

Course Advisory Committees – Higher Education

Rationale

ACPE Limited trading as Australian College of Physical Education (ACPE) has a governance structure that promotes the goals of excellence and accountability in teaching and scholarship, quality in academic service delivery, strategic academic planning and positive and productive relationships with external educational and professional bodies and industry partners.

ACPE shall establish Course Advisory Committees - Higher Education (CACs) in accordance with external higher education accreditation and registration requirements to oversee all non-research based higher education courses.

CACs are an important mechanism for connecting ACPE with industry and professional communities. These committees bring external members' experience and perspective for ACPE to consider future academic options and monitor the quality of existing higher education courses, and provide another measure of assuring the competitive quality and relevance of the higher education course offerings. ACPE recognises the need for structural diversity as an essential element. Since each profession is characterised by a specific range of disciplines and has unique requirements for professional accreditation, departments are encouraged to create specific CACs that best suit their particular needs.

Course Advisory Committees – Higher Education are established to:

- Provide advice on educational approaches/strategies in core/foundational subject areas, as well as in modality-specific subject areas
- Provide advice on new course proposals
- Report on applications for accreditation of new courses and reaccreditation of existing courses
- Review existing courses.

Course Advisory Committees – Higher Education shall advise the ACPE Academic Board through the Director of Education on matters pertaining to ACPE higher education courses in accordance with these Committees' Terms of Reference.

Membership

CACs should be composed primarily of members drawn from the external community. External membership should be reflective of the broad range of knowledge, skills, and/or attributes represented by the discipline profile. Individual external members may not necessarily be appointed as representatives of a specific constituency but for their individual contributions to an appropriate mix of perspective across the committee.

External Members:

- Up to two persons from public or private sector higher educational institutions who offer similar courses of study or are familiar with the discipline
- Two or more persons from professional associations representing the discipline at State and/or national level or who broadly reflect the interests of potential employers of course graduates and the professional standards of the field of study

- Up to one consumer representative (undertaking discipline-specific work or previous experience as a consumer representative)
- One member of the Alumni of the College who is a sports and/or movement practitioner in the relevant discipline.
- One Student Representative – course specific

Invited Members:

- Head of Department for the relevant course / discipline (Chair)
- Director of Education
- Up to two Lecturers for the relevant course

Other persons with expertise in areas relevant to the Committee's work may be co-opted if required.

Period of Office

Elected and appointed members shall normally serve on the Course Advisory Committee – Higher Education for a term of two years. Members may serve consecutive terms if appropriate to their membership.

Quorum

A quorum for CAC meetings shall require half of the external membership (of the members holding office at the time) to be present. Meetings may be held face to face, by other verbal medium (e.g. teleconference or video conference) or a combination of these mediums; attendance by any of these means will be considered full attendance for the purposes of calculating a quorum.

Terms of Reference

CACs are established in order to support the development and delivery of all higher education courses and awards to be conferred by ACPE.

CACs shall be directly responsible to the Director of Education for reporting to the Academic Board, dependent on discipline/course area of focus. The CACs will have the following functions:

- Consider and make recommendations in relation to the structure and content of course(s) and ensure the relevance to professional and community trends by acting as a strategic scanning mechanism and assisting the relevant modality in identifying needs and opportunities in teaching and research, and making timely responses to changes in industry, professions or the community
- Provide advice on the comparability of the course(s) to similar courses at universities, other private higher education providers, or other registered training organisations
- Monitor issues relating to quality of the course(s), and make recommendations as to the quality of curriculum development and assessment
- Provide networking opportunities to benefit students and staff of ACPE through the establishment and maintenance of strong industry connections
- Provide advice on the validation of learning outcomes for graduating students
- Provide feedback on the course(s) with a view to future development

- Offer early input, advice and evaluative comment on new course proposals in terms of industry relevance and professional practice and report to the Academic Board on whether the development of the course should continue
- Consider annual course reports from Heads of Department for the relevant modality and cases for continuing courses and the proposed course improvements
- Assess any suggestions of major changes to a course and report to the Academic Board on whether the changes should be supported
- Provide advice on opportunities to extend the effectiveness of collaboration with other tertiary institutions, professional associations, industry stakeholders, government and community organisations
- Consider and report on any matter referred to it by the Academic Board or the Director of Education.

Alternate Chairperson

The Chairperson shall nominate a Deputy Chairperson if they are absent for a meeting.

Meeting Schedule

The CACs shall meet at least two times per year, which the Director of Education shall report to the Academic Board on behalf of each Committee at the next available meeting. Additional extraordinary meetings shall be called to consider further development of curricula and/or changes to the course(s) as part of the cycle of continuous improvement in curriculum development and delivery. Additional meetings may be scheduled on a needs basis to enable the Committees to discharge its duties.

Meeting Procedures

For the purpose of this Committee policy and associated procedures, “meeting” shall include a meeting conducted face-to-face, by telephone (teleconference) or by audio visual means.

The CACs are empowered to seek advice and instruction as necessary from such other staff members and external stakeholders of ACPE as deemed appropriate. Such persons may be invited by the Chairperson of the committee to be in attendance at meetings where appropriate.

Staff and external stakeholders of the College may request the opportunity to address the CAC at any time and this request will be considered and approved by the Chairperson of the Committee.

The meeting may be sound-recorded for the purpose of keeping a full record of meeting discussions. The minutes will be taken by a member of the Compliance team, an Academic Administrator or another staff member nominated by the Director of Education.

Reporting

In order to comply with the reporting requirements of this CAC and the governance responsibilities, the following reporting shall occur:

- Minutes of meetings shall be submitted to the Academic Board on request
- Minutes of meetings shall be retained in the College’s primary electronic management system for use in regulatory and institutional reporting.

Review and Reference

Terms of Reference and the functioning of the CACs shall be subject to a periodic review at least every two years by the Academic Board to ensure that it is operating effectively and fulfilling its functions and reviewed for continuing relevance. Each year the CACs for each modality will undertake a self-evaluation of performance. Areas requiring further attention in the following year will be highlighted to the Academic Board.