Course Design and Development Policy and Procedure

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COURSE PROGRESS AND INTERVENTION POLICY AND PROCEDURE

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1 PURPOSE

This policy and procedure aim at providing a framework for designing, developing, and evaluating courses within the Campbell Institute in the context of maintaining academic standards and continuous quality improvement.

2 SCOPE

This Procedure applies to all staff members and external contributors involved in the design and development of existing or new courses for Campbell Institute.

3 RESPONSIBILITIES

- General Manager Education and Training: Oversees the development process, ensures compliance, and conducts internal reviews.
- Trainers and Assessors: Participate in the design process, provide feedback, and implement the delivery of courses.
- CEO/PEO: Carry out an in-depth market analysis to pinpoint current trends, skill gaps, and industry needs. Approves final course designs and ensures resources are allocated for successful delivery.

4 POLICY

4.1 This policy outlines the procedures for designing courses delivered by Campbell Institute, ensuring compliance with the Standards for RTOs 2025, the Australian Qualifications Framework (AQF), and industry requirements. The goal is to provide high-quality training and assessment that meets the needs of learners and the industry.

4.2 Campbell Institute ensures that

a) All courses are developed based on thorough research and industry consultation.

b) Clear training and assessment strategies has been established that differentiate between training and assessment components.

c) All course delivery arrangements are well-defined and communicated.

4.3 In designing courses, Campbell Institute adheres to the professional development standards indicated by academic leads in its fields of expertise and the standards and guidelines established by professional bodies and peak industry associations. In line with these principles, courses are designed to:

a) provide students with accredited qualifications in their chosen field of study

b) provide a critically reflective theoretical learning context

c) integrate theory and practice in a dynamic learning environment and

d) provide support to promote and foster personal and professional development.

5 PROCEDURES

5.1 Research and Analysis

5.1.1 Market Research

- The Chief Executive Office may conduct a comprehensive market analysis to identify current trends, skills gaps, and industry demands.
- General Manager Education and Training or delegate will gather data through surveys, industry reports, and workforce planning documents.

5.1.2 Regulatory Framework

- General Manager Education and Training will review relevant regulations, standards, and guidelines set forth by ASQA and other governing bodies.
- General Manager Education and Training will ensure the qualification aligns with the AQF and applicable training package requirements.

5.2 Industry Consultation

5.2.1 Stakeholder Engagement

- General Manager Education and Training or delegate will identify key stakeholders, including employers, industry representatives, training and assessment professionals and professional associations.
- Focus groups, interviews, or surveys will be conducted to gather feedback on training needs and course relevance.

5.2.2 Advisory Committees

- In order to develop the academic structures, a Course Advisory Committee will be established to aid the course development.
- Establish an Industry Advisory Committee with membership form training & assessment practitioners to provide ongoing advice and support in course design.
- The Course Advisory Committee, in consultation with the General Manager Education and Training, will consider and document the following key elements of the course design:
  - course's aims and objectives;
  - graduate attributes required to be successful;
  - appropriate course structure and delivery mode(s);
  - course regulations (if any);

5.3 Course Development

5.3.1 Training Package Alignment

- General Manager Education and Training or delegate will ensure all courses are aligned with the relevant training packages and accredited courses. This includes:

- Regularly reviewing the latest versions of training packages and accredited course documents to guarantee compliance with national and industry standards.
- Ensuring that course content, assessments, and learning outcomes meet the requirements outlined in the training packages and accredited course guidelines.
- Collaborating with industry stakeholders and subject matter experts to confirm that training programs reflect current industry practices and workforce demands.
- Monitoring and implementing updates to training packages in a timely manner to maintain the currency and relevance of all courses offered.
- Ensuring that any necessary adjustments to the course structure, resources, and delivery methods are made to maintain full alignment with the training package requirements.

5.3.2 Volume of Learning

- Volume of learning for each course will be defined, including:
  - The total duration encompassing both training and assessment and breaks).
  - Breakdown of hours allocated for structured learning, self-paced study, and assessment activities.

5.4 Training and Assessment Strategies

5.4.1 Using a standard template, the General Manager Education and Training develops a DRAFT training and assessment strategy (TAS) that:

- Identifies the target learner and ratio of trainer: students
- Identifies student entry requirements Including English language and language literacy and numeracy and technology
- Identifies any industry licencing requirements or conditions
- Identifiers career and further study pathways for graduates-
- Clearly separates training and assessment components.
- Outlines the methods of delivery (e.g., face-to-face, online, blended).
- Specifies assessment methods (e.g., practical demonstrations, written tests, projects).
- Details the timeline for assessment and feedback.
- Includes a sample timetable for delivery aligned with the VOL
- Includes a detailed list of resources required for delivery including human resources, physical resources, curriculum and assessment, technology and specialist equipment.

5.4.2 General Manager Education and Training present the draft of TAS for internal and external review.

5.4.3 General Manager Education and Training submit the draft TAS to the CEO/PEO for initial review and approval.

5.4.4 Upon receiving feedback from the CEO/PEO, distribute the draft TAS to relevant faculty training staff and selected industry partners for their input and evaluation.

5.4.5 After receiving internal and external feedback, review and integrate the input from all parties, making any required revisions to ensure the TAS is accurate and comprehensive.

5.5 Approval Process

5.5.1 General Manager Education and Training will submit the draft course materials, updated draft TAS, and any supporting documentation to the CEO/PEO for review.

5.5.2 General Manager of Education and Training will ensure that all course documents have version control in place, are signed off, and are properly recorded in the Course Register.

5.6 Communication and Implementation

5.6.1 Delivery Arrangements

- General Manager Education and Training or delegate ensures to
  - Conducts a pre-use checking for all assessments and learning resources
  - Clearly document and communicate the proposed delivery arrangements, including location, mode of delivery, and duration.
  - Provide all relevant stakeholders (trainers, assessors, and administrative staff) with access to course materials and delivery plans.

5.6.2 Trainer Preparation

- General Manager Education and Training or delegate adequately prepared the trainers and assessors.
- A copy of the approved TAS will be provided to the trainers and assessors responsible for delivering the program. They will receive an orientation on the proposed program, allowing them the opportunity to ask questions and seek clarification on any aspects related to its delivery.
- Only qualified trainers and assessors who are mapped against the unit requirement will deliver the course content and conduct assessments.

6 CONTINUOUS IMPROVEMENT

6.1 Feedback Mechanisms

6.1.1 Campbell Institute has established a mechanism for collecting feedback from learners and industry stakeholders post-delivery.

6.1.2 Students provide continuous feedback throughout the duration of a course. Anonymous feedback surveys are sent to the learners during study period and at the conclusion of a course.

6.1.3 Teaching staff are provided with opportunities to evaluate units of study as well as the learning and teaching environment. Meetings of teaching staff are conducted to review policy and procedure in relation to course delivery and assessment.

6.1.4 The General Manager Education or delegate reads and evaluates the feedback, in turn providing a comprehensive summary of student and teaching staff feedback to the CEO.

6.1.5 Course effectiveness and relevance will be regularly review based on feedback and post-assessment validation.

6.2 Course Review Cycle

- To ensure ongoing relevance and compliance with industry standards and training packages, Campbell Institute has implemented a review cycle for all courses (at least annually).

7 DOCUMENTATION

All course development documents, industry consultation records, approval forms, and feedback summaries will be maintained in accordance with Campbell Institutes document management policy.

8 REVIEW AND IMPROVEMENT

This policy will be reviewed every two years or as needed in response to changes in legislation, regulatory requirements, or industry standards.

9 RESOURCES

- Internal Guide: Campbell Institute Minimum CRICOS TAS Requirements v1.0 2024
- ASQA- Users' guide to the Standards for Registered Training Organisations 2015
- ASQA- Clauses 1.1 to 1.4 and 2.2—Implementing, monitoring and evaluating training and assessment strategies and practices | Australian Skills Quality Authority (ASQA)

VERSION CONTROL

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