



CHRISTIAN HERITAGE COLLEGE

Post-audit Progress Report
of the
**Integrated Quality Audit and
Reaccreditation of Courses Offered**
by
Christian Heritage College

11 September 2009

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of the
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Introduction

The Queensland Office of Higher Education (QOHE) conducted an integrated quality audit and reaccreditation of courses offered by Christian Heritage College (CHC) as part of a trial audit process. The meeting of the audit panel took place at CHC on Friday, 3 November 2006. The *Report of an Integrated Quality Audit and Reaccreditation of Courses Offered by Christian Heritage College* was released in February 2007. The report identified eight strengths and made 19 recommendations.

As part of the process, CHC was issued with the *Reaccreditation Addendum to the HEP Audit Report* and provided responses to this addendum to the Queensland Minister for Education in June 2007. All conditions pertaining to the courses which were reaccredited as part of the trial integrated quality audit were completed by 31 August 2007.

This Progress Report addresses CHC's progress towards completion of the 19 recommendations made by the QOHE Audit Panel.

Background

CHC initially identified 55 'Opportunities for Improvement' (OFIs) within the *CHC Performance Portfolio*. The Audit Panel requested that CHC re-examine the number of OFIs, and this revision resulted in a list of 37 items. This reduced number of items, collected under six broad headings, was submitted to the Panel in a volume entitled, *Additional Information for the CHC Performance Portfolio (2006)*.

Following receipt of the *Report of an Integrated Quality Audit and Reaccreditation of Courses Offered by Christian Heritage College*, the CHC staff met on three occasions to work towards agreement regarding the way to proceed in an ongoing quality improvement environment. An issue for the staff review was the sheer volume of reflection which the audit process had generated. The 19 recommendations and the reduced list of 37 OFIs were considered by the staff to be too great to be addressed within a single year and extensive discussion took place regarding how CHC should respond. It was agreed that there was a danger of confusion and fragmentation of effort if an attempt was made to address the recommendations on too broad a front. Consequently, it was agreed to identify a small number of high priority issues and to focus upon these issues until significant progress had been achieved.

The initial priorities were identified as being the articulation of CHC's understanding of a Christian worldview and open intellectual inquiry, human resources management and quality management processes. These initial priorities were in accordance with the recommendations of the HEP Audit Report. In the *CHC Annual Report to the Queensland Minister for Education 2007*, CHC reported on the progress achieved in these three broad areas, and these items were accepted as being satisfactorily completed. In a volume entitled *CHC Annual Report 2008: Additional Information*, the Queensland Minister for Education has been provided with a progress report on the remaining OFIs. CHC was pleased to report significant progress towards the completion of the OFIs.

Action

Recommendation 1

The panel is of the strong view that the College Council should seek input from external stakeholders when reviewing its strategic plan and ensure such feedback is sought as part of any review of Council itself.

The CHC Council recognises the value of external stakeholder input and adopted a two stage process. The first stage involved a review of Council itself carried out by an external consultant. The following areas were examined:

- Council's work program;
- Council members interaction;
- Meeting logistics; and
- Council committee activities.

The second stage involving engagement of external stakeholders in development and review of strategic plans and on-going review of Council itself will commence in 2010.

Recommendation 2

The Panel believes the College should seek to more clearly articulate open intellectual inquiry in its course documentation, demonstrating that students are encouraged to analyse different world views. For example, the unit, "Christianity and World Views", which is a unit common to all courses, needs to fully encompass a range of perspectives. Other units should also be reviewed for greater incorporation of non-Christian and broader denominational view points.

Since its inception, CHC has been committed to open intellectual inquiry. CHC considers that a fundamental pre-requisite to the fulfilment of its mission is a commitment to the principle of academic freedom. While some have seen a contradiction between a commitment to academic freedom and a commitment to the authority of the Bible, CHC holds that, far from contradicting Biblical principles, academic freedom is mandatory for any institution seeking to be Christian in its principles and practice. The full CHC statement on Academic Freedom, which has been approved and embedded in practice since 1988, can be found at Appendix 1. Further to this, CHC responded to the Panel's recommendation that it should more clearly articulate its support for open intellectual inquiry in course documentation, particularly as it relates to Christian worldview. This resulted in the document entitled, "Christian Heritage College's Understandings of a Christian Worldview" (Appendix 2). This document is available on the CHC website and forms the basis for continuing dialogue within the institution including those with new staff.

CHC has also made adjustments to School Course Guides to ensure that prospective students have sufficient information about CHC's understandings of Christian Worldview to make informed decisions regarding study at CHC.

In response to the *Reaccreditation Addendum to the HEP Audit Report*, CHC undertook a review of all units in the courses for reaccreditation to ensure a greater incorporation of non-Christian and broader denominational viewpoints. Unit reviews are automatically undertaken on a five-yearly basis as part of the reaccreditation processes at which point the Academic Board scrutinises these to

ensure that there an incorporation of non-Christian and broader denominational viewpoints. The Schools Annual Reports are under continuous development and from 2010 will include a section on unit review.

A summary of the review of the units undertaken in October 2007 is found at Appendix 3.

Recommendation 3

A lack of resourcing was identified by the Council itself as a key issue. Given that the College currently did not seem to have ready access to sufficient funds to progress its aims and objectives, the Panel recommends that funding arrangements be reviewed.

As a private HEP, the only public funding to which CHC has access is that which is linked to the small number of Commonwealth supported places in Education it has been allocated under the Commonwealth Grant Scheme (CGS). CHC does not have on-going access to Commonwealth or State funding for capital works. Tuition fees meet the cost of basic operations; however, CHC has long understood that other income streams must be investigated and fostered. To this end, the Council has instituted a fundraising committee assigned with the task of meeting the costs of various projects and developing additional income streams. Since 2006, the fundraising committee has contributed to some minor capital works, has fostered the *Friends of CHC* group and has developed business partnerships which have been of financial benefit to CHC. Currently, the committee is funding a small building project. Council also increased the tuition fees at rates in excess of inflation in the past few years to being them close to market standards. Endeavours in this area continue to be pursued and the Council is committed to further developing additional sources of income to progress the aims and objectives of CHC.

Recommendation 4

While acknowledging the Council had expanded its membership to strengthen its financial and business management expertise, the Panel is of the view Council would benefit from increased external academic representation to inform its educational objectives. The Panel also identified the need for greater formal engagement with a full range of relevant external stakeholders by the Council.

The Council appointed a university academic to a vacant position in 2007. Unfortunately after his first term he resigned as he relocated internationally. The Council will revisit this issue in late 2009. Although Council does not currently receive advice directly from external academics, they are appointed to Course Development Committees and School Advisory Committees and these reports are tabled at Council.

Recommendation 5

Whilst the School of Education and Humanities is well informed via informal processes resulting from good relationships with external stakeholders, there are no formal processes in place. The Panel is of the view that these evaluation processes should be formalised and utilised throughout the entire College.

This recommendation was made in the context of stakeholder feedback regarding the effectiveness of teaching and learning strategies. The Panel noted that CHC collected range of data pertaining to student academic outcomes, but that no formal processes were in place. Since 2007, CHC has

focused on formalising processes to ensure that accurate and consistent information regarding student outcomes and the quality of teaching and learning is available and acted upon across all CHC Schools.

Linked to its quality management, CHC initially addressed this recommendation by identifying the data for collection and analysis which would inform and strengthen quality in teaching and learning in particular, and quality management more generally. This resulted in three main areas of data collection:

- student feedback through the evaluation of teaching each semester, the Student Evaluation of Teaching (SETs), and the End of First Year survey (E-First);
- graduate feedback through the Australian Graduate Survey (AGS); and
- feedback from employers of CHC graduates.

Further stakeholder feedback is collected through industry links. These are fostered through CHC staff serving on committees and boards of professional bodies, through representation from industry and discipline groups on School Advisory Committees (standing sub-committees of the School Boards of Studies) and Course Development Committees (established for the purpose of five-yearly course reviews), and through the membership of the CHC Council.

A part-time position was created for a Data Collection and Analysis (DCA) officer within the Registrar's Office to assist with this work. The role of the DCA officer is to manage data collection, facilitate the analysis of data and to review the processes on a regular basis to ensure they are up-to-date and are effectively implemented across CHC. In 2008, CHC reviewed and implemented a new survey tool and commenced the centralised management of the SETs (a report of this process is found at Appendix 5). The E-First survey is now an important measure of student feedback and continues on an annual basis. CHC has participated in the AGS since 2004. A review of the ways in which CHC makes use of data has resulted in a more informed process and the benchmarking of CHC's performance through a comparison of CHC graduate responses with those of partner institutions and against previous years' responses. Collection of its own employer feedback to complement existing graduate data has been identified as a priority for 2010.

To ensure that these processes are implemented, CHC has developed a range of policies which codify this practice. Although much has been achieved in this regard, CHC realises that this is an area which requires constant attention in order to maintain acceptable levels of quality.

Recommendation 6

The Panel believes that it is important for a balanced approach to be developed for determining stakeholder satisfaction with CHC graduates incorporating both formal and informal processes.

As noted in the response to Recommendation 5, CHC plans to collect employer feedback data from 2010.

Recommendation 7

The Panel noted that student withdrawal rates were quite high in non-counselling courses and was strongly of the view that the College should monitor this data closely for all courses and investigate the reasons for such high rates.

The Academic Board commissioned an Attrition Study in response to this recommendation and to data which revealed a decline in retention rates in 2006. This study commenced in the second half of

2007 and ongoing work has been conducted in 2008 and 2009. The preliminary data findings were unclear, however, and this prompted the Academic Board to request the collection of additional qualitative data in order to contextualise the initial findings and to further explore attrition and retention factors.

Exit surveys revealed that students withdrew from courses for the following reasons:

- complicated personal issues such as family breakdowns;
- ill health of the student or a close family member for whom they were responsible, such as a parent or child;
- personal financial needs;
- forced job relocation;
- additional responsibilities at work; and
- academic requirements beyond their expectations.

These results are consistent with the academic literature on attrition which shows that mainly non-academic issues drive attrition.

CHC has responded to this data in the following ways:

- The provision of free pastoral care and counselling services for students who identify themselves as having personal difficulties.
- Improved support for students who are undertaking external studies via the Moodle™-based learning management system.
- Provision of increased academic support for students who feel inadequately prepared for tertiary study.

Recommendation 8

The Panel heard that the lecturer evaluation process relied upon the individual lecturer to initiate discussions with their relevant dean concerning negative feedback. The Panel concurs with the College that evaluation outcomes by way of feedback to students had only been informal to date and that a more formal process would be valuable to inform students of actions taken as a result of the evaluation process.

As reported under Recommendation 5, CHC has formalised the process of collecting and analysing the data resulting from the SETs. Further to this process, the Deans engage academic staff in collegial discussions which are based upon students' SET responses. These interviews identify innovative and quality teaching and learning practices, encourage staff to make application for an *Award for Excellence in Teaching at CHC* and identify areas for improvement. This institutional practice of Deans engaging staff in discussions around feedback from students has been long valued and is embedded in practice at CHC.

The Panel noted that students confirmed that they 'felt valued and supported and their comments were listened to and acted upon'. In formalising this process, students are alerted to the results of the SETs through various methods of communication, including electronic notices in the Library and main reception area of CHC, an email to all participants and a report provided to students who next engage in the unit(s) of any amendments made as a result of feedback provided by the previous cohort of students.

Schools report any amendments to unit(s) to the Academic Board through the Annual Report and subsequently to the Teaching and Learning Committee.

Recommendation 9

The Panel believes that serious consideration should be given to providing resourcing to develop networks and formalise arrangements for practicum placement and to ensure that adequate clinical supervision is provided.

In response to the growing demand for practicum places and the increase in the number of practicum placement hours required by the Counselling discipline, CHC has created a position within the School of Social Sciences which is dedicated to practicum coordination and has implemented a formalised system for the administration of practicum in the School. Included in the Practicum Coordinator's role is the task of developing more practicum places through building and maintaining relationships and networks within the discipline and with employment bodies. A Social Sciences Practicum Database has been incorporated into the CHC Student Management System, "CHC Manager". Further enhancements to the Practicum Database are planned for early 2010. These enhancements will simplify the current system for monitoring students' progress through their practicum units. CHC continually seeks to develop additional practicum places and, while pressure in this area has been relieved through these initiatives, CHC will continue to explore ways in which to develop additional practicum placements.

Recommendation 10

The Panel observed that the written curriculum documentation did not always reflect what was being taught in practice and recommends that further articulation be included in the curriculum documents.

In response to Recommendation 10, CHC immediately undertook a review of all units included in the reaccreditation documents for the purpose of improving the cohesion between what was stated in course documentation and what was being taught. This included a greater incorporation of non-Christian and broader denominational view points within units to better reflect practice and to support CHC's commitment to free and open intellectual inquiry.

CHC has also made adjustments to School Course Guides to ensure that prospective students have sufficient information about CHC's understandings of Christian Worldview to make informed decisions regarding study at CHC.

Since the initial review of the Social Science courses, CHC has, as part of all course review processes, ensured that similar examination of units and course documentation occurs in all Schools. The Schools also engage in annual review of units which is monitored by the Academic Board through the Annual Reporting process.

A summary of the review of the units undertaken in October 2007 is found at Appendix 3.

Recommendation 11

The Panel strongly recommends that policies, practices and procedures that are currently embedded in the College's School of Education and Humanities, should be employed in all schools including the School of Social Sciences, to assist with the development of quality assurance mechanisms for Social

Sciences courses. The development and implementation of these processes should be considered a high priority for the College.

CHC has made significant progress in the area of policy development and review. Since July 2006, the Academic Board and Committee of Management have approved 23 new policies for implementation and have reviewed 10 policies with major changes or amendments registered in four policies. A further 11 policies are under development or consideration for approval by the end of 2010.

The responsibility for facilitating policy development and review sits within the portfolio of the Registrar.

Recommendation 12

Whilst the Panel commends CHC on its ambition to become a university by 2010, such an aspiration does not appear realistic. The Panel recommends that CHC develop a research culture with appropriate research infrastructure and establish areas of research excellence, recruit staff with the qualifications and experience to supervise research students and develop a reputation through published research reports.

CHC acknowledges that achieving university status is an ambitious objective. Although Council remains committed to this objective, the Bradley Review recommendations on accreditation of universities, make it clear that university status is not achievable in the short term. The current revision to CHC's strategic plan will address this issue.

With respect to development of a research culture, Academic Board has recently approved a recommendation from Research Committee that a research centre be established. The Research Centre for Transformational Learning is intended to focus and foster research. A Budget Sub-Committee of the Committee of Management has been charged with the task of recommending funding for the Centre as from 2010.

Recommendation 13

The Panel felt staff workloads were extremely high and strongly recommends that they are reviewed, particularly considering the staff cultural belief that their work was a 'calling'. The Panel does not believe that appropriate workload practices and management are incompatible with the notion of 'vocation' and recommends the development of suitable risk management strategies to ensure teaching continuity.

In 2007, a working party was appointed by both the Academic Board and the Committee of Management to investigate the various workload calculation models that are implemented in other institutions, and to develop a similar model for CHC. The finding of this working party was that a 'one-size-fits-all' model was difficult to achieve; therefore, the *Academic Workload Framework* policy was developed (see Appendix 4). Rather than providing a simple calculation, this policy outlines general assumptions regarding workload and provides two models as guidelines for determining parity for staff. As a result of CHC's commitment to staff involvement in these processes, the policy took nearly 18 months to be approved.

In 2009, the Academic Board has undertaken a review of academic risk and the completion of this task is planned for the end of the year. 2010 will see the implementation of these policies. Among those areas identified as posing academic risk is that of teaching continuity and, in accordance with Recommendation 13, the Academic Board has approved the first two policies in a series of academic

risk management strategies: *Risk Management: Teaching Continuity* (which can be found at Appendix 5) and *Risk Management: Academic Activities*.

Recommendation 14

The Panel concluded that the development of formal human resource management and underpinning policies and procedures to codify practice required urgent attention, particularly with regard to the potential impact that any new courses would have on current heavy staff workloads.

In response to the HEP Audit panel, CHC has given the highest priority to issues regarding human resource management (HRM). In 2007, the Committee of Management began developing a human resource management framework and two working parties were established to report on the immediate needs and to advise the Committee of Management and the Council on the way forward. Throughout 2008, the draft *CHC Human Resource Management Policy and Procedures Manual* was developed. A review of the initial document has been undertaken in 2009 specifically to integrate existing HRM policies into the final draft, including policies regarding staff employment, leave, grievance and professional development and induction, and to complete a needs analysis of further policies requirement to support and supplement the existing HRM policies. It is envisaged that the final version of the manual will be submitted to the Committee of Management by the end of 2009 with a view to making a recommendation to the CHC Council for its approval and implementation.

Work in this area has included:

- the documentation of academic and administrative staff position classifications;
- descriptions of academic and administration staff salary scales;
- further development of the academic workloads framework and the resultant policy;
- revision of the documentation of the performance appraisal process adopted by CHC;
- progress towards the implementation of the *CHC Induction Program* and the systematic implementation of the induction program.

As part of this process, the Academic Board approved various associated policies to codify practice. The *Academic Staff Development* policy includes an induction plan for new academic staff. The associated induction plans were trialled in 2007 and adopted for practice across all Schools in 2008, and have been updated and refined as part of the 2009 processes. As a result of the trial, the induction process includes informing new staff of the CHC Strategic Plan and direction, professional development around Christian worldview and the integration of faith and learning, which links to the ethos and mission of CHC. Where a new staff member does not hold a teaching qualification, specific induction connected with teaching and learning is provided.

Recommendation 15

Considering the College's aim of achieving university status by 2010, the Panel is of the view that the balance between teaching and learning roles, community service, and research roles should be further developed and linked to formal performance appraisal processes to ensure the integrity of its academic role.

As noted in the response to Recommendation 12, CHC is revising its strategy with respect to university status. No substantive progress has been made with respect to this recommendation.

However, this recommendation is being considered in the development of Human Resources policies (see response to Recommendation 16 below).

Recommendation 16

The Panel recommends that formal processes should be implemented whereby all evaluations of lecturer performance are administered by Deans so that resulting recommendations are actioned. Formal staff performance reviews should also be conducted to provide staff with positive feedback and also constructive comments to assist with any areas of improvement.

As part of the development of the draft *CHC Human Resource Management Policies and Procedures Manual*, CHC has undertaken considerable work in the development of a performance review regime. However, this is yet to be completed.

In 2008, the CHC Council conducted a performance review of the CEO based upon a '360 degree' model of review. This involved the members of the Committee of Management and the Council completing a review of the CEO, the data being analysed, two members of the Council discussing the results with the CEO, the formulating of a plan for improvement and the setting of targets for the following year.

Extensive work has been completed in conceptualising the performance review framework at CHC. This framework is not intended in any way to be punitive but, rather, to focus on the professional development and growth of all staff. As noted in the response to Recommendation 8, performance is not linked to salary reviews or increases, or to promotion.

The intention was that the CEO, having undergone a performance review, would conduct similar reviews with the Deans and Heads of Administrative Departments, who would then conduct reviews within their own units. This process has been delayed, however, as there was a need for a review of all job/position descriptions within the organisation, as this was seen as crucial to the effectiveness of formal performance reviews. The draft HRM Manual clearly identifies the roles and responsibilities of academic positions, and the job/position descriptions of all other Administration positions are to be finalised by October 2009. CHC will then be in a position to implement the planned performance review regime.

As noted in CHC's response to Recommendations 8 and 14, CHC bases its performance appraisals of lecturing staff on student responses to SETs. The Deans interview each academic staff member and, through a collegial process, any areas for professional development are identified and a plan is proposed. Areas for development may include knowledge base, teaching skills, and assessment techniques or use of appropriate marking tools such as rubrics and the like. The Deans, or an appropriate alternative staff member, journeys with the lecturer as he/she seeks to develop skills in the identified area. The Deans share best practice for a collegial approach to performance appraisal and, until the planned performance review regime is implemented, will continue to conduct formal appraisals of learning and teaching of the lecturers in their Schools in this manner.

Recommendation 17

The Panel is strongly of the view that the current practice of Deans being the decision-makers for library purchases should be discouraged. The development of a formal acquisitions policy led by the College's Librarian would assist with prioritising library needs as well as ensuring that a diverse range of resources are available to both students and staff.

CHC contested the assertion of the Panel that Deans were the 'decision-makers' with respect to Library resources. The Panel, however, chose not to change this in the report.

In response to both this recommendation and a course reaccreditation condition, CHC developed the *Library Acquisitions* policy which articulated established practice. See Appendix 6.

Recommendation 18

The Panel recommends that current courses are rationalised and the development of new courses is postponed until issues of library funding are resolved.

As a condition of course reaccreditation, the Panel required CHC to increase its Library expenditure by \$30 000 over each of the first two years of the accreditation period (i.e. 2007 and 2008) and by \$15 000 for each of the remaining years of the accreditation period (ie 2009, 2010 and 2011). CHC has complied with this condition and has increased its Library resources and expenditure beyond those expectations.

The Ministerial Advisory Panel to the Queensland Minister for Education has found CHC to be compliant with this condition each year of the accreditation period thus far. Therefore, CHC currently has proposed the introduction of a new course, the consideration of which is currently before a Course Assessment Panel. Whilst CHC is awaiting the completion of this assessment process, the officers of the Queensland Office of Higher Education have not given any indication that this recommendation would stand in the way of this new course being approved.

Recommendation 19

Throughout the College's systems, there appeared to be a lack of attention to closing the quality assurance loop and the need for codification and sharing of best practice. Current informal practices need to be replaced with formal mechanisms. The Panel recommends that a plan should be developed by CHC that specifies timelines and allocation of responsibilities. Such a plan would assist the College with prioritisation of improvements and preparing its progress report to the Queensland Office of Higher Education.

In its ongoing commitment to quality improvement, CHC has taken deliberate steps towards establishing quality assurance mechanisms across Schools and Departments which have formalised and brought uniformity to its quality management processes.

The Quality Management System (see Appendix 7) assists CHC in maintaining a strong student focus. Used in conjunction with the Planning and Quality Cycle (Appendices 8 and 9) and with new policies, CHC has developed a more effective planning process and, consequently, the collection of evidence to identify areas for continuous improvement has been improved. The staff understand this system and are committed to quality improvement. To ensure that all staff gain further understanding of quality processes at CHC, it is planned that an explanation of the Quality Management System and the Planning and Quality Cycle will be included in the induction processes for all new staff from 2010.

Contributing to a cycle of continual quality improvement is the process of self-review which is now embedded in practice at CHC. The Course Planning Portfolio, as contained within the *Course Development, Review and Accreditation* policy previously mentioned (see Appendix 12), is in the final stages of the approval process and will be introduced in 2010. This activity is designed to promote and facilitate self-review on an annual basis. The Portfolio links to the annual reporting process by incorporating a review of courses by Schools and an analysis of their performance based on the consideration of data from various sources, including student and graduate feedback, benchmarking data and other forms of comparison with similar courses in other institutions and

against previous years' performances. The course reaccreditation process has also proved to be valuable in promoting the self-review process. Due to its broad range of course offerings, CHC undertakes either a renewal of course accreditation process or a registration process every year. The self-review required by these external processes ensures that this important element is not ignored in any year.

In 2008, CHC undertook the task of identifying data which could be utilised for a variety of purposes, thus the addressing the collection, analysis and distribution of data. As noted in the response to Recommendation 5 above, a part-time position was created for a Data Collection and Analysis officer to ensure that data is collected and used in meaningful ways to monitor the implementation of plans across CHC and to identify areas for improvement. The process of follow-up is achieved through the accountability of School Boards of Studies to the Academic Board, the reporting of the Academic Board to the Council, and the monitoring of the quality processes by the Committee of Management through the Registrar.

CHC is confident that, as these new processes are implemented and refined, improved quality management will result in improved courses. CHC will continue to seek ways to improve its quality management systems and to ensure that the information revealed through the new data collection and analysis will inform and continuously improve the approaches to all academic and administrative function at CHC.



CHRISTIAN HERITAGE COLLEGE

Appendices
to the
CHC Post-audit Progress
Report

11 September 2009

Appendix 1: CHC Academic Freedom Statement



CHRISTIAN HERITAGE COLLEGE

Academic Freedom Statement

The College considers that a fundamental pre-requisite to the fulfilment of its mission statement is a commitment to the principle of academic freedom. Academic freedom may be broadly defined as the freedom of the teacher to teach, of the student to learn, and of the College to be truly an educational institution. While some have seen a contradiction between a commitment to academic freedom and a commitment to the authority of the Bible, the College holds that, far from contradicting Biblical principles, academic freedom is mandatory for any institution seeking to be Christian in its principles and practice.

The College's commitment to academic freedom is justified on four grounds: theological, academic, social and historical.

The theological justification acknowledges academic freedom as expressing the true volitional freedom and individuality with which God has endowed humanity. Thought, like faith, love or obedience, cannot be coerced without being destroyed. While the College holds the Bible to be true, intellectual assent to the truth of Scripture must be the entirely free and voluntary act of an individual. If all truth is God's truth, then all must be free to explore and encounter it in their own ways as free individuals. Coercion of thought is intellectual suicide: rather than confirming truth, it will drive people from it; rather than defending orthodoxy, it renders it suspect to the inquiring mind. A coerced commitment to a Christian ethos debases the central values of that ethos. Far from prescribing Christian ethos, the College seeks to model it and to declare its truth by demonstration and example, and thereby win and retain voluntary commitment to it. Thus, academic freedom represents an acknowledgement of the true human freedom which is the very essence of Christianity.

Secondly, academic freedom is essential to the academic task. A liberal education means the stretching of minds and imaginations, the engagement with honest inquiry, the appropriation of a cultural heritage, the transmission of ideas and values, and an exposure to the frontiers of learning. By definition, it requires freedom to grow, to meet great minds of the past and present and interact rigorously with ideas and values; freedom to analyse, criticise and evaluate the orthodoxies of past and present; freedom to explore and extend the frontiers of learning. A truly liberal education is founded upon academic freedom.

In serving its students and preparing them for life, a Christian college must teach its students to think, to decide truth for themselves, and to form their own values and make their own judgements.

Thought which is isolated from challenge and criticism is likely to be poor thought; judgements formed on partial evidence to be imperfect judgements. Difficult questions ignored do not disappear. In preparing students to function as professionals in a world which is often hostile to Christian thought and faith, the College needs to ensure that students are exposed within the College to that which they will encounter outside it. The best training for clarifying and defending one's thinking is the experience of facing criticism and challenge. Furthermore, if Christianity is intellectually defensible, then its truth is best demonstrated by openly facing the challenge of scrutiny and criticism. Thus students' interests, the College's mission and the course objectives are best served by an environment where orthodoxy is open to challenge within a context of a commitment to free inquiry, critical scholarship and the search for truth.

Thirdly, there is a social justification for academic freedom. The course seeks to serve the wider society and, as academic freedom is essential to the self-scrutiny and improvement of society, it provides the basis for informed and responsible social criticism and contributes to the common good.

Fourthly, the College holds to a historical justification for its commitment to academic freedom. The history of the Church indicates the futility of suppressing or ignoring opposing ideas; on the contrary, the Church has been reformed and religious liberty advanced where academic freedom has prevailed. As the experiences of Christian institutions from medieval universities to the present show, academic freedom is not only compatible with Christian conviction, but expresses basic Christian honesty, provides impetus for valuable criticism and reform of the church, and protects the church from subversion or coercion for political or personal ends.

This justification and rationale for the College's real commitment to academic freedom is offered as a response to the criticism that the doctrinal position of the College in some way inhibits the operation of freedom of thought or speech. In responding to this criticism, the College would endorse the words of the American philosopher, Arthur Holmes:

If intellectual objectivity is presuppositionless thinking or learning without guiding purposes, then it exists neither in the Christian college nor anywhere else. Neutrality on matters of belief and value is humanly impossible. Objectivity consists rather in acknowledging and scrutinizing one's point of view and testing presuppositions. It is more a matter of honesty than neutrality. Every scholar has commitments. The Christian college is unique only because its faculty and administration have common commitments of a religious and moral sort, rather than the variegated commitments of a secular institution (The Idea of a Christian College, Rev. ed. Grand Rapids: Eerdmans, 1987, p71).

It is clear of course that the right to academic freedom is moderated by the responsibility for academic integrity. Academic integrity, on the part of both staff and students, implies a commitment to a genuine search for truth, to personal honesty and self-criticism, to scholarship, and to a responsible use of academic freedom. Matters involving academic integrity fall within the jurisdiction of the Academic Board.

For the teaching staff, academic freedom implies the freedom, within the constraints of course design, to teach without either prescription or proscription of unit content. This freedom is protected by staff representation on the Council, Boards and committees of the College.

For students, academic freedom implies the freedom to learn, inquire, question and make judgements, without being subject to a prescription of belief. This freedom is protected by student representation on the Council, Boards and committees of the College.

For CHC, academic freedom provides a defence against indoctrination, dogmatism and politicisation, and thereby guarantees the College freedom to be truly an educational institution. This freedom is guaranteed by the independence and board membership of the Council.

Appendix 2: CHC's Understandings of a Christian Worldview



CHRISTIAN HERITAGE COLLEGE

CHRISTIAN HERITAGE COLLEGE'S UNDERSTANDINGS OF A CHRISTIAN WORLDVIEW

A Christian Worldview

Worldview: A Definition

The term "worldview" is defined in the *Concise Macquarie Dictionary* as "the philosophy of an individual or group, with an interpretation of world history or civilisation".

According to the *Concise Oxford Dictionary*, the term refers to a "philosophy of life" or "conception of the world".

The term "worldview" is a translation of the German *Weltanschauung* which appears to have originated with Immanuel Kant. The term was popularised by the German philosopher Wilhelm Dilthey, who drew attention to the process by which people perceive and make sense of the world around them. Dilthey saw people beginning with a pre-theoretical understanding which he called a *Weltbild* (ie world-picture), which in time gave rise to a more reflective and systematically formulated *Weltanschauung*.

The concept of worldview was introduced into Christian thought by Dutch neo-Calvinists such as Abraham Kuyper (Kuyper 1931) who initially favoured the more cumbersome "world- and life-view". Both scholarly and popular discussion in recent decades, however, have increasingly favoured the shorter term.

Contemporary applications of the concept of worldview have stressed the "perspectival" nature of worldviews. For example:

- 'perceptual frameworks' or 'ways of seeing' (Walsh & Middleton 1984, p. 17)
- 'the grid of presuppositions through which we see the world' (Schaeffer 1984, p. 19)
- 'the collection of presuppositions or convictions about reality which represent (one's) total outlook on life' (Hoffecker & Smith 1986, p. ix)
- 'a reflective conceptual scheme which provides the unifying perspective on one's beliefs, attitudes, values, feelings and ways of looking at the world' (Holmes 1983, pp. 32-33)
- 'a conceptual scheme by which we consciously or unconsciously place or fit everything we believe and by which we interpret and judge reality' (Nash 1992, p. 16)

Worldviews, whether held by individuals or social groups, presuppose answers of some kind to ultimate questions such as:

- What is ultimate reality?
- What is the nature of the physical world?
- What is true and how do we know it?
- Is there right and wrong, and how do we know it?
- What is the nature of humankind?
- What happens after death?
- What is the meaning, purpose and direction of human history?
- What is the basis of human society?

(Holmes 1983, p. 55ff.; Sire 2004, pp. 17-18)

It can be argued that all people have a worldview, or at least that all who have attained a degree of maturity in their relations with the wider world presuppose some kind of answers to these questions. Moreover our answers to these questions will tend strongly towards internal coherence. And since they reflect ways of answering ultimate questions, worldviews are inherently religious. That is, they are founded on what we believe about ourselves and the world in which we live; about our values, our destiny, and the meaning of our lives (Walsh & Middleton 1984, pp. 32-33).

Analysis of the diverse ways that people answer these questions can provide a means for identifying and exploring worldviews encountered in our culture – in its music, its movies, its literature, its scholarship, and so on. Analysis of worldviews can highlight key features both of the worldviews which make up western culture and those of the non-western alternatives which are increasingly encountered in our culture.

A Christian Worldview

A Christian worldview might be understood as one which responds to the kinds of questions posed above in ways which reflect Christian belief.

It is possibly more meaningful to speak of a Christian worldview than to speak of the Christian worldview, for the very diversity of past and present expressions of Christian belief and practice make it evident that beyond certain essentials there is a range of possible perspectives which can sustain a claim to be Christian. At the same time, it can be argued that in the midst of diversity there remains a coherent core of Christian belief without which the term would be meaningless.

In proposing the notion of “an agreed, or common, or central, or ‘mere’ Christianity”, C.S. Lewis suggests that the term “Christian” should be taken to mean “one who accepts the common doctrines of Christianity”, a usage that he sees as consistent with its original literal Biblical meaning (Acts 11:26), identifying one who accepted the teaching of the apostles (Lewis 1960, pp. 8-11).

Lewis insists that using the term “Christian” in this way is not to make a value judgement but, rather, to make a simple statement of fact about the content of a person’s belief. That is, the term Christian is not a term of approbation or criticism but one which is simply descriptive, which distinguishes belief which is consistent with the apostolic teaching from other perspectives which could not sustain a claim to be Christian, and indeed may well have no interest in doing so.

What, then, are those essential presuppositions which Christians might hold in common, or broadly agree upon? There have been many attempts to provide succinct answers to this question. Indeed, Lewis’ book, *Mere Christianity* (1960), is itself an extended response to this question.

James Sire's celebrated *The Universe Next Door*, now in its fourth edition, also attempts to answer the question in a way that responds directly to the "worldviewish" ultimate questions listed above.

The eminent American philosopher of religion, Alvin Plantinga (Plantinga 2000, p. vii), offers a minimalist answer. He writes of "classical Christian belief" as

. . . what is common to the great creeds of the main branches of the Christian church, what unites Calvin and Aquinas, Luther and Augustine, Menno Simmons and Karl Barth, Mother Teresa and St. Maximus the Confessor, Billy Graham and St. Gregory Palamas.

Classical Christian belief, argues Plantinga, has two core components. Firstly there is a *theistic* component: a belief in a personal God. But secondly, there is also a uniquely *Christian* component:

. . . that we human beings are somehow mired in rebellion and sin, that we consequently require deliverance and salvation, and that God has arranged for that deliverance through the sacrificial suffering, death, and resurrection of Jesus Christ, who was both a man and also the second member of the Trinity, the uniquely divine son of God (Plantinga 2000, p. vii).

That such beliefs are common to the great traditions of the Christian faith – that there is both a recognisable unity within the diversity, and a diversity within unity – is evident in the celebrated, if controversial, work of H. Richard Niebuhr, which demonstrated the varying modes of engagement with culture exemplified in five of the great Western Christian traditions: the Catholic, the Lutheran, the Anabaptist, the Calvinist, and the liberal/modernist (Niebuhr 1951). Albert Wolters has usefully elaborated Niebuhr's typology, by demonstrating that each of Niebuhr's models represents a variation in its response to the philosophical question of the relationship of grace and nature (Wolters 1989, 1990).

Christian Worldview and the Christian College

A Christian worldview, as the term has come to be used at Christian Heritage College, is more reflective of the breadth and variety of classical Christian belief demonstrated by Niebuhr and Wolters than it is of any more limiting or denominationally defined formulation. It is to be acknowledged, of course, that in both cases their work has neglected the Orthodox traditions. However, while noting the breadth of classical Christian belief, it is undeniable that some traditions, such as the Catholic and the Calvinist, provide more substantial resources for the aspiring Christian scholar than others may do.

These are important resources, all the more so for aspiring Christian scholars of the charismatic or evangelical perspective who do not have access to a breadth and depth of scholarly resources within their own particular Christian tradition.

It might also be noted that the term "worldview" carries with it the sense, not merely of a particular perspective, but also of an all-encompassing system of belief; hence the project of Christian scholarship is vitally interested in the applications of classical Christian theism to various areas of life and inquiry. The Christian scholar who is interested in philosophy and culture will have a particular interest in exploring the contributions of Christianity to Western culture, as well as in identifying and understanding other worldviews which are to be encountered with varying degrees of frequency in Western culture past and present. Christian scholarship is particularly interested in comparing the effects of a Christian worldview as a way of seeing with the implications of secular or naturalistic presuppositions of the modern and postmodern west. Moreover, as Western culture is no island,

some understanding of the presuppositions of the world's other great religious and philosophical traditions is also an essential element of an appreciation of the cultural world around us.

One feature of Christian belief, and indeed of western culture more generally, is the dialectical tension between two goals of the human mind, represented metaphorically by Athens and Jerusalem. According to Jeffery Hart, Athens represents a "philosophic-scientific approach to actuality, with the goal being cognition", while Jerusalem represents "a scriptural tradition of disciplined insight and the aspiration to holiness" (Hart 2001, pp. x-xi).

Hart suggests that Western civilisation has not answered the question posed by these two cities with an "either-or" response but, rather, with a "both-and", in an unceasing dynamic and creative tension which is formative of the Western tradition (Hart 2001, p. xi). Christian scholarship shares in, and is characterised by, the Athens-Jerusalem dialectic, which is never resolved in favour of one or the other.

It follows that one of the key concerns of Christian scholarship is the issue of the relationship of faith and reason which is often, but not universally, thought of in terms of the integration of faith and learning (Millis 2004).

A foundational element of a distinctively Christian higher education will be the exploration of strategies for faith-discipline integration (Heie & Wolfe, 1987), and indeed of models of Christian scholarship more broadly (Marsden, 1997).

Christian colleges such as CHC are committed both to academic freedom and to freedom of belief more generally, and thus will not require of their students that they believe or personally hold to a Christian perspective. A Christian college will, however, be committed to excellent teaching about Christian perspectives so that students know, understand and can discuss what they have freely chosen, either to believe, not to believe, or to suspend judgement upon, and in turn can examine how a Christian perspective might impact on life, culture and scholarship.

Christian higher education will therefore continually engage in critical analysis of different worldviews and perspectives in terms of their implications for the topic under consideration. This means that CHC students are continually confronted with philosophical issues such as questions of cosmology, anthropology, teleology, epistemology, ethics and so on. Most undergraduates are never introduced to these questions, whereas CHC is committed to ensuring that students at least know what the questions are, and are accustomed to reflection on them. It might be argued that this is an indicator of a quality education: however, the object of such inquiry is not self-congratulation but, rather, an understanding of the world and its predicaments, and how Christian faith might engage in dialogue with them.

That CHC is thoroughly committed to explore and communicate the distinctive ways in which Christians answer life's ultimate questions is a reflection of the Christian mission of the College. In this way, the College contributes to the diversity of Australian higher education, which already provides many options for those without a particular interest in exploring Christian perspectives. The College brings to its mission and to the practice of Christian scholarship a diversity of resources in terms of the breadth of theological background and denominational experience which is to be found in the faculty of CHC. The range of faculty backgrounds includes Catholic, Anglican, Pentecostal (eg Assembly of God, Christian Outreach Centre, and other independent charismatic backgrounds), Presbyterian, Salvation Army, Baptist and Uniting Church.

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Appendix 3: Summary of Revisions to Unit Outlines (October 2007)



CHRISTIAN HERITAGE COLLEGE
POSTGRADUATE SOCIAL SCIENCES REACCREDITATION
SUMMARY OF REVISIONS TO UNIT OUTLINES
OCTOBER 2007

| PANEL COMMENT | RESPONSE |
|--|--|
| HB401 Introduction to Human Behaviour | |
| Assessment Task #3: Essay topic is 9 lines long and was quite unclear. It appeared to be more an undergraduate level essay topic, rather than postgraduate. | Essay topic revised: "Compare and contrast three theoretical approaches to psychology. Explain the application of each approach to three topics discussed in the unit. Include a critique of perspectives where Christians may have traditionally disagreed with psychological assumptions or ideas. For example, you may choose Behaviourism, Humanism and Psychodynamic Theory and apply them to states of consciousness, emotions and spirituality, and psychotherapy. You could then include a critical analysis of Hypnotism, Religious experiences and Inner healing." |
| HB421 Theories of Human Development | |
| This course states that it provides both psychological (stage models) and social constructivist approaches and yet there is only one required text, a psychological text by Peterson (Developmental Psych). The additional learning resources do not appear to have a text that offers a specific view of social constructivism. There are a few readings that cover a feminist perspective, some Christian perspectives and again, psychological texts. Please clarify where the social constructivism is included in the course. | Constructivism added to contents list. Further references added: Bruner, J. (1987). <i>Actual Minds, Possible Worlds</i> . Boston: Harvard University Press. Kozulin, A., Gindis, B., Ageyev, V. S. & Miller, S. M. (eds.). (2003). <i>Vygotsky's Educational Theory in Cultural Context (Learning in Doing: Social, Cognitive and Computational Perspectives)</i> . Cambridge: Cambridge University Press. Pass, S. (2004). <i>Parallel Paths to Constructivism: Jean Piaget and Lev Vygotsky</i> . Charlotte, NC: Information Age. Riger, S. (2000). <i>Transforming Psychology: Gender in Theory and Practice</i> . New York: Oxford University Press. <i>Journal of Constructivist Psychology</i> |
| HB471 Christian Approaches to Counselling | |
| The statement about old texts being "archetypes of approaches to counselling" does not address the Panel's suggestion that more contemporary approaches should also be considered. It is to look at key figures and texts from the past, however the concern is that it doesn't move forward to | There may be a misunderstanding of purpose here. This unit focuses on specific approaches to counselling which have been identified particularly as Christian approaches – inner healing, nouthetic counselling, "Biblical counselling", theophostic counselling – as well as pastoral care and more general perspectives such as Christian versions of cognitive approaches. A major goal of the unit, stated in the rationale, is: "This unit aims to identify and clarify key features of Christian thinking in the domain of counselling." This unit in fact has a major critical focus to help students recognize some of the limitations of these approaches. The objective, "Analysed and critiqued |

| PANEL COMMENT | RESPONSE |
|--|---|
| present and future. This is particularly important in this unit, given the huge socio-religio-cultural shifts and an increasingly multi-faith society. | different methodological approaches to counselling interventions”, is included to note this. The unit therefore has quite a deconstructive emphasis. As such, it does not seem to be the best place to introduce other spiritual traditions. However, the point of this inclusion has been noted – these have now been added to the unit CS400 Christianity and Worldviews, as indicated in the August revisions. |
| There is still no mention of alternative spiritual and religious worldviews, with two assignments asking students to compare the Christian approach to a secular counselling approach - why not other spiritual traditions, or are these equated with secularism? | The students are asked to compare the counselling approaches with secular ones to clarify the parallels between Christian approaches and secular (that is, more widely accepted) approaches. For example, the recently developed theophostic approach is seen by many churches as innovative: in fact, it draws on very similar principles as those used in Cognitive Behaviour Therapy and Emotion Focused Therapy. One of the goals of the course is to help students recognize these underlying similarities. |
| One of the fastest growing and influential approaches is coming from the Buddhist tradition, with even cognitive-behavioural therapy now incorporating a Mindfulness CBT approach. This unit should overtly acknowledge the contribution of other spiritual disciplines and also acknowledge an increasing trend towards incorporating spiritual issues and approaches within so-called secular approaches. Please review in line with these comments or clarify the College's view on this. | The point is accepted that Mindfulness practices are being increasingly accepted. It is our view that the unit <i>HB452 Counselling Theories</i> should include Mindfulness specifically. Also, the unit <i>HB482 Major Issues in Counselling</i> includes a focus on spiritual issues, which has been emphasised by the addition of Outcome 10. Further units also include other spiritual disciplines, such as <i>HB511 The Transformation Process</i> . |
| Please review to include more recent texts. | Further references added: Clinton, T. & Ohlschlager, G. (2002). <i>Competent Christian counselling</i> . Colorado Springs, CO: WaterBrook. Johnson, E. L. (2007). <i>Foundations for Soul Care: A Christian Psychology Proposal</i> . Downers Grove: IVP Academic. |
| HB482 Major Issues in Counselling | |
| Assessment Task #3: The suggestion of a more analytic approach required a more substantial change to the whole style of question. | This task was updated in the revisions submitted in August 2007. The original unit outline had Assessment Task #3 as personal reflections; in the August revisions, this was amended to become a literature review essay: Assessment Task #3 – Research Assignment (Relates to Outcomes 1,2,4,7) Research assignment including literature review (journal articles etc) describing and synthesising current counselling interventions relevant to one area. This assignment is to be a formal essay investigating and synthesising current counselling approaches to a topic of your choice. The topic is to be broadly covered by one of the issues in the course /textbook. Students should also present a brief discussion of the issue from a distinctively Christian perspective, as well as comment on important ethical dimensions of the topic. You must include a literature review describing counselling interventions and synthesising findings of which the major references should be journal articles. Weight: 40% Length: 2500 words |

| | |
|---|---|
| <p>HB562 Community and Transformation</p> | |
| <p>The Panel was concerned that students are asked to use a range of approaches to group therapy (eg Jungian, psycho-drama, gestalt) that they haven't been trained in and which are quite potent and potentially harmful in the hands of an untrained person. The Panel was of the opinion that assessment tasks should only involve students facilitating a group therapy process for approaches in which they can be said to have received substantial skills-based training. A key ethical principle relates to not practising outside their area of competence, and the tasks should reflect that. This task would give the students the idea that they are sufficiently trained to go out and run a gestalt or psycho-drama therapy group. These require a four-year training course following the sort of basic training this course undertakes. The Panel suggested a full review of this unit to move the focus from group therapy to group facilitation and limit the approaches to more generic group process theories and skills.</p> | <p>This unit is conceptualised as group facilitation, not group therapy. The unit summary reads: "Counsellors working with groups require an in-depth understanding of group processes and skills. This unit focuses on theory and practice to improve the counsellor's abilities to facilitate group functioning and individual growth in a group context, as well as to be able to interpret group dynamics in other church and community contexts."</p> <p>Almost all the language used in the unit outline is related to group facilitation. However, it is recognised that churches and counselling centres frequently run support groups, growth groups, etc. which have a therapeutic aspect – hence, there is only one outcome which uses this term.</p> <p>As in all counselling units, students are informed about the need for further training in certain approaches. Completing a unit in counselling theories which includes psychodynamics or gestalt approaches certainly does not equip a student to be a counsellor in those modes. Nor is a practice counselling session using a particular gestalt or psychodrama method meant to suggest to counselling students that they are now trained as gestalt or psychodrama counsellors. Similarly, this unit (which is at the end of a two year Masters) is not meant to communicate to students that a practice session in class equips them to then become a group therapist. As in the individual counselling units, the class gives students the opportunity to experience a variety of approaches in order to help them identify further options. Nevertheless, the assignment is completed in the second half of the unit and students are expected to prepare thoroughly, including receiving input and supervision around the task.</p> <p>Further, a significant amount of time in this unit is focussed on process and, to a lesser extent, group facilitation skills.</p> |
| <p>HB576 Supervision</p> | |
| <p>Assessment Task #1 was unclear. Are students asked to seek external supervision and tape one of these which then gets reviewed? If so, there should be statements included about consent gaining, etc.</p> | <p>The task has been clarified and the need for consent forms added. A sample consent form is included:</p> <p>Assessment Task #1 – Supervision Sessions and Tape (Relates to Outcomes 1-4)</p> <p>Students must attend and participate in external supervision sessions, and present an aspect of their counselling work for supervision at least once during the sessions. They are to submit a log showing attendance at supervision.</p> <p>Additionally, students are to submit a 20-minute videotape which demonstrates a supervision process of themselves as the supervisor with a counsellor, using an identified supervision approach. The tape can be a continuous interview, or consist of five edited segments of a longer supervision interview. It should demonstrate a number of skills (questions, leads, responses, interventions, etc.) which underpin the particular approach taken. Students should include copies of the consent form signed by the counsellor.</p> |

Appendix 4: Academic Workload Framework Policy



CHRISTIAN HERITAGE COLLEGE

POLICY: Academic Workload Framework

| | | | |
|---------------------------|--|---------------------|------------------------------|
| Policy Group(s) | Group B: Academic – 2: Staff (Ref: B2/0209.1) | | |
| Related Policy: | Staff Leave Policy Study Leave Policy Staff Grievance Policy – Academic Grievances | | |
| Commencement Date: | February 2009 | Review Date: | February 2010; February 2015 |

POLICY STATEMENT

Intent:

Managing staff workloads in terms of work-life balance, ensuring fair and comparable workloads, and appropriately resourcing programs for the enhancement of students' learning is important to CHC. This policy seeks to address ways of determining, allocating and assessing the academic workloads of staff.

In developing its own workloads model, CHC has reviewed and adapted both old and new formulae used by Griffith University, QUT, JCU and ACU.

Scope:

Fulltime academic staff.
Fractional academic staff.
Business Manager

Restrictions: Sessional academic staff

Exclusions: Non-academic staff

Objectives:

1. To provide guidelines for the management of work-life balance.
2. To ensure fair and comparable workloads for all academic staff.
3. To ensure the appropriate resourcing of programs for the enhancement of students' learning.

Policy Provisions:

1. General

- 1.1. CHC recognises there is no simple formula for the calculation and comparison of workloads.
- 1.2. CHC has adopted two approaches to workloads. Neither model can be claimed to be a highly accurate measure of workload. Their purpose is, rather, to identify significant anomalies in

workloads.

1.3. Both models recognise that academic staff typically work additional hours over and above assigned hours of work.

1.4. Generally speaking, additional hours should be voluntary rather than required.

2. Generic workload assumptions

2.1 Total annual workload is calculated as 37.5 hours per week for 46 weeks; ie 1725 hours per year.

2.2 A lecturer will not normally be responsible for delivery of more than four units in a semester (excluding external mode or practicum units).

2.3 A lecturer will normally have no more than fifteen hours of scheduled student contact per week.

2.4 A lecturer will not normally be responsible for teaching more than 180 students per semester.

2.5 A standard semester normally includes twelve teaching weeks.

2.6 A lecturer will be expected to spend on average 10% per week in scholarship and/or research.

2.7 Workload does not include private practice or personal community service. Similarly, community engagement is expected to take place within a lecturer's teaching duties.

3 Contact hours model

3.1. The simplest workload model uses contact hours as a measure of overall load. In this model, a lecturer will have no more than 360 hours of scheduled student contact per year.

4 Actual hours model

4.1 The alternative calculation model involves calculation of hours actually expended on teaching and administrative duties.

Table 1

Preparation, teaching, assessment and administration

| <i>Lecture/tutorial including</i> | <i>Total hours</i> |
|---|---|
| A1 Preparation | 2 hours per contact hour |
| A2 Repeat lecture/tutorial | 1 hour per contact hour |
| A3 New lecture | 3 hours per contact hour |
| <i>Administration</i> | |
| <i>Hours per</i> | |
| A4 Admin/student contact | 0.25 per student |
| A5 Student contact DE on-line | 1 hour per student |
| A6 Assessment | 1 hour per student |
| A7 Preparation of ongoing DE unit | 3 hours per unit |
| A8 Development of new DE unit | By negotiation |
| <i>Other</i> | |
| Education PEP supervision | Equivalent of up to 24 hours per semester |
| College meetings | Up to 24 hours per semester |
| Higher degree supervision | By negotiation |
| Positions of added responsibility (e.g. Dean, Course Coordinator) | By negotiation |

- 4.2. Unique responsibilities or situations will be assessed on a case-by-case basis and assigned a nominal workload value.
- 4.3. Marking assistance may be provided where actual workload exceeds CHC workload parameters.

5. Dispute Resolution

- 5.1. Matters which cannot be settled by negotiation should be referred to CHC's Staff Grievance Policy – Academic Grievances.

Supporting Procedures and Guidelines:

1. Assigning Workloads
 - 1.1. In accordance with the regular planning cycle Deans will assign the workloads for fulltime and fractional staff for the subsequent semester between Weeks four and six.
 - 1.2. In assigning the individual workloads Deans will consider the number and nature of units to be offered in the following semester and the types of added responsibilities for each staff member.
 - 1.3. Deans will provide staff with details of their assigned workload in a timely enough manner to facilitate negotiations and/or where appropriate the appeals process.
2. Appeals
 - 2.1. Appeals must be made in writing to the Academic Board in accordance with the Staff Grievance Policy – Academic Grievances.

WHO SHOULD KNOW THIS POLICY?

The Principal
Fulltime academic staff
Fractional academic staff
Deans
The Business Manager

POLICY FURTHER INFORMATION

Relevant Commonwealth/
State Legislation Nil

ACCOUNTABILITIES

| | |
|-----------------------------------|---|
| Implementation: | Academic Board Committee of Management |
| Compliance: | Academic Board |
| Monitoring and Evaluation: | Academic Board |
| Development/Review: | Policy Committee |
| Approval Authority: | Committee of Management |
| Interpretation and advice: | Academic Board |

EFFECTIVENESS OF THIS POLICY

Performance Indicators:

- Number of formal grievances
- Number of required sessional staff in each school in each semester

Other Nil

Definitions and Acronyms: CHC – Christian Heritage College

APPROVAL – section maintained by the Registrar

| Reference No. | Approved | Date | Committee/Board | Resolution No. / Minute Ref. |
|---------------|----------|------------|-----------------|------------------------------|
| B2/0209.1 | Yes | 05/02/2009 | Academic Board | 4.1 |

REVISION HISTORY – section maintained by the Registrar

| Revision Reference No. | Approved/Rescinded | Date | Committee/Board | Resolution No. / Minute Ref. |
|------------------------|--------------------|------|-----------------|------------------------------|
|------------------------|--------------------|------|-----------------|------------------------------|

Appendix 5: Risk Management: Teaching Continuity.



CHRISTIAN HERITAGE COLLEGE

POLICY: Risk Management – Teaching Continuity

Policy Group(s) Group H: Quality and Risk Management – 1: Academic (Ref: H1/1208.1)
Related Groups: Group B: Academic – 1: Students;
Group B: Academic – 2: Staff

Related Policy: Business Continuity Plan (Draft)
Employee Leave Policy
Study Leave Policy
Professional Development Plan
Critical Incident Policy (Draft)

Commencement Date: February 2009 **Review Date:** February 2010; January 2015

POLICY STATEMENT

Intent: The student experience is central to all management concerns at CHC. Part of this experience is the continuity of arrangements which ensure that students' learning is not adversely affected in those instances when academic staff are unable to fulfil their teaching commitments.

Scope: All CHC academic staff

Restrictions: Nil

Exclusions: Nil

Objectives:

1. To ensure the continuity of teaching, both within a semester and across semesters.
2. To stimulate confidence within the student body that their learning needs are considered and met

in appropriate ways should an academic staff member become unavailable, or teaching continuity is disrupted for other reasons.

3. To provide clear guidelines for the replacement of academic staff in instances when they are unable to fulfil their teaching commitments.
4. To provide clear guidelines in the event of facilities being rendered unusable due to a critical incident.

Policy Provisions:

1. General

- 1.1 There are two ways in which teaching continuity may be disrupted: planned, such as study or conference leave, annual leave or planned sick leave; and unplanned, such as death, sudden illness, injury or bereavement, unexpected resignation or dismissal, or a critical incident. The disruption can be either short- or long-term.
- 1.2 CHC does not consider planned instances where teaching continuity is affected to pose a risk to students' learning needs as these are addressed in the relevant policies.
- 1.3 This policy addresses the unplanned instances of disruption to teaching continuity, which may be either short- or long-term. These include:
 - 1.3.1 sudden illness and/or injury;
 - 1.3.2 bereavement;
 - 1.3.3 unexpected resignation or dismissal;
 - 1.3.4 death;
 - 1.3.5 a critical incident which renders facilities unusable.

2. Short-term Disruptions

A short-term disruption is one which normally would cause disruption to teaching continuity for a period up to one week. CHC deals with such disruption in the following ways:

- 2.1 Upon notification of the absence of the academic staff member, CHC seeks to ascertain if students can be provided with alternative learning support and, where possible, provides that support.
- 2.2 If students cannot be provided with alternative learning support, they are notified of the absence of the academic staff member.
- 2.3 Where possible, the disrupted class contact time is rescheduled at a mutually agreed time between the academic staff member and the students affected. CHC endeavours not to disadvantage any students in this process.
- 2.4 If the disrupted class contact time cannot be rescheduled at a mutually agreed time, the academic staff member ensures that the learning outcomes of the unit are met. This is achieved through a variety of possible means, according to the professional judgement of

the academic staff member concerned.

3. Long-term Disruptions

A long-term disruption is one which results in disruption to teaching continuity of more than one week. This may be due to academic staff unavailability or a critical incident which renders facilities unusable.

3.1 In determining the most appropriate means of ensuring teaching continuity due to a disruption caused by academic staff unavailability, CHC's primary concern is to engage professionals who are suitably qualified and experienced. Further, existing staff workloads should not be increased beyond reasonable expectations. CHC deals with disruption due to academic staff unavailability in the following ways:

3.1.1 In the first instance, CHC assesses whether the disruption is able to be covered with the use of existing full-time or fractional academic staff.

3.1.2 If this is not feasible, CHC assesses whether the disruption is able to be covered through a combination of existing full-time or fractional academic staff and existing sessional staff.

3.1.3 If it is determined that existing full-time, fractional and sessional staff are not suitably qualified and experienced, or that staff workloads would be increased beyond reasonable expectations, CHC engages additional staff on a contract basis sufficient to ensure teaching continuity for the remainder of the current semester.

3.1.4 If the circumstance which led to the disruption of teaching continuity extends beyond the current semester, CHC will make more permanent arrangements to ensure teaching continuity.

3.2 Decisions concerning the response to disruptions to teaching continuity due to the unavailability of an academic staff member are the responsibility of the CEO. The main source of information regarding the requirements for, and appropriateness of, the response is the Dean of the relevant School.

3.3 In the event that teaching continuity is disrupted due to a critical incident which renders facilities unusable, CHC has in place an undertaking from Citipointe Church to provide facilities for its use. This is in the event of abnormal circumstances and is a temporary measure until such time as the restoration of CHC facilities is complete (ref: Draft Business Continuity Plan).

3.4 Decisions concerning the response to disruptions to teaching continuity due to a critical incident which renders facilities unusable are the responsibility of the Business Manager.

POLICY SUPPORTING INFORMATION

Supporting Procedures and Guidelines:

1. Notification of CHC by an academic staff of their short-term absence.
 - 1.1 Academic staff are to contact the CHC Reception at their earliest convenience and provide an estimate of their length of absence.
 - 1.2 At that time, academic staff are to advise their School Administration staff of any alternative learning support measures.
2. Notification of students of the absence of an academic staff member.
 - 2.1 Students are notified of the absence of an academic staff member by such means as email and the displaying of notices at Reception, in the Library and at the appropriate teaching space, as organised by the relevant School Administration staff, and, where appropriate, on *Moodle*, as organised by the *Moodle* Site Administrator.
 - 2.2 Where relevant, any notification should include details of any alternative learning support measures which have been arranged.
 - 2.2 Students are notified of long-term disruptions within their normal class contact hours by the Dean of the relevant School, or their delegate.
3. Arranging of alternative class contact times.
 - 3.1 Wherever possible, academic staff members are to negotiate with students to arrange a mutually agreeable time to reschedule the class contact time affected by the absence.
 - 3.2 As a guide, 75% of the affected students should be available to attend the rescheduled class.
 - 3.3 Arrangements are to be made for students who are unavailable to attend the rescheduled class to receive any learning materials provided at the class and, if necessary, to have access to the academic staff member.
4. Notification of CHC by an academic staff of their long-term absence.
 - 4.1 Where possible, academic staff are to contact the Dean of their School and provide details of the nature and length of the absence.
 - 4.2 Further relevant procedures are contained within the appropriate policies.
5. Notification of Citipointe Church of a critical incident which renders facilities unusable.
 - 5.1 Relevant procedures are contained within the Draft Business Continuity Plan.
6. Notification of CHC staff of arrangements regarding long-term absences and critical incidents.
 - 6.1 Arrangements made in response to the long-term absence of an academic staff member, or a critical incident which renders facilities unusable, will be communicated as appropriate by the CEO to all CHC staff via email and in an communal forum such as a staff meeting.

Other Nil

Definitions and Acronyms: CHC – Christian Heritage College

CEO – Chief Executive Officer

WHO SHOULD KNOW THIS POLICY?

Students

CEO

Deans

Academic Staff

School Administration Staff

Moodle Site Administrator

General Administration Staff

APPROVAL – section maintained by the Registrar

| Reference No. | Approved | Date | Committee | Resolution No. / Minute Ref. |
|----------------------|-----------------|-------------|-------------------------|---|
| H1/1208.1 | Yes | 05/02/2009 | Committee of Management | 4.1 |

REVISION HISTORY – section maintained by the Registrar

| Revision Reference No. | Approved/Not Approved/Rescinded | Date | Committee | Resolution No. / Minute Ref. |
|-----------------------------------|--|-------------|------------------|---|
|-----------------------------------|--|-------------|------------------|---|

Appendix 6: Library Acquisitions Policy



CHRISTIAN HERITAGE COLLEGE

POLICY: Library Acquisitions

Policy Group(s) Group C: Administration – 2: Library (Ref: C2/0807.1.0701)

Related Policy: Budget Policy
Expenditure Policy
Accounts Policy

Commencement Date: July 2004 **Review Date:** July 2007, July 2012

POLICY STATEMENT

Intent:

The Christian Heritage College (CHC) Library is committed to providing access to information resources of sufficient relevance, quality, depth, diversity and currency of holdings to support courses offered and to support the updating of staff knowledge and skills.

Objectives:

1. To provide a balanced academic collection serving all courses offered by CHC.
2. To ensure that, for each field of study, new resources acquired reflect the breadth of current academic opinion.
3. To ensure that, for each field of study, a diversity of worldviews, perspectives, approaches, theories and practices is represented in the collection.
4. To provide a core set of resources for each new course or unit when initially offered.
5. To provide ready access to high demand undergraduate resources.
6. To provide online and electronic resources to support flexible learning.
7. To provide resources for faculty on current trends in higher education learning and teaching.
8. To provide a range of resources appropriate for postgraduate study and research.

Policy Provisions:

1. General

- 1.1. Decisions regarding Library acquisitions are made by the College Librarian or his/her delegate.
- 1.2. Acquisition decisions are determined by assessments made regarding client needs, and are based on sound academic and pedagogical considerations.
- 1.3. Acquisition decisions will reflect Library objectives and will aim to achieve a balanced collection which, in its breadth and depth, strikes an appropriate balance between competing client needs.
- 1.4. It is the responsibility of the Librarian or delegate to determine the balance of on-line and hard copy holdings and the breakdown of the acquisition of each according to the assessment of client needs.
- 1.5. The Librarian will ensure that online resources provide students with an information gathering experience equivalent to the use of hard copy resources. (The *College Style Guide* provides students with criteria for the assessment of resources.)

2. Acquisitions for Continuing Courses

- 2.1 The Librarian and library staff are responsible to identify annual priorities for library acquisitions to support continuing courses.
- 2.2 Each semester the Librarian or delegate authorises the acquisition of major references specified in Unit Outlines and recommended reading lists.
- 2.3 The Librarian and library staff seek to identify and redress the gaps and imbalances which occur in the development of the collection.
- 2.4 Annual acquisitions are intentionally made to include resources which reflect current scholarship and emerging issues and trends in relevant fields of study.
- 2.5 The library staff cross check the list of texts for acquisition against the Library of Congress and other relevant sources for current titles in the discipline area of courses to provide a diversity of appropriate titles.
- 2.6 The Librarian or delegate seeks additional input of academic staff regarding additional acquisitions for units within courses.

3. Acquisitions for New Courses

- 3.1 The Librarian or delegate authorises the acquisition of major references noted in Unit Outlines and recommended reading lists in new courses or units.
- 3.2 The Library staff research the texts held in universities and /or specialist libraries for units within new courses.
- 3.3 The library staff cross check the list of texts for acquisition against the Library of Congress and other relevant sources for current titles in the discipline area of new courses to provide a diversity of appropriate titles.
- 3.4 The Librarian or delegate seeks additional input of academic staff regarding additional acquisitions for units within new courses.
- 3.5 For each new course, the College Librarian will prepare for management and academic staff an assessment of Library needs and an outline of intended acquisitions strategies to address these needs.

3.6 Final decisions regarding acquisitions for new courses will be made by the College Librarian based on information gained through the processes outlined above.

4. Staff Requests

4.1 Incoming catalogues are circulated to all academic staff teaching in the specific area and opportunity is given for recommendation of preferences for acquisitions.

4.2 The library staff consider staff requests and advice when prioritising acquisitions for the library holdings pertaining specifically to resources to support staff development and growth in knowledge and skills within their disciplines.

4.3 Final acquisition decisions are made by the Librarian in the light of overall assessment of total client needs.

5. Student Requests

5.1 The library staff consider student requests when making decisions regarding the annual acquisitions.

5.2 In considering these requests the library staff search out resources to address any gaps which may become apparent.

5.3 Final acquisition decisions are made by the Librarian in the light of overall assessment of total client needs.

6. Donated Resources

6.1 The Christian Heritage College Library receives donations of books from time to time.

6.2 All donations are checked for:

- a) currency;
- b) relevance and suitability for staff or student use; and
- c) academic integrity i.e. do they fit the accepted norms for citation in academic writing.

7. Annual Review

7.1 The Librarian will prepare an annual report on the priorities for the development of the collection in the coming year.

7.2 The collection as a whole is assessed periodically specifically to ascertain the extent to which acquisitions strategies are meeting the needs of the clients.

7.3 The Librarian reports against the Library Operational Plan to the College's Committee of Management through the Annual Report.

POLICY SUPPORTING INFORMATION

Other Nil

Definitions and Acronyms: CHC - Christian Heritage College

POLICY FURTHER INFORMATION

Relevant Commonwealth/State Legislation Higher Education General Provisions Act 2003
Guidelines for the Accreditation of Higher Education Courses offered by Non-University Providers 2006

ACCOUNTABILITIES

Implementation: July 2004
Monitoring and Evaluation: Librarian
Development/Review: Committee of Management, Policy Committee
Approval Authority: COM
Interpretation & advice: Librarian

WHO SHOULD KNOW THIS POLICY?

Library staff
Administration staff
Business staff
Academic staff

EFFECTIVENESS OF THIS POLICY

Performance Indicators:

- Staff and student assessment of adequacy and relevance of Library resources
- Benchmarking against comparable institutions' libraries

APPROVAL – section maintained by the Registrar

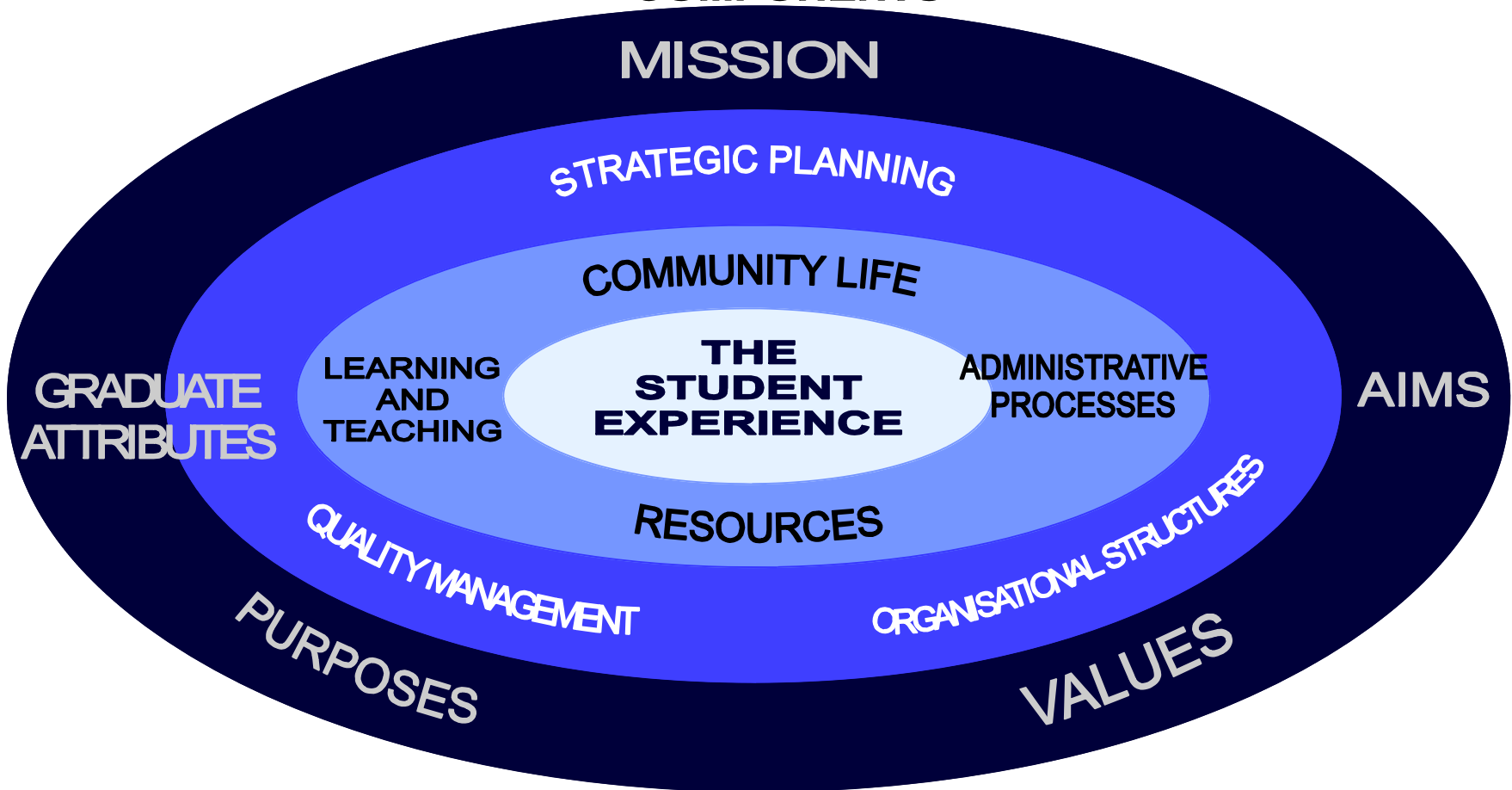
| Reference No. | Approved | Date | Committee/Board | Resolution No. / Minute Ref. |
|---------------|----------|------------|-------------------------|------------------------------|
| C2/0807.1 | Yes | 02/08/2007 | Committee of Management | 4.2 |

REVISION HISTORY – section maintained by the Registrar

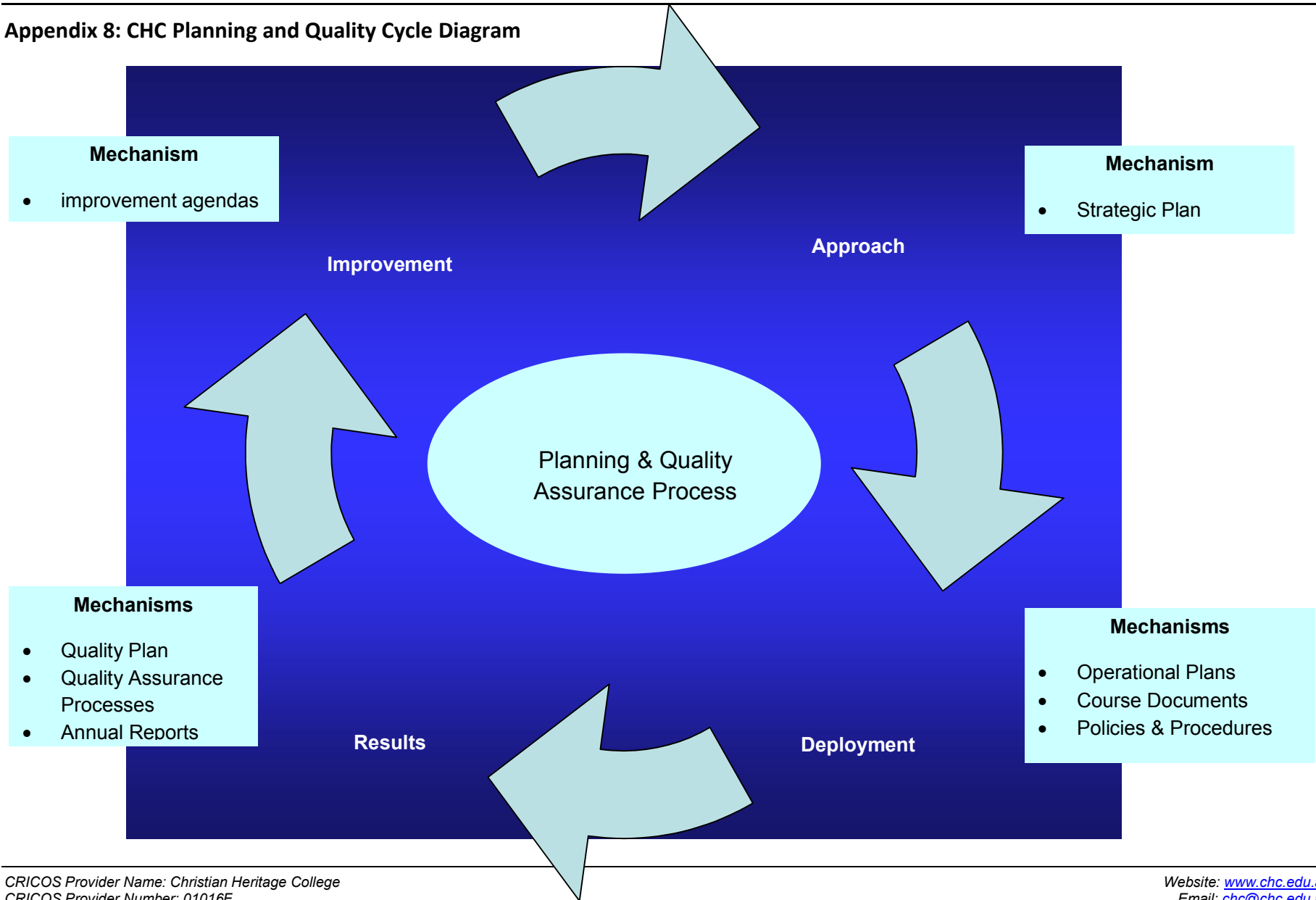
| Revision Reference No. | Approved/ Rescinded | Date | Committee/Board | Resolution No. / Minute Ref. |
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Appendix 7: CHC Quality Management System

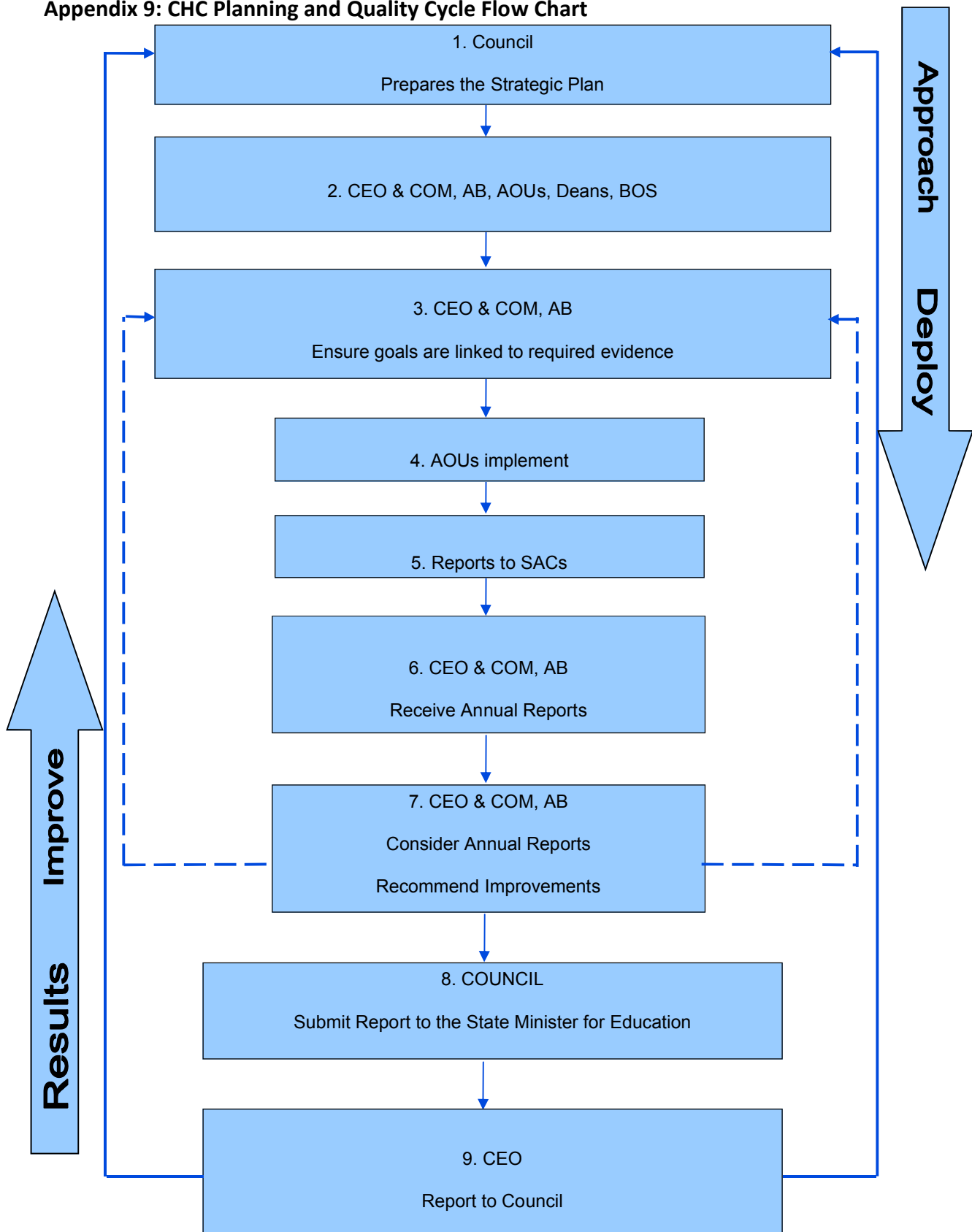
Christian Heritage College QUALITY MANAGEMENT SYSTEM COMPONENTS



Appendix 8: CHC Planning and Quality Cycle Diagram



Appendix 9: CHC Planning and Quality Cycle Flow Chart



Legend: CEO - Chief Executive Officer
COM - Management Committee
AB - Academic Board