

Policy Aims

- Provide a quality assurance and review system which attests to the educational design, implementation and currency of CCAE programs, and ensure ongoing responsibility for **Quality Assurance [QA]** is embedded in management practice.
- Ensure that a systematic review and external re-accreditation (where required) provide an opportunity for continuous program improvement that incorporates input from all major stakeholder groups
- Ensure CCAE acts in a timely and professional manner on opportunities to improve its Quality Assurance [QA] systems, training and assessment outcomes associated with **AQTF Standard 2 – The RTO adheres to principles of access and equity and maximises outcomes for its clients** and **AQTF Standard 3 – Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates.**
- Ensure that CCAE's **QA** is compliant with the following **elements** of Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients
 - 2:1 – The RTO establishes the needs of clients, and delivers services to meet these needs
 - 2:2 – The RTO continuously improves client services by collecting, analysing and acting on relevant data.
 - 2:3 – Before clients enrol or enter into an agreement, the RTO informs them about the training, assessment and support services to be provided and their rights and obligations.
 - 2:4 – Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of learning and assessment.
 - 2:5 – Learners receive training, assessment and support services that meet their individual needs.
 - 2:6 – Learners have timely access to current and accurate records of their participation and progress.
 - 2:7 – The RTO provides appropriate mechanisms and services for learners to have complaints and appeals are addressed efficiently and effectively.
- Ensure that CCAE's **QA** is compliant with the following **elements** of Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates.
 - 3:1 – The RTO's management of its operations ensures clients receive the services detailed in their agreement with the RTO.
 - 3:2 – The RTO uses a systematic and continuous improvement approach to the management of operations.
 - 3:3 – The RTO monitors training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the AQTF Essential Conditions and Standards for Continuing Registration.
 - 3:4 – The RTO manages records to ensure their accuracy and integrity

Quality Assurance is to be applied over a yearly cycle to all CCAE accredited and pre-accredited coursework programs, and all modes of delivery, whether offered directly by CCAE or in partnership with other providers. The approach aims to:

- be thoughtful and critical
- involve staff at all levels of responsibility
- take account of significant developments which impact on programs
- be rigorous

Procedure

- 1.1. Principles of program design ensure programs are coherent, integrated, and enable students to achieve capabilities or competencies appropriate to the program aims.
- 1.2. Identical awards offered in different geographic locations or by different modes of delivery must result in the same graduate capabilities or units of competency.
- 1.3. Local program planning:
 - Is integrated into CCAE profile planning processes
 - Addresses the CCAE's strategic goals
 - Develops strategies to provide a appropriate return on investment from program delivery

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1.4. Program approval processes ensures that:

- All programs to be delivered by CCAE be subject to the approval of a Program and Marketing Subcommittee
- All changes to program titles are approved by the Program and Marketing Subcommittee
- Any proposal to amend coursework program structure, content or delivery which involves a significant shift in demand or resources or new mode of study requires approval of the Program and Marketing Subcommittee
- Program proposals are approved by the Program and Marketing Subcommittee before program development or re-development is progressed.
- Robust approval stages in place evaluate the quality of the program design, implementation, assessment and evaluation.
- External program accreditation, where appropriate, is recognised

1.5. Program and Course management and reporting arrangements ensure that:

- Operational responsibilities in relation to program quality and documentation are clearly identified by Schools and located and resourced at program level
- Staff capacity and development needs for effective course and program management are identified and addressed through the work planning process
- There is continuous improvement in teaching and resources
- CCAE documents its system for maintaining program quality

1.6. The program review system is such that:

- All programs must be reviewed each year.
- Review processes involve analysis of program performance based on course and program data led by the Program leader with input from all major stakeholder groups to evaluate program quality, relevance and viability
- Compliance with external regulatory requirements such as AQTF is assured.
- Program design, implementation and assessment are attested by the program team, independent critique and external validation
- Review processes consider all offerings of the same award across all locations and modes of delivery, focusing on program performance and development possibilities and taking account of strategic priorities of the CCAE.
- A brief review report is written that includes an action plan identifying issues that need to be addressed at the program level, Portfolio level and CCAE level.
- The program review report will inform College Planning for the next year.

Procedure – Program Quality Assurance

Criteria measures used to evaluate program performance are defined as:

2.1 Program Quality

2.1.1 Program quality is reflected in program design, delivery, assessment and management that:

- Ensures consistent and high standard learning outcomes and assessments for all program locations and modes of delivery
- Develops the graduate capabilities and competencies identified as important by stakeholder groups
- Relates capability and competency development to learning outcomes and activities
- Measures capability, competency development and learning outcomes through valid and reliable assessment strategies.
- Leads to effective and efficient program management

2.2 Program Viability

2.2.1 Program viability is its cost effectiveness and sustainability. It reflects the demand for the program, how well students progress through the program and the program's return on investment

2.3 Program Relevance

2.3.1 Program relevance relates to the program reputation as viewed by key stakeholders and to the meaningful contribution that its graduates can make to their occupation, trade, or profession and society. It is reflected in the alignment of program content and outcomes to labour market priorities and areas identified by Government and industry as being high priority.

Evaluation

This policy will be reviewed bi-annually.

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