

AUSTRALIAN COLLEGE OF THEOLOGY LIMITED  
ACN: 127 429 083

**Institutional and Course Approval  
Criteria for Approval to Deliver Awards of the ACT**

**2011**

The Australian College of Theology is concerned to foster the development of sound standards and practices in the colleges that deliver its accredited degrees and diplomas. The Board of Directors has a program of inspection and assessment to assist in this process. This document introduces the procedures for institutional approval and the criteria used by the Board to assess applications for approval to teach the courses of the College.

The Board of Directors has the responsibility of deciding whether approval to teach an ACT course should be granted, conditionally granted, renewed, conditionally renewed or terminated. Where approval is granted or renewed, certain conditions may be imposed by the Directors at their discretion (e.g., external assessment for courses normally assessed internally, implementation of revised academic staff study leave provisions, expansion of library holdings and in particular areas as well as information systems and services).

**Courses cannot be advertised or delivered until the Board of Directors has approved the application.** The CEO of the ACT will then notify the higher education authorities in the state of the approval and the scope of the approval granted.

**INFORMATION FOR APPLICANTS**

The CEO will inform the Board of Directors that an application and the required application fee has been received. The Board will appoint a panel to make an initial assessment of the application and visitation to the applicant. The Board will also advise the Academic Board, a committee of the Board of Directors to which responsibility for the academic governance of the College has been delegated by the Board of Directors, that the application has been received. The application will also be submitted to the Academic Board with the report of the panel. The schedule of fees for 2011, including the application fee, is found at Appendix A.

The panel will normally comprise at least two people—the Dean (or his nominee), and at least one other person external to the ACT who is in good standing in the tertiary education sphere.

The members of the panel will be asked to examine the application in accordance with the assessment standards found in this document. After the visitation to the applicant, the panel prepares a report and after consultation with the applicant presents that report to the Academic Board and then to the Board of Directors. The Academic Board's recommendation will be submitted to the Board of Directors.

The Audit & Risk Management Committee of the Board of Directors of the ACT Ltd must receive from each applicant, before approval is granted to teach an ACT award, a completed Business Plan for Institutions Seeking Affiliation detailing the financial resources in place to deliver the course and to allow the objectives of the course to be delivered over the period of approval. Any additional information must also be submitted to the Committee before it can

submit a positive recommendation to the Board. The template for the Plan can be found at Appendix B.

Recommendations from the Academic Board and the Audit Committee will be forwarded to the Board of Directors at the same time.

Once the Board of Directors is satisfied that the applicant has satisfied the requirements stipulated in the Criteria and has received a positive recommendation from the Audit & Risk Management Committee with respect to the Business Plan, the applicant will be invited to sign an Affiliation Agreement and the Repayment Deed of Guarantee with the ACT by which the affiliated institution undertakes to refund tuition fees to students for any incomplete units of study for which fees have been paid should the institution cease to operate and the student does not wish to be transferred another ACT affiliated institution and/or to an equivalent award. The first term of approval will be for a period up till the end of the five-year accreditation period, and may include conditions.

Reviews, which are based on a self-review submitted to the Board of Directors, normally occur at five-year intervals. Renewals of affiliation will normally be for the five-year accreditation period.

### **Section A: Institutional Quality Assurance**

A college making application for approval to teach the awards of the College must first submit the following documentation to the Board of Directors—

- it is a properly constituted legal entity, or is a department or agency of a properly constituted legal entity, with appropriate governance and organisational structures

1. Provide details of the governance and organisational structure of the college and attach copies of documents showing legal status.

- it is committed to signing a Repayment Deed of Guarantee with the ACT undertaking to refund tuition fees to students for any incomplete units of study for which fees have been paid should the affiliated institution cease to operate and the student does not wish to be transferred another ACT affiliated institution and/or to an equivalent award. Copies of the Deed can be obtained from the ACT office.
- it undertakes to abide by the terms of the ACT's academic and non-academic grievance/dispute resolution procedures
- it agrees to abide by the processes and requirements of the ACT's Financial Alert Protocols
- it has taken out sufficient directors' and officers' liability and professional indemnity insurance as well as public liability insurance
- if a non-independent entity, please attach a statement from the parent body guaranteeing financial support for five years

2. Give details of each type of insurance, including the amount of cover.



## 6. Specify details concerning the security of student records.

- Any college that is part of a consortium must demonstrate that a satisfactory Memorandum of Understanding exists between the parties to the consortium.

## 7. Is the application being made on behalf of a consortium? YES / NO

If yes, please provide details of the arrangements between all parties to the consortium. Attach a copy of the MOU agreement between the consortium members.

In addition, each applicant must furnish audited financial statements, budgets, and statements regarding long-range financial plans to the ACT Audit & Risk Management Committee on an annual basis. Approval to deliver ACT awards is dependent on demonstrating to the Board of Directors that the college is not only financially secure and able to allow the objectives of the award(s) for which approval is sought for the proposed five-year period of approval.

## 8. Please attach audited and approved financial statements of the entity responsible for this College for the reporting period.

Indicate the accounting basis used:

- Accrual       Other (please nominate) \_\_\_\_\_

Fixed Assets at

- Historic Cost       Current Market Value

## 9. Financial and business systems.

- Attach a copy of your College's financial/business plans for the current and next two years.
- Attach a copy of your College's forecast budget for the current year.
- Attach a copy of a completed ACT Business Plan for Institutions Seeking Affiliation for consideration by the Audit & Risk Management Committee of the ACT's Board of Directors (a copy can be found at Appendix B).

## 10. Fit and Proper Person Requirements.

A declaration must be signed stating that an individual applicant and the institution's officers and directors fulfil Fit and Proper Person requirements (see Appendix C).

In determining whether a person meets the fit and proper person requirements, consideration will be given to whether the applicant or any senior officer:

- has had any criminal charges or convictions or has committed any drug offences;
- was or is an undischarged bankrupt or has certain arrangements outstanding under bankruptcy legislation;
- has ever been disqualified from managing corporations;
- was or is a prohibited person under Child Protection provisions; or

- has been suspended or removed from any register of higher education or vocational education and training institutions or courses for breaches of accreditation legislation or conditions.

These provisions must be maintained at all times during the period of the approval.

The requirement applies to an officer, director or substantial shareholder who is in a position to influence the management of the institution. A substantial shareholder is defined as a shareholder who owns 15% or more of the applicant entity or is entitled to receive 15% or more of any dividend paid by the entity.

11. Dealings with State and Federal Education Regulators.

(a) Has the applicant any conditions levied by a state or territory accreditation authority with respect to a course or registration? If yes, how many, what was their nature and how were they resolved?

(b) Was there further follow-up required? Please provide details.

(c) Has the applicant been approached by a state or territory accreditation authority regarding any complaints – either from students, other institutions, or employees past or current?

(d) Are any current and unresolved issues with any other provider or the regulator?

(e) Is the applicant having (or had) any dialogue with the Commonwealth authorities on any issue effecting the operation of the institution? If so, provide details.

**Section B: Criteria for Approval to Deliver ACT Courses**

As stipulated in the criteria below, each college seeking approval must demonstrate to the Board of Directors that—

- appropriately qualified academic staff are available to deliver the course content for the period of approval,
- library resources, including information systems, computer terminals and internet access and other services, student support and administration resources are such that the educational outcomes specified for each ACT award will be met,
- the finances of the college are secure for the period of approval sought.

The college to be assessed should prepare carefully for the approval process. A self-review should be instituted, well in advance, along the lines suggested by the assessment material that follows, and the results forwarded to the Dean no later than two weeks before the intended visit. Members of the panel will prepare for their visit by assimilating the results of the self-review.

Before the visit by the panel, a program should be drafted and sent in advance to the Dean. The panel will normally wish to inspect the property and the equipment of the college, especially the classrooms and library, look at student work, sit in on some classes, attend chapel, meet at least some members of the governing body, and the Principal.

The costs involved in the visit by the panel are to be borne by the college involved. Attention should be given to the question of whether the panel needs transport, accommodation and meals. There are no fees for affiliated colleges seeking re-approval to offer ACT courses.

It is the intention of the Board of Directors that this assessment should be in the interests of the integrity and development of the colleges as well as the ACT, and it is hoped that the procedures that follow will serve these ends.

#### 1. Elements of Basic Policy.

- The ACT takes seriously its responsibility as a higher education provider to manage all aspects of its quality management system in cooperation with affiliated colleges to the end that there is continuous improvement in every facet of teaching and learning.
- Colleges seeking approval to deliver the awards(s) of the College must be accountable in their operations and be open to regular inspection and review by the College.
- The interests of the College include matters such as the calibre of pastoral care of students, and the stability of academic staff and student numbers.
- In the case of every assessment of a college, whether for diplomas or undergraduate or postgraduate degrees, the panel will be asked to test the same basic qualities. The panel should, however, require more stringent adherence to these qualifications the greater the responsibility sought.
- A positive assessment of the college by the panel is the prerequisite for a college seeking approval to deliver the course(s) for which approval is sought. The “college” approved may be a consortium of independent colleges which have come together for the purpose of sharing resources and hence gaining approval to offer one or more accredited courses.
- Colleges seeking approval to teach ACT awards must demonstrate that appropriate professional development policies and procedures for evaluating academic staff are in place. These should include provision of study leave (especially for colleges seeking approval to deliver degree and graduate level courses) and for attendance at scholarly conferences, the holding of workshops on teaching and learning strategies, academic staff seminars for reading and discussing academic papers, and participation in ACT Department meetings. In addition to facilitating departmental meetings, the ACT has been able to award study leave grants when funds permit.

#### 2. General Requirements for Institutional Approval.

##### (a) Ethos

The assessment panel will inquire into matters to do with the ethos of the college in order to ascertain:

- i. Whether the educational and religious ethos of the college is broadly compatible with the ACT.
- ii. Whether the history of the college demonstrates stability in student and academic staff numbers.
- iii. Whether the governing body of the college is appropriately set up and acts responsibly within its function and conforms broadly to governance guidelines developed by the Department of Education, Employment and Workplace Relations (DEEWR).
- iv. Whether there is commitment by the college to the personal, intellectual and pastoral growth of its students.
- v. Whether the college gives attention to providing a pastoral community.
- vi. Whether the college pursues strategic planning.

(b) Academic Staff.

The staff of affiliated ACT affiliated colleges shall be of such number, quality, and diversity as to provide the context in which there is vigorous learning and interchange of ideas. In addition to moral, religious, and intellectual depth, excellence in teaching and concern for ministry should characterise the members of the academic staff of each college.

Two thirds of the college's academic program should be taught by full-time academic staff or contracted part-time staff employed at 0.4 for at least three years. No less than one third of the units in any one department should be taught by such staff.

There must be a formal expectation included in all contracts or formal letters of offer stipulating that all unit convenors—whether full-time or part-time—must be available to students for advice and consultation during time in which lectures are delivered for at least 25% of the time devoted to lecturing the unit. If, for example, a staff member teaches nine hours per week on campus, just over two hours per week should be formally available to students. If the staff member does not have an office on the campus, a room for his or her use must be set aside by the college administrator.

Affiliated colleges must ensure that in cases where a lecturer is delivering to students in distance or on-line mode, hours of availability must be advertised that broadly correspond to the requirement stipulated above.

Evidence that time for consultation and advice has been advertised to enrolled students should be tabled if an assessment panel requires confirmation that this criterion is being implemented.

All lecturers should provide their classes with the contact details of unit convenors (phone, email, fax). This is especially important where colleges are delivering in distance, on-line and intensive mode. Colleges should ensure that convenors respond to student emails within 24 hours of them being received.

The annual report forwarded to the ACT office should list units taught in the previous academic year and the lecturers who taught them.

The assessment panel will inquire into and satisfy itself as to the capacity of the academic staff on these and the following points:

- (i) The number in relation to the course and number of students.
- (ii) The number of lecturers and their areas of teaching expertise.
- (iii) Academic qualifications and experience sufficient to meet the ACT requirements and the minimum required by the Higher Education Officers in the Australian States and Territories.
- (iv) In-service training should cover not only teaching and learning (pedagogy) but also the developing of skills in the pastoral care of students.
- (v) Paid study leave of one semester at colleges approved to teach the degrees of the ACT may be offered full-time academic staff after no more than nine semesters teaching on application to the relevant affiliated college council.
- (vi) Mentoring and oversight of junior staff by senior members.
- (vii) Encouragement for programs of research and dissemination of funding by members of academic staff in their respective discipline.

(c) Teaching and resourcing.

The assessment panel will inquire into and be satisfied concerning:

- (i) The quality of teaching in the college.
- (ii) Assessment procedures.
- (iii) Educational delivery strategies.
- (iv) Conduct of student surveys, feedback to academic staff, and action taken.
- (v) Typical patterns of student progression through the degree or diploma.

Give details of lecturing/teaching facilities, seating capacity and other physical resources.

State what IT provisions are at the College (e.g. campus wide broadband, the number of campus internet terminals, intranet for off campus students):

(d) Library.

Please refer to the ACT’s library policy at Appendix D of this document.

There are two ways library requirements can be met. The first assumes that the college provides library resources as its own asset. The second assumes that the college provides access to library resources through a formal arrangement with a second provider or a range of providers.

In what way(s) does your College provide library resources to your students?

On-campus:  Yes  No      Second Provider:  Yes  No

If YES to Second Provider, please advise the name of the organisation:

If access to a library is provided through a second provider or a parent body, an MOU must be signed between the parties stipulating that access is guaranteed for the period of approval (normally five years). The MOU should give the Board of Directors assurance that arrangements conform to ACT policy for delivery of units or field(s) of study for which approval is sought. A copy of the MOU should be attached to this application.

Taking account of the award(s) to be delivered, the Academic Board must be satisfied with the following aspects of the library resources of the college that are made readily accessible to students:

(i) The location of the resources and the means of access.

(ii) The quality and size of the holdings to which it has direct or contractual access.

(iii) The scope of its holdings. The college's library resources would be expected to cover in a balanced way the core areas of study: Bible and Languages, Christian Thought, and Ministry and Practice. Within these categories social sciences material should be included, particularly where a college emphasises research in Ministry and Practice. Both classical and contemporary works should be represented in all categories.

(iv) Colleges seeking approval to deliver degrees with research components (including the DMin) should hold advanced material on research methods in theology and related fields as applicable.

(v) The associated information systems, computer terminals, internet access, carrels and other services supporting the provision of resources.

(vi) The capacity to deliver library resources in flexible modes of learning, i.e. by a combination of traditional and distance methods or by distance alone.

(vii) Its current and proposed budget for delivering library services (see policy at Appendix D for more detail about costs that might be included).

(viii) The staff that carry responsibility for providing services and guiding students in the recourse to library materials, including their experience and qualifications.

(ix) Its policies for acquisition, review and operational management.

(x) Any special features of their facilities that deliver significant benefits, e.g. special collections.

(xi) Security system.

(xii) What performance indicators has the applicant chosen to set?

(e) Academic Administrative Processes.

The assessment panel will inquire into the administration of the course(s), being concerned with:

The names and functions of general staff such as registrar, librarian, etc.

Name	Position	Qualifications	Employment load

The names and functions of department heads.

Membership and terms of reference of the academic board and its committees, with their functions and operation; the possible introduction of external experts as committee members.

Disclosure of student information—academic appeals, non-academic grievance procedures, internal rules and procedures (e.g., for advancement and dealing with grievances); provision of student manuals and accessibility of ACT Handbooks to students enrolled in ACT courses.

Disciplinary measures (including academic misconduct).

The function assigned to a registrar and other general staff, particularly with respect to the keeping of student records, the care of exam papers, and meeting the College's demands for external moderation of student assessments.

The admission requirements of the college.

Ethics Committees.

Any study that involves human subject research should be subject to ethical review before that study begins. The ACT is required to maintain an Ethics Committee to approve ethics protocol applications.

All ACT affiliated colleges are required to abide by the guidelines for ethics as set by the ACT's Ethics Committee. Every college should obtain at least one copy of the National Statement on Ethical Conduct in Human Research, available from the National Health and Medical Research Council [www.nhmrc.gov.au](http://www.nhmrc.gov.au) or via the ACT office.

Low-risk ethics protocol applications can be approved internally by affiliated college ethics committees if one or members has been trained by the ACT.

Provide details on how the college will address the issue of human subject research, including providing details (names, qualifications, experience) of the membership of any ethics committee:

### **Section C: Application to deliver a course of the Australian College of Theology**

As stipulated in the criteria below, each college seeking approval must demonstrate to the Board of Directors that—

- appropriately qualified academic staff are available to deliver the course content for the period of approval.

- library resources, including information systems, computer terminals and internet access and other services, student support and administration resources are such that the educational outcomes specified for each ACT award will be met.
- the finances of the college are secure for the period of approval sought.

Provide the following details for each member of the academic staff (include the lecturing and research supervision load for each person). For the units, give specific unit codes and levels, not just the number of units. Full CV’s of all academic staff, including any proposed adjunct lecturers, should be attached to this application.

Name	Qualifications	Position Responsibilities	Units(s) to be taught	Research Supervision Load*	Teaching Load *	Administrative Load*

Total Academic (research supervision + teaching) Load (FTE): \_\_\_\_\_

The ACT considers a load of 8 research supervisions (MTh, DMin, ThD) p.a. equivalent to a full-time teaching load. That is, one research candidate supervision = 0.125 of a full-time load.

Full-time = 1.0. One 4 cp unit taught in the year = 0.125.

- If units are to be team taught, please estimate the proportion of the load for each person involved in the teaching.
- If a lecturer is to teach MDiv and undergraduate degree cohorts together and provide the extra 25% of the contact hours, this should be reflected in the assessment of teaching load.
- If a lecturer will deliver all or part of a unit in intensive, directed study contract, distance or on-line mode then this should be reflected in the calculation of load. Full teaching responsibility for a 4 cp unit delivered in these modes counts as 0.125.
- Some academic staff (e.g. Principal, Academic Dean, Registrar) may teach, supervise research candidates and have administrative obligations. The entries in the columns above against these staff should add to 1.0 FTE, and show the distribution of their work across these areas.

**A. (Adv) Diploma of Theology/Ministry**

(i) A college seeking to offer the diplomas ought to have at least three full-time teachers or their equivalent in appropriate disciplines, with adequate part-time staff for the diploma to be maintained.

(ii) The academic staff should be qualified at the level of a Bachelor’s degree awarded by an approved and reputable institution in a relevant discipline.

(iii) The college must demonstrate the competence of its supervisors as far as units involving practical work are concerned.

(iv) The college must provide adequate library facilities and budget to sustain the program of study, and demonstrate that its library resources are adequate to meet the ongoing academic demands of the award.

(v) A staff:student ratio of less than 1:25 is ideal.

(vi) Provision of information technology resources should be demonstrated if the college is seeking approval to deliver units in flexible mode.

(vii) The college must establish an academic board that meets at least twice a year to approve assessment procedures and to review mid year and end of year grades before they are forwarded to the ACT.

(viii) An academic registrar shall be appointed who shall either have a half time lecture load or have available to him/her a half time office assistant.

### **B. Associate Degree of Theology, Bachelor of Ministry, Bachelor of Theology, Bachelor of Christian Studies, Master of Divinity, Graduate Diplomas**

(i) Colleges (or a consortium of colleges) seeking to offer the ACT's three year degrees and Graduate Diplomas ought to have at least four full-time teachers or their equivalent in an appropriate range of disciplines (see also 2 b above).

(ii) The appropriate qualification for lecturing shall normally be a research masters degree awarded by an approved and reputable institution in a relevant discipline.

- An honours graduate in theology or ministry could teach at foundational level in the graduate's area of specialisation.
- A research masters or doctoral candidate in theology or ministry could teach at foundational level in his or her area of specialisation.
- A candidate engaged in the final stages of a research degree in theology or ministry could teach at advanced level in his or her area of specialisation.

(iii) Teachers who do not have a research masters degree shall at least have an appropriate coursework masters degree, and have demonstrated, by publication or other experience, sufficient expertise in the discipline in which they are to lecture.

(iv) A staff : student ratio of less than 1:20 is ideal.

The college should demonstrate that the quality and number of its support staff is sufficient to sustain the college's needs in teaching the ACT's degrees. In particular, the academic registrar should have a lesser lecture load or be assisted by an assigned secretarial person.

(vi) Colleges approved to offer the degrees of the College must establish an academic board that meets at least twice a year to approve assessment procedures before they are sent to the relevant moderator and to review mid-year and end of year grades before they are forwarded to the Dean.

### **C. Master of Arts (Theol) (Min), Master of Arts (ChrStud)**

(i) Colleges should ordinarily have met the staff requirements to offer the undergraduate degrees of the ACT.

(ii) A college (or a consortium of colleges) seeking to offer the ACT's postgraduate coursework degrees ought to demonstrate that it has four full-time staff or their equivalent to teach units in the award. Lecturers should be appropriately qualified (see below).

(iii) Colleges seeking approval to present candidates for the coursework masters degrees should be able to demonstrate that the provision of library resources are greater than those considered adequate to meet the undergraduate degrees of the ACT. For those areas of study in which a college seeks approval to present candidates for the MA (Theol) (Min) degree (e.g., biblical studies, missiology), the college needs to give evidence that additional holdings in those fields have been or are being provided. The college must also demonstrate an ongoing commitment to providing library resources, including information systems, computer terminals and internet access and other services, adequate for masters' level studies. Provision of information technology resources should be demonstrated especially if the college will be seeking approval to deliver units in flexible mode. It is recognised that in large cities, candidates will also be able to draw upon the resources of other libraries. This factor, however, should not lessen the above demands.

(iv) All persons who are to function as course coordinators, lecturers, or supervisors of projects, shall be approved by the ACT. The basis of such approval will ordinarily include the following criteria:

- A minimum academic requirement shall be possession of a research masters degree or its equivalent from an approved and reputable institution.
- The proposed lecturer/supervisor should ordinarily have had several years of experience lecturing at the undergraduate degree level. Where this is not the case, special competence (evidenced, inter alia, by recent research, publication of articles in refereed journals or monographs) should be demonstrated in the proposed unit area.

#### **D. Master of Theology**

(i) Colleges should ordinarily have met the staff requirements to offer the undergraduate degrees of the ACT. They should also demonstrate that individual supervision of MTh candidates would not place undue burdens on the staffing workload.

(ii) Supervisors of research masters candidates should normally have doctorates, either research or professional, from an approved and reputable institution, in a relevant field, and should be research active. New supervisors should be adequately inducted into the demands and responsibilities of supervising an ACT research degree candidate.

(iii) Colleges seeking to prepare candidates for the degree should institute a Board of Graduate Studies to consider expressions of interest from prospective applicants, to monitor the progress of candidates, and to discuss issues arising from the ACT's Academic Board and the Research & Research Studies Committee. Colleges should also appoint a designated Postgraduate Coordinator responsible for the administrative oversight of the research course(s). Such a person shall either have reduced lecture load or have available to him/her a half time office assistant.

(iv) It is recognised that research students will avail themselves of the facility of Inter-Library Loan, and of the major theological libraries in Australia. Nevertheless, colleges seeking to enrol research students should demonstrate that they are able to provide library resources, including information systems, computer terminals and internet access and other services, appropriate to the various research areas of their actual and potential candidates.

(v) Provision of information technology resources should be demonstrated.

(vi) Certification of Research Supervisors in Affiliated Colleges

- When an affiliated college submits a proposal for research candidature from a potential candidate to the Research & Research Studies Committee, it should nominate a main supervisor and (preferably) an associate supervisor from within the college who has been entered onto the ACT's register of supervisors. The Committee should satisfy itself of the competence of the nominated main supervisor in terms of academic qualifications and supervision experience, and that the he or she has been inducted into the supervision role and is research active in accordance with ACT's policy.
- The academic qualification required of supervisors shall normally be a PhD or ThD or equivalent degree from an approved and reputable institution, in a relevant field, or a research masters degree with appropriate publications in refereed journals.
- The nominating college may request, or the Committee may suggest, an external associate supervisor for all or part of the candidate's research.

**E. Doctor of Theology**

(i) Colleges should ordinarily have met the staff requirements to offer the undergraduate degrees of the ACT and have successfully offered the research masters degrees of the ACT for at least five years. Colleges should also demonstrate that individual supervision of ThD candidates would not place undue burdens on the staffing workload.

(ii) Colleges seeking to prepare candidates for the degree should have instituted a Board of Graduate Studies to consider expressions of interest from prospective applicants, to monitor the progress of candidates, and to discuss issues arising from the ACT's Academic Board and Research & Research Studies Committee. Colleges should also appoint a designated Postgraduate Coordinator responsible for the administrative oversight of the research course(s). Such a person shall either have reduced lecture load or have available to him/her a half time office assistant.

(iii) It is recognised that research students will avail themselves of the facility of Inter-Library Loan, and of the major theological libraries in Australia. Nevertheless, colleges seeking to enrol research students should demonstrate that they are able to provide library resources, including information systems, computer terminals and internet access and other services, appropriate to the various research areas of their actual and potential candidates. Provision of information technology resources should be demonstrated.

(iv) Certification of Research Supervisors in Affiliated Colleges

- When an affiliated college submits a proposal for research candidature from a potential candidate to the Research & Research Studies Committee, it should nominate a main supervisor and (preferably) an associate supervisor from within the college who has been entered onto the ACT's register of supervisors. The Committee should satisfy itself of the competence of the nominated main supervisor in terms of academic qualifications and supervision experience, and that the he or she has been inducted into the supervision role and is research active in accordance with ACT's policy.
- The academic qualification required of supervisors shall normally be a PhD or ThD or equivalent degree from an approved and reputable institution, in a relevant field.

- The nominating college may request, or the Committee may suggest, an external associate supervisor for all or part of the candidate's research.

## **F. Doctor of Ministry**

(i) Colleges approved to deliver units in the DMin program should normally also be approved to offer the MA (Theol) or (Min). The academic requirement for lecturers of units shall be possession of a doctoral degree, typically a DMin degree, or its equivalent in the field of ministry and practice, from a reputable institution such as the Melbourne College of Divinity, the Sydney College of Divinity, or a member institution of the Association of Theological Schools (USA). There must be a demonstrable academic and practical commitment to the field of ministry and practice and a profile of (refereed) journal articles and monographs in the field or the evidence of established leadership in Christian ministry.

(ii) Lecturers must demonstrate that they understand and empathise with the ethos, aim and goals of the DMin when submitting proposals for new units to the ACT on the required form. Nominated lecturers must also append a CV to the form.

(iii) Lecturers must be able to demonstrate that they are well-qualified to guide and instruct candidates in the research phase (Phase 3) and in both coursework phases, and that they are sufficiently familiar with the current state of the academic debate in the units that they are teaching. A record of publishing in refereed journals in their field is essential.

(iv) Adjunct and visiting lecturers may be approved. They must have considerable expertise in the field of ministry, but may not necessarily possess the academic qualifications required of lecturers in the unit if they are outstanding practitioners.

(v) Project supervisors and co-supervisors must fulfil the same requirements specified for lecturers. The main supervisor must be research active. Adjuncts who fulfil the requirements specified for adjunct lecturers may also be appointed to advise candidates but not to assume the role of the principal or co-supervisor.

(vi) Each college preparing candidates for the DMin degree should possess a library containing adequate resources to sustain the needs of the students in the unit being taught. The Board of Directors will also need to be satisfied that candidates have direct access to Inter-library loan resources, fax machine, library desk-space, and institutional access to the services of the internet.

(vii) The college must also demonstrate an ongoing commitment to library development adequate for doctoral-level studies. It is recognised that in large cities, candidates will also be able to draw upon the resources of other libraries. This factor, however, should not lessen the above demands.

(viii) Normally, lecturers in the DMin program should have at least an appropriate postgraduate qualification, typically a DMin degree (or DMiss or PhD), with experience in the practice of ministry and/or expertise that will enhance the teaching of the unit(s). They must demonstrate that they understand and empathise with the ethos, aim and goals of the DMin on the "new unit proposal form" available from the ACT office. Nominated lecturers must also append a CV to the form.

Lecturers must be able to demonstrate that they are well-qualified to guide and instruct candidates in their research and coursework, and that they are sufficiently familiar with the

current state of the academic debate in the units that they are teaching. A record of publishing in refereed journals in their field is essential.

Adjunct and visiting lecturers may be approved. They must have considerable expertise in the field of ministry, but may not necessarily possess the academic qualifications required of lecturers in the unit.

Project supervisors and co-supervisors must fulfil the same requirements specified for lecturers. Adjuncts who fulfil the requirements specified for adjunct lecturers may also be appointed to advise candidates but not to assume the role of the principal or co-supervisor.

(ix) Administrative resources should be in place in the lecturer's nominated college that do not place too great a burden on the academic staff, especially those lecturers teaching DMin units. Each college approved to teach units in the DMin program should have a well-functioning Board of Postgraduate Studies and a postgraduate adviser or coordinator.

(x) Affiliated colleges must not only be able to provide appropriately well-qualified supervisors of major projects but also the ongoing mentoring and supervision that is required throughout each Phase. There should be a full-time member of the academic staff who is the DMin course advisor.

(xi) Each college seeking approval to teach the DMin must demonstrate to the Board of Directors that it has adequate support and administrative services to handle the demands of its student body, especially in the case of overseas students.

(xii) There are IT implications for colleges whose students may be located at some distance from the college and will need to link up with a cohort for Phase 3 of the program. Colleges seeking to offer the DMin must demonstrate that IT resources are in place. Students who live within 100 km of their college are expected to attend their college's own semi regular research cohort meeting.

#### **Section D: Declaration**

I declare that the information provided in this submission is true and accurate to the best of my knowledge.

Name of person:

Position:

Affiliated college:

Signature:

Date:

## Supplementary Notes

### 1. Academic Staff Numbers

Staff numbers included in submissions should be those sustained over two of the previous three years.

### 2. Approval in Association

The ACT is willing to consider applications from colleges which do not meet the above criteria, but which do have teaching expertise, resources and facilities in one particular area of study. In such a case approval may be given to lecturers to teach certain units in the diplomas, coursework degrees at undergraduate and postgraduate levels as well as providing supervision for research masters candidates. Candidates from such a college will need complete the other requirements of the program at a college fully approved to offer the course in question.

In such cases a college seeking approval in association must demonstrate that its provision of library and information resources, its lecturing facilities, and academic and general staff are all adequate to meet the demands of teaching and/or supervising ACT candidates.

### 3. Internal Assessment of Diploma of Theology

The diplomas of the ACT will normally assessed by external examination for the first period of affiliation unless the affiliated college is already approved to offer one of the degrees of the College. Colleges, however, may be granted the privilege of internal assessment, upon request, provided they can demonstrate to the Academic Board that their academic staff have the theological and research depth to sustain such an independent status, and that their administrative structures are capable of handling the extra workload. Accordingly, the Board of Directors has established the following guidelines that will be considered by the Board in reaching its decision on the granting of internal assessment.

- At least one academic staff member in each of the major disciplines (OT, NT, Church History/Theology) shall have a coursework masters degree, as well as in the discipline/s that the college intends as its major emphasis (e.g., missiology).
- An academic registrar shall be appointed who shall either have a half-time lecture load or have available to him/her a half-time office assistant.
- Colleges with the right of internal assessment must establish an academic board that meets at least twice a year to approve assessment procedures and to review mid-year and end of year grades before they are forwarded to the Dean.
- The marks of such colleges must be moderated by the ACT's Assessment & Moderation Committee that has the power to recommend to the Academic Quality Committee an adjustment in the grades of such a college or the imposition of external examination.

The right of internal assessment will normally be granted for the period of approval. However, the College reserves the right to withdraw the right of internal assessment should the criteria approved by the Board of Directors cease to be satisfied. In this respect, colleges are responsible to advise the Dean should there be changes in their circumstances that could affect their standing in this matter.

### 4. Assessment of the Undergraduate Degrees and the MDiv of the College

Colleges approved to teach one of the degrees of the ACT must establish an academic board which meets at least twice a year to approve assessment procedures and to review grades before they are forwarded to the Dean.

Student performance in the June and November examinations will be moderated by the ACT's Assessment & Moderation Committee each July and December. A moderator has the right to make a recommendation to the Assessment & Moderation Committee that scores of students within a grade band in a class of a college be lowered or raised as a result of the moderation. Any recommendation on the part of a moderator to reduce a pass grade to a fail grade will require consultation between the moderator and the college, and must be approved by the Committee. The Academic Quality Committee subsequently reviews all recommendations for changes in the scores.

The right of internal assessment will normally be granted for the period of approval. However, the College reserves the right to withdraw the right of internal assessment should the criteria above cease to be satisfied. In this respect, colleges are responsible to advise the Dean should there be changes in their circumstances relating to the criteria that could affect their standing in this matter.

### **5. Withdrawal of internal assessment rights**

The right of internal assessment will normally be granted for the period of approval. However, the Academic Board reserves the right to withdraw the right of internal assessment should the criteria above cease to be satisfied. In this respect, colleges are responsible to advise the Dean should there be changes in their circumstances relating to the criteria that could affect their standing in this matter.

### **6. Curriculum and Assessment Modification**

Colleges may not modify the curriculum authorised by the Board of Directors, nor may they assess the units of the degree or diploma other than as specified for the units externally assessed, unless authorised by the Board of Directors.

### **7. Approval with conditions**

The Board of Directors may approve a college to deliver an award of the College with conditions. There must be an undertaking on behalf of the college to demonstrate compliance with the conditions within a specified time frame, normally not more than six to twelve months. However, one of the conditions imposed may be that of external assessment, normally no longer than twelve months.

Any failure to comply may result in the cancellation of the college's approval.

### **8. Changes to circumstances**

Changes in any of the following areas should be reported immediately to the Dean and Board of Directors—

- financial/ethical arrangements (e.g., declaring bankruptcy, serious legal, financial or ethical investigations, misrepresentations to students and public),
- legal status,
- sponsorship or ownership,
- location (including closure of any facility, addition or deletion of buildings or substantial damage incurred by natural disaster or weathering, loss of tenure of premises),
- merger with other bodies,
- substantial loss of students, academic or general staff, or members of governing body, substantial revision of governing body,

- diminution of any service to students (relating, for example, to library facilities, acquisitions, information systems, provision of general staff, supervision, and provision of lectures).

The Board may choose to require the college to address specific matters within a given time, and/or withhold privileges, such as the right of internal assessment. Deficiencies not corrected by the time given will result in the college losing its approval to teach the award(s) of the ACT.

Any college subject to a re-appraisal of status must be prepared to allow access to a visitation panel, if a visitation is considered warranted, such visitation to be conducted under the auspices of the Board of Directors.

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## APPENDIX A

**2011 ACT Fee Schedule.**

## 1. Application fees.

Application fee for new applicants:

\$1,000 (includes one group of awards plus \$500 for each additional group of awards)

Re-application fee for colleges renewing their affiliation:

\$1,000 (includes one group of awards plus \$500 for each additional group of awards)

Affiliated colleges applying for additional groups of awards:

\$500 per group

## 2. Annual affiliation fees.

The base fee will be \$2,200. This figure includes awards in one Group.

Fees for additional groups of awards in addition to the Group included in the base fee will be \$1,100 per award Group.

## 3. ACT tuition and administration fees (2011 only).

Group	unit tuition fee (\$)	2011 tuition fee per cp (\$)	2011 domestic student annual fee (\$)	2011 overseas student annual fee (\$)	ACT admin fee per cp (\$)
A Diplomas	1,048	262	8,384	10,624	20
B Degree	1,412	353	11,296	12,416	27
MDiv	1,564	391	12,512	13,760	33
C MA	2,056	257	8,224	10,624	27
D Research	2,056	257	8,224	10,624	43

- 32 cps is counted as a full time load (16 cps per semester) in all ACT awards.
- The tuition fee for study tours (e.g. OT445/645; CH445/645) is \$7,700.
- Units at 200-600 level (with the exception of the MDiv project) are weighted at 4 cps.
- Units at 800 level (coursework phase of the DMin) are generally weighted at 8 cps. However, Research Methods, the two Action Research projects and the Personal Development Portfolio are weighted at 4 cps.
- The Research masters (MTh) degree is counted as a 64 cp course to be completed over 2 years full-time or 4 years part-time.
- The ThD degree is counted as a 96 cp course to be completed over 3 years full-time or 6 years part-time.
- The DMin degree is counted as a 96 cp course to be completed over 3 years full-time or 6 years part-time.
- For MTh, ThD and DMin candidates, tuition fees cover registration, administration and examination fees.
- The ACT administrative fee for international students will be same as that set for domestic students.

## APPENDIX B

**Business Plan for Institutions Seeking Affiliation (2011)**

The following template has been developed for institutions seeking affiliation with the Australian College of Theology Limited (ACN: 127 429 083).

The Audit & Risk Management Committee of the Board of Directors of the ACT must receive from each institution, before approval is granted to teach an ACT award, a submission detailing the financial resources in place to deliver the ACT course(s) and to allow the objectives of the course(s) to be delivered over the period of approval.

The template is to be completed in association with the document “Information for Institutions Seeking Affiliation with the ACT Ltd” and the requirements stipulated in the ACT’s “Institutional Approval Criteria”. Some data provided in the former can be repeated in the latter.

Once completed, the Plan is to be submitted through the Dean to the Audit & Risk Management Committee of the Board of Directors of the ACT. After consideration the Committee will make a recommendation to the next meeting of the Board.

**A. Institutional Information****A.1 Constitution**

The submission must be accompanied by the institution’s constitution (if an independent legal entity) or, if the applying institution is a department or agency of a properly constituted legal entity, a memorandum of understanding between the legal entity and the applicant.

**A.2 Institutional History (no more than 500 words)**

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**A.3 Reason for Seeking Affiliation**

--

**A.4 Ethos of the Institution and its Stakeholders**

--

**A.5 Business Objectives**

--

**A.6 The Service being Provided (e.g. preparation for full-time ministry in Australia and overseas)**

--

A.7 Courses Being Sought for Approval

--

A.8 Modes of Delivery

--

A.9 Evidence of Security of Tenure of Premises Where ACT Courses are Proposed to be Delivered

--

A.10 Current Leadership Profile

Name	Role

A.11 Current Numbers of Staff (EFT)

Academic staff	General staff

A.12 Current Student Profile

Course	EFT

B. Current Financial Situation

B.1 Financial Statements

If the applying institution is an independent legal entity, submissions must be accompanied by the immediate past three audited annual statements of the institution. If the applying institution is a department or agency of a properly constituted legal entity, the application must be accompanied by the immediate past three audited annual statements of the legal entity of which the applicant is a department or agency.

B.2 Budget

Please attach the budget for the current financial year.

B.3 Sources of Income

	\$
	\$
	\$
	\$

B.4 Library Resources

Budget for accessions	Budget for library staff	Budget for IT

C. ANTICIPATED FINANCIAL NEEDS

C.1 Projected profit and loss accounts per course

This section needs to include data specific to each course proposed to be taught by the institution.

ACT unit tuition fees can be expected to rise by an estimated cpi of approx. 3% p.a. A full time student will complete eight 4 cp units in the one year.

Please repeat for each course and delivery site for which approval is sought.

<b>2011</b>				
Delivery Site	F/T Students	Income \$ /unit x 8 units	Costs	Profit/(Loss)
<b>Totals</b>				
<b>2012</b>				
Delivery Site	F/T Students	Income \$ /unit x 8 units	Costs	Profit/(Loss)
<b>Totals</b>				
<b>2013</b>				
Delivery Site	F/T Students	Income \$ /unit x 8 units	Costs	Profit/(Loss)
<b>Totals</b>				
<b>2014</b>				

Delivery Site	F/T Students	Income \$ /unit x 8 units	Costs	Profit/(Loss)
Totals				

C.2 Projected Income & Expenditure

	Income	Expenditure
2011		
2012		
2013		

C.3 Capital Needs

	Budget for new facilities	Budget for maintenance
2011		
2012		
2013		

C.4 Staffing (please note the criteria for this item in the ACT’s Institutional Approval Criteria)

	Budget for academic staff	Budget for general staff
2011		
2012		
2013		

C.5 Library Resources

	Budget for accessions	Budget for library staff	Budget for IT
2011			
2012			
2013			

D. THE MARKET

D.1 Market Size

--

D.2 Marketing Program

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D.3 Promotion strategy

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## APPENDIX C

## 'Fit and Proper Person' Declaration

I, Full name of the Affiliated College's Authorised Officer (eg CEO),  
of Full Address  
solemnly and sincerely declare that:

I am the Title of the authorised officer of

Name of Legal Entity of the Affiliated College (the "College")

trading as Trading name/s

and am authorised to make this statutory declaration on its behalf.

2. Neither the College, its directors (being the members of its governing body), myself or any senior officer (or any associate of the College as defined in section 6 of the Commonwealth Education Services for Overseas Students Act 2000 (ESOS Act), who is, has been or will be involved in the business of delivering programs to students has:

- (a) been convicted of any offence, including an offence under the legislation governing tertiary education in the jurisdiction(s) in which the College operates (such as the NSW Higher Education Act 2001 or the Vocational Education and Training Act 2005) or the ESOS ACT
- (b) ever had its registration cancelled or suspended under the legislation governing tertiary education in the jurisdiction(s) in which the College operates or the ESOS Act
- (c) ever been issued with an Immigration Minister's suspension certificate under the ESOS Act
- d) ever had conditions imposed on its registration under the ESOS Act
- e) become bankrupt or insolvent, applied to take the benefit of a law for the benefit of bankrupt or insolvent debtors, compounded with his, her or its creditors or assigned his, her or its remuneration for the benefit of creditors
- f) ever been disqualified from managing corporations under Part 2D.6 of the Corporations Act
- (g) ever been involved in the business of the provision of courses by another Institution which is covered by any of the above paragraphs at the time of any of the events that gave rise to the relevant prosecution or other action.

OR

If the College, myself or any senior officer or any associate of the College, has been convicted, cancelled, suspended, had conditions imposed, been disqualified, become bankrupt or been involved in a relevant prosecution as specified in the preceding paragraph, I have attached full particulars of the person(s), each involvement and any other information that might be relevant to a decision whether or not to register the College.

3. Before making this declaration, I have examined the records of the College and any associate and have made all due and proper inquiries of the directors, employees and agents of the College and any associate, so as to ensure that this Declaration is true and correct in every particular and does not omit any relevant information.

4. To establish a history for the College I declare as the College’s authorised officer that my five-year employment history before joining this College is as outlined below or as attached:

Dates		Position held	Legal name and location of previous employers	Trading name of previous employers
from	to			

5. I undertake on behalf of and with the authority of the College to:

- (a) notify in writing the Australian College of Theology if the College or if the directors, any senior officer, or any associate of the College is convicted of an offence
- (b) notify in writing the Australian College of Theology if the directors, any senior officer, any associate of the College or I have been made bankrupt or the College has gone into liquidation
- (c) notify in writing the Australian College of Theology of changes in College ownership, name, address, management status or a change to the authorised officer of the College
- (d) in the case of Colleges approved to provide courses to overseas students, notify in writing the Australian College of Theology of changes in information about accepted students
- (e) market course provision in an ethical and responsible manner.

I make this solemn declaration, conscientiously believing the same to be true and by virtue of [insert name of relevant state legislation e.g. in NSW: the Oaths Act 1900]. I am aware that a false declaration is subject to punishment under the law of [insert name of state e.g. New South Wales].

Declared at \_\_\_\_\_ on \_\_\_\_\_  
 (location) (date)

\_\_\_\_\_  
 Name of Authorised Officer

\_\_\_\_\_  
 Signature of Authorised Officer

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Name of Witness\*

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Occupation of Witness

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Signature of Witness

\*The witness must be a person such as a JP or solicitor authorised to witness Statutory Declarations

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## APPENDIX D

### **ACT Library Policy.**

After consideration by the former Board of Delegates, which exercised responsibility for the ACT's academic governance, the library criteria of the Institutional Approval Criteria were amended slightly at the end of 2007. These revisions were incorporated into the 2008 Annual Report proforma. They allowed affiliated colleges to satisfy the library criteria in either of two ways: by providing the resource on their own or through arrangements with other providers. Further changes were endorsed by the Board of Directors in 2009. Since then the policy has been considered by the Academic Board and they have endorsed in principle a move to performance criteria supplemented by guidance on expected expenditures (AB meeting Nov 2009)

The proposed policy now includes performance assessment and revised annual reporting criteria.

The library policy is in two parts. The first refers to the requirements for colleges seeking affiliation; the second refers to colleges granted affiliation and covers performance criteria and annual reporting of performance and expenditure.

### **Colleges seeking affiliation or to expand their approved schedule of awards**

A college seeking approval to deliver awards of the ACT must demonstrate to the Board of Directors that for those awards:

- appropriately qualified academic staff are available to deliver the course content for the period of approval,
- library resources, including information systems, computer terminals and internet access and other services, student support and administration resources are such that the educational outcomes specified for each ACT award will be met,
- the finances of the college are secure for the period of approval sought.

### **Library**

Taking account of the award(s) to be delivered, the Academic Board must be satisfied with the following aspects of the library resources of the college that are made readily accessible to students:

1. The location of the resources and the means of access. Colleges may choose to provide resources through their own on-campus facility or by a combination of an on-campus library with an off-campus library with which the college has a long-term arrangement entered into by formal agreement with that library or its owners.
2. The quality and size of the holdings to which it has direct or contractual access
3. The scope of its holdings. The college's library resources would be expected to cover in a balanced way the core areas of study: bible and languages, Christian thought, and ministry and practice. Within these categories social sciences material should be included, particularly where a college emphasises research in ministry and practice. Both classical and contemporary works should be represented in all categories.
4. Colleges approved to deliver degrees with research components (including the DMin) should hold advanced material on research methods in theology and related fields as applicable.
5. The associated information systems, computer terminals, internet access and other services supporting the provision of resources.

6. The capacity to deliver library resources in flexible modes of learning, ie by a combination of traditional and distance methods or by distance alone.
7. Its current and proposed budget for delivering library services (see later for more detail about costs that might be included).
8. The staff that carry responsibility for providing services and guiding students in the recourse to library materials, including their experience and qualifications.
9. Its policies for acquisition, review and operational management.
10. Any special features of their facilities that deliver significant benefits, eg special collections

### **Information for colleges seeking to deliver their library services in association with another library external to the college**

Colleges may choose the means by which they provide access to resources. They can hold resources at the college or enter into arrangements with other institutions to provide the resources or a combination of both. If the main means is an arrangement with another institution such as another theological college or a university, that institution must be nearby. Where an arrangement is entered into with another institution, it must be secured by an agreement that covers the period of approval to deliver ACT courses, though it need not be limited to that period. Such arrangements may involve the payment of a fee to that other organisation.

These arrangements may be a transitional provision which is available to colleges while they establish their own more adequate resources. The arrangements might also be used by colleges seeking to upgrade their approved schedule of awards from, say, undergraduate degree to research awards.

Whichever method of access colleges choose to offer, colleges must provide a designated resources area on campus with electronic access to holdings of its partner organisation, and to a range of material all of which can be accessed electronically at broadband speed. In addition, that facility should provide core and basic reference material as well as copies of theses examined externally including Bachelor honours theses. The person/s responsible for managing that access must be able to guide and advise students about access to library resources and also literature across the humanities and social sciences. The ACT expects a significant contribution to acquisitions and subscriptions.

### **Annual review of library facilities and resources after approval to deliver awards is granted**

Once a college is approved to deliver awards, the performance of the library will be assessed in two ways: first by colleges undertaking checks against performance criteria, including unit evaluations, and second by analysis of student survey data, in the first instance from ITL and CEQ data. The former will be conducted by colleges and reported in the annual reports in the manner outlined in a following section. The latter will be conducted by the ACT. The analysis of student data and annual report data will be reviewed by the AQC and reported to the Academic Board.

The rationale for the performance review will be that colleges carry the primary responsibility for satisfying the learning requirements of students as well as the scholarly and teaching activities of staff. The reporting should be straightforward and cost-effective, but sufficient to expose problems that might warrant college management as well as the ACT concern or action (which includes help).

Colleges are also encouraged to share their experience with assessing performance and more generally the provision of learning and teaching resources. To assist that process, librarians will be

represented on the Academic Board and a two-yearly conference for librarians convened and financed by the ACT.

The annual report will also require a measure of expenditure on the provision of library resources to be given. When calculated to include personnel and infrastructure costs as well as acquisitions, subscriptions (whatever format), and arrangements with external libraries, but excluding capital costs of buildings, the cost could be substantial. These costs would incorporate some IT expenditure. Appendix 1 provides a schedule of costs that can be included in the calculation. The question to be asked in the annual report would be:

- How much per EFTSL is spent on costs of provision of library resources including materials, subscriptions, staff and equipment, but excluding buildings. Calculate the value to the nearest \$100 per EFTSL.

### **Performance indicators**

Logical indicators of performance include:

1. Can a student gain prompt access to material specified in unit outlines as both required and recommended reading? In doing so are they offered a reasonable choice of material?
2. Can the student gain prompt access to sufficient material for any research task or assignment set for them and with that material have the possibility of obtaining a distinction? This applies to all languages of instruction.
3. Can any member of staff gain access to sufficient material to enable them to remain at the frontiers of knowledge in the fields in which they teach.
4. Is there access to sufficient material to support the research specialities adopted by the college?

These criteria could be assessed quite easily in a number of ways, some of which are outlined in Appendix 1, e.g. checking availability of a set of references on a rolling program of units, periodic small sample surveys of students. For the first two years of operation of this policy, affiliated colleges could be left to establish their own ways of measuring their performance and their experience could be shared and reviewed by the Academic Quality Committee. Cost effective means arising from experience could then be proposed for adoption.

The ITL data (2 foundational degree units evaluated each semester across all delivering colleges) and CEQ data (student survey data) would offer external measures that would be reviewed annually by the Academic Quality Committee. Occasionally the AQC could request the Dean to do a spot audit of colleges if concern about library performance became evident.

In line with this proposal the annual report to the ACT would include the questions along the following lines, e.g.

1. Has the performance met the criteria specified by the indicators that apply to your college (diploma colleges may not be developing research specialisations)? If not what areas require attention (nominate indicator and comment briefly)? This question is designed to be constructive rather than punitive.
2. What have been the most satisfying improvements made in the past year? In other words report on what you have done well?
3. What heads the list for development of resources in the forthcoming year/s? In other words flag problems and it may be possible for the ACT centrally to offer help.

4. Outline progress relating to the specialisation/s the college is developing and indicate whether significant interest from people outside the institution occurs, e.g. from other ACT colleges or beyond.
5. Estimate the equivalent full-time staff required to meet these criteria
6. Estimate the total cost of provision per student to the nearest \$100 per EFTSL

Answers to these questions should include relevant problems and improvements affecting the partner library where contractually arranged and distinguish between the off-campus facility and the on campus facility.

## **Appendix 1:**

### **Suggestions for undertaking performance assessment by colleges**

The following text suggests ways to measure performance against criteria. The material should be accessible in or through the on campus library. This allows performance to be satisfied via arrangements with other libraries entered into by the college under a formal agreement.

#### **For indicators 1 - prompt access to material set by unit outline**

Unit evaluations, and the ITL survey, could include similar questions to the CEQ.

Alternatively, or in addition, a person could be asked to spot check a selection of a few units during each semester and ascertain availability. The selected units could be determined on a rolling sequence. We don't need to be exhaustive in the surveys. The work could be done by a casual employee or be a voluntary task by one or more students.

The initial results will force a decision about what might be considered prompt access, and this could be established by discussion at the AQC on the basis of the views of staff.

The implication of the rider to this indicator is that a single item being available would not be a satisfactory measure.

#### **For indicator 2 – access to sufficient material to undertake assignments**

This could be done by taking a selection of assignments over the year and checking availability of materials two weeks and one week before the assignment is due. There is an implicit onus on the student to not leave their work till the last minute.

#### **For indicator 3 – staff access to up-to-date material**

Staff could be asked to nominate two of their units, a core or foundation unit and a specialisation that attracts above average enrolment and for them to report on availability briefly. They could nominate journals, databases, authors and indicate whether they could gain access to the material in sufficient time to revise their unit for the year. And they should limit their report to one page.

#### **For indicator 4 – material to support research specialisation**

An exercise in judgement would occur here. Colleges would need to identify the areas where they would most like to specialise and prepare a brief report, (2 pages or less) that offered their assessment.

Supplementary assessment could be undertaken by staff including library staff asking students and staff additional questions, eg about the level of helpfulness provided by staff in guiding them to gain access, access to computer terminals or wireless access from personal laptops within the college environs etc. The assumption is that a certain amount of monitoring by both teaching and library staff already occurs..

## **Appendix 2:**

### **Schedule of costs that may be included in the calculation of provision of library services**

The intention here is to identify the program cost of providing the library resources to student, staff and others where appropriate, e.g. casual users. Some charts of accounts are not set up to do this and work on a classification of like items of expenditure, e.g. salaries, travel, legals etc. But efficient allocation of funds toward the delivery of resources is helped by knowing absolute and relative costs of delivery. It may take some time to obtain reasonably accurate measures of total cost and a margin for error is provided by seeking a cost to the nearest \$100 per EFTSL. Some costs will need to be approximated and/or imputed.

Possible categories are:

#### Capital expenditure

- Acquisitions
- Subscriptions that provide for holding of material subscribed for the long term could be included here; temporary holding should be allocated to operating cost
- Data bases

#### Operating costs

- Payments to external provider of library services (MOU)
- Subscriptions, e.g. electronic nei
- Document delivery
- Inter-library loans
- Imputed rent for building space
- Imputed rent for infrastructure such as computing services
- Maintenance
- Consumables

#### Personnel

- Library staff, adjusted for proportion of time spent teaching or other duties
- Pro-rata contribution by IT personnel
- These may be expressed as full-time-equivalent staff and cost calculated on a typical staff cost.