Nepean Community College

Course Development and Review Policy and Procedures

1. Purpose

Nepean Community College is committed to providing students with a quality learning experience through their engagement with their studies. This policy has been developed to outline the framework used for the design, development, implementation and evaluation of courses delivered by Nepean Community College.

This policy and procedure contributes to compliance with Outcome Standards 1.1, 1.2 and 3.1.

2. Definitions

AQF means Australian Qualifications Framework which can be accessed at **www.aqf.edu.au**

Amount of Training refers to the time period students have to complete a qualification. It includes formal activities provided by RTOs (e.g., classes, online learning and workplace learning) as well as the time students have to practice skills, reflect on their learning and absorb the knowledge required.

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body. Access is at **www.asqa.gov.au**

Course means any nationally recognised qualification, unit of competency, skill set or short course delivered by the RTO.

Nominal hours are an expression of the number of hours of supervised training expected to deliver a given unit of competency. These are determined for State and Territory funding purposes.

Pre-requisite Unit(s) relates to: Listing any mandatory pre-requisite units to be completed prior to commencement of that unit.

RPL means Recognition of Prior Learning which is an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package of VET accredited courses. For definitions of formal, non-formal and informal learning, refer to the definitions in ASQA's User's Guide for the Standards for Registered Training Organisations 2015. Access at **www.asqa.gov.au/rtos/users-guide-standards-rtos-2015**

RTO means Registered Training Organisation.

SRTOs means the Standards for RTOs 2015 – refer to definition of 'Standards'.

Standards means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework which can be accessed from **www.asqa.gov.au**

Volume of Learning relates to the Australian Qualifications Framework (AQF) and provides a range of the amount of time it is expected to take for a student to gain a qualification at different levels. It includes all activities a student does to achieve a qualification. It is expressed in equivalent full-time years

3. Course Development and Review Policy

3.1 Researching new courses

Upon deciding to develop a new course for delivery, Nepean Community College conducts preliminary research into the industry, future trends, competition and the student needs and capabilities based on the student target group. This information is used to identify whether a new course is suitable to be added to Nepean Community College's scope of registration and prepare for development of the course.

Preliminary consultation with industry representatives and trainers/assessors who have been involved in delivery will help guide the research.

3.2 Training and assessment strategy

The information gathered in the preliminary research stage is used to develop a comprehensive Training and Assessment Strategy.

Training and Assessment Strategies are written to provide as much detail as possible about the way in which the course is trained and assessed so that it provides a complete roadmap to delivery.

The Training and Assessment Strategy will include:

- Mode of delivery and course structure

- Units to be delivered and any relevant clusters

- Any pre-requisite units and any governing rules about their inclusion

- Sequence of delivery and time allowed

- Training arrangements – how and when each part of the course will be delivered

- Assessment arrangements – how the requirements of the units will be covered and what arrangements have been made for assessment

- Physical resource requirements including materials, facilities and equipment

- Human resource requirements – the trainers and assessors that will deliver the course

- Industry engagement processes used in the design and development of the course.

The Training and Assessment Strategy will be used to consult industry on the suitability of the course.

Training and Assessment Strategies are reviewed annually in collaboration with industry representatives to ensure currency and relevance to the industry.

3.3 Industry engagement

In line with the Standards, Nepean Community College is required to develop its courses through effective engagement with industry.

The college will invest in developing quality relationships with industry representatives which may include local and regional employers, current and past students, job network providers, recruitment agencies, professional associations, Service Skills Organisations, & Industry Reference Committees.

Nepean Community College's trainers and assessors and the management team are responsible for cultivating these relationships.

Industry experts will be consulted to review proposed and current courses to ensure they meet

current industry expectations and student needs. Results gathered will be used to develop and improve the Training and Assessment Strategy including resources, materials, content, trainers and assessors, facilities and equipment.

Nepean Community College's industry engagement approach includes:

- Liaising with industry representatives such as employers, job network providers, Service Skills Organisations, Industry Reference Committees and professional associations about proposed or current courses to gather their written or verbal feedback

- Consultation with employers and industry representatives about their needs upon making an enquiry into one of our courses

- An industry engagement panel for each industry area where the panel meets regularly to provide feedback and input into the relevant courses

- Reviewing feedback received from currently enrolled students about the course they are involved in

- Subscribing to regular updates from relevant Skills Service Organisations and Industry Reference Committees as relevant to Nepean Community College's current or planned scope of delivery

- All feedback received via industry consultation processes will be documented and acted upon accordingly to ensure that Nepean Community College qualifications are industry relevant and current.

- Records of industry consultation are kept on the Industry Consultation Register and the processes and outcomes are recorded on each course's Training and Assessment Strategy.

3.4 Resources, facilities and equipment

Upon developing a new course, Nepean Community College will ensure that it has suitable and sufficient resources, facilities and equipment to deliver the course.
This will include:

- **Training rooms** – sufficient training space and break-out areas are available for students.

- **Equipment** – all equipment required to deliver a course is available for delivery including course specific equipment that may be used as props and aids during delivery and training equipment such as whiteboards, data projector, chairs and tables.

- **Trainers/Assessors** – a sufficient number of trainers/assessors who are suitably qualified in line with the Skilled Trainers and Assessors Policy and Procedure are available to deliver the course for the intended number of students.

- **Training materials** – suitable and relevant training materials are available that suit the delivery model for the course, including (as relevant) textbooks and learner guides, online content, session plans, delivery aids and handout.

- **Assessment materials** – suitable assessment materials that cover the Training Package / Accredited course requirements and are suitable for the assessment methods to be used in the course.

- **RPL tools** – suitable RPL assessment tools are available that are specific to the course and the way in which RPL is assessed by Nepean Community College.

- **Educational support resources** – suitable support resources are available for students to assist them in their learning as needed.

- **Language, literacy, numeracy and digital** tools – suitable assessment tools are available to identify each student's language, literacy and numeracy needs prior to enrolment.

3.5 Annual course reviews

Each year, each course on Nepean Community College's scope of registration will be reviewed to ensure its currency and suitability.

The review will ensure:

- The Training and Assessment Strategy is still accurate and current

- The currency of the Training Package/ Accredited course and associated units, considering also the requirements of the Training Product Transition & Expiry Policy and Procedure

- Currency and suitability of all resources, facilities and equipment

- Currency and suitability of all trainers and assessors

3.6 Industry Feedback

Feedback from industry gathered throughout the previous year will be reviewed and any improvements made to the course based on this feedback will be implemented if it hasn't been already. Where industry feedback is out of date or not recent, a further industry consultation process will be conducted to ensure industry feedback is current and relevant.

4. Course Development Procedure

4.1 Research requirements of course

- Review the Training Package and VET Accredited course guidelines to identify the needs of the course delivery.

- Identify needs of key target groups by conducting research or speaking to potential students, current employers and industry representatives.

- Consider elective options in line with training package requirements, ensuring feedback from industry reps is taken on board.

- Determine options for training delivery models – considering AQF level, unit requirements, facility and equipment requirements, skills and knowledge to be covered. Consider class-based, workplace-based, distance, online.

- Determine suitable length of course and structure based on the above information and taking into account the Amount of Training in relation to the AQF Volume of Learning.

- Amount of Training should be consistent with the Volume of Learning and a clear rationale needs to be considered in relation to time spent by students both in formal training and assessment activities provided by the RTO (e.g., classes, online learning and workplace learning) and the time students have to practice skills. Refer to **https://www.asqa.gov.au/guidance-resources/determining-appropriate-training-and-course-duration**

- Decide on whether units/modules will be clustered and how, if applicable.

- Source options for training materials – ensure they suit proposed delivery model/s.

- Source options for assessment materials – ensure they suit proposed delivery model/s.

- Consider the requirements of the ASQA Fact Sheet: *Delivering elective units* available at https://www.asqa.gov.au/resources/fact-sheets/delivering-elective-units

4.2 Draft a Training and Assessment Strategy (TAS)

- Prepare a draft of the Training and Assessment Strategy using the TAS template.

- Each section of the TAS should be completed in detail.

- Ensure the following is included:

  o Mode of delivery - e.g., workplace based, classroom, online or blended.

  o Units to be delivered and clusters if applicable.

  o Sequence of delivery – in what order will the units/ clusters be delivered?

  o Delivery structure – how many classes / visits/ sessions will there be and when will they be delivered?

  o Training arrangements – how and when each part of the course will be delivered. What training materials will be used?

  o Assessment arrangements – how the requirements of the units will be assessed and what methods of assessment will be used – workplace-based assessment, group work, observation, simulated work environment, practical tasks. When and where will assessment take place?

  o Physical resource requirements such as adequate and compliant facilities, equipment.

  o Human resource requirements – what trainers and assessors that will deliver the course and any support staff needed – ensuring a sufficient number of trainers/assessors are available. Any Additional requirements that may apply according to the Skilled Trainers and Assessors Policy and Procedure.

- Industry engagement processes to be used and key people to be consulted. Include a description of how the industry feedback was used to shape the course should be provided.

- The TAS should be a roadmap to the whole course. Provide sufficient detail and specifics in the TAS so that anyone who reads it can pick up the TAS and know exactly how the course should be run.

- Where there are different delivery methods for the same course, describe each model in detail – clearly differentiating between different delivery models.

- A description of the industry consultation process should be included in the TAS along with:

- Record review due date in the TAS.

- TAS's should be approved by the CEO.

5. Industry Consultation Procedure

5.1 Consult with industry representatives

Customise the Industry Consultation Tool which will be used to gather feedback from industry reps about the course design. Ensure questions cover following points:

- Structure of the course and selection of elective units to meet current industry requirements

- Timeframe for course delivery

- Proposed delivery methods and resources to ensure they are sufficient to cover all current industry practices and requirements

- Suitability of the skills and qualifications of trainers and assessors involved in delivery

- Confirmation the training materials and assessment tools reflect current work practices

- Training gaps often experienced in the industry

- Questions around performance expectations of job roles, technology requirements, methods used in the workplace etc.

- Any areas of uncertainty about the course design.

- Any additional points that need to be understood about the particular needs of the student target group and/or the industry.

- Refer to industry representatives such as current employers, industry groups, and professional associations that are willing to provide input to the course Development (and as identified in Part 1 of the procedure). Aim to get at least 3 or 4 industry reps to provide feedback.

- Provide industry reps with:
  - The draft TAS prepared earlier along with the Industry Consultation Tool.
  - Example training and assessment materials where available.

- Feedback can be provided verbally but discussions must be documented in detail and signed by the industry representative (or provided in an email from the representative) before being stored as evidence.

- Record all feedback on the *Industry Consultation Register* and summarise feedback and actions taken on the Training and Assessment Strategy.

5.2 Act upon and record industry consultation

- Review feedback collected from industry representatives and decide on actions to be taken.

- Record the details of the feedback on the *Industry Consultation Register* including information on how the industry consultation has informed the course delivery and structure.

- The course's TAS should be updated to reflect the industry consultation process, the feedback received and how the feedback has informed the development of the course.

6. Resources, Facilities and Equipment Procedure

6.1 Ensure appropriate facilities

- For each course, determine the facilities required. These should be listed in the TAS.

- The Training Package, Accredited Course, unit, module and/or industry may provide guidance on the facilities required.

- Ensure Nepean Community College has access to the required facilities for the student numbers for each course.

- New facilities should be assessed using the *Facilities and Equipment Checklist* for the relevant course.

- Consider the requirements of the ASQA Fact Sheet: Health and Safety requirements for educational purposes available at:

  https://www.asqa.gov.au/resources/fact-sheets/health-and-safety-requirements-for-educational-premises

6.2 Ensure appropriate equipment

- For each course, determine the equipment required to deliver the course. These should be listed in the TAS.

- The Training Package, VET Accredited Course, unit, module and/or industry may provide guidance on the equipment required.

- Ensure Nepean Community College has access to the required equipment for the student numbers for each course, ensuring these are available at the facilities in which training will occur.

6.3 Learning and support materials

- Ensure there are suitable learning materials for each unit, module or cluster in each course. This may include student/learner guides, textbooks, online materials, session plans, handouts and other delivery aids – which must be suitable for the delivery method to be used.

- Upon the development of new courses, ensure learning materials suit the delivery model. Consider the delivery model – class-based, workplace based, distance, online etc. Are the materials written to suit this method?

- Ensure learning materials cover the required skills and knowledge of each unit/module/cluster by matching to unit requirements.

- Adjust materials if required to ensure suitability or develop supplementary materials where required.

- Learning materials to be used in each course are to be recorded in the TAS.

- Learning materials should be updated and reviewed on a regular basis based on feedback received from students, trainers and industry, and also in light of any Training Package or VET Accredited course changes.

- Identify any additional support resources students may need for the course and ensure these resources are available where possible.

- Access or develop LLND assessment materials suitable for the course so that language, literacy, digital skills and numeracy levels can be identified prior to enrolment in the

course.

6.4 Assessment and RPL materials

- Nepean Community College has valid and suitable assessment materials for each unit, module or cluster in each course. This includes:

- Set assessment tasks with clear guidance to the student

- Marking guides for the assessor with clear instructions and benchmark answers

- Mapping showing how tasks relate to the unit of competency or module requirements

- Appropriate recording tools to record observations, feedback, outcomes and decision-making rules used.

- Upon the development of new courses, ensure assessment materials are valid and appropriate for the delivery model using the *Assessment Quality Review Checklist*. Consider the delivery model and how the assessments will be used – will the students be in class, in the workplace, completing them by distance, online etc. Are the materials written to suit this method?

- Adjust assessment materials if required to ensure suitability.

- Outline the assessment materials to be used in each course in the TAS.

- Assessment materials should be updated and reviewed on a regular basis based on feedback received from students, assessors, validation outcomes and industry, and also in light of any Training Package or VET Accredited Course changes.

- Consider the requirements of the ASQA Fact Sheet: Using third-party evidence to assess competence available at: **https://www.asqa.gov.au/faqs/can-my-rto-use-third-party-evidence-assess-competence-written-agreement-required-use-third**

- Ensure RPL tools are developed to the course including assessment tools and candidate information.

7. Annual Course Review Procedure

7.1 Review Courses annually

- Each year, review each course.

- Review the TAS – consider if there have been changes to the delivery, changes in units or modules, changes to the TP/ Accredited Course and/or units, changes in legislation, equipment, facilities etc. Update accordingly.

- Act on any feedback collected during course delivery and describe in the TAS how this feedback has been used to improve or develop the course.

- Update industry consultation information – further consultation may have occurred during the course delivery with students, employers and other industry networks. Refer to survey data, *Continuous Improvement Register and Feedback Register*.

- Ensure consultation processes have been documented and acted upon.

- Where industry consultation is out of date, conduct further consultation with industry reps as per Step 3.3 of this procedure.

<p style="text-align:center">END OF DOCUMENT</p>