

Academic Quality Assurance Processes

Summary of Academic Governance

The Board of Education is a standing committee of the ACP Board and is chaired by the Dean of Education, with membership from Directors of Training across Australia and New Zealand as well as student and teaching faculty representation. Australian states and territories and New Zealand are eligible to elect a Director of Training to represent the opportunities, issues and annual activities for ACP education and training in their region. The breadth of this committee's membership ensures that all stakeholders have a voice in the quality of education, access to learning, the professional standards to be applied to the learning and the areas for improvement in delivery of current programs or innovations in the field to be included in future educational offerings.

Assessment of student learning is the responsibility of the Board of Censors, which is a separate committee from the Board of Education, in order to ensure rigorous, unbiased and equitable assessment of students' work. The Board of Censors has representation from some Directors of Training as well as from ACP Fellows.

Quality assurance processes

The following strategic intents underly the College's quality assurance processes which aim to ensure best practice in the delivery of all ACP education and training programs, with particular application to the Master of Phlebology.

1. *Giving priority to the student experience*

- Inviting student representation on key committees to provide advice from student cohorts
- Feedback is sought from all students twice per year (mid and end of year)
- Surveys are anonymous and delivered online
- Reports are generated and provided to the Board of Education and individual Subject Coordinators as well as to the Board of Directors.

2. *Reviewing curriculum, teaching delivery and graduate outcomes for continuous improvement*

The Academic Standards & Futures Committee reviews courses and teaching and learning for quality, currency, professional and academic standards. The committee:

- meets on an annual basis to review the content and delivery of the M.Phleb course
- considers the student survey feedback and student assessment results
- considers feedback from teaching faculty and instructors
- considers external advice from industry (clinical practice, medical research)
- considers educational best practice (particularly in online learning)
- reports to the Board of Education with proposed changes or areas for improvement for final decision on course design and development for following year.

3. *Ensuring a rigorous academic environment, which is supportive of students and applies fair and equitable processes.*

Positions within the College with responsibility for overseeing appropriate application of College policies and procedures include the Dean of Education, the Director of Training, the Chief Censor and the Executive Manager. The Academic Appeals Committee

- meets to respond to any formal student appeal or complaint relating to academic matters
- reports to the Board of Education with resolutions to academic appeals.

4. *Engaging the most experienced and qualified teaching faculty*

- Qualifications - all teachers have relevant medical qualifications and educational experience
- Inductions - new teaching faculty are provided an induction to the expectations of instructors with ACP, including the ACP Code of Conduct and Training Charter, the aims and learning outcomes of the course and the specific subject, the assessment requirements and the

online learning platform (its functionality and technical requirements) and appropriate student communication.

5. *Providing a professional learning environment, which is safe, reliable and gives access to industry-leading expertise, infrastructure, facilities and equipment*

- Students in the Postgraduate Program study through accessing the ACP online learning platform. The platform is a custom-built e-Learning Portal, which is hosted for the College on a 24x7 basis by Kayweb (Sydney). ACP maintains currency of technical capabilities and delivery of online learning through this partnership.
- Students in the Clinical Training Program gain practical training and mentoring with leading phlebologists using contemporary facilities and current equipment.
- All ACP students benefit from joining a community of experts. Students become members of the ACP and share the benefits of learning amongst a community of practicing phlebologists.

Transparency of processes and decision-making for students

ACP provides information to prospective and current students through marketing materials and documents available on its public website – www.phlebology.com.au - and to current students through support documents available on its internal online learning platform.

Codes and statements outlining the rights and responsibilities for teaching and learning in the College include:

- Professional Code of Ethics
- Code of Conduct
- Training Charter
- Rules for Academic Progression / award of qualification
- Contractual arrangements with students
- Teaching and Learning plan
- Teach-out and Transition Contingency Arrangements
- Learning Environment Details
- Student Support and Resources
- Student Wellbeing Statement

College policies and procedures include the following:

- Academic Awards Framework Policy
- Academic Freedom Policy
- Academic Misconduct Policy
- Admissions Policy
- Anti-Bullying, Harassment and Discrimination Policy
- Assessment Policy
- Candidate in Difficulty Policy
- Complaints and Grievances Policy
- Equity and Access Policy
- Fees and Refunds Policy
- Mentoring Policy
- Procedural Fairness Policy
- Reasonable Adjustment Policy
- Recognition of Prior Learning Policy
- Reconsideration, Review and Appeals Policy
- Religious Observance Policy
- Social Media Policy
- Special Consideration Policy
- Unsatisfactory Performance by a Candidate Policy