
- 9. ACC will regularly engage with its alumni to measure graduate outcomes and obtain feedback on course experience.** The College will aim to continuously improve and update its course content, quality of teaching, and career support services to enhance student experience and graduate outcomes.
- ACC will conduct an annual survey on graduate outcomes from Year 4. Graduate outcomes and feedback will be reported to the Academic Board on an annual basis.
 - Graduate feedback will be fed into the annual planning process.

Time Frames

1. Courses and significant course components (e.g. majors) are monitored annually through the annual review of quality assurance measures.
2. All academic staff with teaching responsibilities in continuing, convertible or fixed-term positions must participate in a student evaluation of teaching at least every two years.
3. All academic staff with teaching responsibilities must participate in evaluation of teaching at least every three years.
4. A review will be conducted by a review committee every five years. A schedule of course reviews will be established by the Academic Board and reported in their annual quality assurance reports
5. If a course is subject to a review as part of an external accreditation process the report of the external accreditation panel will be submitted to the Academic Board. The terms of reference of the internal review may be limited to consider matters covered in the external review process.

Implementation and Monitoring

The Learning and Teaching Policy is achieved via the Terms of Reference provided by the ACC Board of Directors. The Academic Board is ultimately responsible for the implementation and monitoring of this policy as it pertains to the students and academic staff.

Review

The policy is to be reviewed by 17 November 2019.

Draft Date: 1 November 2017

Version: 2.0

Approval Date: 15 January 2018

Approved by: Academic Board

Date of Next Review: 17 November 2019