



Design | Learn | Empower
creating opportunities

COURSE DESIGN, DEVELOPMENT AND EVALUATION POLICY AND PROCEDURE

Policy

The objective of this policy is to provide a framework for the design, development and evaluation of courses delivered by Design | Learn | Empower (DLE) within the context of continuous improvement and quality improvement.

Course Design and Development

In designing courses, DLE adheres to the training and professional development standards indicated by academic research in its fields of expertise and by the standards and guidelines established by institutions of higher education, professional bodies and peak industry associations. In line with these principles courses are designed to:

- provide participants with professional learning opportunities in their chosen field of study;
- provide a critically reflective theoretical and experiential learning context;
- integrate theory and practice in a dynamic learning environment;
- provide support to promote and foster personal and professional development.

Course development is grounded in an educational philosophy that emphasises the centrality of the learner within the learning process and which supports the personal and professional development of each student to foster innovation, critical thinking, and ethical and professional practice. DLE's courses are structured to enable participants to be innovative practitioners, expand their professional interests, develop professional learning communities.

Course Evaluation

All courses offered by DLE are subject to ongoing monitoring and evaluation of content and course delivery mechanisms.

Feedback Mechanisms

DLE employs a range of quality assurance practices and mechanisms to inform the process of continual improvement to course delivery. These practices and mechanisms are formal and informal, internal and external. Processes for monitoring and evaluating courses and programs include: participant feedback; facilitator feedback; and internal processes of partner companies such as Adobe and Microsoft.

Feedback mechanisms include questions relating to unit delivery and assessment arrangements. Data collated will be analysed by the course facilitator. The implementation of recommendations will be the responsibility of the Course facilitator and partner company.

Participants provide continuous feedback throughout the duration of a course. Feedback Forms may be online or paper based. The forms are analysed and a comprehensive summary on feedback received from students will be created for future reflection before course recreation occurs.

Evaluation of Standards

DLE is committed to the annual review of the standards aligned to each course offered. This review will occur after analysis of the feedback and evaluations of each course, and discussion with the facilitator. Adjustments to these standards will occur

Units will be evaluated at least once each year according to the following procedure:

- participant and facilitator feedback will be collated on each unit of study;
- feedback results will be collated and analysed;
- changes made after discussion with partner company to ensure intent of course or program is still relevant and useable;

Evaluation of Delivery and Assessment Methods

Course delivery and assessment methods are evaluated systematically to:

- participants to have access to fair and regular feedback on progress;
- provide participants with opportunities to provide feedback on course delivery and assessment arrangements;
- ensure that participant feedback is considered and utilised by DLE;

Monitoring and reviewing course delivery and assessment enables DLE to:

- evaluate the quality of delivery methods;
- monitor and review the assessment system and instruments;
- identify areas of strength and areas for improvement, and strategies to address these;
- document improvements over time.

DLE is committed to ensuring that the processes for course delivery and the monitoring of assessment systems lead to continuous improvement. This is achieved through four quality assured procedures:

- the provision to students of fair and regular feedback on progress;
- the provision to students of opportunities to give feedback on unit delivery and assessment arrangements;
- the inclusion of input from student feedback in quality assurance mechanisms;
- the use of internal and external benchmarking of assessment procedures and instruments.

Annual Review of Courses

DLE is committed to an annual process of monitoring and reviewing courses. This review process will be conducted in conjunction with partner companies and relevant course facilitators.

The annual review cycle will address the following criteria:

- participant need and demand for the course;
- the quality and scope of course-related resources provided to participants;
- the appropriateness and flexibility of the course's methods of delivery in relation to participant need and demand;
- analysis of trends drawn from participant evaluation and feedback data;
- Statistical analysis including student performance, attrition rates, completion rates.

Course and/or Delivery Change Process

In reviewing courses the following review guidelines will provide a standardised format to facilitate analysis of data and the generation of critical issues for reporting purposes.

Reviewers should begin evaluation processes by asking the following questions:

- what are the intended outcomes of the course?
- how do course outcomes relate to external Australian Teaching Standards?
- how do the learning activities contribute to the overall aim of the course?

Reviewers should consider the course outcomes that were originally determined and how the course was designed to enable outcomes to be achieved. To this extent, reviewers should ask:

- how does DLE ensure that course content enables students to achieve the intended learning outcomes?
- how does the DLE ensure that the design and organisation of the course is effective in promoting student learning and achievement of the intended learning outcomes?

Reviewers should consider the information available to students, teachers and staff. They should consider how learning activities are used to promote understanding about the course outcomes and the other strategies used to communicate information. Reviewers should ask:

- how are the intended outcomes for a learning activity and its constituent parts (eg; assessment methodology) communicated to students and teachers?
- do students know what is expected of them?

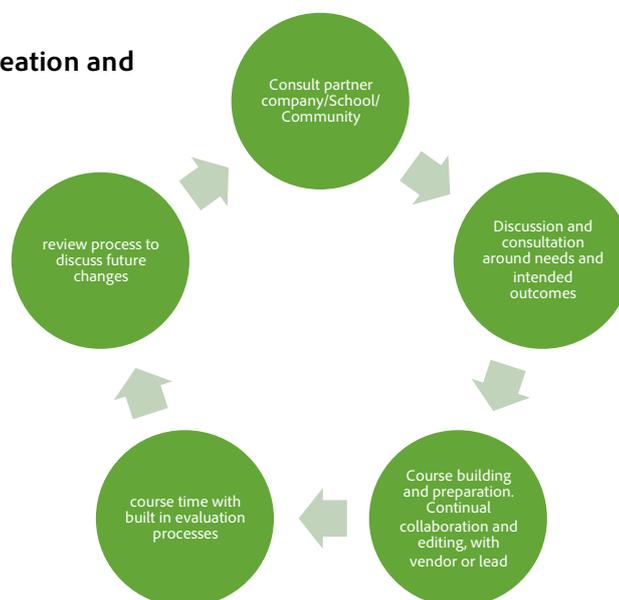
Reviewers should evaluate how the assessment process enables the unit outcomes to be demonstrated and assessed objectively. Reviewers should ask:

- does the assessment process enable learners to demonstrate achievement of the specified learning outcomes?
- are there criteria that enable examiners to distinguish between different categories of achievement?
- is the reviewer confident in the security and integrity of the assessment procedures employed?
- does the assessment strategy have an adequate formative function in developing student abilities?

Reviewers should provide an evaluation of the course and its learning activities backed by supporting documentation. Reviewers should address the following questions:

- does the design and content of the course encourage achievement of the intended learning outcomes in terms of: knowledge and understanding, cognitive skills, specific skills (including practical/professional skills), transferable skills, and personal development?
- is there documentation that the course content and design is informed by recent developments in techniques of teaching and learning, by current research and scholarship, and by any changes in relevant occupational and professional requirements?

DLE Course Creation and Review Cycle



Version Control

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