Course Design and Development Policy

SECTION 1

Purpose

1. The purpose of this Policy is to ensure that all courses of study offered by Institute of Health & Management (IHM) are developed and continually improved, taking account of all relevant stakeholder feedback, data and evidence.

2. Where there are changes in student demand, graduate employment demand or strategic direction, a course of study may be discontinued.

3. Therefore, this document also sets out principles governing the process for deciding to discontinue a course and ensuring that enrolled students are not disadvantaged.

Scope

4. This policy applies to all courses of study offered by IHM

Definitions

5. The following definitions are relevant to this Policy:

   a) **AQF Framework -** AQF is the national policy for regulated qualifications in the Australian education and training sector, incorporating the qualifications from each education and training sector into a single comprehensive national qualifications framework.

   b) **AQF Qualification -** This qualification is the result of an accredited complete course of learning leading to formal certification that a graduate has achieved the learning outcomes described in the AQF.

   c) Course - Formally approved/accredited course of learning that leads to the award of a qualification.

   d) **Course Mapping –** The process of comparing and evaluating the extent to which the learning outcome, discipline content and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes, discipline content and assessment requirements of the individual components of another qualification and assigning appropriate credit values.

   e) **Core Generic skills -** The Australian Qualifications Framework, which spans all education and training sectors, captures Generic Core skills under four broad categories: Basic Fundamental skills, People skills, Thinking skills, and Personal skills.

   f) **Course Quality Framework –** This framework encompasses design and development, approval and amendment, course and performance monitoring, review and re-accreditation, professional accreditation, discontinuation and suspension of intake, course and subject consolidation as well as teaching efficiency

   g) **Curriculum -** This is the full outline of a course, usually built around a conceptual framework with the educational and professional nursing or midwifery philosophies underpinning it and including: course philosophy; course structure and delivery modes; subject outlines; links between learning outcomes, their assessment and national competencies; learning and teaching strategies; and a workplace experience plan.

   h) **Discontinuation of a course -** Discontinuation of a course is the process by which the Academic Board decides that a course ceases to be offered to new students for admission, while enabling students already admitted to a course to continue their studies in accordance with the existing course structure.

   i) **Graduate Attribute-**Interdisciplinary skills, knowledge and attitudes that equip students to live and work in a rapidly changing and complex world. These are researched as desirable transferable

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attributes sought by employers. Also defined as "qualities, skills and outcomes IHM agrees its students should develop during their time with the institution." These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most IHM courses.

j) **Learning Outcomes -**The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

k) **Professional Experience Placement -** This is the component of nursing education that allows students to use judgement when applying theoretical knowledge in an actual practice setting and also includes the concept of 'clinical training' as embodied in the National Law.

l) **Units -** Units are the component parts of accredited courses (this includes HE, Non-Award Courses) that are designed as discrete entities but also complement other Units to form a coherent course of study that leads to the learning outcomes of an award course. Each Unit has a distinct set of learning outcomes the achievement of which are measured through appropriate assessment tasks.

Suite Documents

6. This Policy is linked to the following procedures:
   a) Course Design and Development Procedure
   b) See Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Policy Principles

7. **Development and Implementation**
   The development and implementation of this policy is underpinned by the following principles:
   a) a system approach, which is an institution-wide, quality-assured, collaborative approach within a construct of aligned learning outcomes, assessments and student learning experiences.

   b) course design and development are components of an iterative course lifecycle process of continuous improvement.

   c) course performance, market analysis, market trends, et cetera, are part of planning process that informs course design of new courses/units.

   d) where relevant, courses are designed with an acknowledgement of the need for online learning opportunities and assessments.

   e) Units, including the learning and teaching strategies employed, are designed beginning with online considerations, incorporating the online learning model and learning designs.

   f) course learning outcomes and the evidence of learning define the evidence of students' meeting of course-level standards or outcomes through the development and demonstration of their capabilities and achievements by the end of the course.

   g) course teams must utilise student feedback in the process of design and should where possible, include student representatives as members of the course design team.

   h) collaborative team and working processes form the basis of course design and development activity.

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i)   course design utilises the processes of constructive alignment. For example, assessment is deliberately designed to meet course integrated standards required by industry, Tertiary Education Quality and Standards Agency (TEQSA) and IHM's Graduate Learning Outcomes. Assessment is then used to inform the design of unit learning outcomes and learning and teaching strategies. It is a cyclic process.

j)   all IHM units contain authentic and criterion-referenced and standards-based assessment tasks that map to course-level standards and unit-level learning outcomes and have clearly defined assessment criteria and performance standards that make explicit to the student what they need to achieve in order to receive a passing grade for the task (in line with the Assessment Policy).

k)   design approval processes include approval from CADC and Academic Board.

l)   courses are designed, where relevant, to include workplace learning with authentic partnerships with the field or industry. Workplace learning is scaffolded across the course, through intentional integration with a range of units that support student learning and experience.

m)   within units in courses, students experience a range of learning opportunities that include diverse experience relating to their future employment. Learning is designed to utilise a range of pedagogical approaches that are appropriate for the content and supported by research; and

n)   the course design process is informed through regular feedback from all relevant stakeholders at specific points in the design process, especially students. Feedback is gathered with a focus on design elements and alignment and is then used to improve course design.

8.   **Course Design and Development Requirements**

The course design and development requirements are:

a)   All IHM courses must incorporate the requirements of the Higher Education Standards Framework (Threshold Standards) 2021 related to courses. This includes standards on course design (in particular, HES 3.1, 3.2.3, 3.3.1, 5.1.3, 5.3. The Tertiary Education Quality and Standards Agency (TEQSA) Guidance Notes for the HES contain more detailed information on how the Standards should be implemented.

b)   All IHM courses must meet the Australian Qualifications Framework (AQF) for the relevant qualification level in the Australian education and training system. The AQF provides descriptors for each qualification level.

c)   Where an IHM course must meet professional or discipline-based content standards, the design will be mapped against the standards. These standards may be provided by an accrediting body or selected by the Course Advisory and Development Committee (CADC) as the basis of the course design and alignment.

d)   IHM courses that require professional accreditation must be ensure graduate eligibility for registration or employment through meeting stated entry requirements and address all course requirements and professional standards that are embedded in the regulations.

e)   All IHM courses must address the Graduate Attributes Policy. The course mapping will demonstrate where the course has aligned itself to Graduate Learning Outcomes.

f)   IHM has policies that impact on course design, which must also be incorporated within course design and development. The CADC will ensure that these requirements are mapped as part of the course design process. Learning and teaching strategies and assessment tasks ensure that the course design meets the requirements of the following policies:

a.   Academic Honesty and Integrity Policy.

b.   Assessment Policy.

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c.   Teaching and Learning Policy.

d.   Student selection and Admission Policy.

e.   Benchmarking Policy.

f.   Articulation Policy.

g.   Credit Transfer and Prior Learning Policy.

h.   Aboriginal Policy.

SECTION 3

Associated Information

Related Internal Documents	Course Design and Development Procedure
	Course Review and Evaluation Policy
	Course Review and Evaluation Procedure
	Benchmarking Policy
	Benchmarking Procedure
	Assessment Policy
	Assessment Procedure
	IHM Course Proposal Template (IHM-CPT)
	IHM Course Curriculum Template
	IHM Benchmarking Document template
	Unit Guide Template
	IHM Session Plan Template
	IHM Mapping Document Template
Related Legislation, Standards and Codes	Australian Qualifications Framework (2013)
	Higher Education Support Act (2003)
	Higher Education Standards Framework (Threshold Standards) 2021
	National Code of Practice for Providers of Education and Training to Overseas Students (2018)
	Tertiary Education Quality and Standards Act (2011)
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Change History

Version Control		Version 2
Change Summary	Date	Short description of change, incl version number, changes, who considered, approved etc
	02/12/2020	Added Graduate Attribute and Core Generic skills to the definition and reworded subjects to units, version 2 approved by Academic Board on 02/12/2020

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