

Course Design, Development and Review Policy

Approved by: Chief Product and Quality Officer

Content Manager Number: DOC24/43310

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1. Purpose

The Course Design, Development and Review Policy outlines the requirements for course design, development and review for all TAFE NSW courses including, vocational education and training (VET), higher education (HE), micro-credentials and short courses. The policy aims to ensure that all courses are current, cater to the needs of a diverse student body, meet learner and industry needs and expectations, while maintaining compliance with the Standards for Registered Training Organisation (RTOs) 2015, the Standards for VET Accredited Courses 2021, and the Higher Education Standards Framework (Threshold Standards) 2021. By adhering to this policy, TAFE NSW ensures initial and continued quality, relevance and continuous improvement of courses and alignment with TAFE NSW strategic objectives.

2. Scope

This policy applies to all courses at TAFE NSW, including both award and non-award, and all staff, including contractors involved in the course design, development, and review activity.

3. Definitions

The following terms and definitions are applicable to this Policy.

Benchmarking is a comparison of different providers to provide insight into how they monitor, review and improve their procedures.

Courses include, vocational education and training (VET), higher education (HE), micro-credentials and short courses.

Future-focused course design emphasises forward-thinking and preparing learners for the challenges and opportunities they will encounter in their lives.

Generative Artificial Intelligence literacy skills, is a set of competencies that allows users to critically evaluate AI technology, communicate and work with AI in an effective manner, and use AI as a tool in the workplace and at home.

Training and assessment strategies (TAS) are the approaches and methods that TAFE NSW utilises to deliver training and assessment and enable learners to meet the requirements of the VET training package or course. It is a high-level summary and includes:

- Full title and code of the qualification (or training product).
- Unit/s of competency (and any grouping of units)

- Target group /Learner cohort
- Mode of delivery
- Entry requirements
- Duration, volume of learning and scheduling
- Assessment resources, methods and timing
- Required equipment and resources (including learning, staffing and physical resources)
- Strategies for stand-alone units, skill sets and assessment-only pathways
- Evidence of industry engagement

4. Policy

4.1 Course design and development

a. Needs Analysis and Course Proposal approval.

- i. Prior to the commencement of course development, TAFE NSW conducts thorough needs analysis to identify the skills, knowledge, and competencies required in the industry or academic field. This analysis aligns to the TAFE NSW strategic direction on its training portfolio and involves consultation with industry experts and stakeholders, and relevant professional bodies to ensure successful employment outcomes and work-ready graduates.
- ii. Depending on the outcomes of the needs analysis, a course proposal is developed and approved outlining clear accountabilities and budgetary requirements.
- iii. Course learning outcomes (CLOs) Courses are developed with clear and measurable learning outcomes that align with industry and academic requirements. These outcomes articulate the knowledge, skills, and attributes that learners are expected to achieve upon completion of the course.
- iv. CLOs are developed through stakeholder engagement, including industry, and referencing national and international comparators. They are consistent across delivery modes and locations and contextualised for specific learner needs and cohorts.

b. Course content design

- i. Courses are designed to provide a coherent, engaging, accessible and comprehensive learning experience. Content is current, future-focused, relevant, and aligned with industry and/or academic standards, and strategic objectives. They align with the demands and evolving trends of industry to enhance graduates' employability and industry relevance or preparedness for future study.
- ii. Courses are appropriately sequenced and scaffolded for progressive learning, with academic integrity in mind.

- iii. Courses meet the specifications for each qualification level in the Australian Qualifications Framework (AQF), including volume of learning requirements, to ensure the necessary amount of learning and/or training for a qualification.
- iv. Assessment design draws from a range of assessment methods appropriate to the context, the skills and knowledge required for the unit/learning activity, associated assessment requirements, and learners, enabling learners to demonstrate their achievement of the learning outcomes as per the *Assessment Policy*.
- v. Digital literacy skills, including Artificial intelligence (AI) literacy skills are embedded within the curriculum where appropriate to ensure work-ready graduates and employability.
- vi. Where Generative Artificial Intelligence (GenAI) is used in course content creation, users must:
 - a) critically evaluate the credibility and accuracy of generated content against trusted sources and evidence, addressing any errors, inconsistencies, or biases;
 - b) appropriately acknowledge the use of Gen AI within the course content.

Refer to the *Generative Artificial Intelligence Policy in Education* for more information.

- vii. VET course design centers on competency and curriculum as required by industry-defined standards of performance. Course design is evidence-based, outlining how learners can demonstrate the required rigour and depth of training based on their needs and prior skills and knowledge.
 - viii. VET course design, complies with the RTO Standards (2015) by developing, implementing, monitoring and evaluating quality training and assessment strategies (TAS) to meet VET course requirements and AQF volume of learning guidelines, as outlined in the *Produce Local Training and Assessment Strategy (TAS) Procedure*.
- c. Course content mapping
- i. The course design process includes the high-level mapping of course content, learning activities, and assessments to ensure clear and relevant learning outcomes. This confirms there is a coherent and logical progression of learning throughout the course, promoting learner understanding and achievement.
- d. Delivery modes and resources
- i. Courses are designed to support learners across diverse delivery modes, such as face-to-face, self-directed online, or virtual delivery, catering to the needs and preferences of all learners.
 - ii. Adequate resources, including the number of educators/teachers/assessors, accessible and relevant learning materials, technology, and support services, are considered during course development to ensure effective course delivery across all modes and locations. All facilities, whether physical or virtual, and equipment (including industry relevant equipment informed through consultation) support the number of learners enrolled in courses and diverse learning needs.

e. Supportive learning environment

- i. Courses are developed to promote an inclusive and supportive learning environment that accommodates the diverse needs of learners.
 - ii. Accessibility, cultural sensitivity, and the provision of academic and pastoral support services are considered as part of the course development to ensure supportive and effective course delivery across all modes and locations.
- f. Learning and teaching strategies
- i. Effective teaching strategies, including a variety of instructional methods, are employed to promote a dynamic learning environment, foster a learner-centered approach, engage learners, and cater to a range of learning preferences.
 - ii. Active authentic learning, practical application, formative assessment, and opportunities for critical thinking and problem-solving are incorporated into the course design.
- g. Industry relevance and engagement
- i. TAFE NSW engages with industry stakeholders throughout course planning, design, development, and review processes to understand their expectations both in terms of course outcomes, graduate employability and the required skills of educators/teachers and assessors.
 - ii. Industry feedback is incorporated in course, training and assessment design accordingly.
 - iii. Course design is also informed by community feedback to ensure they are inclusive and culturally sensitive.
 - iv. Strategies (including TAS documents for VET) are developed through ongoing industry engagement to ensure currency and relevance, and that specific industry needs are met (e.g. equipping learners for an AI-driven workforce).
 - v. Engagement strategies and activities are documented to demonstrate alignment with industry needs. Evidence of industry consultation is retained, and feedback incorporated into the development and review of strategies.

4.2 Continuous Improvement

a. Monitoring

- i. TAFE NSW implements a system for monitoring and the ongoing evaluation of courses to align with the TAFE NSW self-assurance model and to ensure they remain current, effective, and meet the needs of stakeholders.
- ii. Course monitoring is aligned with industry and/or academic standards using data (e.g. quality indicators, validation and moderation outcomes, feedback, complaints) to drive improvements.
- iii. Regular benchmarking and external referencing activities are conducted to compare outcomes and evaluate the teaching and learning environment against established standards and best practices.

- iv. Robust mechanisms are in place to gather and incorporate feedback from stakeholders, including learners, staff, industry partners, and other relevant stakeholders.
- v. The outcomes of reviews (including reviews of arrangements where services are provided by a third-party), inform decisions on necessary changes to courses, strategies and practices.

b. Course review

- i. All courses undergo comprehensive reviews to assess their effectiveness, relevance, and alignment with changing industry or academic requirements as per agreed, cyclical timeframes (at least once every five years and/or as per industry licensing and regulatory requirements).
- ii. Course reviews incorporate all aspects outlined in paragraphs 4.2.a.i to 4.2.a.v.
- iii. In addition to requirements outlined in paragraphs 4.2.a.i to 4.2.a.v, comprehensive course reviews involve a qualified panel of experts, in-depth course data analysis and evaluation, and comparisons to external data sources.
- iv. Course reviews are evidence-based and are informed by:
 - a) delivery and course performance data
 - b) quality indicator data
 - c) feedback from learners, employers, educators/teachers/assessors, industry consultation
 - d) validation and moderation outcomes
 - e) benchmarking and external referencing activities with national and international comparators to maintain and evidence the quality of courses, teaching methods, assessment, learner achievement and graduate outcomes to inform improvements
 - f) information from complaints and appeals and their resolution.

c. Addressing recommendations and feedback

- i. Based on the findings from monitoring and periodic reviews, TAFE NSW implements a range of continuous improvements initiatives such as updating content, modifying training and assessments, refining teaching strategies and learning resources, identifying staff professional development needs, or enhancing learner support services.
- ii. For VET courses, continuous improvement includes the systematic evaluation (e.g. quality/performance indicator data, validation outcomes, client trainer and assessor feedback and complaints and appeals) to continually improve training and assessment strategies and practices.

5. Responsibilities

| Position | Responsibility |
|---|--|
| Chief Product and Quality Officer | Is the responsible officer of this Policy |
| Director Product Operations and Performance | Responsible for strategically leading and managing the design, development and implementation of all TAFE NSW training products consistent with the Course Design, Development and Review Policy |

| Position | Responsibility |
|---------------------------|--|
| Priority Skills Committee | Approves the course proposal upon recommendation of the SEN lead and the SEN executive |
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6. Contacts

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| Accountable Officer | Chief Product and Quality Officer |
| Responsible Officer | Director Product Operations and Performance |

7. Related documents

This policy should be read in conjunction with the following related documents:

- a. [Higher Education Course Design and Development Procedure \(HE\)](#)
- b. [Higher Education Course Management, Evaluation and Review Procedure \(HE\)](#)
- c. [Higher Education Quality Assurance and Continuous Improvement Framework \(HE\)](#)
- d. [Produce Local Training and Assessment Strategy \(TAS\) \(VET\)](#)
- e. [Scope of Registration Policy \(VET & HE\)](#)
- f. Micro-credential framework and quality assurance
- g. [MCTAS Contextualisation and Customisation Guidelines](#)
- h. [Generative Artificial Intelligence in Education Policy](#)
- i. [Assessment Policy](#)

8. Document History

| No | Effective | Approved by | Amendment |
|----|--------------|-----------------------------------|-----------|
| 1 | 19 July 2024 | Chief Product and Quality Officer | New. |