

CURRICULUM DEVELOPMENT AND MANAGEMENT POLICY

1 PURPOSE AND SCOPE

- 1.1 The Curriculum Development and Management Policy establishes the fundamental principles and structure for AHETI to maintain the excellence of its qualifications and units' content and learning practices. It also fosters an environment of ongoing enhancement in teaching and learning quality.
- 1.2 This Policy encompasses the processes for the creation, design, evaluation, and removal of qualifications and units.
- 1.3 This Policy is applicable to all nationally recognised qualifications and units within the scope of registration of AHETI.

2 DEFINITIONS

- 2.1 For the purpose of this Policy and its associated Procedures, the following explanations apply:
 - i. AHETI - Australia Health Education and Training Institute
 - ii. AQF – the Australian Qualifications Framework.
 - iii. ASQA – Australian Skills Quality Authority, the national VET regulator for RTOs.
 - iv. New Qualification – a fresh qualification or an updated version of a previously authorised qualification.
 - v. RTO – Registered Training Organisation.



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- vi. Services – encompassing training, assessment, associated educational and support services, or any activities connected to the promotion or recruitment of prospective students.
- vii. Course Advisory Committee(CAC) – designated Course Advisory Committee are convened to ensure that new and existing courses are feasible, aligned with industry practices, and responsive to the strategic direction of AHETI. Various qualifications and units are overseen and reviewed by distinct CAGs.
- viii. Senior Management Team – AHETI's Executive Team and Directors of the Divisions.
- ix. Training Package – these define the skills and knowledge required by a candidate to perform a job. They encompass components such as units of competency, qualification frameworks, and assessment guidelines.
- x. Transition – in cases where a training product has been superseded, removed, or deleted from www.training.gov.au as a source of RTO information, the allowable time frame within which student training, assessment, and AQF certification documentation issuance must be completed, or in the case of a superseded training product, within which the student is moved to the replacement training product.
- xi. Transition Arrangements – the details that govern the phasing out of a superseded training package, as documented in a Transition Plan.
- xii. Transition Period – encompasses the 12 months (or another approved time frame) from the date the new training package is endorsed for publication.
- xiii. VET – Vocational Education and Training.

3 POLICY STATEMENT

- 3.1 AHETI is dedicated to creating and formulating nationally recognised qualifications and units that align with industry needs and demands, while also satisfying the stipulations of national Training Packages.
- 3.2 The development of qualifications and units adheres to established procedures to guarantee uniformity and ensures that they are of high quality, pertinent, and delivered to exacting standards. This is achieved through thorough development, validation, and approval processes.
- 3.3 The Different Course Advisory Committee guarantees the currency and relevance of all courses within their purview by considering input from a variety of sources, including relevant instructional personnel, employers, industry reference committees, academic peers, and recent graduates.
- 3.4 AHETI's approach to training, assessment, and delivery emphasises an ongoing pursuit of improvement.
- 3.5 During the creation of qualifications and units, AHETI adheres to all pertinent regulatory prerequisites and standards as delineated in The Standards for RTOs (2015) and the AQF.

4 PRINCIPLES

- 4.1 AHETI ensures that the development, approval, and review of qualifications and units maintain the quality and relevance of its offerings. This is in alignment with AHETI's strategy and in compliance with The Standards for RTOs (2015).
- 4.2 Qualifications and units are created and reviewed with the active involvement of the relevant Course Advisory Committee. This committee considers factors such as course feasibility, client needs, student requirements, and industry feedback. Recommendations from the Course Advisory Committee are presented to the Academic Governance Committee for assessment and approval.



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- i. The development and review of qualifications and units involve taking stakeholder feedback and data derived from various quality assurance activities into consideration. When qualification and unit content is externally sourced, AHETI conducts due diligence on the chosen supplier and ensures contextualisation where required.
 - ii. New qualifications and units adhere to all pertinent regulatory requirements and standards. They are developed by appropriately qualified staff, receive feedback from qualified external academic staff and industry experts, and are supported by adequate administrative, physical, and technical resources.
- 4.3 Qualifications and units not on AHETI's Scope of Registration but required can be approved by the Academic Governance Committee, with the CEO signing the Training and Assessment Strategy. Subsequently, an application is submitted to the Australian Skills Quality Authority to add them to AHETI's Scope. A CRICOS application may also be submitted if necessary.
- 4.4 When a new Training and Assessment Strategy is developed for qualifications and units already approved in AHETI's Scope of Registration, it is approved by the Academic Governance Committee, with the CEO signing the strategy.
- 4.5 Minor variations to an existing Training and Assessment Strategy, such as changes in training hours, locations, delivery modes, and the use of new trainers/assessors, are discussed between the Lead Trainer (or delegate) and RTO Director. The Training and Assessment Strategy is updated to include the variation and is reviewed and approved by the AHETI CEO.
- 4.6 Qualification and unit design provides sufficient detail to assess the quality of the qualification and unit and for prospective students to make informed choices when comparing offerings from different providers.
- 4.7 All qualifications and units offered by AHETI undergo continuous monitoring and evaluation, considering qualification and unit content, assessment, and delivery mechanisms.



- i. Qualifications and units are reviewed regularly, no less than every twelve months, against a set of performance indicators, and at least every five years through a formal review. These reviews take into account the goals and learning outcomes of the qualifications and units, risk indicators related to student results, attrition, completion rates, and teaching evaluations.
 - ii. After a five-year or interim review, qualifications, units, and assessments may be modified, approved, or withdrawn following the recommendations of the designated Course Advisory Committee, with final approval by the Academic Governance Committee.
- 4.8 AHETI may discontinue or terminate a qualification and unit when it is no longer viable and warrants discontinuation or is replaced by another approved qualification and unit.
- 4.9 Staff and students are consulted regarding any proposal or requirement to discontinue or terminate a qualification and unit to ensure that all implications are duly considered.
- 4.10 The discontinuation or termination of qualifications and units is executed without causing disruption to the student experience and with careful management of reputational risk. Changes to qualifications and units do not disadvantage current students.
 - i. When qualifications and units are revised or replaced, the revisions are managed to minimise the impact on students.
 - ii. If a qualification or unit is withdrawn, effective teach-out or transition plans are devised and implemented to ensure that enrolled students are not adversely affected.
 - iii. AHETI establishes and adheres to transition arrangements for existing students and those who may be enrolled during a transition period.



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- iv. The management of AHETI's scope of registration ensures the transition from superseded Training Packages within 12 months of their publication (or another approved timeframe) listed on the national register. This is done to exclusively deliver currently endorsed Training Packages and currently accredited qualifications and units.
- v. If a qualification or unit is no longer viable and does not warrant retention, AHETI applies to the Australian Skills Quality Authority to remove it from the Scope of Registration.

5 ROLES AND RESPONSIBILITIES

5.1 AHETI's responsibilities include:

- i. Oversight of all academic matters concerning qualifications and units, encompassing their development, approval, review, and withdrawal.
- ii. Authorisation or endorsement of proposals and reports for qualifications and units.

5.2 The AHETI Director takes the initiative in proposing and spearheading the creation of new qualifications and units.

5.3 The respective Course Advisory Committee is accountable for supervising the educational quality, delivery, and management of the qualifications and units within their designated areas. Their duties encompass:

- i. Ensuring a thorough examination of proposals and reports for the development, approval, review, and withdrawal of designated qualifications and units.
- ii. Offering guidance to AHETI's governing body concerning new proposals for qualifications and units.



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- iii. Reviewing data related to their assigned qualifications and units and contributing to the annual reports on the alignment of these qualifications and units with the pertinent discipline, profession, and industries.
- iv. Providing insights for the review of the qualifications and units within their designated areas.





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For more information

	Website	www.aheti.com.au
	Email	support@aheti.com.au