



LEARNING AND TEACHING POLICY

DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

Near Peer: a student who has already experienced what another student is currently or soon will be facing.

Peer: a student in the same year or at the same stage of their studies.

Program (or Degree Program): The ACC 4 year Bachelor of Chiropractic Degree.

Unit (or Unit of Study): An element of a subject (as defined above), that has specified student learning outcomes and requires satisfactory performance in assessments that measure student performance regarding learning outcomes.

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, authentic 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 a broad range of learners; 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, academic staff 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 and 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 program in question.

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. Programs and units are designed with clear learning outcomes, coherent structures and manageable workloads for both staff and students.**
 - Students will be provided with learning experiences that develop Graduate Capabilities and reflect the ACC's core values of Gratitude, Integrity, Innovation and Excellence. Clear statements of intent are reflected in program and unit design.
- 5. The integrity of the ACC's grades and credentials is fundamental.**
 - Students and staff are responsible for ensuring both awareness of the principles of academic integrity and the consequences of academic misconduct, and the authenticity of assessment materials submitted and the standard of grades awarded.
 - Refer to Policy on *Academic Integrity and Assessment of Coursework Principles* Policy and Procedure.
- 6. Effective teaching is inspiring, motivating and research-informed.**
 - Teaching and students' engagement in learning is designed to enrich students' intellectual lives and future professional practices.
- 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 wide repertoire of teaching knowledge and skills, including those acquired through scholarship and professional development, to enable a nimble and appropriate response 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.
 - Academic Freedom is valued.
 - Refer to the ACC *Academic Freedom Policy* and key principles in the ACC *Assessment of Coursework 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 Assurance Framework, which underscores a commitment to continuous improvement.

STRATEGIES AND OUTCOMES

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

- 1. The design and teaching of all units and programs 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%.
 - Program and unit development and review will be responsive to student feedback.
 - Students will be included in the process of designing courses through participation in appropriate committees (including staff-student liaison committees, staff-student consultative groups, or student focus groups).

- 2. Students will be given opportunities to develop and extend academic skills and build social community**, through faculty, practitioner, near peer and peer support and mentoring, particularly in first year.
 - Information literacy, academic writing, career information and time management will be embedded in program design and implemented through relevant support services.
 - 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% from Year 3 onwards.
- 3. In all units 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, programs and units will be offered in ways that provide students with some flexibility and choice, using a range of information and communication technologies.
 - Teaching, learning and assessment will provide reasonable access, availability and opportunity, and adjustments for students with accessibility issues. Refer to *Students with Disabilities Policy*.
- 4. Programs 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 programs/courses offered by external benchmarking partners, with each of whom the College has established a formal relationship and with whom an MOU has been signed.
- 5. All teaching and learning activities, resources, assessment and criteria for grading, and learning outcomes (including graduate qualities) will be aligned** so that programs and units are explicitly coherent. All programs will be monitored through Annual Program Performance Reports to ensure:
 - Curriculum is designed to recognise requirements of AQF and different year levels.
 - Units are designed on the basis that 1 credit point will signify a 10-hour workload of study-related participation. For example, a 12 credit points will include 120 hours of guided and independent student learning that may consist of varied educational strategies (self directed, lecture, tutorial, practical, field work). Units have requirement of 80% class attendance (unless stated otherwise in unit profiles) over the duration of the unit of study period.
 - Time-constrained assessments, e.g. exams and oral presentations, are appropriate to the stated outcomes of the unit, and of duration appropriate to the demands of the questions.
- 6. Contemporary, disciplinary and interdisciplinary pedagogy will be incorporated into Units and Programs.**
 - Programs 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 unit, 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(s) involved and their relationship to cognate disciplines.
 - Where appropriate, academic staff will model and encourage an enquiry-based approach to learning.

Academic staff are required and encouraged to participate in continuing professional development and active scholarship in their disciplines and in pedagogy relevant to those disciplines.
- 7. Within all programs staff will provide a range of learning opportunities**, for example, problem/person-based learning, small group enquiry, and situated and experiential learning, **and will incorporate elements of evidence based practice (evidence based educational strategies) when applicable**
 - Appropriate tools and technologies for learning will be used in all units to reinforce and enhance the student experience
 - ACC provides a supportive environment in which the maximum student to academic staff ratio is 14:1.

8. **The provision of efficient and robust learning experiences within all programs and the units comprising them will be based upon the ACC's 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 scholarship are listed in the Quality Assurance Framework.
 - The overall student satisfaction target is set at 80% for the first year of operation, with gradual improvement to 85% by Year 3.
9. **The ACC will regularly engage with its alumni to measure graduate outcomes and obtain feedback on program experience.** The College will aim to continuously improve and update its program content, quality of teaching, and career support services to enhance the student experience and graduate outcomes.
 - ACC will conduct an annual survey on graduate outcomes, following graduation of the first cohort.
 - 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.

TIMEFRAMES

1. Programs and significant program components (e.g. majors) will be monitored annually through the annual review of quality assurance measures.
2. All academic staff with teaching responsibilities in continuing, convertible or fixed-term positions will participate in a student evaluation of teaching at least every two years.
3. All academic staff with teaching responsibilities in casual positions will participate in a student evaluation of teaching each year.
4. All academic staff with teaching responsibilities will participate in peer evaluation of teaching at least every three years.
5. A program review will be conducted by an independent external review committee every seven (7) years. This will be preceded by robust internal review. The terms of reference of the internal review may be limited to consideration of matters to be covered in the external review process.
6. A Schedule of program reviews will be established by the Academic Board and reported in their annual quality assurance reports.
Refer to the *ACC Course Development, Review and Evaluation Policy and Procedures*.
7. When a program is subject to a review as part of an external accreditation process (required by TEQSA or a Professional Body) the reports of the external assessors will be submitted to the Academic Board.

IMPLEMENTATION AND MONITORING

The Academic Board is ultimately responsible for the implementation and monitoring of this policy as it pertains to the students and academic staff.

VERSION CONTROL

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