



AUQA POST-AUDIT PROGRESS REPORT

February 2010

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Introduction

The Australian College of Applied Psychology (ACAP Pty Ltd) is a wholly-owned subsidiary of Navitas Ltd and is one of two higher-education providers in the Navitas Workforce Division Limited. The College provides vocational education and training for domestic students and higher education programs for domestic and international students. The College's higher education programs are delivered from its campuses in Sydney, Melbourne and Brisbane, via flexible delivery, and offshore via licensee arrangement.

In November 2007, the Australian Universities Quality Agency (AUQA) conducted its first audit of the Australian College of Applied Psychology, as a non self-accrediting higher education institution (NSAI) approved under the Higher Education Support Act 2003 (HESA). In February 2008, AUQA provided to the College its Audit Report on the College, which contained 7 Commendations, 10 Affirmations, and 8 Recommendations. The finalised report was publically released on 12 March 2008.

In response to a request from AUQA, on 19 June 2008 the College presented to AUQA and the Department of Education, Employment, and Workplace Relations (DEEWR) an interim progress report that outlined the College's plans for addressing the high priority Recommendations and Affirmations that were contained in the audit report.

This report provides AUQA, DEEWR, and the public a two year update on the College's progress in relation to the College's planned actions for addressing the Recommendations and Affirmations contained in the AUQA Audit Report that were stated in the College's interim report of June 2008. The College's progress on its planned actions for addressing the high priority Recommendations and Affirmations is first presented. The College's progress on its planned actions for addressing all other Recommendations and Affirmations then follows.

The cycle one audit presented an array of positive outcomes for ACAP:

- It has contributed to the College strengthening its academic leadership and intellectual capital. Through this the College has been able to improve the students' learning experience, and its course development and governance rigour and oversight;
- It has sharpened the College's approach to institutional planning and learning, in turn enabling innovative, relevant and feasible new directions to emerge;
- It has ensured the College embarked on a suite of actions that well supported the College community through a rapid growth in student numbers; and
- The College's Educator Induction Program that is on the AUQA good practice database has been the subject of considerable interest and has been one means in which the College has been able to strengthen its external assessment moderation practices and elevate the professional standing of the College's Educators and their contribution to the academic life of the College.

We look forward to working with the audit panel in preparing for our cycle two audit.

Andrew Little

General Manager, ACAP

List of AUQA Audit Commendations, Affirmations and Recommendations

Commendations

1. AUQA commends ACAP for having identified an educational market that is attractive to students and that addresses a significant community need for teaching in the practice of counselling.
2. AUQA commends ACAP for the good reputation it has established in the field of practice-based counselling, noting that the College has acknowledged a need to collect additional data to validate the informal feedback it already receives.
3. AUQA commends ACAP for the thorough documentation of its curriculum.
4. AUQA commends ACAP for the positive learning experiences of its on-campus students and for its commitment to small class sizes.
5. AUQA commends ACAP for its initiative in participating in the Graduate Destination Survey, which will provide the College with useful comparative information on graduate outcomes.
6. AUQA commends ACAP for its induction of Educators, including its Educator Handbook.
7. AUQA commends ACAP for recognising the need to provide academic and counselling support to meet a significant level of need among its students.

Affirmations

1. AUQA affirms ACAP's actions in establishing formal relationships with relevant advisory organisations and individuals through its Academic Council and Academic Advisory Committees.
2. [High Priority] AUQA affirms ACAP's appointment of a head of school to strengthen its ability to provide internal academic quality assurance and urges ACAP to consider making additional continuing or long term contract academic appointments.
3. AUQA affirms ACAP's implementation of a 'fail' grade to more clearly indicate where students have not met academic requirements of a module.
4. AUQA affirms ACAP's implementation of a pilot program of external moderation of assessment from 2008 and encourages ACAP to consider implementation of moderation more widely once the pilot program has been completed.
5. [High Priority] AUQA affirms ACAP's phasing out of composite classes of VET and higher education students and encourages ACAP to provide separate classes for higher education students taking undergraduate and postgraduate programs respectively.
6. AUQA affirms ACAP's intention to improve support for students taking modules by flexible delivery and encourages ACAP to consider how to structure its flexible delivery to better reflect its distinctive approach to learning.
7. AUQA affirms ACAP's plans to undertake greater analysis of student outcome data across the whole College, especially in relation to progression, retention, attrition and academic performance.
8. AUQA affirms ACAP's intention to better collate and analyse its student feedback, noting that the analysis should focus on identifying themes and systemic improvements and that ACAP should report back to students on the improvements that have been implemented.
9. AUQA affirms ACAP's recognition of the need for additional professional development for staff and encourages the College to ensure that its workforce planning considers its future needs for academic as well as administrative skills.
10. AUQA affirms ACAP's intention to encourage the development of a 'culture of evidence' throughout the organisation and ensure the integration of quality improvements within strategic and operational planning.

Recommendations

1. [High Priority] AUQA recommends that ACAP examine the educational and cultural as well as the financial requirements of its plans for growth and diversification, with particular consideration of the need for stronger academic leadership.
2. AUQA recommends that ACAP include educational as well as business objectives in future iterations of its strategic plan, give consideration to the use of a set of key performance indicators for educational outcomes, and improve the alignment of plans with its mission.
3. AUQA recommends that ACAP consider broadening the membership of the College Council to include persons independent of ACAP and Navitas Ltd who are able to provide impartial informed advice.
4. AUQA recommends that ACAP assess whether its current arrangements with licensees provide an adequate level of control for it to be assured of the equivalence of the offshore program with onshore on-campus programs, including the standard and nature of teaching and assessment practices and the accuracy of marketing material.
5. AUQA recommends that ACAP consider additional means of enabling Educators to contribute to the academic life of the College and benchmark the level of rewards it provides for Educators.
6. [High Priority] AUQA recommends that, given the sensitive personal nature of the issues explored by students, ACAP review its practices and the adequacy of resourcing for student support, to assure itself that it has minimised the risks to students and others and is meeting its duty of care.
7. [High Priority] AUQA recommends that ACAP develop as a matter of urgency a set of standard reports on student information and outcomes, and on consolidated student feedback, to assist managers and committees to readily assess how ACAP is performing on key measures of educational performance and identify areas for improvement.
8. [High Priority] AUQA recommends that ACAP implement processes to compare and benchmark its academic and operational processes and outcomes with relevant institutions, in order to implement good practice and thus assure itself that its programs and operations are of a high standard.

Executive Summary

Completion status of actions planned from February 2008 to February 2009 pertaining to audit report Affirmations and Recommendations

	Not Implemented	Fully Implemented
Affirmations		
1 Establish relationships with relevant advisory organisations and individuals through the College's Academic Council and Academic Advisory Committees.		
2 Appoint a head of school to strengthen ability to provide internal academic quality assurance and urged additional continuing or long term contract academic appointments. [High Priority]		
3 Implement a 'fail' grade to more clearly indicate where students have not met academic requirements of a module.		
4 Implement a pilot program of external moderation of assessment from 2008 and wider implementation following pilot programs completion.		
5 Phase out composite classes of VET and higher education students and provision of separate classes for higher education students taking undergraduate and postgraduate programs respectively. [High Priority]		
6 Improve support for students taking modules by flexible delivery and consideration of how to structure the College's flexible delivery to better reflect the College's distinctive approach to learning.		
7 Undertake greater analysis of student outcome data across the whole College, especially in relation to progression, retention, attrition and academic performance.		
8 Enhance collation and analyse the College's student feedback, noting that the analysis should focus on identifying themes and systemic improvements and that ACAP should report back to students on the improvements that have been implemented.		
9 Provide additional professional development for staff and ensure workforce planning considers the College's future needs for academic as well as administrative skills.		
10 Develop of a 'culture of evidence' throughout the organisation and ensure the integration of quality improvements within strategic and operational planning.		
Recommendations		
1 Examine the educational and cultural as well as the financial requirements of the College's plans for growth and diversification, with particular consideration of the need for stronger academic leadership. [High Priority]		
2 Include educational as well as business objectives in future iterations of the College's strategic plan, give consideration to the use of a set of key performance indicators for educational outcomes, and improve the alignment of plans with its mission.		
3 Broaden the membership of the College Council to include persons independent of ACAP and Navitas Ltd who are able to provide impartial informed advice.		
4 Assess whether the College's current arrangements with licensees provide an adequate level of control for it to be assured of the equivalence of the offshore program with onshore on-campus programs, including the standard and nature of teaching and assessment practices and the accuracy of marketing material.		
5 AUQA recommends that ACAP consider additional means of enabling Educators to contribute to the academic life of the College and benchmark the level of rewards it provides for Educators.		
6 Given the sensitive personal nature of the issues explored by students, review practices and the adequacy of resourcing for student support, the College is to assure itself that it has minimised the risks to students and others and is meeting its duty of care. [High Priority]		
7 Develop as a matter of urgency a set of standard reports on student information and outcomes, and on consolidated student feedback, to assist managers and committees to readily assess how ACAP is performing on key measures of educational performance and identify areas for improvement. [High Priority]		
8 Implement processes to compare and benchmark the College's academic and operational processes and outcomes with relevant institutions, in order to implement good practice and thus assure itself that its programs and operations are of a high standard. [High Priority]		

Report on Progress in Priority Action Areas

Update on progress in high-priority action areas, presented in order of mention in the College's post-audit report of 19 June 2008.

Recommendation 1.	AUQA recommends that ACAP examine the educational and cultural as well as the financial requirements of its plans for growth and diversification, with particular consideration of the need for stronger academic leadership. [High Priority]
Quality Audit Factor 1.	Institutional and educational objectives and institutional governance.
Planned actions identified in report of 19 June 2008	<p>a) Executive Committee to review Academic organisational structure and implement review recommendations, including ongoing systematic review of structure.</p> <p>b) College-wide consultation to be continued regarding the education and cultural implications of the College's plans for growth and diversification, including consideration of challenges that a younger student demographic may bring as the College extends the breadth and depth of its course offerings.</p>
<p>Comments on Progress</p> <p><i>Completion Status: 95%</i></p> <p><i>Supporting materials reference:</i> SM_02 OrganisationalChart SM_03 ACAPGovernance</p> <p><i>Related Actions:</i> See Affirmation 2.</p>	<p>Real progress has been made in examining our educational and cultural requirements, while achieving our goals in growth of student numbers, diversification and depth of course offerings, and advancement in academic leadership.</p> <p>a) In May 2008, the Executive Committee established an Academic Leadership Working Party to review the College's academic leadership capacity in consultation with key stakeholders and with reference to good practice in the higher education sector. The recommendations of this Working Party were considered by the Executive at their annual Strategic Planning Retreat, which was held in September 2008 and also attended by a Chief Executive Officer and Dean of another independent NSAI. On 13 November 2008, the Executive approved a revised academic structure and subsequently communicated it to staff and commenced its implementation.</p> <p>As a result:</p> <ul style="list-style-type: none"> • A number of additional external appointments have been made to College Council and Academic Council and their respective Committees, and a further 10 academic appointments have been made across the College, including Dean, Head of School, Professorial, and Senior Educator appointments (<i>for further details refer to Affirmation 2</i>); • In August 2009, the College commissioned the Australia and New Zealand School of Government's, Institute for Governance (ANZSOG) at the University of Canberra to undertake a review of the College's Governance framework with a view to ensuring its effectiveness in supporting the educational and cultural, as well as financial requirements of the College's future plans for growth and diversification. ANZSOG presented its report to ACAP in late 2009 and it is currently being considered by the College Council. <p>In the context of this Governance review:</p> <ul style="list-style-type: none"> ○ The College has commenced reviewing its current Vision and Mission statements to ensure they clearly illuminate the philosophy, educational, and cultural aspirations of the College, including those that are reflective of the College's self-accrediting institution status aspirations such as the promotion of critical reflection, freedom of inquiry, academic excellence, research, and a culture of scholarship;

	<ul style="list-style-type: none"> ○ A progressive self-review of Academic Council and its Committees, including its Teaching and Learning Committee, has commenced; and ○ A set of strategies has been drafted for further strengthening the College's academic leadership and intellectual capital, and through this enhance the students' learning experience and institution's course development and governance rigour and oversight to a standard that will warrant the College's application for self-accrediting status. These strategies will be presented to the College community for discussion in the first half of 2010 in a green paper entitled "An Academic Vision 2010-2015". <p>b) Additionally, the College in considering the challenges that a younger student demographic may bring, in late 2008, conducted a review of sector trends pertaining to psychology courses. The findings of this review served as one of many inputs considered by the Course Advisory and Development Committees in their development of the College's new suite of psychology and psychological sciences courses, which are currently in accreditation review.</p> <p>The Executive has ensured staff have remained informed of the progress of the above activities and the impact of any planned changes, through the College's monthly staff forums.</p>
Further Planned Activities	<p>Development and implementation of a revised governance framework following consideration of ANZSOG report. Release for college-wide discussion of a green paper entitled "An Academic Vision 2010-2015".</p> <p>(Timeframe: 2010).</p>

Recommendation 6.	AUQA recommends that, given the sensitive personal nature of the issues explored by students, ACAP review its practices and the adequacy of resourcing for student support, to assure itself that it has minimised the risks to students and others and is meeting its duty of care. [High Priority]
Quality Audit Factor 3.	Organisational structures, decision making processes and resources to support teaching and learning and other core activities.
Planned actions identified in report of 19 June 2008	<ul style="list-style-type: none"> a) Development and implementation of a campaign to alert students about available student support services. b) Continued monitoring of the level of student support service staffing through the Annual Student Satisfaction Survey and staff consultation. c) Appointment of Flexible Delivery Student Support Officer.
<p>Comments on Progress</p> <p><i>Completion Status: 100%</i></p> <p><i>Supporting Materials Reference: SM_07 SurveyCompendium SM_02 OrganisationalChart SM_09 PolicyCompendium</i></p>	<ul style="list-style-type: none"> a) In mid-term two, 2008 an ongoing communication campaign was launched to inform students about the College's on campus and online student support and counselling services. Students continue to receive comprehensive information about these services at the start of each academic term, during orientation, in the Student Higher Education Handbook, via news and information items on the College's <i>my.acap</i> web portal, and through the College's academic skilling workshops. <i>(For further details on the College's extension of its online student services refer to Affirmation 6).</i> <p>The College's Academic Skilling Workshops have also been extended to now encompass eight key support areas, including: Academic Skills and Library Skills; Essay Writing; Report Writing; Referencing; Time-Management; Case</p>

<p>Related Actions: See Affirmation 6</p>	<p>Study; Research Proposal Preparation; and Transition to Master's. Workshop content is available to students via the <i>my.acap</i> web portal and delivered on campus in Sydney (all 8 workshops each term, including repeat workshops), Brisbane (2 workshops each term), and Melbourne (4 workshops each term).</p> <p>b) The College continues to monitor its student support services through its Annual Student Satisfaction Survey and staff consultation. The College's progress in its provision of its student support services has been positive, as is evidenced in the results from the College's 2009 Student Satisfaction Survey which reported a satisfaction rate of 78.00% for student support services. Additionally, of the 23.50% of students who had indicated in this survey that they had accessed the College's counselling service, which supports students with personal concerns such as study anxiety and depression, fewer than 2.95% of respondents indicated a degree of dissatisfaction.</p> <p>c) A Full-Time Flexible Delivery Student Support Officer was appointed in June 2008, and since this date a number of additional staffing appointments have been made to further strengthen the College's student support services. These include, but are not limited to: the extension of the College Counsellor's position from two to three days per week; the appointment of a full-time Campus Director for the Sydney campus, aligning Sydney's on-campus operations management with that of Melbourne and Brisbane; and the appointment of a full-time Business Manager, who among other activities, oversees the quality assurance of student services and support services conducted by offshore licensees.</p> <p>More generally, the College currently manages and tracks its potential risks surrounding its student support arrangements and planned actions to mitigate these risks through the College's annual Quality Management, Teaching and Learning, and Operational plans. These plans are reviewed quarterly and include student support related risk reduction actions such as the monitoring of the College's enhanced admission screening processes and any shifts in demand for the College's academic counselling services and student support workshops.</p> <p>Early this year, however, the College commenced progressively transitioning its risk categories, items and planned mitigation actions into a specialised risk, compliance, incident, and breach management software system called "<i>Tickit on Demand</i>". While the risks associated with the College's student support arrangements are still in the process of being transferred into this new system, it is anticipated that this work will be finalised by mid this year. During this transitional phase these risks will continue to be managed through the above mentioned plans. The <i>Tickit on Demand</i> software is managed by Navitas Group and is aligned with the new ISO 31000 risk management standard, AS/NZS 4360 risk management standard and AS/NZS 3806 compliance standard. The software enables the College to record and manage its risks, including those that arise from the sensitive nature of some of the College's courses, from the one information source and to track planned mitigation actions to completion. The system also emails 'risk management owners' reminding them if any risk assessment review or risk mitigation action is incomplete or has become overdue.</p>
<p>Further Planned Activities</p>	<p>Continue to monitor student satisfaction through the Annual Student Satisfaction Survey and staff consultation, and appropriately resource any required interventions. (Timeframe: Ongoing).</p> <p>Progressively transition the College's risk management categories, items and planned mitigation actions, including those concerning the management of risks associated with the College's student support arrangements, into the College's specialised risk, compliance, incident, and breach management software, <i>Tickit on Demand</i>. (Timeframe: mid 2010).</p>

Recommendation 7.	AUQA recommends that ACAP develop as a matter of urgency a set of standard reports on student information and outcomes, and on consolidated student feedback, to assist managers and committees to readily assess how ACAP is performing on key measures of educational performance and identify areas for improvement. [High Priority]
Quality Audit Factor 3.	Organisational structures, decision making processes and resources to support teaching and learning and other core activities.
Planned actions identified in report of 19 June 2008	a) Produce a standard report on indicators of student’s academic performance from mid 2008 and continue to monitor and report on student’s academic performance at the end of each study period. b) Continue to undertake the Student Satisfaction Survey and continue to participate in the Graduate Destination Survey. c) College’s Quality Committee to consider in August 2008 methods for improving collation and analysis of student and Educator module feedback forms.
Comments on Progress <i>Completion Status: 65%</i> <i>Supporting Materials Reference:</i> SM_03 ACAPGovernance SM_07 SurveyCompendium SM_08 Results&Progression Reports <i>Related Actions:</i> See Affirmation 7. See Affirmation 8. See Recommendation 2.	a) The College has had a standard set of reports on assessment results and progression rates since Term 2, 2008. The Teaching and Learning Committee’s consideration of these reports, in the context of the performance measures in the College’s Benchmarking Policy of March 2008, is now a regular part of the end-of-term cyclic review processes. <i>(For further details refer to Affirmation 7).</i> b) The College has also continued to conduct its biennial Student Satisfaction Survey [#] and annual student, Educator, and placement supervisor feedback surveys, and participate in the Australian Graduate Survey (AGS) of Graduate Careers Australia. For the 2009 AGS survey the College has chosen to attain feedback from graduates about their experiences concerning such things as: the support they received while studying; assessment appropriateness; and whether the course met their study and professional career expectations. c) Methodology for improving the collation, analysis and reporting of student and Educator module feedback forms was one of a number survey related considerations of the Quality Committee of College Council in the latter half of 2008. These considerations culminated in the establishment of an ACAP Survey Plan, in April 2009, to guide the conduct of, and reporting of results for all key College surveys. <i>(For further details refer to Affirmation 8).</i> The College recognises, however, that its current reporting of student information and outcomes needs to be further improved if it is to better enable its managers and committees to more readily assess how the College is performing on its key measures of educational performance and identify areas for improvement. [#] The College’s Student Satisfaction Survey will be conducted on an annual basis from 2010.
Further Planned Activities	Development of a plan that will facilitate the strengthening of the College’s internal capacity to extend the measurement, consolidation and reporting of its student performance data and survey results, and analysis of emerging themes. (Timeframe: 2010-2011).

Recommendation 8.	AUQA recommends that ACAP implement processes to compare and benchmark its academic and operational processes and outcomes with relevant institutions, in order to implement good practice and thus assure itself that its programs and operations are of a high standard. [High Priority]
Quality Audit Factor 4.	Maintaining a commitment to quality improvement.
Planned actions identified in report of 19 June 2008	<ul style="list-style-type: none"> a) Continued implementation of Benchmarking Policy and associated Benchmarking Guide. b) Director Strategic Projects to meet with representatives of the Macquarie City College (Navitas Education Group) to explore opportunities that exist for operational process benchmarking and report back to the Quality Committee. c) Undergo first round of external moderation as per its moderation schedule.
<p>Comments on Progress</p> <p><i>Completion Status: 100%</i></p> <p><i>Supporting Materials Reference:</i> <i>SM_09 PolicyCompendium</i> <i>SM_10 CourseDevelopment</i> <i>Benchmarking</i> <i>(For additional benchmarking examples see also: SM_03(c)</i> <i>TLCCTteeSelfAssessment andBenchmarkingReport)</i></p> <p><i>Related Actions:</i> See Recommendation 2. See Affirmation 4.</p>	<ul style="list-style-type: none"> a) Much progress has been made in embedding benchmarking practices through all levels of the College since the establishment of a College Benchmarking Policy and Guide. Sector, discipline-specific, and standards based benchmarking are now a fundamental part of the College's Policy development and review processes and course development and review processes, as is evidenced in the College's strong course accreditation, re-accreditation, and course accreditation by mutual recognition history. In 2008, the College benchmarked equivalent courses in 15 Australian self-accrediting and 3 non self-accrediting institutions when preparing to refresh and re-accredit its suite of Bachelor of Applied Social Science courses, which attained accreditation in New South Wales, Queensland and Victoria. Similarly, in 2009, the Course Advisory Group, in their development of the College's planned suite of psychology and psychological science courses, benchmarked equivalent courses in 12 Australian self-accrediting institutions and one non self-accrediting institution across the areas of minimum entry requirements, delivery mode, course duration, course structure, and assessment/thesis methodologies. b) Additionally, the General Manager and Director of Strategic Projects met with Executive and Senior staff in the University Pathways and Workforce Divisions of Navitas in August 2008, to explore possibilities concerning the establishment of a set of benchmarks that would facilitate the monitoring of the 'whole-of-Navitas' higher education performance against both what is deemed as good practice for Australian higher education institutions and in accord with each institution's own educational objectives. c) The College has also been progressively putting in place its Moderation Plan of 2008-2010. <i>(For further details refer to Affirmation 4).</i>
Further Planned Activities	Further strengthen and appropriately embed benchmarking principles and practices across the College. (Timeframe: Ongoing).

Affirmation 2.	AUQA affirms ACAP's appointment of a head of school to strengthen its ability to provide internal academic quality assurance and urges ACAP to consider making additional continuing or long term contract academic appointments. [High Priority]
Quality Audit Factor 2.	Achieving effectiveness in teaching, learning and other core functions.
Planned actions identified in report of 19 June 2008	a) Approve revisions to academic organisational structure by August 2008 and commence implementation, and formulate a recommendation for the employment of Educators by August 2008.
Comments on Progress <i>Completion Status: 100%</i> Supporting Materials Reference: SM_02 OrganisationalChart Related Actions: See Recommendation 1.	a) Following the AUQA audit, the College reviewed its academic organisational structure to ensure it was well placed to support the College's educational and cultural, as well as financial, growth, and diversification goals. <i>(For further details refer to at Recommendation 1).</i> In accord with the review findings, the College has commenced establishing a School of Psychology and School of Management, established several senior academic leadership positions, including Dean, Professorial and Head of School positions - the majority of which have been filled, and appointed three (3) Senior Educators to ACAP staff.
Further Planned Activities	Continue to review academic staffing in light of future growth and diversification plans. (Timeframe: Ongoing).

Affirmation 5.	AUQA affirms ACAP's phasing out of composite classes of VET and higher education students and encourages ACAP to provide separate classes for higher education students taking undergraduate and postgraduate programs respectively. [High Priority]
AUQA Quality Factor 2.	Achieving effectiveness in teaching, learning and other core functions.
Planned actions identified in report of 19 June 2008	a) Close-out VET courses from College's scope that give rise to the combining of VET and Higher Education classes. b) Continue differentiation between undergraduate and postgraduate students by maintaining different assessment requirements for each level. c) Executive Committee to continue to explore the possibilities for completely phasing out composite undergraduate and postgraduate higher education classes.
Comments on Progress <i>Completion Status: 90%</i> Supporting Materials Reference: SM_11 Table:CombinedUG&PG Classes	a) The College has had no composite VET and Higher Education classes since Term 2, 2008. Constraints have also been built into the College's <i>eMinerva</i> student management system to ensure on an ongoing basis that no VET student can erroneously enrol in a module and/or class belonging to a higher education program. b) In early 2008, the College reviewed its higher education course assessment methodology and as a result of this review, minor modifications were made to some module assessments. The College continues to monitor the appropriateness, relevancy, fairness and distinctiveness of assessments for the level of module being undertaken through its end of term Student Module Feedback and Educator Feedback surveys.

	<p>c) The Executive Committee is committed to completely phasing out composite undergraduate and postgraduate higher education classes. A small number of postgraduate and undergraduate classes continue to be combined where student enrolments in the module are low. Combined postgraduate and undergraduate classes make up less than 3.8% of all classes being conducted in Term 1, 2010. The College has also commenced, from this year, limiting the number of modules it offers each term and it is anticipated that this will further reduce the number of combined undergraduate and postgraduate classes in the course of this year.</p>
Further Planned Activities	<p>Executive Committee to continue to monitor postgraduate and undergraduate module enrolment at the start of each term with the aim to completely phase out composite undergraduate and postgraduate higher education classes by the commencement of Term 1, 2011. (Target Timeframe: Term 1, 2011)</p>

Report of Progress in Key Action Areas

Following is an update on progress in other action areas, presented in order of mention in the College's post-audit report of 19 June 2008.

Recommendation 2.	AUQA recommends that ACAP include educational as well as business objectives in future iterations of its strategic plan, give consideration to the use of a set of key performance indicators for educational outcomes, and improve the alignment of plans with its mission.
Quality Audit Factor 1.	Institutional and educational objectives and institutional governance.
Planned actions identified in report of 19 June 2008	a) Executive Committee to review its Strategic Business Plan during its annual executive retreat in September and incorporate key educational objectives to track academic performance indicators, with reference to findings attained from the College's internal benchmarking of its student information and outcomes, and student feedback.
<p>Comments on Progress</p> <p><i>Completion Status: 100%</i></p> <p><i>Supporting Materials Reference:</i> <i>SM_01 Strategic&Operational Plans2008&2009</i> <i>SM_04 Teaching&LearningPlans</i> <i>SM_05 QualityPlans</i></p> <p><i>Related Actions:</i> See Recommendation 7. See Recommendation 8.</p>	<p>a) The College has included educational as well as business objectives in its Strategic and Operational Plans since 2008, and will continue to do so.</p> <p>The education objectives contained in these plans have been shaped from insights gained through the earlier mentioned internal and external benchmarking activities (see recommendation 7 and recommendation 8 respectively), and from College-wide discussions that have taken place at multiple forums, including Executive Strategic Planning Retreats, and which have concerned such things as: the more fundamental matters of academic standards; the relationships between practice-based and theoretical learning and research; and the relationship of these in the context of the College's mission and strategic goals.</p> <p>Furthermore, as a means of clearly linking the College's educational and business objectives and also strengthening the accountability for managers in the pursuit of these objectives, since 2008, it has been common practice to:</p> <ul style="list-style-type: none"> • place normative, benchmark and/or target based performance measures against the objectives stated in these plans; and • cascade these objectives and performance measures through the College's quarterly reviewed Quality Plan, and annually reviewed Teaching and Learning Plan, as well as the annually reviewed performance objectives of the Executive, senior staff, and offshore delivery partners.
Further Planned Activities	<p>Finalisation of the College's 2010 Strategic and Operational Plan and subsequent translation of key performance objectives through the College's key planning instruments and the performance objectives of the Executive, other senior staff, and offshore licensee. (Timeframe: April 2010).</p> <p>In the context of the earlier mentioned Governance Review and development of "An Academic Vision and Strategic Plan 2010-2015", finalise the College's 2010-2015 Strategic Business Plan. (Timeframe: July 2010)</p>

Recommendation 3.	AUQA recommends that ACAP consider broadening the membership of the College Council to include persons independent of ACAP and Navitas Ltd who are able to provide impartial informed advice.
Quality Audit Factor 1.	Institutional and educational objectives and institutional governance.
Planned actions identified in report of 19 June 2008	a) General Manager to progress discussions with a view to appointing a second external member of the College Council.
<p>Comments on Progress</p> <p><i>Completion Status: 95%</i></p> <p><i>Supporting Materials Reference: SM_03 ACAPGovernance</i></p>	<p>a) To ensure the College continues to comply with the National Governance Protocols contained within HESA and has sufficient independent external representation on the College Council to support its educational and growth goals, since the AUQA audit, two external appointments have been made to College Council, these being:</p> <ul style="list-style-type: none"> • Emeritus Professor Peter Drake AM, BCom (Melb), PhD (ANU), DUniv (ACU), FCPA, former Vice-Chancellor, Australian Catholic University (Term: September 2009 to current); and • Professor Susan Holland, BA, DipEd, MEd, PhD, Adjunct Professor of Learning and Professional Practice, Edith Cowan Institute for Education Research, School of Education, Edith Cowan University Western Australia. (Term: Commenced 11 June 2008[#]). <p>Additionally, Ms Lyndell Fraser, MEcon (USyd), MBA (Macq), Executive General Manager, Workforce Division , Navitas, became a member of College Council in April 2009 and in December 2009 was appointed as the Chair of the College Council (Term: December 2009 to current).</p> <p>Further external appointments to College Council are in discussion in the context of the College's Governance Review.</p> <p>[#] Professor Holland sadly passed away in early 2009. Her contribution to ACAP will be long remembered.</p>
Further Planned Activities	Consideration of Governance Review Report Recommendations. (Timeframe: 2010).

Recommendation 4.	AUQA recommends that ACAP assess whether its current arrangements with licensees provide an adequate level of control for it to be assured of the equivalence of the offshore program with onshore on-campus programs, including the standard and nature of teaching and assessment practices and the accuracy of marketing material.
AUQA Quality Factor 2.	Achieving effectiveness in teaching, learning and other core functions.
Planned actions identified in report of 19 June 2008	<p>a) Continue to build on existing quality assurance arrangements for licensee operations.</p> <p>b) Continue to explore the possibilities for the establishment of staff and student exchange programs between the College and its offshore licensees.</p>
<p>Comments on Progress</p> <p><i>Completion Status: 100%</i></p> <p><i>Supporting Materials Reference: Nil</i></p>	<p>a) In mid 2008, the College's General Manager with an external consultant audited the quality assurance arrangements of the College's two licensees in South East Asia and found that these organisations continued to provide a reasonable level of control. Following this audit the College continued to work with these licensees to monitor their delivery consistency for ACAP programs.</p> <p>In 2009, the College conducted its scheduled competitive retendering of its South East Asia licensee arrangements. As a result of this tendering process, a sole licensee delivery arrangement was established in this region in late 2009 with <i>ACE Professional Studies Sdn Bhn (ACE)</i> for the offshore delivery of the College's Bachelor of Applied Social Science program from January, 2010. ACE is a registered education company based in Kuala Lumpur, Malaysia. The</p>

	<p>arrangement with ACE replaces all previous offshore licensee arrangements. To ensure students who were enrolled in ACAP courses with <i>the former offshore licensees could</i> continue their studies in 2010 without disruption, in late 2009 the College offered these students the option to either transfer to the College's new licensee or study directly with ACAP and complete their course via flexible delivery.</p> <p>b) To date, the College has had no formal student exchange agreement (<i>as defined in section 7.10.5 of the Higher Education Provider Guidelines</i>) with any of its former offshore licensees and has not established a formal student exchange agreement with its current offshore licensee, ACE. In the context of this new licensee arrangement, the College has put on hold its establishment of staff and student exchange programs between the College and its offshore licensee to enable time for mutual respect, trust, and communication strengths to be forged between parties.</p> <p>At this time, the College does not envisage entering into any two-way formal student exchange agreement with its offshore provider until 2013 at the earliest. Instead, the College has shifted its focus to actions that will help pave a possibility for this future direction. These actions include, but are not limited to:</p> <ul style="list-style-type: none"> • Providing students studying ACAP courses delivered by ACE the opportunity for cross-cultural interaction by undertaking one or more units of their course either directly with ACAP via online delivery or in Australia on one of ACAP's Australian campuses; • Providing structured, informal, professional development opportunities for academic staff engaged in the delivery of ACAP courses that are delivered both onshore and offshore, such as cross-country mentoring via scheduled online chat sessions, and encouragement of cross-border collaborative research; • Enhancing staff and student understandings of intercultural differences through activities such as orientation and/or skills development workshops; and • Continuing to monitor feedback from local and offshore students and educators to ascertain any changes that would warrant the College's adjusting of its staff and student exchange plans. <p>ACAP is boosting its expertise in transnational education through activities which include:</p> <ul style="list-style-type: none"> • ACE's provision of the minutes of its Academic Advisory Board to ACAP's Academic Council; • Regular visits by the General Manager and senior academic and administrative staff of ACAP to ACE to attend meetings of ACE's Academic Advisory Board, conduct briefing sessions with offshore staff and students, foster relations, and exchange knowledge on such matters as: <ul style="list-style-type: none"> - Qualification and quality frameworks and standards for education, research and training of both countries, and notions concerning the tuning and harmonisation of any differences between countries; - Skills demand and emerging needs areas of both countries; and - Strengthening the lines of communication for exchange of information on new policy initiatives and opportunities for development of education, training and research activities of both countries. <p>The College also continues to monitor and engage in discussions surrounding transnational education in the Australian higher education landscape, including those of NAVITAS's global institutional network, AUQA, Australian Higher Education regulatory authorities, and the Australian Learning and Teaching Council.</p>
Further Planned Activities	<p>Lodgment of Application for Approval to Deliver Australian Higher Education Qualifications Offshore to NSW Department of Education and Training in the timeframe requested by the Department. (Timeframe: Application due 12 July 2010).</p> <p>Cultivate the possibility for two-way formal student exchanges in 2013 and/or beyond. (Timeframe: Ongoing).</p> <p>Boost the College's expertise in transnational education. (Timeframe: Ongoing).</p>

Recommendation 5.	AUQA recommends that ACAP consider additional means of enabling Educators to contribute to the academic life of the College and benchmark the level of rewards it provides for Educators.
Quality Audit Factor 3.	Organisational structures, decision making processes and resources to support teaching and learning and other core activities.
Planned actions identified in report of 19 June 2008	<p>a) Build on current initiatives and continue to identify ways in which Educators can contribute to the academic life of the College and the establishment of a research framework at the College.</p> <p>b) Finalise review and implementation of revised Educator pay scale in Term 3, 2008.</p>
<p>Comments on Progress</p> <p><i>Completion Status: 100%</i></p> <p><i>Supporting Materials Reference:</i> <i>SM_14 StephanieBurnsWorkshop Report</i> <i>SM_02 OrganisationalChart</i></p> <p><i>Related Actions:</i> Affirmation 6. Affirmation 9.</p>	<p>a) In addition to the professional development initiatives referenced at Affirmation 9, in November 2008 the College conducted its inaugural Annual ACAP Conference for the whole-of-College community on its Sydney campus. This conference was run on the Brisbane campus in November 2009 and will be held on the Melbourne campus in 2010. As one of many means of encouraging Educators to develop their own research profile, Educators are invited to submit academic papers and/or present papers at the Annual ACAP Conference. This opportunity has been well responded to with 10 papers being submitted and/or presented in 2008 and six (6) in 2009. To encourage discussion on academic philosophies and teaching practices and critique of the curriculum among Educators, in November 2009 the College engaged Dr Stephanie Burns, who delivered a half day professional development workshop on Teaching and Learning strategies to Educators across all campuses. The materials from this workshop continue to be made available to Educators via the College's <i>my.acap</i> web portal. Educators are also involved in the development of the College's research framework through their participation on the Research Advisory Groups, Course Development Committees, Teaching and Learning Committee, and various other committees of Academic Council.</p> <p>b) On 12 June 2008, following the benchmarking of level of rewards, duties and contractual conditions against comparable positions in other institutions, the Executive Committee approved a revised pay scale for contracted Educators, effective from Term 3, 2008. Educators were consulted about the planned changes shortly thereafter. Since that time, position statements that make clearer the responsibilities and level and nature of student support contact required by contracted Educators have been drafted. The Executive Committee has also appointed three (3) permanent part-time Senior Educators who provide professional development support for Educators across the whole-of-College community. These appointments have the effect of also establishing an avenue for Educators to enter a longer term employment relationship with College.</p>
Further Planned Activities	<p>With the Human Resource Manager, Workforce Division, Navitas, review and revise where necessary, Educator and other Academic Staff employment agreements to align with the Higher Education Industry—Academic Staff —Award amendments that came into effect on 1 January 2010. (Timeframe: 2010).</p> <p>Continue to foster a professional collegiate environment that supports Educators increased contribution to the academic life of the College. (Timeframe: Ongoing).</p>

Affirmation 1.	AUQA affirms ACAP's actions in establishing formal relationships with relevant advisory organisations and individuals through its Academic Council and Academic Advisory Committees.
Quality Audit Factor 1.	Institutional and educational objectives and institutional governance.
Planned actions identified in report of 19 June 2008	a) College to continue to identify ways in which it can better utilise its existing relationships and establish new formal relationships through increased representation of external industry and advisory groups in its Governance Structure.
<p>Comments on Progress <i>Completion Status: 100%</i></p> <p><i>Supporting Materials Reference: SM_03 ACAPGovernance SM_06 ProfRegistration& CourseEndorsements</i></p>	<p>Good progress has been made in establishing formal relationships with relevant advisory organisations and individuals through the College's Academic Council and Academic Advisory Committees.</p> <p>a) Since the AUQA audit, the College's Academic Council has, among other activities:</p> <ul style="list-style-type: none"> • Increased the number of external representatives on Academic Council and its Academic Advisory Committees and other sub-committees (now > 30); • Fostered relations with external industry groups, which in turn has seen an increase in the number of external organisations that are involved in the College's Student Placement Programs (now > 300); • Consulted extensively with Lifeline Sydney and Sutherland, Gay and Lesbian Counselling Service of NSW, and Burwood Community Centre to inform the redevelopment of the College's Bachelor of Applied Social Science program; • Appointed a number of external academic leaders to Course Advisory Committees reviewing and developing the College's Master of Applied Social Science, Bachelor of Applied Social Science and suite of Psychology courses; and • Attained Psychotherapy and Counselling Federation of Australia (PACFA) accreditation for three (3) of the College's courses, these being the Master of Applied Social Science (Counselling), Graduate Diploma of Counselling, and Bachelor of Applied Social Science (Counselling) courses. To meet PACFA Training Standards and uphold the PACFA course accreditation requirements, the admission requirements for entry into the College's counselling courses have been extended.
Further Planned Activities	<p>Attain additional professional accreditations for ACAP courses as a mechanism of external quality assurance and to enable ACAP graduates to attain registration with Professional Associations, where relevant.</p> <p>Continue to foster input from employers, industry and other stakeholders into program planning and review processes to help ensure the relevance of ACAP's curriculum and appropriateness of graduate competencies.</p> <p>(Timeframe: Ongoing).</p>

Affirmation 3.	AUQA affirms ACAP's implementation of a 'fail' grade to more clearly indicate where students have not met academic requirements of a unit.
AUQA Quality Factor 2.	Achieving effectiveness in teaching, learning and other core functions.
Planned actions identified in report of 19 June 2008	a) Nil. A Fail Grade was introduced in Term 1, 2008.
Comments on Progress	a) The College revised its grading criteria and a Fail Grade was introduced in Term 1, 2008 for students who do not successfully complete assessment requirements for the module. The revised Assessment Policy has been published in

<p><i>Completion Status: 100%</i></p> <p><i>Supporting Materials Reference: SM_09 PolicyCompendium</i></p>	<p>plain English in the College's Assessment Guide, Student Higher Education Handbook and Educator Handbook, since Term 1, 2008. These publications are available to students and Educators in printed format and online via the <i>my.acap</i> web portal. The College's <i>eMinerva</i> student management system, student administration processes, and results transcripts are aligned with the revised grading criteria.</p>
Further Planned Activities	Monitor continued consistency of grade usage. (Timeframe: Ongoing).

Affirmation 4.	AUQA affirms ACAP's implementation of a pilot program of external moderation of assessment from 2008 and encourages ACAP to consider implementation of moderation more widely once the pilot program has been completed.
AUQA Quality Factor 2.	Achieving effectiveness in teaching, learning and other core functions
Planned actions identified in report of 19 June 2008	a) Implementation of the College's Moderation Plan to commence across all of the College Campuses from Term 2, 2008, with the first round of external moderation to take place in Term 2, 2009.
<p>Comments on Progress</p> <p><i>Completion Status: 90%</i></p> <p><i>Supporting Materials Reference: SM_12 Moderation</i></p> <p><i>Related Actions: See Recommendation 8.</i></p>	<p>a) The College has been progressively putting in place its Moderation Plan for 2008-2010 as one means of measuring its effectiveness in providing a consistent learning and teaching experience across all of its campuses and modes of delivery.</p> <p>In Term 2, 2008 the College trialled internal and peer moderation activities, underpinning this with a professional development program for College Educators.</p> <p>While the College's fuller implementation of its 2007 trialled external moderation activities was delayed due to external factors, progress was made through 2009 putting the College's external moderation plans back on track for 2010.</p> <p>This progress includes the College entering into a Memorandum of Understanding with the Jansen Newman Institute, Think Education Group in October 2009, for the moderation of a random sample of first, second and third year student assessments in the College's Bachelor of Applied Social Science course from Term 1, 2010 for three (3) years.</p> <p>The College has also been in discussions with two Australian universities with the intent to formalise external moderation arrangements with these universities in the near future.</p>
Further Planned Activities	Implement the College's 2010 Moderation Plan, which encompasses a combination of external, internal and peer moderation activities. (Timeframe: 2010). Further extend formalised external moderation to encompass all ACAP higher education courses. (Timeframe: Ongoing).

Affirmation 6.	AUQA affirms ACAP's intention to improve support for students taking units by flexible delivery and encourages ACAP to consider how to structure its flexible delivery to better reflect its distinctive approach to learning.
AUQA Quality Factor 2.	Achieving effectiveness in teaching, learning and other core functions.
Planned actions identified in report of 19 June 2008	a) Implement the College's Flexible Delivery Principles and strategies, which include: drafting revised Flexible Delivery Educator contracts; appointing a Flexible Delivery Officer and Flexible Delivery Student Support Officer; and utilising incentives to increase the response rate of Flexible Delivery students to the Student Module Satisfaction Survey.

<p>Comments on Progress</p> <p><i>Completion Status: 100%</i></p> <p>Supporting Materials Reference: SM_15 Blended Learning Plan & Report SM_07 Survey Compendium</p> <p>Related Actions: Recommendation 5 Recommendation 6</p>	<p>To inform considerations of how to enhance the College's structure of its flexible delivery programs a consultative review was conducted in 2008 and completed in November that year, culminating in the development of enhanced Flexible Delivery Principles and a suite of improvement strategies.</p> <p>a) Initiatives that have resulted from these review outcomes include:</p> <ul style="list-style-type: none"> • A Director of Blended Learning has been appointed (June 2009); • A Flexible Delivery Officer and Flexible Delivery Assistant have been appointed (June 2008), expanding the Flexible Delivery Support Team from 2 to 4 staff; • Employment contracts with Flexible Delivery Educators have been drafted to make clearer the required level and nature of student support contact (<i>for further details refer to Recommendation 5</i>); • An information literacy training program called <i>Web-Ezy lite</i> was purchased and deployed under the name <i>ACAP Information Skills Online</i> to help students enhance their academic skills in online and distance education learning environments, and raise students awareness of the College's available learning resources; • 300 hours of web-based streaming video (<i>Counselling and Therapy in Video</i>) was purchased to make demonstrations of counselling and therapy sessions available to online and distance education students; • <i>Turnitin</i>, a system that can help the College identify plagiarism and help students write better assessments by providing them with an understanding of the proportion of their work that is directly quoted, was trialled in Term 1 and Term 2 2009 across all online modules and two distance education modules. On the success of this trial, <i>Turnitin</i> will be progressively deployed across all modules and all delivery modes in 2010. <p>A Blended Learning Operational Plan 2009-2010 has also been developed and is currently being implemented. A key component of this plan includes a significant further integration of the College's <i>eMinerva</i> student management system with the College's online <i>Moodle</i> based learning system. This will establish such things as blogging communities at the class level, ACAP student email accounts, and an online results notification service. These and the many more planned new flexible delivery services will in time create a more interactive and engaged community of learners and educators.</p> <p>The College's progress in this area is further evidenced in the results of the End of Term 3, 2009 Student Module Satisfaction Survey in which >85% of both online and distance education students reported that they are overall satisfied with the College's flexible education delivery. The response rate of flexible delivery students to this survey remains at around 20% for distance education students and 40% for flexible delivery students despite the trialling of various response incentives over the past year. It is anticipated that the Blended Learning initiatives planned for 2010 will help the College increase the engagement of flexible delivery students in this survey.</p>
<p>Further Planned Activities</p>	<p>Continued implementation of Blended Learning Operational Plan. (Timeframe: 2010).</p>

<p>Affirmation 7.</p>	<p>AUQA affirms ACAP's plans to undertake greater analysis of student outcome data across the whole College, especially in relation to progression, retention, attrition and academic performance.</p>
<p>AUQA Quality Factor 2.</p>	<p>Achieving effectiveness in teaching, learning and other core functions.</p>
<p>Planned actions identified in report of 19 June 2008</p>	<p>a) Produce a standard report on indicators of student academic performance from end of Term 2, 2008 to be tabled at the Results Review Committee meeting of July 2008, and continue to produce report at the end of each study period.</p>

<p>Comments on Progress</p> <p><i>Completion Status: 75%</i></p> <p><i>Supporting Materials Reference:</i> SM_03 ACAPGovernance SM_08 Results&ProgressionReports SM_16 RetentionWorkingGroup SM_17 AssessmentWorking Group</p> <p><i>Related Actions:</i> See Recommendation 7</p>	<p>a) The Results Review Committee of the Teaching and Learning Committee of Academic Council has been assessing student outcomes in relation to progression, retention, attrition and academic performance since Term 2, 2008. This assessment continues to be conducted at the conclusion of each academic term as part of the College's ongoing cyclic review processes. While this current analysis is inclusive of all students, modules and delivery modes, the College recognises that a more rigorous analysis and consolidation of data is required if it is to better enable its managers and committees to readily assess how the College is performing on its key measures of educational performance and identify areas for improvement. Through the College's current analysis, however, it became clear at the end of Term 2, 2009 that there was an emerging lower progression rate for first year students than for students enrolled in subsequent years of study. With a view to improving the College's performance in this area, a Retention Working Group and an Assessment Working Group has been established. Each working group has since begun to research these themes to identify those intervention strategies which may be most effective.</p> <p>More generally, while the College's current analysis and reporting of student performance data meets its base needs in terms of identifying higher-level emerging themes to inform decision making processes, much of this information is currently compiled through intensive manual data manipulation. As mentioned above, the College recognises the 'richness' of having this information continuously up-to-date and readily at the hand of key decision makers responsible for monitoring performance against the KPI's of the College and its operational areas. As such, the College has a strategic action for 2010-2011 to develop a plan that will facilitate the strengthening of this capacity.</p> <p>Though this plan is still in development, key components anticipated to form part of this plan include:</p> <ul style="list-style-type: none"> • External benchmarking of current and emerging student outcome performance monitoring practices across the sector; • Developing a model (eg. taxonomy or matrix model) of the results-oriented student outcome performance measures that the College plans to use to chart its progress towards its KPI's. It is envisaged that this model will serve to consolidate/fuse the College's measurement of its progress towards its KPI's. It may also provide a basis for future system based consolidation and/or digital dash boarding of key performance data; • Enhancing existing guidelines and policy that support the College's student outcome performance measurement activities, where required, with a view to embedding sufficient simplicity, practicality, detail, and ownership around performance measurement activities to ensure their sustainability; • Developing staff skills, processes, technologies, applications and practices used to turn data into information that supports decision making processes; and • Progressively enhancing the College's current suite of standardised reports on key student outcome performance data by extending these to include more summative and longitudinal comparative data at the College, Campus, Course, Discipline, Unit, Diversity, and Equity level, as appropriate, and possibly, in-due time, relevant nationwide comparative data.
<p>Further Planned Activities</p>	<p>Develop and progressively implement a plan for building the College's internal capacity to extend and consolidate the analysis and reporting of progression, retention, attrition and academic performance data. (Timeframe: 2010-2011).</p>

Affirmation 8.	AUQA affirms ACAP's intention to better collate and analyse its student feedback, noting that the analysis should focus on identifying themes and systemic improvements and that ACAP should report back to students on the improvements that have been implemented.
AUQA Quality Factor 2.	Achieving effectiveness in teaching, learning and other core functions.
Planned actions identified in report of 19 June 2008	<p>a) Finalise the review on improving Student Module Feedback and Educator Module Feedback data analysis and dissemination, and report review findings to the Quality Committee Meeting of August 2008.</p> <p>b) Utilise findings of Student Satisfaction Survey of 2007 to inform continuous improvement processes.</p>
<p>Comments on Progress</p> <p><i>Completion Status: 65%</i></p> <p><i>Supporting Materials Reference:</i> <i>SM_07 SurveyCompendium</i></p> <p><i>Related Actions:</i> See Recommendation 7.</p>	<p>a) As mentioned earlier (<i>refer to Recommendation 7</i>), in April 2009, in the context of many inputs, one of which included the findings of the review on improving Student Module Feedback and Educator Module Feedback, the Quality Committee established a Survey Plan.</p> <p>The Survey Plan guides the conduct and reporting of results attained from the Colleges key surveys, including its term based Student Module Feedback and Educator Module Feedback surveys, and annual Student Satisfaction and Graduate surveys.</p> <p>The College's Survey Committee oversees the implementation of this Plan, including the internal and/or external analysis of survey feedback and the reporting of survey outcomes and emerging themes to the Quality Committee. The Quality Committee, following consideration of reported survey findings, then appraises the Executive and Academic Council of required interventions and resource implications.</p> <p>b) Through 2008 and 2009, the College resourced more than 23 initiatives in response to emerging themes identified from the College's 2007 biennial Student Satisfaction Survey, which was analysed by an external research firm. These initiatives included: the attainment of external academic expert advice to inform a revision of higher education module assessments; an expansion to the scope and number of Academic Skilling Workshops for students; a streamlining of the student enrolment and re-enrolment processes and forms; and the integration of the College's Online Library Catalogue with the College's electronic journals to improve the ease of use of these e-library services.</p> <p>News and information items on the <i>my.acap</i> web portal have kept students and staff informed of these initiatives.</p> <p>While the Survey Plan has been effective in formalising the College's dissemination of survey outcomes to managers and committees, the College recognises that its internal capacity to consolidate its survey data to enable themes to be clearly identified is limited, and plans are in development for addressing this limitation. In the meantime, the College has recently commissioned an external analysis of its 2009 Student Satisfaction Survey data to obtain independent insight concerning emerging themes and recommended response interventions.</p>
Further Planned Activities	<p>Build the College's internal capacity to consolidate its student feedback to enable managers and committees to more readily assess how the College is performing on its key measures of educational performance and identify areas for improvement.</p> <p>(Timeframe: 2010).</p>

Affirmation 9.	AUQA affirms ACAP's recognition of the need for additional professional development for staff and encourages the College to ensure that its workforce planning considers its future needs for academic as well as administrative skills.
Quality Audit Factor 3.	Organisational structures, decision making processes and resources to support teaching and learning and other core activities.
Planned actions identified in report of 19 June 2008	a) Professional Development Needs Analysis and Professional Development Policy to be developed in August 2008.
Comments on Progress <i>Completion Status: 100%</i> Supporting Materials Reference: SM_13 EducatorProfessional DevelopmentProgram2010 Related Actions: Recommendation 5.	a) In the third quarter of 2008, the Dean with the Human Resource Manager, Workforce Division, Navitas conducted an internal professional development needs analysis with Educators. In response to the findings from this analysis, Educators were further consulted to establish in greater detail the principles, policy notions and type of professional development activities that they believed would be of greatest value to them in their work undertakings with ACAP. The professional development principles identified through these activities have been encapsulated in the earlier mentioned "Academic Vision and Strategic Plan 2010-2015". A large number of professional development initiatives have also been conducted for Educators. This has included: <ul style="list-style-type: none"> • Two Lunchtime Forums were held for Educators in August 2009. These forums explored the influences that constrain learners' self-confidence and capacity to participate effectively in learning and practice, and transformative learning theory and practice; • An online series of 'How to' guides and an online 'sandpit' for Educators was launched in October 2009. This 'sandpit' provides Educators with a simulated online module and class area, including teaching materials, assessment items and a discussion forum. Educators are given three tasks to attempt in the 'sandpit' and are supported in their attempts by the Flexible Delivery staff; and • An Educator Professional Development Program has been developed, for implementation in 2010. Educators continue to participate in the Professional Development Full Day Workshop that is conducted each February and the Week 11 Academic Review Term Workshops. These workshops are conducted on all campuses.
Further Planned Activities	Finalisation and implementation of Educators Professional Development Program. (Timeframe: 2010).

Affirmation 10.	AUQA affirms ACAP's intention to encourage the development of a 'culture of evidence' throughout the organisation and ensure the integration of quality improvements within strategic and operational planning.
Quality Audit Factor 4.	Maintaining a commitment to quality improvement.
Planned actions identified in report of 19 June 2008	a) Continue to develop a 'culture of evidence' through all levels of the organisation and monitor the progress of key continuous improvement initiatives through quarterly updating of the College's Annual Quality Plan.
Comments on Progress <i>Completion Status: 100%</i>	a) The College's progress in developing a 'culture of evidence' through all levels of the organisation has in part been assisted by our increasing effectiveness in implementing our Continuous Improvement Framework. This framework, which is founded on the AUQA preferred OADRI model, includes many interlocked elements such as benchmarking, establishment and monitoring of performance measures, and stakeholder surveying.

<p>Supporting Materials Reference: SM_09 PolicyCompendium</p>	<p>Enabling the College to more rapidly internalise and implement a 'culture of evidence' that is reflective of 'good practice' has been our:</p> <ul style="list-style-type: none"> • Stronger academic core and extended external advisory representation in the Governance of the College; • Increasing involvement of ACAP Managers and Educators with external institutions and experts on specific topics; • Increasing external moderation partnerships, greater number of course accreditations with professional associations, and strengthened course accreditation and re-accreditation history; and • Sustained continuous improvement momentum assisted by the quarterly updating of the College's Quality Plan. <p>The College's accomplishments above, and those discussed earlier in this report, combined with the Commendations presented in AUQA's audit report on the College and the College's subsequent entry on AUQA's Good Practice Database, have had the effect of elevating the College's professional standard. This in turn has enabled us to grow in self-confidence. It has also had the effect of our raising our own bar.</p>
<p>Further Planned Activities</p>	<p>The College's commitment to continuous improvement, particularly in the context of our self-accrediting institution aspirations, demands that we:</p> <ul style="list-style-type: none"> • Continue to strengthen the College's academic core and extend the external advisory representation in the Governance of the College; • Continue to foster a 'culture of evidence' through all areas of the institution; • Extend the College's benchmarking practices to include reputable international higher education institutions; and • Increase the College's engagement with external education experts in the broader higher education community, its presence on external course accreditation committees, and research contribution to advance both the disciplinary areas of our strengths and more generally, the Australian higher education sector. <p>(Timeframe: Ongoing).</p>

Glossary

The following abbreviations and definitions are used in this Report. As necessary, they are explained in context.

<i>ACAP</i>	<i>Australian College of Applied Psychology; Australian College of Applied Psychology Pty Ltd (ABN 94 057 495 299)</i>
<i>Affirmation</i>	<i>AUQA defines an affirmation is made where the panel agrees that there is evidence that a matter in need of attention has been identified by the auditee in the self-assessment process, and there are plans to act on it.</i>
<i>APS</i>	<i>Australian Psychological Society</i>
<i>AUQA</i>	<i>Australian Universities Quality Agency</i>
<i>College, the</i>	<i>ACAP</i>
<i>Commendation</i>	<i>AUQA defines a commendation as referring to the achievement of a stated goal, or to some plan or activity that has led to, or appears likely to lead to, the achievement of a stated goal, and which in the panel's view is particularly significant.</i>
<i>DEEWR</i>	<i>Department of Education, Employment and Workplace Relations, Australian Government</i>
<i>Educational objective(s)</i>	<i>refers to ACAP's academic purpose, mission, or goals as defined by the College itself. It does not refer to educational 'learning' objective(s) as the term is more commonly understood at the course or award level.</i>
<i>Educator</i>	<i>a person who has entered into a contract with ACAP to provide educational services, e.g. teaching and assessment</i>
<i>EFTSL</i>	<i>equivalent full-time student load</i>
<i>FEE-HELP</i>	<i>FEE-HELP is a loan given to eligible fee-paying students to help pay part or all of their tuition fees.</i>
<i>HEIMS</i>	<i>Higher Education Information Management System</i>
<i>HEP(s)</i>	<i>higher education provider(s)</i>
<i>HESA</i>	<i>Higher Education Support Act 2003</i>
<i>Licensee</i>	<i>an organisation in a country other than Australia that has entered into an agreement with ACAP that requires the overseas organisation to manage and deliver specified ACAP programs in that country on behalf of ACAP</i>
<i>Navitas</i>	<i>Navitas Ltd (ABN 69 109 613 309), formerly IBT Education Ltd, the owner of ACAP</i>
<i>NSAI(s)</i>	<i>non self-accrediting institution(s)</i>
<i>OADRI</i>	<i>Objective-Approach-Deployment-Results-Improvement</i>
<i>PACFA</i>	<i>Psychotherapy and Counselling Federation of Australia</i>
<i>QAF</i>	<i>Quality Audit Factor</i>
<i>Recommendation</i>	<i>AUQA defines a recommendation as referring to an unsuitable approach, a faulty deployment, or a lack of success in relation to a stated goal, and which in the panel's view is particularly significant. Recommendations indicate matters in need of attention, possibly with suggestions for action</i>
<i>SM</i>	<i>Supporting Material</i>
<i>VET</i>	<i>Vocational Education and Training</i>

Appendices

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The Audit Panel

Dr Jeanette Baird, Audit Director, Australian Universities Quality Agency

Professor Robin McTaggart, Pro-Vice-Chancellor Student Services and Quality Assurance, James Cook University (Panel Chair)

Professor Mark Tennant, Dean of Education, University of Technology, Sydney

ACAP Course Profile 2010

Course	Entry Pathway	Accreditation Period (COURSE CRICOS CODE – Indicates open for International Students)			
		Flexible Delivery ^[1]	Sydney Campus ^[2]	Brisbane Campus ^[3]	Melbourne Campus ^[4]
Diploma of Applied Social Science	Early Exit option from Bachelor of Applied Social Science	01/01/09 – 31/12/13	01/01/09 – 31/12/13 (051177G)	15/07/09 – 31/12/13	01/01/09 – 31/12/13 (060118M)
Associate Degree of Applied Social Science	Early Exit option from Bachelor of Applied Social Science	01/01/09 – 31/12/13	01/01/09 – 31/12/13 (051178G)	15/07/09 – 31/12/13	01/01/09 – 31/12/13 (060117A)
Bachelor of Applied Social Science	Open to New Admissions in 2010	01/01/09 – 31/12/13	01/01/09 – 31/12/13 (051179F)	15/07/09 – 31/12/13 (053947K)	01/01/09 – 31/12/13 (060113E)
Bachelor of Applied Social Science (Counselling)	Successful completion of 1 st year of Bachelor of Applied Social Science and other admission requirements to be met before full admission	01/01/09 – 31/12/13	01/01/09 – 31/12/13 (057962A)	15/07/09 – 31/12/13 (069672A)	01/01/09 – 31/12/13 (060114D)
Bachelor of Applied Social Science (Management)	Successful completion of 1 st year of Bachelor of Applied Social Science required before admission	01/01/09 – 31/12/13	01/01/09 – 31/12/13 (057963M)	15/07/09 – 31/12/13 (069671B)	01/01/09 – 31/12/13 (060115C)
Bachelor of Applied Social Science (Coaching)	Successful completion of 1 st year of Bachelor of Applied Social Science required before admission	24/11/08 – 31/12/13	24/11/08 – 31/12/13 (065591A)	15/07/09 – 31/12/13 (069670C)	24/11/08 – 31/12/13 (068267M)
Graduate Certificate in Counselling Skills	Early Exit option from Graduate Diploma of Counselling	01/01/08 – 31/12/12	01/01/08 – 31/12/12 (048165E)	01/01/08 – 31/12/12	01/01/08 – 31/01/12 (060111G)
Graduate Diploma of Applied Social Science	Early Exit option from Master of Applied Social Science	12/03/07 – 12/03/11	12/03/07 – 12/03/11 (060136J)	01/01/08 – 11/03/12	
Graduate Diploma of Applied Social Science (Management)	Early Exit option from Master of Applied Social Science (Management)	12/03/07 – 12/03/11	12/03/07 – 12/03/11 (060137G)	01/01/08 – 11/03/12	
Graduate Diploma of Counselling	Open to New Admissions in 2010	01/01/08 – 31/12/12	01/01/08 – 31/12/12 (048166D)	01/01/08 – 31/12/12 (065522C)	01/01/08 – 31/01/12 (060112F)
Master of Applied Social Science	Open to New Admissions in 2010	12/03/07 – 12/03/11	12/03/07 – 12/03/11 (060133A)	01/01/08 – 11/03/12	
Master of Applied Social Science (Counselling)	Open to New Admissions in 2010	12/03/07 – 12/03/11	12/03/07 – 12/03/11 (060134M)	01/01/08 – 11/03/12	
Master of Applied Social Science (Management)	Open to New Admissions in 2010	12/03/07 – 12/03/11	12/03/07 – 12/03/11 (060135K)	01/01/08 – 11/03/12	

Notes

Higher education courses open to admission in 2010 for students commencing first year of undergraduate or postgraduate study in the course.

^[1] Course Accreditation by NSW DET; ^[2] Course Accreditation by NSW DET; ^[3] Course Accreditation via Mutual Recognition by QLD DET; ^[4] Course Accreditation via Mutual Recognition by VRQA. ACAP also provides VET programs and a Psychologist Registration Supervisor Program.

Supporting Materials Index

Index No	Document
SM 00	ACAP 19 June 2008 Interim AUQA Progress Report
SM 01	Strategic and Operational Plan 2009 Strategic and Operational Plan 2009 Strategic and Operational Plan 2008
SM 02	ACAP Organisational Chart v 1 March 2010
SM 03	ACAP Governance a) College Governance Document b) College Governance Membership Tables c) TLC Self Assessment and Benchmarking Report
SM 04	Teaching and Learning Plans • Teaching and Learning Plan 2010 (Draft) • Teaching and Learning Plan 2009 • Teaching and Learning Plan 2008
SM 05	Quality Plan • Quality Plan 2008 • Quality Plan 2009
SM 06	Professional Registration and Course Endorsements • PACFA Accreditation Letter • Bachelor of Applied Social Science Course Endorsement Letters • Graduate Diploma of Applied Social Science • Master of Applied Social Science Course Endorsement Letters • Endorsement Letters for the Psychology Suite of Courses
SM07	Survey Compendium • Survey Plan • Student Survey Highlights • Quality Committee Student Satisfaction Survey Feedback Action Plan

Index No	Document
SM 08	Results and Progression Reports • Academic Council Agendas showing results as a discussion item • Results & Progress Reports, Terms 1,2 and 3 2009 • Retention Analysis Terms 1 and 2, 2009
SM 09	Policy Compendium • Table of Policies • Benchmarking Policy & Benchmarking Guide • Assessment Policy • Continuous Improvement Policy
SM 10	Course Development Benchmarking • Benchmarking Table BASS Course Redevelopment • Benchmarking Table MASS Course Development • Benchmarking Table Psychology Courses Development
SM 11	Table illustrating Higher Education Combined Undergraduate/Postgraduate Classes
SM 12	Moderation • 2010 Moderation Plan • Memorandum of Understanding, Think Moderation Arrangement
SM 13	2010 Educator Professional Development Proposal
SM 14	Stephanie Burns Workshop Report
SM 15	Blended Learning Department Plan 2010 and Monthly Report to Executive (Jan 2010)
SM 16	Retention Working Group • Retention at ACAP Presentation • Retention Working Group Minutes 11.11.09
SM 17	Assessment Working Group • Working Group Brief • Working Group Report