

Course Development and Review Policy & Procedure

Purpose

Massey 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 Massey College.

This policy and procedure contribute to compliance with Standard 1, Clauses 1.1 – 1.8 and 1.12 of the Standards for RTOs 2015. It also ensures compliance with Standard 11 of the National Code for Providers of Education and Training to Overseas Students 2018.

Policy

1. Researching new courses

- Upon deciding to develop a new Course for delivery, Massey 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 Massey 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.

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
 - Time allowed for each unit
 - Training arrangements – how and when each part of the course will be delivered, as well as holiday breaks.
 - Information on scheduled course contact hours which will be a minimum of 20 hours for international students.
 - Assessment arrangements – how the requirements of the units will be covered and what arrangements have been made for assessment.
 - Work placement arrangements – how students will have access to work placement and how they will be assessed at the workplace.
 - Physical resource requirements including materials, facilities and equipment sufficient for the number of students to be enrolled
 - Any arrangement with other education providers to deliver the course

- Human resource requirements – the trainers and assessors that will deliver the Course and sufficient for the number of students to be enrolled
- 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 its currency and relevance to the industry.

3. Industry engagement

- In line with the Standards, Massey College is required to develop its Courses through effective engagement with industry.
- Massey 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 and Industry Skill Councils.
- Massey 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 on the Training and Assessment Strategy including resources, materials, content, trainers and assessors, facilities and equipment.
- Massey 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 Massey 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 Massey College qualifications are industry relevant and current.

4. Resources, facilities and equipment

- Upon developing a new Course, Massey 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.
 - Simulated environment - tasks must be performed within industry standard timeframes, ensure that tasks are performed to industry safety requirements as relevant, utilise authentic workplace

documentation, require students to work with others as part of a team, require students to plan and prioritise competing work tasks.

- Involve the use of standard, workplace equipment such as computers and software or that which is found in a commercial kitchen.
- Ensure that students are required to consider workplace constraints such as time and budgets.
 - Ensure industry realistic ratios of kitchen staff to customers.
 - Trainers/Assessors – a sufficient number of trainers/assessors who are suitably qualified 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 text books and learner guides, online content, session plans, delivery aids and handouts (as required).
 - 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.
 - Educational support resources – suitable support resources are available for students to assist them in their learning as needed.
 - Language, literacy and numeracy tools – suitable assessment tools are available to identify each student's language, literacy and numeracy needs prior to enrolment.

5. Course reviews

- Each year, each Course on Massey 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
 - Currency and suitability of all resources, facilities and equipment
 - Currency and suitability of all trainers and assessors
- 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.

Procedures

1. Course development

Refer SRTOs: Clause 1.1, 1.2, 1.3 and 1.4

Refer National Code Standards 11.1, 11.2

Procedure	Responsibility
A. Research requirements of Course <ul style="list-style-type: none"> • 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. 	Compliance Manager

Procedure	Responsibility
<ul style="list-style-type: none"> • Determine options for training delivery models – considering AQF level, unit requirements, facility and equipment requirements, skills and knowledge to be covered. • 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. Consider the following requirements (sourced from https://www.ibsa.org.au/what%E2%80%99s-difference-between-aqf-volume-learning-duration-learning-and-nominal-hours): <ul style="list-style-type: none"> – AQF Volume of Learning in relation to the duration of the course and how this relates to the full time year of study as described here: https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf – 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 and online learning) and the time students have to practice skills. Refer to ASQA fact sheet to develop rationale: http://www.asqa.gov.au/verve/resources/FACT_SHEET_Amount_of_training.pdf – Minimum contact hours for international students being 20 hours • 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: <i>Delivering elective units</i> available at https://www.asqa.gov.au/sites/g/files/net2166/f/FACT_SHEET_Delivering_elective_units.pdf 	
<p>B. Draft a Training and Assessment Strategy (TAS)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – Mode of delivery - e.g. workplace based, classroom, online or blended. – Units to be delivered and clusters if applicable. – Delivery structure – how many classes / visits/ sessions will there be and when will they be delivered? – Training arrangements – how and when each part of the course will be delivered. When will there be holiday breaks? What training materials will 	Compliance Manager

Procedure	Responsibility
<p>be used?</p> <ul style="list-style-type: none"> - Assessment arrangements – how the requirements of the units will be assessed and what methods of assessment will be used. When and where will assessment take place? - Physical resource requirements such as adequate, sufficient and compliant facilities, equipment for the number of students. - Human resource requirements – what trainers and assessors that will deliver the Course and any support staff needed. - 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. <ul style="list-style-type: none"> • 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. • TAS's should be approved by the CEO. 	
<p>C. Draft timetables</p> <ul style="list-style-type: none"> • Draft a timetable • Include duration, holiday breaks, classroom and trainer details, as well as schedule of units. 	

2. Industry consultation

Refer SRTOs: Clause 1.5 and 1.6

Procedure	Responsibility
<p>A. Consult with industry representatives</p> <ul style="list-style-type: none"> • Use Industry Consultation Tool which will be used to gather feedback from industry representatives about the Course design. Ensure questions cover following points: <ul style="list-style-type: none"> - 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 	Compliance Manager

Procedure	Responsibility
<ul style="list-style-type: none"> - Training gaps often experienced in the industry - 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. • Provide industry representatives with: <ul style="list-style-type: none"> - 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. 	
<p>B. Act upon and record industry consultation</p> <ul style="list-style-type: none"> • Review feedback collected from industry representatives and decide on actions to be taken. • Record the details of the feedback 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. 	Compliance Manager

3. Resources, facilities and equipment

Refer SRTOs: Clause 1.3 and 1.4

Procedure	Responsibility
<p>A. Ensure appropriate facilities</p> <ul style="list-style-type: none"> • 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 Massey College has access to the required facilities for the student numbers for each Course. • Consider the requirements of the ASQA Fact Sheet: Health and Safety requirements for educational purposes available at: https://www.asqa.gov.au/news-publications/publications/fact-sheets/health-and-safety-requirements-educational-premises 	Compliance Manager
<p>B. Ensure appropriate equipment</p> <ul style="list-style-type: none"> • 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. 	Compliance Manager

Procedure	Responsibility
<ul style="list-style-type: none"> Ensure Massey 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. 	
<p>C. Learning and support materials</p> <ul style="list-style-type: none"> 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 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 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. Develop LLN assessment materials suitable for the course so that language, literacy and numeracy levels can be identified prior to enrolment in the Course. 	Compliance Manager
<p>D. Assessment and RPL materials</p> <ul style="list-style-type: none"> Massey College has valid and suitable assessment materials for each unit, module or cluster in each Course. This includes: <ul style="list-style-type: none"> 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. 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/news-publications/publications/fact-sheets/using-other-parties-collect-assessment-evidence 	Compliance Manager

4. Annual Course reviews

Refer SRTOs: Clause 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Procedure	Responsibility
<p>A. Review Courses annually</p> <ul style="list-style-type: none"> • Each year, review each Course. • Review the TAS – consider if there have been changes to the delivery, changes in units or modules, 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. • 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 2 of this procedure. 	<p>Compliance Manager</p>