



Australian  
**Chiropractic  
College**

# QUALITY ASSURANCE FRAMEWORK

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# ACC QUALITY ASSURANCE FRAMEWORK

## 1. PURPOSE

The purpose of this document is to describe the Australia Chiropractic College's (ACC) Quality Assurance Framework (QAF). Quality assurance (QA) encompasses the management and organisational processes required for the performance standards and quality of higher education provided by ACC to meet higher education sector requirements and norms. ACC's QAF describes ACC's approach to continuous review and improvement by utilising quality principles in all education related experiences of students, from admission through to attainment of qualifications and placement of students in the next phases of their professional lives. Integral to this approach is ACC's commitment to periodic review of infrastructure development, operational activities and resources deployment (physical, financial and human resources), to keep on track the building of an enabling learning environment – one that optimises students' chances of success.

The QAF adopted by ACC will underpin and facilitate achievement of the goals and priorities articulated in the ACC strategic plan, mission and vision statements, through a coherent quality improvement cycle of planning, implementation, review and improvement.

The aims of the QAF are:

- To give internal and external stakeholders confidence in ACC's governance, management of operations, and their outcomes; and
- To enable ACC to meet both expectations and performance standards of the Australian higher education sector, and national and transnational professional standards.

## 2. SCOPE

This document is applicable to all ACC's organisational units, functions and collaborations, formalising ACC's commitment to:

- The principles and policies that underpin this quality assurance framework;
- The organisational arrangements required for its implementation, including accountabilities, resources and processes, and its application to all quality assurance, continuous improvement and compliance activities undertaken by the ACC; and
- A planning and development framework that clearly demonstrates incorporation of the Quality Improvement Cycle of planning, implementation, review and improvement and, thereby, the adoption of systematic management procedures to monitor performance

and to ensure achievement and improvement of the quality of systems, processes and outputs.

Quality assurance at ACC is supported through the development of a culture, embracing attitudes, actions and procedures, that reflects a continuous improvement philosophy.

## 3. GOVERNANCE AND ACCOUNTABILITY

### 3.1 Organisational Arrangements

The Board of Directors and the Academic Board are the primary bodies at ACC responsible for monitoring quality assurance issues, actions and outcomes, and ensuring:

- Operational quality and integrity in the provision of higher education courses;
- A robust and efficient corporate and academic governance framework of structures, policies and procedures, rules, relationships, systems and processes which are consistent with ACC's legal, regulatory and corporate responsibilities, and which specifically include meeting its obligations under all relevant regulatory and legislative requirements including:
  - \*The Higher Education Standards Framework (2015);
  - \*The TEQSA Act (2011);
  - The ESOS Framework (including the National Code);
  - The Australian Qualifications Framework; and
  - All relevant State and Commonwealth legislation, as listed in Schedule A of the ACC Governance Framework
- Quality assurance considerations and requirements embraced in TEQSA Guidance and Best Practice Notes, as listed in Schedule B of the ACC Governance Framework.

Integral to the work of its Boards is ACC's commitment, as it develops as a higher education provider, to periodic review of all corporate, academic and student related policies and procedures to ensure that they 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.

Appendix B provides a full list of relevant policies and procedures with their review dates. It includes those submitted initially with the ACC application for Registration and Course Accreditation and a smaller number of policies and procedures that have been developed and approved more recently, as well as those which have been reviewed and updated.

Appendix C provides a list of ACC's most relevant related documents (Frameworks, Plans and Policies) to be read in conjunction with the Quality Assurance Framework.

## 3.2 ACC's Reporting Structure

Reporting requirements between the various Committees and Boards are built into ACC's Governance and Quality Assurance Frameworks. These are detailed in full in the Governance Framework and are summarised in Appendix A - ACC's Quality Assurance Operational Accountabilities and Cycles.

They are given further substance and definition in the various policies and procedures by which ACC's governing and academic boards and committees review ACC's higher education operations, listed in Appendix B.

In keeping with its commitment to continuous improvement, ACC's Governance Framework has also been recently reviewed (March 2020) to ensure that quality assurance responsibilities highlighted in this up-dated Quality Assurance Framework are also appropriately reflected or given emphasis under the functions assigned to the various governance boards and committees in the Governance Framework.

All staff and students will be made aware of the ACC's commitment and approach to quality assurance through induction and orientation procedures, all promotional information, the official ACC website and student handbook, and their feedback will be invited and considered as part of the quality assurance review cycle detailed in Section 4 below.

## 3.3 Board of Directors

The Board of Directors is responsible for the strategic direction, financial sustainability and successful management of the ACC. The Board is accountable for ACC's higher education operations including meeting the standards of the Higher Education Standards Framework (2015). Whilst the Board of Directors delegates authority for specific functions to Academic Board and relevant subcommittees, it has ultimate responsibility/accountability for all governance outcomes.

The primary role of the Board of Directors in quality assurance is to:

- Determine the mission and strategic direction of the ACC, set targets and indicators of success, and regularly monitor progress towards their achievement;
- Appoint an appropriately qualified CEO or President of ACC to manage the affairs of the ACC, establish their key performance indicators, monitor their performance and conduct at least annually a formal performance review;
- Oversee the development and implementation of clear and transparent plans, systems, policies and processes reflective of Higher Education Standards and ensure that operational outcomes are appropriately documented and regularly monitored, reviewed and reported;
- Establish the Academic Board to oversee ACC's academic governance, determine its membership profile, appoint members and its Chair, and monitor its activity;

- Regularly review the extent to which ACC's strategic and business planning processes are achieving its Vision and Mission and the extent to which annual operational plans are successfully achieving specific performance goals and objectives in relation to approved targets. This includes planning and monitoring of the ACC's financial position, and maintaining sufficient funds for its development and continuing operations;
- Oversee the development and implementation of the ACC Quality Assurance Framework and approve related policies and procedures for ensuring the quality of ACC operations and their compliance with mandatory higher education standards (Higher Education Standards Framework, 2015) and legal and regulatory requirements;
- Oversee the development and adoption of the ACC Risk Management Framework (Appendix C), and also establish strategies to mitigate unforeseen risks if and as they arise;
- Determine delegated authorities to other boards, committees and management, monitor their adoption, review their effectiveness and efficiency in discharging the functions of the ACC, and modify them where improvements are required;
- Ensure that ACC meets its statutory obligations under the Corporations Act 2001
- Ensure that ACC's financial statements are subject to a scheduled cycle of independent and qualified audit that meets Australian accounting standards, including approval of the appointment of an external independent auditor;
- Use external reference points and higher education sector benchmarks to inform the development and review of plans, policies and procedures, practices and new initiatives; and
- Award qualifications on recommendation of the Academic Board.

The Board of Directors delegates authority for academic governance of ACC to the Academic Board, including authority for the Academic Board to establish the Course Development Committee (CDC) and the Learning and Teaching Committee (LTC) for overseeing academic development and operations, as well as the Student Appeals Committee which is convened as required to consider Student Academic Appeals.

### 3.4 Academic Board

Academic governance includes academic administration and oversight of the educational delivery of ACC's courses. The Academic Board determines academic policy and has responsibility for the achievement of the educational objectives of ACC's accredited higher education courses.

It is the responsibility of the Academic Board to:

- Establish and nurture a culture of scholarship throughout ACC;
- Facilitate intellectual enquiry, promote excellence and ensure academic integrity;
- Oversee the quality assurance of the academic functions of ACC;
- Formulate, coordinate, approve and review academic policies and related procedures;
- Advise on the academic aspects of ACC's plans and to foster discourse on issues related to higher education and the Mission, Vision and Goals of ACC;
- Refer certain matters to such standing committees as the Board of Directors or Academic Board may establish from time to time;
- Receive reports from standing committees or working groups and ensure that their referred responsibilities are discharged;
- Approve an annual professional development plan for academic staff to maintain currency in professional and discipline-based expertise;
- Consider and make decisions on all aspects of the development and accreditation (or re-accreditation) of ACC courses, its teaching practices, assessment and requirements for graduation, prizes, awards and scholarships;
- Consider and recommend on any matter referred to the Academic Board by the Board of Directors;
- Develop and implement policies and procedures related to Academic Integrity; and
- Manage and delegate external and internal course reviews to the Course Development Committee, Learning and Teaching Committee and Program Advisory Committee, and govern the timely implementation of approved course changes.

In addition to such matters as are specifically referred to the Academic Board, the Academic Board may generate reports and recommendations to the Board of Directors, including recommendations for new subjects and courses for development.

### 3.5 Course Development Committee (CDC)

The Course Development Committee is a subcommittee of the Academic Board. The primary role of the CDC is to oversee the development and review of courses to ensure they meet the highest academic and industry standards. This is achieved through reviewing and incorporating the latest higher education and professional standards, sector developments, current disciplinary trends, and scholarly research as well as course feedback from students, peers and stakeholders.

The key responsibilities of the Course Development Committee (CDC) are to:

- Make recommendations to the Academic Board on changes to existing courses, including matters pertaining to delivery;
- Investigate any course related issues raised by the Academic Board;
- Receive reports from the Learning and Teaching Committee and make recommendations on relevant matters to Academic Board;
- Undertake benchmarking (national and international) of course outcomes in accordance with commitments embedded in the Quality Assurance Framework;
- Support the Academic Board in nurturing and encouraging a culture of scholarship throughout ACC;
- Manage external accreditation and review of ACC's academic subjects;
- Receive reports and review statistics relating to the granting of credit, student appeals against assessment, grievances, discipline and misconduct;
- Ensure that recommendations on innovative practices in learning and teaching referred by the Learning and Teaching Committee are considered for application to ACC's courses;
- In reviewing subject documentation referred by the Learning and Teaching Committee, ensure that it meets standards of rigour and depth appropriate to the award, is consistent with the course rationale, aims and content, and that it reflects best practice;
- Monitor the initiatives for, and effectiveness of professional development for academic staff;
- Oversee learning and teaching risk management, assessing and monitoring risks to learning and teaching activities and reporting on these risks to the Academic Board;
- Review course and subject performance reports flagging concerning issues and making recommendations to the Academic Board for improvement;
- Provide commendations on strongly performing courses and subjects; and
- Identify relevant external articulation arrangements that may be impacted by, or have an impact on course and subject performance.

### 3.6 Learning and Teaching Committee (LTC)

The Learning and Teaching Committee is a subcommittee of the Academic Board. The purpose of the LTC is to implement, monitor, maintain, and report on quality assurance processes for learning and teaching within ACC. It does so through keeping a watchful eye on day-to-day academic operations to ensure that they meet quality Higher Education Standards and also through advising on policy,



procedures and practice related to learning and teaching in ACC's accredited higher education courses.

The major functions of the Learning and Teaching Committee are to:

- Make recommendations to the Academic Board on changes to existing courses, including matters pertaining to delivery;
- Implement academic policies relating to all learning and teaching processes including student progress, examinations, assessment and academic appeals;
- Oversee the process by which applicants are assessed and admitted to the course, including the extent to which they meet pre-requisite course and subject specifications;
- Oversee the process by which applicants are granted credit for equivalent elements of study and recognition for prior learning (RPL);
- Oversee the process by which students are assessed, including assessment moderation (internal and external);
- Approve all student results prior to publication;
- Monitor student progress, attrition and completion rates, and graduate destinations;
- Review and advise on learning and teaching facilities that provide a physical environment conducive to higher education study;
- Make recommendations regarding texts and other learning resources;
- Receive reports and review statistics relating to the granting of credit, student appeals against assessment, grievances, discipline and misconduct;
- Undertake benchmarking of course outcomes in accordance with commitments embedded within the Quality Assurance Framework;
- Take steps to improve the quality of teaching through regular use and review of subject and course evaluations as a basis for continuous improvement;
- Together with the Academic Board and the Course Development Committee, encourage a culture of scholarship throughout ACC;
- Investigate and act on, as appropriate, any quality assurance or other matters referred by the Academic Board;
- Manage external accreditation and review of ACC's academic courses;
- Ensure that innovative practices in learning and teaching are considered for application to relevant subjects in ACC courses and make recommendations to the Course Development Committee;
- Review subject documentation to determine the extent to which it meets standards of rigour and depth appropriate to the award, is consistent with the course rationale, aims

and content, and that it reflect best practice, and make recommendations to the Course Development Committee accordingly.

### 3.7 Student Appeals Committee

The Student Academic Appeals Committee is a non-standing sub-committee of the Academic Board convened as required to consider and provide reports and/or advice to the Academic Board in relation to Student Academic Appeals. Notwithstanding its ad hoc status, it is an integral element of ACC's Quality Assurance Framework.

The role of the Student Appeals Committee is to:

- Consider ACC student appeal applications to determine their eligibility for an academic appeal hearing in accordance with grounds for appeal and other relevant sections of the Student Academic Appeals Procedure;
- Ensure appeals from students are heard in a timely and independent manner, applying the rules of natural justice;
- Co-operate and provide information and assistance to the Academic Board should a student appeal the decision of the Committee; and
- Report all decisions made by the Academic Appeals Committee to the Academic Board.

### 3.8 Program Advisory Committee (PAC)

The Program Advisory Committee acts in an advisory capacity to the President. Its primary role is to ensure that the aims, design, content and mode of delivery of any new or existing award courses are professionally and contextually current and relevant. It therefore considers and responds to advice from a range of sources, including teaching staff, students, employers and external academic peers.

This is an industry-based committee with external membership, which has been established to bridge any gaps between the ACC and industry.

The functions of the Program Advisory Committee are to:

- Consider and give advice to the President on the development of new subjects, seeking expert advice where necessary to address specific issues;
- Draw to the President's attention recent developments and trends in specific fields of study and research, and directions in course development;
- Receive and comment on new and revised outlines for subjects within existing courses;

- Consider major changes to existing courses and subjects and to seek additional expert advice where necessary;
- Receive and review any new course proposals, including evidence of need and demand, proposed subjects, delivery modes, assessment schedules, and admission and progression requirements; and
- Draft formal recommendations on issues arising from its meetings and submit these recommendations to the President for Academic Board consideration.

### 3.9 Executive Management Committee (EMC)

The Board of Directors delegates responsibility for the efficient conduct of ACC's business to the CEO (President), who convenes the Executive Management Committee to assist by providing essential management coordination and support.

It is the role of the President and the Executive Management Committee, in accordance with direction provided by the Board of Directors, including and without limitation, to:

- Develop, present for approval, and implement ACC's operational plans, with a particular focus on financial and human resources, physical infrastructure, marketing, student services, risk management and workplace health and safety;
- Implement approved policies and procedures to enable the efficient and effective operation of ACC;
- Implement and provide regular progress reports on ACC's Business Plan;
- Coordinate the conduct of admission and enrolment processes, and monitor and ensure the timely reporting of outcomes;
- Maintain a quality assured learning and teaching environment for all stakeholders, including students and academic teaching and professional staff;
- Closely monitor and report on operational effectiveness in achieving ACC's annual performance targets and on progress towards achieving ACC's strategic development goals; and
- Regularly review and report on management strategy for consideration by the Board of Directors, and adjust strategy as directed by the Board.

### 3.10 Finance, Audit and Risk Management Committee (FARC)

The Finance, Audit and Risk Management Committee is a subcommittee of the Board of Directors, responsible for overseeing the risk assessment and risk management practices of ACC and reporting

on significant organisation-wide risks to the Board. Such responsibility includes audit of quality and compliance controls and outcomes, and oversight of risk mitigation, in academic as well as financial and other matters. The Committee typically convenes on a quarterly basis, but will meet more frequently if appropriate.

The Committee sets out to achieve:

- Effective financial and resource planning, management, reporting and monitoring;
- Robust internal and external auditing;
- Identification, assessment, monitoring and mitigation of financial and other risk through approved systems, frameworks, policies and processes, including those pertaining to academic quality assurance as well as the quality assurance of the full range of corporate functions; and
- Compliance with all applicable policies, standards, laws and regulations.

## 4. QUALITY ASSURANCE FRAMEWORK

ACC's Quality Assurance Framework informs:

- Corporate Governance;
- Academic Governance;
- Operations Management;
- Risk Management;
- Financial Management;
- Course Development, Evaluation and Review;
- People Management;
- Stakeholder Engagement; and
- Benchmarking.

An evidenced-based approach underpins the monitoring and review components of the Quality Assurance Cycle. ACC's performance data will be identified, stored and reported to internal and external stakeholders, following which their feedback will be incorporated in monitoring and review.

### 4.1 Quality Assurance Model/Cycle

All members of ACC have a stake and role in quality assurance and improvement. The creation and maintenance of a culture of quality is fundamental to the effectiveness of ACC's Quality Assurance Framework, based on the following 4-stage Quality Assurance Cycle.

# QUALITY ASSURANCE CYCLE



This Quality Assurance Cycle will not be operating in isolation. It will be informed continuously by feedback and recommendations from Management, Boards and Committees, based on the outcomes of Benchmarking, Stakeholder Feedback, various Course and Subject Monitoring and Evaluation processes, and Course and Staff Performance Reviews, as described below.

ACC is committed to a rigorous, comprehensive and evidence-based approach to quality assurance and continuous improvement and reflection of this commitment in all aspects of its governance, including policies and procedures, and its strategic, business and various operational plans.

## 4.2 ACC's Quality Assurance Cycle

The ACC Quality Assurance Framework aligns with its Planning Framework, which is based on four key areas of strategic focus:

- Governance and Risk;
- Student Participation and Outcomes;
- Financial Viability and Growth; and
- Academic Leadership

These 4 areas are considered priority for quality assurance and continuous improvement and each will be a major focus of attention as ACC undertakes regular and systemic reviews of all operations, as follows:

- The Quality Assurance cycle will begin with an annual review of ACC's performance against the Strategic Plan indicators;
- Where required, Strategic, Business and Learning and Teaching Plans will be updated each year to address gaps in performance or where there is need for improvement;
- The following year's operational plan for the budget will be drafted, and any budget implications identified. Revised performance indicators will be set yearly;
- Business Performance Review will be conducted each Semester with performance outcomes measured against key performance indicators;
- Learning and Teaching Plan Performance Review will be conducted each semester;
- Student Performance will be reviewed against measurable key performance indicators in the Learning and Teaching Plan;
- Enrolments and financial performance will be reviewed monthly; and
- Reviews of the Board of Directors and the Academic Board as required.

## 4.3 Subject and Course Evaluation and Review

Based on a culture of regular review and continuous improvement of all learning and teaching activities and outcomes, staff self-evaluation and reflective practice will be used as a key quality assurance and enhancement measure.

The ACC will inform its quality assurance processes through:

- The collection and analysis of student feedback;
- Annual subject enhancement reports;
- Annual course performance review processes;
- Full course review (internal and external);
- External stakeholder feedback; and
- Graduate Feedback.

Key practices integral to the effectiveness and efficiency of Quality Improvement, Innovation and Academic Excellence will be identified and used in conjunction with implementation of the Course Development and Review Policy (Appendix B).

#### 4.3.1. The Collection and Analysis of Student Feedback

At the end of semester, students will participate in a formal student satisfaction survey which includes aspects relating to subject evaluation and teaching quality.

ACC will collect feedback from students on courses and teaching using standardised survey instruments throughout the teaching period and over the course of study through verbal consultation, written submissions and via online surveys (student management platform) or other means of data collection. Data collected will be based on the students' academic experiences, including the quality of teaching and the effectiveness and applicability of teaching strategies and assessment methods.

Data on the performance of the student cohort in each subject will be collated and analysed, then summarised into a report for the Learning and Teaching Committee for review and recommendations.

Results of the Student Satisfaction Surveys will be discussed and reflected upon in the annual performance review process for academic staff.

Complaints or negative feedback are viewed as an opportunity for improvement as they will serve as indicators of overall satisfaction, effectiveness or unmet expectations of learning outcomes. Significant complaints will be addressed in accordance with ACC's Grievances Policy and Procedures (Appendix B).

Confidentiality and anonymity will be maintained in all aspects of subject review in order to protect and respect the identity and rights of the individuals involved.

The Course Development Committee will conduct a Benchmarking Review of the course(s) and report its findings to the Academic Board, every three years.

#### 4.3.2. Annual Subject Enhancement Report

At the end of each teaching period, subject coordinators will be responsible for the production of an Annual Subject Enhancement Report. This will be reviewed by the Learning and Teaching Committee, the Course Development Committee and the Academic Board.

When developing the Report, subject coordinators will seek, analyse and incorporate student feedback through the Student Satisfaction Survey, which will indicate the extent to which teaching and learning strategies and assessment tasks have been effective in achieving learning outcomes, and where they need to be improved.

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.

#### 4.3.3. Annual Course Performance Review Processes

ACC will issue an online Course Experience Questionnaire at the end of each academic year. This information will inform ongoing reporting against the Learning and Teaching Plan through Annual Course Performance reports which will be prepared by the Course Development Committee for submission to the Academic Board.

The annual course performance review will be conducted internally at ACC and will include evaluation of course and subject information based on:

- Annual Subject Enhancement Reports which will incorporate Student Satisfaction Survey results and analysis, and
- Annual Course Performance Reports which will include but not be limited to student performance data, course statistics and the results of annual Course Experience Questionnaire.

The Program Advisory Committee will provide input into this process.

#### 4.3.4. Full Course Review (internal and external)

The Academic Board will initiate and provide oversight of a full review of each ACC course and its subjects every four years. This review will be delegated to the Learning and Teaching Committee.

#### 4.3.5. External Stakeholder Feedback

When developing their end of semester subject enhancement reports, subject coordinators will seek, analyse and incorporate external stakeholders' feedback, and make suggestions on means of improving teaching strategies and assessment tasks in order to maximise students' ability to achieve desired learning outcomes. External perspectives on the behaviour and performance of the ACC are considered an effective and powerful method for self-reflection. Compliments or complaints from external stakeholders will also assist in the enhancement of stakeholder engagement with, and regard for ACC.

Further information about processes for collecting Stakeholder feedback can be found in the Course Evaluation and Review Policy and Procedure (Appendix B)

#### 4.3.6. Graduate Feedback

A Graduate Outcomes Survey will be conducted at the end of each academic year after the first graduating cohort. Graduate feedback is rated against ACC's graduate profile and assists in identification of deficiencies in graduate qualities or capabilities.



## 4.4 Annual Performance Review of Academic Staff

ACC has an integrated and coherent system of performance management that establishes a direct link from the corporate vision to individual accountability. Performance Indicators in the Business Plan and Learning and Teaching Plan inform each employee's accountabilities and specific work objectives, and the measures for regular review of the individual's performance in relation to them. This process culminates in an annual appraisal.

Further information about the Annual Performance Review is detailed in the Performance Review Policy (Appendix B).

## 4.5 Benchmarking

Benchmarking is the process of developing ongoing relationships with the aim of continually comparing the performance of ACC against that of peer institutions for the purpose of improving the ACC's processes and performance outcomes. It will involve a continual systematic review and comparison of data with selected other higher educational institutions. The data collected will support self-evaluation of performance and process.

All of ACC's governing Boards and Committees will be involved in benchmarking.

Benchmarking has already occurred in the development stages of the course.

At a minimum, a benchmarking review of each subject will be conducted every three years.

All reasonable efforts will be made by the Academic Board, the Course Development Committee and the Learning and Teaching Committee to ensure ACC's alignment with Higher Education Standards, AQF requirements at Bachelor Degree level, and professional standards (Council on Chiropractic Education Australasia), and also to ensure comparable quality of ACC's course delivery with that of relevant self-accrediting providers.

ACC will engage in various types of benchmarking:

- International Benchmarking: a wider scale approach allowing for a comparison with internationally relevant institutions, for assessment of performance against world-standard best practice in both Learning and Teaching as well as Profession Specific Content.
- Sector Benchmarking: enabling comparison of standards and performance against other higher education providers in Australia.
- Standards-based Benchmarking: facilitating analysis of processes, policies, procedures and learning outcomes against Higher Education Standards and Profession Specific Requirements.

- Internal and Cohort Benchmarking: for which there are many opportunities and for which the choice of aspect and methodology will depend on the strategic objectives being served.

The outcomes of all benchmarking activities in learning and teaching at ACC will be considered by the Academic Board, and will be reported to the Board of Directors. This will enable support at the highest level for ongoing continuous 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.

More information about benchmarking is detailed in the Benchmarking Register included in Appendix B – List of ACC’s Policies and Procedures.

## 4.6 Responsibility And Delegation

All staff will be made aware of the ACC’s Quality Assurance Framework and quality improvement cycle as outlined in this document and their responsibility to commit to its implementation.

All members of ACC’s executive will be responsible for ensuring that a quality assurance culture is created and adopted across all aspects of the ACC’s operations and that compliance with external Higher Education Standards is always a top priority.

The respective Quality Assurance foci, activities and review cycle for each of the ACC’s governing Boards and Committees is captured in Table 1: ACC QA Operational Accountabilities, Activities and Cycles (Appendix A).

External assessment of professional courses will be an integral part of course accreditation processes.

ACC plans to document its quality assurance procedures in a Quality Assurance Manual.

A schedule for reporting ACC’s quality assurance data will be developed and promulgated by the Learning and Teaching Committee.

## 5. REVIEW

This framework will be reviewed by the Board of Directors every two (2) years, or more frequently as appropriate.

\*Higher Education Standards refers to the Higher Education standards (HES) Framework (Threshold Standards) 2015 by TEQSA under the TEQSA Act 2011 and any other codified quality-related Standards.

## Version Control

<b>Document:</b> Quality Assurance Framework		
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<b>Version:</b> V2.0	Replaces Version: V1.0	<b>Next Review:</b> March 2022
<b>Nature of Change</b>	March 2020: <ul style="list-style-type: none"><li>• Minor amendments to align with ACC Governance Framework</li><li>• Reformatted to align with corporate style</li></ul>	

## 6. APPENDIX A - TABLE 1: ACC QA OPERATIONAL ACCOUNTABILITIES, ACTIVITIES AND CYCLES

Board / Committee Responsible	QA focus	QA Activity	QA Cycle
BOARD OF DIRECTORS	Quality Assurance Framework	<ul style="list-style-type: none"> <li>Monitor and implement. Oversee ACC's Academic and Corporate Governance, and determine membership of the Academic Board.</li> <li>Ensure all staff have a good understanding of the College's Quality Assurance Framework</li> <li>Support the documentation of Quality Assurance procedures in quality assurance manuals to be used across ACC to ensure business continuity and quality enhancement</li> <li>Endorse and monitor schedules for the reporting of quality assurance data to relevant Boards and Committee, with a particular focus on schedules recommended by Academic Board and its subcommittees (CDC and LTC)</li> <li>Ensure that all staff and students have an opportunity to provide feedback on implementation of the Quality Assurance Framework</li> </ul>	Ongoing
	Strategic Planning/Vision and Mission	<ul style="list-style-type: none"> <li>Monitor and review ACC's performance against key performance indicators in its current Strategic Plan and commensurately its Annual Operational Plan</li> </ul>	5 Year Strategic Plan Cycle with annual review and re-focusing of Goals, Objectives, Strategies for achieving them, Actions and Key Performance Indicators
		<ul style="list-style-type: none"> <li>Set key performance indicators for CEO or President</li> <li>Monitor Board of Directors performance against Strategic Plan key performance indicators</li> </ul>	Annually
		<ul style="list-style-type: none"> <li>Oversight and Monitoring of implementation, based on recommendations from the FARC</li> </ul>	Annually

	Business Plans (Financial Forecasting)	<ul style="list-style-type: none"> <li>Annual approval of actions recommended by the FARC, arising from the annual review of financial viability and sustainability and revision of financial performance indicators</li> <li>Review of business performance against measurable key indicators</li> <li>Approval of annual Business Plans and Budgets</li> </ul>	
		<ul style="list-style-type: none"> <li>Review of the effectiveness of marketing strategies in relation to student enrolments and financial performance</li> <li>Review and modify as necessary key performance indicators for staff with responsibilities directly related to achievement of targets in the annual business plan</li> </ul>	At least quarterly
		<ul style="list-style-type: none"> <li>Approval of the engagement of an external auditor for the purpose of independent annual financial performance review</li> </ul>	Annually in accordance with recommendation from the FARC
	Benchmarking	<ul style="list-style-type: none"> <li>Use external reference points to inform the development and review of plans, policies and procedures</li> <li>Undertake with the New Zealand College of Chiropractic, Charles Darwin University and IKON and other institutions subject to experience of the PAC membership</li> </ul>	3 Years or as directed by the Chair of BOD
	Delegation Authority Document	<ul style="list-style-type: none"> <li>Implement and monitor system of delegation</li> </ul>	Annually
	Risk Management	<ul style="list-style-type: none"> <li>Oversight and monitoring of the implementation of the Risk Management Framework</li> </ul>	Annually
	Policies and Procedures	<ul style="list-style-type: none"> <li>Approval of policies and procedures for the quality assurance of the College's operations</li> </ul>	Annually
	Key performance indicators for CEO (President)	<ul style="list-style-type: none"> <li>Monitor, review and modify</li> </ul>	At least annually
	Compliance	<ul style="list-style-type: none"> <li>Report compliance with regulatory and legal requirements as well as the Corporations Act 2011</li> </ul>	Annually

	All ACC Plans	<ul style="list-style-type: none"> <li>• Oversight of the development and implementation of clear and transparent ACC plans, systems, policies and processes relating to higher education and ensure that related services are in place, accessible, implemented and regularly monitored, reviewed and reported</li> <li>• Ensure all students and staff are supported in the pursuit of quality and maintenance of standards</li> </ul>	Annually
	ACC Employee Accountability and Responsibility	<ul style="list-style-type: none"> <li>• With reference to quality standards and compliance, ensure all College employees are accountable, through established reporting processes, to their respective supervisors</li> </ul>	Annually
<b>ACADEMIC BOARD</b>	A Culture of Academic Excellence	<ul style="list-style-type: none"> <li>• Promote excellence in learning and teaching</li> <li>• Facilitate intellectual enquiry and ensure academic integrity on all academic aspects of ACC plans</li> <li>• Monitor the extent to which a culture of scholarship is being developed and nurtured</li> <li>• Monitor and provide guidance on indicators of the quality of teaching, assessment requirements for graduation and the award of prizes and scholarships</li> <li>• Foster discourse on issues related to higher education and the Mission and Goals of ACC</li> </ul>	Annually
	Reporting	<ul style="list-style-type: none"> <li>• Receive reports from standing committees and working groups and ensure their responsibilities are being discharged</li> <li>• Consider and make recommendations on any matter referred by the Board of Directors</li> <li>• Generate reports and recommendations to the Board of Directors including recommendations on new subjects for development</li> </ul>	Ongoing depending on reporting schedule
	Learning and Teaching Plan including Quality Assurance of Academic Functions	<ul style="list-style-type: none"> <li>• With the Learning and Teaching Committee, develop an operational Learning and Teaching Plan that aligns with the College's Strategic Plan</li> <li>• Assess if key performance indicators are achieved on academic issues related to the Learning and Teaching Plan</li> <li>• Review and ensure implementation of policies related to Academic Integrity</li> </ul>	Ongoing for operations Review Plan Annually

	Benchmarking	<ul style="list-style-type: none"> <li>• Use external reference points to inform the development and review of plans, policies and procedures</li> <li>• Undertake with the New Zealand College of Chiropractic, Charles Darwin University, IKON Institute and other institutions</li> </ul>	Triennial
	Professional Development for Academic Staff	<ul style="list-style-type: none"> <li>• Ensure that staff professional and discipline-based expertise is monitored and is current, teaching skills are maintained and updated, and appropriate scholarly activities are undertaken</li> <li>• Approve Professional Development opportunities for Academic Staff.</li> <li>• Ensure that external assessment of professional courses is conducted through the relevant accrediting bodies</li> </ul>	Annually
	Accreditation	<ul style="list-style-type: none"> <li>• Consider and make decisions on all aspects of the development and accreditation/re-accreditation of the ACC Bachelor of Chiropractic program</li> </ul>	Comply with accreditation cycle as indicated by CCEA.
	Academic Policies	<ul style="list-style-type: none"> <li>• Formulate, approve, and monitor the implementation and review of academic policies</li> </ul>	3 year cycle or as needed
	Review of all Courses/Subjects	<ul style="list-style-type: none"> <li>• With the agreement of the President and support of the Board of Directors, delegate full review of each ACC course and its subjects to the Program Advisory Committee</li> </ul>	4 year cycle
<b>COURSE DEVELOPMENT COMMITTEE</b>	Develop Learning and Teaching Plan (with Academic Board)	<ul style="list-style-type: none"> <li>• The Learning and Teaching Committee reports course and subject related matters to the Course Development Committee. Together, they Implement and Monitor the Learning and Teaching Plan</li> </ul>	Triennial
<b>LEARNING AND TEACHING COMMITTEE</b>		<ul style="list-style-type: none"> <li>• Ensure all academic operations meet quality Higher Educations Standards</li> <li>• Determine inclusion in the Plan of any issues raised by the Academic Board for action</li> <li>• Encourage a culture of scholarship, act on any other actions delegated by the Academic Board</li> <li>• Have oversight of the Learning and Teaching Plan performance review</li> <li>• Review reports on student performance against measurable key performance indicators in the Plan</li> <li>• Monitor the alignment of key performance indicators for Academic Staff with Learning and Teaching plans</li> <li>• Implement peer review moderation</li> </ul>	To the Learning and Teaching Committee monthly meetings and to the CDC meetings twice a year

		<ul style="list-style-type: none"> <li>• Oversee curriculum design changes recommended by academic staff</li> <li>• Oversee the quality of learning environments</li> <li>• Oversee assessment practices (conduct, type, volume and distribution)</li> <li>• Investigate matters relating to Academic Integrity</li> </ul>	
	Reporting	<ul style="list-style-type: none"> <li>• Monitor and report to the Academic Board on all quality assurance processes within learning and teaching at ACC</li> <li>• Advise and report to the Academic Board on all policy and practices relating to learning and teaching</li> <li>• Make recommendations to the Academic Board on changes to existing courses including matters pertaining the delivery</li> </ul>	<p>To the Learning and Teaching Committee monthly meetings</p> <p>Twice a year to the CDC</p>
	Academic subjects	<ul style="list-style-type: none"> <li>• Oversee the process by which students are assessed, including assessment moderation (internal&amp; external)</li> <li>• Approve all student results prior to publication</li> <li>• Take steps to improve the quality of teaching through regular use and review of subject and course evaluations as a basis for continuous improvement</li> <li>• Ensure that innovative practices in learning and teaching are considered for application to ACC current subjects</li> <li>• Review subject documentation to ensure that it meets standards of rigour and depth appropriate to the award and that course rationale, aims and content are consistent and reflect best practice</li> <li>• Implement Subject reviews</li> <li>• Overall review and evaluation of Subjects, summarising and reporting results to the Academic Board on cohort performance against key performance indicators of the Learning and Teaching plan</li> </ul>	<p>Learning and Teaching Committee meets monthly</p> <p>CDC meets twice a year</p>
	Benchmarking	<ul style="list-style-type: none"> <li>• Benchmarking will be conducted with the New Zealand College of Chiropractic, Charles Darwin University and IKON Institute</li> <li>• The CDC will undertake benchmarking of course outcomes</li> <li>• The Learning and Teaching Committee will conduct a benchmarking review of subjects</li> <li>• All benchmarking reports will be considered by the CDC and recommendations will be presented to Academic Board</li> </ul>	<p>Triennially, or more frequently if indicated</p>
	Student Academic Experience	<ul style="list-style-type: none"> <li>• Oversee and monitor student progress, attrition and completion rates and graduate destinations</li> </ul>	<p>Monthly through meetings of Learning</p>



		<ul style="list-style-type: none"> <li>• Receive reports and review statistics relating to the granting of credit, student appeals against assessment, grievances, discipline and misconduct</li> <li>• Administer student experience questionnaires, summarising feedback into a report and forwarding it to the Learning and Teaching Committee for review and recommendations</li> </ul>	<p>and Teaching Committee</p> <p>Twice a year through meeting of CDC</p>
	Learning and Teaching Facilities and Resources.	<ul style="list-style-type: none"> <li>• Review and advise on learning and teaching facilities that provide a physical environment conducive to higher education study</li> <li>• Make recommendations regarding texts and other learning resources</li> </ul>	Review prior to the beginning of each semester.
	Academic Policies in relation to Learning and Teaching Processes including: Student Progress, Examinations, Assessment and Academic Appeals	<ul style="list-style-type: none"> <li>• Review and monitor implementation</li> </ul>	<p>Learning and Teaching Committee meets monthly</p> <p>CDC meets twice a year</p>
	Accreditation	<ul style="list-style-type: none"> <li>• Manage external accreditation and review of ACC's academic courses</li> </ul>	Ongoing depending on CCEA cycle.
<b>STUDENT APPEALS COMMITTEE</b>	Student Academic Experience (Fair and Due Process)	<ul style="list-style-type: none"> <li>• Determine legitimacy of applications for a student appeal hearing</li> <li>• Consider and rule on student appeals and report decisions to Academic Board</li> <li>• Ensure timely management of appeals and application of principles of natural justice</li> </ul>	Ad hoc, as required
<b>PROGRAM ADVISORY COMMITTEE</b>	Advisory to the President.	<ul style="list-style-type: none"> <li>• Consider and give advice to the President on the development of new subjects, seeking expert advice where necessary to address specific issues</li> <li>• Draw to the President's attention recent developments and trends in specific fields of study</li> <li>• Receive and comment on new and revised outlines for subjects within existing courses</li> </ul>	Ongoing

		<ul style="list-style-type: none"> <li>Act in an advisory capacity for all ACC plans</li> <li>Consider major changes to existing courses and subjects and seek additional expert advice where necessary</li> <li>Receive and review any new course proposals (including evidence of their need and demand), subjects, assessment schedules, and admission and progression requirements</li> </ul>	
	Review of Course(s) and Subjects.	<ul style="list-style-type: none"> <li>Review and evaluate selected subjects and report to the President</li> <li>Conduct full course review (initiated by the Academic Board and delegated to the Program Advisory Committee via the President)</li> </ul>	Ongoing  4 yearly
	Benchmarking	<ul style="list-style-type: none"> <li>Undertake with the New Zealand College of Chiropractic, Charles Darwin University and IKON Institute and other institutions subject to experience of the PAC membership</li> </ul>	Ongoing
<b>EXECUTIVE MANAGEMENT COMMITTEE</b>	Business Plan	<ul style="list-style-type: none"> <li>Oversee implementation of Business Operations</li> <li>Exercise coordination role in relation to ACC business and operations</li> </ul>	Financial Statements - Monthly
	Operations of ACC plans	<ul style="list-style-type: none"> <li>Oversee and implement</li> <li>Provide advice regarding all operations of ACC from a strategic perspective</li> <li>Implement policies and procedures to enable efficient and effective operations of ACC</li> <li>Develop strategies for consideration by the Board of Directors</li> </ul>	Annually
	Admissions Processes	<ul style="list-style-type: none"> <li>Coordinate and monitor the outcomes of the Admissions Processes</li> </ul>	Annually
	Marketing Plan	<ul style="list-style-type: none"> <li>Implement and monitor</li> </ul>	Biannual
	Library Plan	<ul style="list-style-type: none"> <li>Implement and monitor</li> <li>Set performance indicators and monitor</li> </ul>	Ongoing Annually
	Policies and Procedures	<ul style="list-style-type: none"> <li>Review and oversee operations</li> </ul>	Triennially or as needed.
	Stakeholder Engagement/Feedback	<ul style="list-style-type: none"> <li>Survey staff, graduates and employers in order to identify areas in need of improvement</li> </ul>	Annually

	Benchmarking	<ul style="list-style-type: none"> <li>• Use external reference points to inform the development and review of plans, policies and procedures</li> <li>• Oversee benchmarking with the New Zealand College of Chiropractic</li> </ul>	Triennial
	Reporting	<ul style="list-style-type: none"> <li>• Receive reports from standing committees and working groups and ensure their responsibilities are discharged</li> <li>• Consider and recommend any matter referred to the Academic Board by the Board of Directors</li> <li>• Generate reports and recommendations to the Board of Directors including recommendations on new subjects for development</li> </ul>	Ongoing depending on reporting schedule
<b>FINANCE, AUDIT AND RISK MANAGEMENT COMMITTEE</b>	Financial Management	<ul style="list-style-type: none"> <li>• Monitor and report on financial matters to the Board of Directors</li> <li>• Preparation of annual Budget for approval by Board of Directors</li> </ul>	Quarterly or more frequently as needed (FARC meets at least 4 times a year)
	Risk Management	<ul style="list-style-type: none"> <li>• Oversee and monitor implementation of the Risk Management Plan, identify financial and other risks related to quality assurance and compliance and advise the Board of Directors on risk mitigation and compliance enhancement strategies</li> <li>• Prepare and update the Risk Management Plan annually for Board of Directors</li> </ul>	Quarterly or more frequently as needed  Annually for Risk Management Plan Review
	Reporting	<ul style="list-style-type: none"> <li>• Provide Financial and Risk Management reports and recommendations to the Board of Directors</li> </ul>	Quarterly or more frequently as needed

## 7. APPENDIX B - POLICIES AND PROCEDURES

Policy No	POLICIES	Approval By	Approval Date	Next Review
A001	<a href="#">Academic Credit and Recognition of Prior Learning</a>	AB	15/1/18	*Jul-19
A002	<a href="#">Academic Freedom</a>	AB	15/1/18	*Nov-19
A003	<a href="#">Academic Integrity</a>	AB	15/10/18	*Nov-19
A004	<a href="#">Annual Course Performance and Subject Enhancement</a>	AB	15/10/18	Nov-20
A005	<a href="#">Course Development, Approval and Review</a>	AB	15/10/18	*Nov-19
A006	<a href="#">Ethics and Code of Conduct</a>	AB	15/1/18	*Nov-19
A007	<a href="#">Graduate Capabilities</a>	AB	15/1/18	*Nov-19
A008	<a href="#">Graduation and Conferral Policy</a>	AB & BoD	18/10/18	*Nov-19
A009	<a href="#">Quality Assurance Framework</a>	AB & BoD	15/10/18	*Nov-19
A010	<a href="#">Recruitment, Admissions, and Orientation</a>	AB	15/10/18	*Nov-19
C001	<a href="#">Intellectual Property</a>	BoD	19/10/16	Oct-21
C002	<a href="#">Marketing and Advertising</a>	BoD	19/10/16	*Oct-19
C003	<a href="#">Records Management</a>	BoD	19/10/16	Oct-21
C004	<a href="#">Privacy</a>	AB & BoD	11/6/19	May-20
C005	<a href="#">Managing Sponsorship/Supporter/Student Credit/Debit Card Data</a>	BoD	19/10/16	Oct 19
C006	<a href="#">Corruption and Fraud</a>	BoD	16/11/16	*Nov-19
C007	<a href="#">Health and Safety</a>	BoD	19/10/16	*Oct-19
C008	<a href="#">IT Disaster Recovery</a>	BoD	19/10/16	Oct-21
C009	<a href="#">Teachout and Transition</a>	BoD	16/11/16	*Nov-19

C010	<a href="#">Agency Recruitment, Review and Termination</a>	BoD	16/11/16	Nov-21
C011	<a href="#">Library Policy</a>	AB & BoD	19/10/16	Oct-21
G001	<a href="#">Governance Framework</a>	BoD		
G002	<a href="#">Declaration of Interest and Management of Conflicts</a>	BoD	Aug-16	Aug-21
G003	<a href="#">Delegations Framework</a>	BoD		
G004	<a href="#">Risk Management Policy and Framework</a>	BoD	16/11/16	Nov-21
H001	<a href="#">Disability</a>	BoD	16/11/16	Nov-21
H002	<a href="#">Equity and Anti-discrimination</a>	BoD	16/11/16	Nov-21
H003	<a href="#">Grievance Management (Staff)</a>	AB	15/1/18	*Nov-19
H004	<a href="#">Staff Induction and Professional Development</a>	AB	14/12/16	*Jul-19
H005	<a href="#">Staff Leave</a>	BoD	16/11/16	Nov-21
H006	<a href="#">Staff Recruitment, Hiring, and Promotions</a>	BoD	16/11/16	Nov-21
H007	<a href="#">Academic Qualifications and Equivalent Professional Experience Policy</a>	BoD	16/11/16	Nov-21
H008	<a href="#">Performance Review</a>	AB	15/1/18	Nov-20
S001	<a href="#">Grievance Management – Students Non-Academic</a>	AB & BoD	26/10/18	*Nov-19
S002	<a href="#">Student Information and Communication</a>	AB & BoD	16/11/16	Nov-21
S003	<a href="#">Student Loans and Fees</a>	BoD	14/12/16	*Oct-19
S004	<a href="#">Student Support</a>	AB & BoD	16/11/16	*Nov-19
S005	<a href="#">Attendance</a>	AB	15/1/18	*Nov-19
T001	<a href="#">Learning and Teaching</a>	AB	15/1/18	*Nov-19
T002	<a href="#">Academic Moderation</a>	AB	15/1/18	*Nov-19
T003	<a href="#">Assessment of Course Work</a>	AB	15/1/18	*Nov-19

T004	<a href="#">Review and Appeal of Grades</a>	AB	15/1/18	*Nov-19
T005	<a href="#">Student Academic Appeals Procedure</a>	AB	15/10/18	*Nov-19
T006	<a href="#">Student Academic Progress Policy and Procedure</a>	AB	15/1/18	*Nov-19
T007	<a href="#">Students At Risk</a>	AB & BoD	15/1/18	*Nov-18
T008	<a href="#">Subject Evaluation Student Feedback</a>	AB	15/10/18	Nov-20

\*The College deferred its review of the asterisked policies and procedures from 2019 to the second half of 2020 to enable assessment of the policies in action.

## 8. APPENDIX C - RELATED DOCUMENTS

ACC Strategic Plan 2020 – 2025 (link to be inserted when Strategic Plan is finalised)

[Risk Management Policy and Framework](#)

[Delegations Framework](#)

[Governance Framework](#)

[Course Development, Approval and Review Policy](#)

[Performance Review Policy](#)

[Benchmarking Register](#)

[Grievance Management \(Students\)](#)