| Name: | **COURSE QUALITY AND ASSESSMENT POLICY** |
|---|---|
| **Policy No:** | 181103 |
| **Approved by:** | Stephen Kinsella, Executive Director |
| **Last reviewed:** | November 2018 |
| **Responsible** | Head of Professional Learning |

1. **Purpose**

   To assure the quality of course material and the process of continuous management and evaluation of courses against nominated NSW Education Standards Authority standards for teachers.

2. **Scope**

   This policy applies to all course writers and reviewers

2. **Policy Principles**

   i.   Courses provided by EdComm are the result of a rigorous development process and continuous improvement in their content, delivery and assessment.
   ii.  Courses are based on research evidence, a sound conceptual and theoretical understanding and employ current best practice in pedagogy.
   iii. Course writers will be clearly informed of the expected standards and will be involved in the continuous improvement of courses in consultation with an EdComm Education Office (professional Learning).

**Expectations for course writers in respect of course and program materials and evaluation**

Course design
1. Courses must address the relevant Professional Teaching Standards.
2. The design for each Course is specified, and the specification includes:
   i.   Structure, duration and modes of delivery.
   ii.  The appropriate NESA target cohort and accredited hours (where applicable).
   iii. Expected Learning Outcomes, Success Criteria, congruent methods of assessment and indicative student workload.
   iv.  Compulsory requirements for completion of the course.
   v.   Exit pathways and conditions.
3. Course outlines for all courses should include full references to materials used as the basis of the course. Full bibliographical details of professional books and journals are to be given to participants in course outlines.
4. Courses should be designed in accordance with the adult learning principles that the Commission has drawn up (see attached document)
5. Learning intentions should be specific, generic, teaching-related, and life-long Learning Outcomes.

6. The content and learning activities of each course should engage with advanced knowledge and inquiry consistent with the level of NESA outcomes and the expected Learning Outcomes.
7. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected Learning Outcomes throughout each Course of study.
8. Assessment of the course must be related to the learning outcomes and should cater for diversity of the learners by allowing contextually relevant application of the learning and choice of relevant focus.
9. Assessment criteria must be explicit from the beginning of the course in the form of an assessment overview and an assessment rubric (for each task). A generic rubric may be used if applicable.
10. Assessment overview should contain a description of form, timing, requirements for satisfactory completion of the course/s and must be stated at the beginning of the course.
11. Online course writers will be given guidelines for the construction of the course and the progression of tasks and interactions within the course in accordance with best practice for online courses.
12. Online facilitators should welcome all participants at the beginning of the course and set the tone for an e-learning community. They are expected to continue to build the interaction of participants into this learning community throughout the course.
13. Participants must be given easy access to their facilitator as a first port of call in their learning.
14. Facilitators must make explicit their availability to participants and parameters for contact.
15. Facilitators are expected to proactively follow-up any participant who fails to complete tasks.
16. Participants must be given access to the assessment policy, plagiarism policy and complaints and misadventure policy.
17. Administrative and record management systems are current, accurate, reliable and ensure secure storage with back up electronic records (10 years).
Course information is collated by an EdComm Education Officer (Professional Learning) and uploaded to the NESA site at least 10 days before commencement of the course. Teacher participation records are stored on the EdComm data base and on the Commission server and uploaded to the NESA data base by an EdComm administrative assistant within 30 days of the completion of the course.