



Australian
**Chiropractic
College**

QUALITY ASSURANCE FRAMEWORK

PURPOSE

This policy identifies the key practices necessary for the ACC's ongoing commitment toward the principles of Quality, Effectiveness, Efficiency, Innovation and Academic Excellence and should be used in conjunction with the Course Development and Review Policy.

Continual Benchmarking through both internal and external practices allows for a measured comparison of performance against other higher education institutions both nationally and internationally as well as a comparison of performance and practices between different subject areas within the course.

The application of relevant data, through the use of self-evaluation and considered student and external stakeholder feedback, help in the review, development and implementation of strategic planning and decision making through the identification of strengths and weaknesses.

The ACC supports the Quality Assurance Framework through an underpinning quality cycle of 'plan, do, check, act'

SCOPE

This document applies to all staff members, teaching staff and stakeholders of the ACC.

Procedures

The ACC will inform its quality assurance processes through:

- The collection and analysis of student feedback
- Subject review processes
- Evaluation of teaching quality and annual performance review processes
- Interim annual course evaluation
- Independent course review
- Collection and analysis of student performance data
- External stakeholder feedback
- Benchmarking
- Scheduled Policy Review

1. Student Feedback

- 1.1. Students provide valuable insight and feedback into their academic experiences and the effectiveness and applicability of many teaching strategies and assessment methods.
- 1.2. Student feedback is collected throughout the teaching period and over the course of study through verbal consultation, written submissions and via online survey or data collection.
- 1.3. At the end of each teaching period, students participate in a formal Student Satisfaction Survey which includes aspects relating to:
 - a. Subject Evaluation
 - b. Teaching Quality
- 1.4. Confidentiality and anonymity will be maintained in all aspects of the Subject review in order to protect and respect the identify and rights of the individuals involved.
- 1.5. The delivery of the Survey is online through the student learning management platform (e.g. Moodle) for all subjects.
- 1.6. Complaints or negative feedback should be viewed as an opportunity for improvement as it serves as an effective indicator of overall satisfaction, effectiveness or unmet expectations of learning outcomes. Significant complaints will be addressed through the Grievances Policy and Procedures.
- 1.7. ACC will issue an online Course Experience Questionnaire at the end of each academic year. This information will inform ongoing reporting through Annual Course Performance Reports.
- 1.8. A Graduate Outcomes Survey will be conducted at the end of each academic year after the first graduating cohort.

2. Subject Review

- 2.1. At the end of each teaching period subject coordinators will be responsible for the production of an Annual Subject Enhancement Report.
- 2.2. When developing the Report, subject coordinators will seek, analyse and incorporate student feedback through the Student Satisfaction Survey, making suggestions on how and where teaching and learning strategies, learning outcomes and assessment tasks have been met, maintained or need improvement.
- 2.3. Based on student feedback and their own reflection of the subject, subject coordinators also identify strengths and weaknesses within the subject and provide recommendations for improvement.
- 2.4. Students will be advised on enhancements that have been made as a result of student feedback ('closing the feedback loop'), through the Annual Subject Enhancement Report.

3. Teaching Quality

- 3.1. As part of the end of subject Student Satisfaction Survey students are asked to provide feedback on the quality of teaching of each subject. Student feedback on the quality of teaching is fed into the Annual Subject Enhancement Report.
- 3.2. Results of the Student Satisfaction Survey are discussed and reflected upon in the annual performance review process for academic staff.

- 3.3. Self-evaluation and reflective practice used as a quality assurance and enhancement practice are based on a culture of regular review and continuous improvement of all learning and teaching and learning activities.
- 3.4. Shared good practice involves a strong commitment to the identification, recognition and sharing of good practice and processes, that become standard ACC practice.

4. Course Review

- 4.1. Annual interim and cyclical comprehensive independent review processes are conducted for all ACC courses.
- 4.2. The annual course review is conducted internally at ACC and includes evaluation of course and subject information based on:
 - Annual Subject Enhancement Reports which incorporate Student Satisfaction Survey results and analysis,
 - Annual Course Performance Reports which includes but is not limited to student performance data, course statistics and the results of annual Course Experience Questionnaire.

5. Collection and Analysis of Student Performance Data

- 5.1. As part of ongoing monitoring processes ACC collects, analyses and reports student performance data including:
 - Commencing student numbers;
 - Commencing students by admission type;
 - Returning students numbers including analysis of admission and risk factors;
 - Numbers of student withdrawals or non-returners including the reasons for attrition through exit surveys or other known factors.
 - Completing student numbers by year and cohort.
- 5.2. ACC is committed to implementing a robust and systematic approach to collecting and utilising student data for student success including identifying support needs, assessing admission processes and decisions and evaluating the teaching and learning strategies against the needs of our student cohort.
- 5.3. The Dean and Registrar are responsible for collecting and reporting to the Academic Board student performance data. This will be a standing item for the Dean's report to the Academic Board and will be included in Annual Course Performance Reports.

6. External Stakeholder Feedback

- 6.1. External perspective on the behaviour and performance of the ACC can be an effective and powerful method for self-reflection.
- 6.2. Compliment or complaints from all external stakeholders will assist in the enhancement of stakeholder satisfaction.
- 6.3. Feedback from external student placements as well as future graduate employers assist in identification of deficient or absent graduate qualities or capabilities.
- 6.4. When developing their end of term subject enhancement report, subject coordinators will seek, analyse and incorporate external stakeholders' feedback, making suggestions on how and where teaching strategies, subject learning outcomes and assessment tasks have been met, maintained or need improvement.

7. Benchmarking

- 7.1. Benchmarking is an integral process that forms part of ACC's approach to quality assurance and accountability.
- 7.2. A continued process of comparison and measured performance against the other relevant, best practice providers in Higher Education and Chiropractic. This process allows the College to identify strengths and weaknesses within the current ACC academic processes, policy and procedure in an attempt to continually seek improvement.
- 7.3. The first instance of benchmarking will occur in the development stages of the course. All reasonable efforts will be made by the Academic Board and Course Development Committee to ensure alignment of Higher Education Standards and requirements at Bachelor Degree level, professional standards (Council on Chiropractic Education Australasia) and comparable quality of course delivery with peers from self-accrediting providers.
- 7.4. Types of Benchmarking practices engaged within the College:
 - A. **International Benchmarking:** a wider scale approach allowing for a comparison with internationally relevant institutions. This allows for the measurement and comparison against world-standard best practice in both Learning and Teaching as well as profession specific content.
 - B. **Sector Benchmarking:** enables comparison of standard and performance against other higher education providers in Australia.
 - C. **Standards-based Benchmarking:** a benchmarking approach and analysis of processes, policies, procedures and learning outcomes against higher education standards and profession specific requirements.
 - D. **Internal and Cohort Benchmarking:** there are many divisions of pathways from internal and cohort benchmarking. The choice of methodology depends on the strategic objectives being served by the benchmarking activity. One specific example is the submission of the course evaluation to the Academic Board following the completion of each term.
- 7.5. The outcomes of all benchmarking activities at ACC will be considered by the Academic Board, and/or the Board of Directors and will contribute to ongoing continual improvement. Where relevant, the results of benchmarking will be included in Annual Course Performance Reports for consideration of the course as a whole against external benchmarks.

8. Scheduled Policy Review

- 8.1 ACC is committed to ensuring that as it develops as a higher education provider all corporate, academic and student facing policies and procedures are fit for purpose and effective. Each of ACC's policies is scrutinised and approved by the relevant governing body with functions for implementation and reporting specified. The review date of each policy is noted and a register of policy review and amendment is managed by ACC.

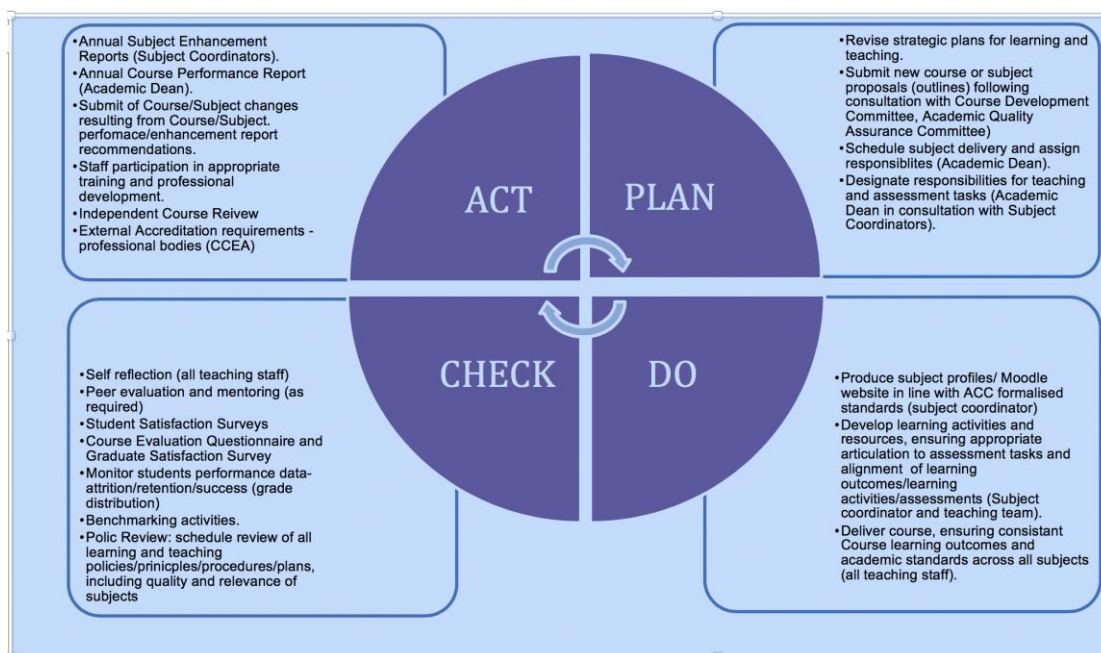
ACC's Quality Assurance Model

ACC's approach to quality assurance is to instil a culture of accountability and improvement across the College. At the highest levels, our approach to quality is reflected in both corporate

and academic governance processes. Overseeing all aspects of the College, the Board of Directors and the Academic Board work together to ensure the continual improvement of ACC's higher education operations and the success of our students.

ACC's approach to continual improvement is underpinned by the 'plan, do, check, act' (PDCA) model of quality assurance. This model is represented in Figure 1 to demonstrate the coherency and specificity of ACC's commitments to ensuring the quality of the College.

Figure 1: ACC's PDCA Model



Implementation and Monitoring

The College President and Academic Board are responsible for overseeing the implementation and monitoring of the framework.

Review

The framework is to be reviewed by 17 November 2019.

Draft Date: 9 October 2018

Version: 3.0

Endorsed: 15 October 2018

Endorsed by: Academic Board

Approval Date: 18th October 2018

Approved by: Board of Directors

Date of Next Review: 17 November 2019