# Course Development and Delivery Handbook

## Purpose of This Handbook

This handbook standardizes how GIPK designs, develops, delivers, and improves courses. It is written to support consistent quality, scalable delivery, and defensible academic practices while remaining fully aligned with the GIPK Institutional Profile and the Academic Operations and Programme Framework. It applies to all short professional courses, micro-credentials, modular learning units, and partner-supported pilots.

## Non Negotiables

- **Alignment:** Every course must reflect GIPK's values of Trust, Loyalty, and Responsibility in content, delivery, learner support, and assessment procedures.
- **Practicality:** Courses must demonstrate real-world skills through evidence, not just attendance.
- Clarity: Outcomes, expectations, timelines, and assessment rules must be clear from day one.
- **Integrity:** Academic honesty, transparent grading, and accurate record-keeping are essential.
- **Safety:** Course claims, certificates, and public descriptions must use professional training language unless approved through a formal partnership.

## Standard Roles and Responsibilities

- **Academic and Quality Council:** approves course proposals, confirms standards, and authorizes releases.
- **Course Lead:** responsible for maintaining subject integrity, ensuring learning outcomes, and guaranteeing overall course quality.
- **Instructional Designer:** designs online learning structures to promote learner engagement, ensuring coherence and proper pacing.
- **Assessment Lead:** designs assessments and rubrics; guarantees validity, fairness, and evidence-based marking.
- **Quality Reviewer:** verifies alignment with standards, clarity, plagiarism safeguards, and readiness for release.
- **Facilitator:** conducts live sessions (when applicable), supports learners, and maintains academic integrity.
- **Learner Support Desk:** manages onboarding, technical support, and communications with learners.
- **Records Officer:** manages course versions, enrollment records, assessment archives, and certification logs.

## The GIPK Course Lifecycle

- Stage 1: Course Concept and Need Statement
- Stage 2: Course Proposal and Approval
- Stage 3: Course Blueprint and Design
- Stage 4: Content Development and Building
- Stage 5: Quality Assurance and Pre-Launch Checks
- Stage 6: Delivery and Learner Support
- Stage 7: Assessment, Moderation, and Certification
- Stage 8: Review, Refinement, and Version Launch

### Stage 1 : Course Concept and Need Statement

Every course starts with a clear problem statement based on real community or sector needs. The concept note must answer: What problem are we addressing? Who is the learner? What will the learner be able to do afterward? What evidence will show competence? What is the expected impact at the community or professional level?

### Stage 2 : Course Proposal and Approval

All courses must have an approved proposal before development starts. The proposal should be 2 to 4 pages long and include the purpose, target learners, prerequisites (if any), module outline, learning outcomes, assessment method, delivery mode, expected duration, required resources, and risks. Approval is given by the Academic and Quality Council or its delegated subcommittee.

### Stage 3 : Course Blueprint and Design

· Define learning outcomes using observable verbs like apply, design, demonstrate, and implement.
· Map outcomes to modules and assessments, ensuring each outcome is evaluated.
· Select a learning mode: self-paced, facilitated online, or collaborative practice-based learning.
· Establish learner workload and pacing per week (avoid overload; stay consistent).
· Design the learner journey: onboarding, weekly schedule, support checkpoints, and completion criteria.
· Develop the assessment plan and create draft rubrics prior to finalizing the content.

### Standard Course Blueprint Template

· Course Title
· Course Type (Short course, Micro-credential, Modular unit)
· Target Learner Profile
· Entry Requirements (if any)
· Course Purpose and Practical Problem Addressed
· Learning Outcomes (5 to 10)
· Structure: Modules and Topics (with estimated time)
· Learning Mode (Self-paced, Facilitated, Collaborative)
· Learning Resources (readings, videos, tools)
· Assessment Plan (tasks, weighting, evidence required)
· Integrity Controls (originality expectations, citation guidance, identity checks if needed)
· Learner Support Plan (touchpoints, office hours, helpdesk)
· Completion Criteria
· Certification Wording (Completion or Achievement)
· Review and Update Cycle

### Stage 4: Content Development and Building

· Create content in brief segments suitable for mobile devices and low-bandwidth situations.
· Use clear, professional language; avoid jargon unless it is defined.
· Include practical exercises in each module (tasks the learner can complete).
· Include examples and checklists where suitable.
· Build a clear structure: overview, outcomes, content, practice task, self-check, next steps.
· Ensure accessibility: use clear headings, readable formatting, and add alternative text for visuals where used.

### Stage 5 Quality Assurance and Pre-Launch Checks

· Academic review: outcomes, accuracy, relevance, and scope alignment.
· Instructional check: coherence, pacing, clarity, and navigation for learners.
· Assessment review: rubric clarity, validity, moderation plan, and evidence requirements.
· Integrity check: guidance on originality, safeguards against plagiarism, and clear citation expectations.
· Operational check: LMS build complete, links tested, support channels set, announcements drafted.
· Compliance check: ensure course descriptions and certificates utilize professional training language.

## Stage 6: Delivery and Learner Support
· Onboarding: orientation note, course expectations, integrity statement, and support contacts.
· Weekly schedule: learning release, reminders, and optional live session plan (if used).
· Facilitator presence: predictable office hours or response window; respectful academic tone.
· Support desk: ticketing and email processes with response time standards.
· Community of practice: moderated discussion areas centered on problem solving and shared learning.

## Stage 7 Assessment Moderation and Certification
· Assessment submission rules must be published at the start: format, deadline, and evidence standards.
· Marking follows published rubrics; feedback is constructive and specific.
· Moderation: review samples for consistency, especially where multiple markers are present.
· Certification is issued only after verifying completion criteria and records.
· Certificates must not suggest a degree or regulated award unless explicitly authorized through approved partnership language.

## Standard Evidence Types at GIPK
· Project plan or implementation report
· Portfolio of work (photos, logs, designs, reflections)
· Case application write-up based on a real context.
· Demonstration video or practical output when feasible.
· Field assignment with verification method (mentor sign-off, geo-tagged evidence where appropriate)

## Stage 8 Review, Improvement and Version Release
· Gather learner feedback through the end-of-course survey and facilitator reflection.
· Review the results of completion, engagement, and assessment for quality indicators.
· Document updates and release a new version with version control.
· Archive previous versions and retain assessment records according to policy.

## Course Quality Standards Summary
· Relevance: directly meets a real-world need.
· Rigor: outcomes are well-defined and measured with evidence.
· Reliability: delivery processes are dependable and consistently supported.
· Integrity: marking is transparent and records are complete.
· Respect: learners are treated with dignity and clarity.

## Document Control and Versioning
· Every course has a unique course code and version number (e.g., GIPK AGR 101 v1.0).
· Changes are logged with date, change summary, and approver.
· Only the Records Officer releases the official version for delivery.
· Templates, rubrics, and certificates are controlled documents and must not be edited informally.

## Annex A Suggested Minimum Course Pack
· Course Blueprint (Approved)
· Learner Guide (overview, outcomes, schedule, support, integrity statement)
· Module content (notes, videos, readings)
· Practice tasks and self-checks
· Assessment brief(s) and rubric(s)
· Facilitator guide (if any facilitation is needed), Course evaluation survey
· Certificate Wording and Issuance Log Template

## Annex B Standard Certificate Wording
Certificate of Completion: "This certificate confirms that the learner has successfully finished the professional training course titled [Course Title], provided by the Green Institute of Pragmatic Knowledge, and has fulfilled the completion requirements outlined in the course framework."

Certificate of Achievement: "This certificate confirms that the learner has demonstrated competence in the learning outcomes of the professional training course titled [Course Title], offered by the Green Institute of Pragmatic Knowledge, through evidence-based assessment in accordance with the course framework."