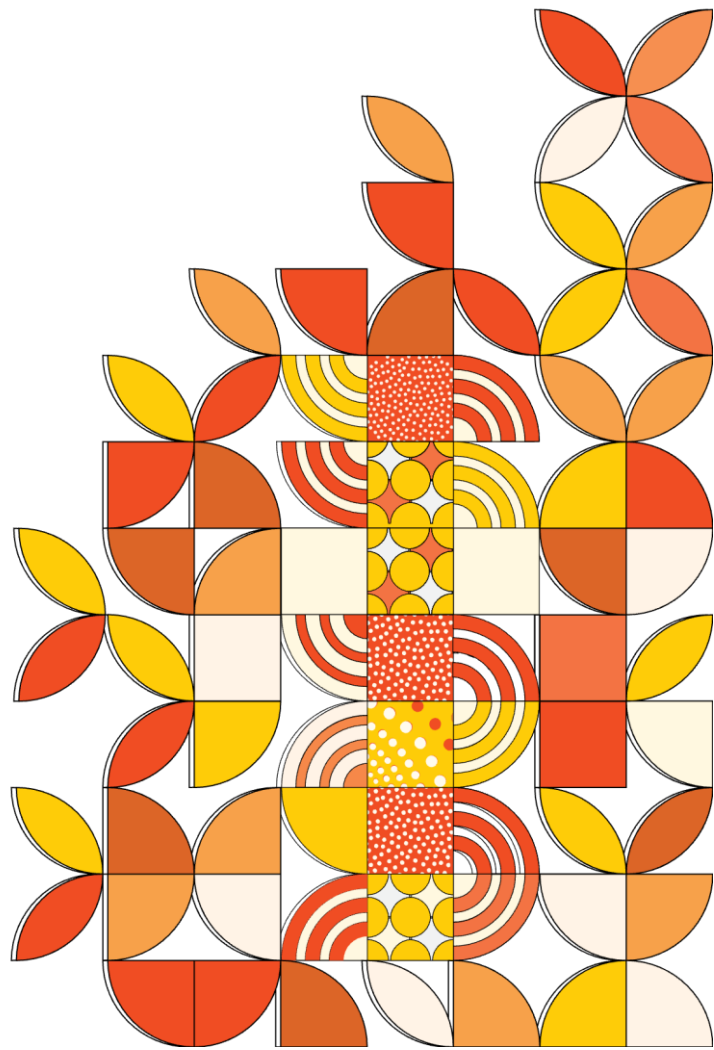


Course Design and Development Procedure



SECTION 1

Purpose

1. The procedure aims to ensure courses meet educational standards, accreditation requirements, and the needs of students and the profession. While this draft focuses on a higher education institute of nursing in Australia, it incorporates principles that are broadly applicable across disciplines and can be adapted to meet specific accreditation standards such as the Higher Education Standard Framework (HESF, 2021), Registered Nurse Accreditation Standards (RNAS, 2019), and others.
2. This procedure is designed to be iterative and responsive to the evolving needs of students and the professions IHM courses are aligned to, ensuring that courses remain relevant, effective, and compliant with accreditation standards.

Scope

3. This procedure applies to all courses offered by the IHM, including undergraduate, postgraduate, and continuing professional development programs delivered across face-to-face, online, and hybrid modes.

Definitions

4. Definitions for key terms are presented in the [Glossary of Terms](#).

Suite Documents

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

SECTION 2

New Course Proposal Procedure

6. **Planning requirements:**
 - 6.1 **Identify educational needs** (of target profession): Conduct a needs assessment to determine the educational requirements of the given profession of the program of study, considering current and future healthcare trends.

6.2 Define Course Learning Outcomes (CLO's) based on professional bodies, accreditation requirements, etc:
Establish clear, measurable learning outcomes based on the needs assessment, accreditation standards, and professional competencies.

6.3 Plan primary course structure: Outline the course structure, including modules, Unit Learning Outcomes (ULO's) mapped with CLO's, topics (major and minor), delivery modes (face-to-face, online, hybrid), and assessment methods and requirements.

7. New Course Procedure

6.1 Step 1 – Establishment, Planning and Design phase

- a) Establishment of Course Advisory Group (CAG) inclusive of internal and external expertise.
- b) CAG to prepare preliminary framework for submission of New Course Proposal to the Course Development and Advisory Committee (CDAC).

6.2 Step 2 - CDAC 1st Review

- a) CDAC Liaise with the Academic Board, and Board of Directors in consideration of submitting an intention to submit to Tertiary Education Quality Standards Agency (TEQSA)
- b) Attain approval via CDAC to proceed with comprehensive course development
- c) Allocate course development team with projected timeline

6.3 Step 3 - Alignment, compliance and preparing for accreditation

- a) Review standards and refine course plan (HESF and other relevant): Ensure the course design meets the Higher Education Standards (HESF, 2021), relevant Accreditation Standards, and other industry requirements/recommendations in the following key areas:
 - a. **Learning Outcomes (LO's) mapping:** are there any professional practice skills or knowledge areas that should be clearly present in the course learning objectives?
 - b. **Assessment mapping:** are there any skills or knowledge areas required that are effectively targeted by the assessment strategy?
 - c. **Assessments activities:** are there any specific activities or contexts required or recommended by relevant standards and does the course design effectively target or demonstrate them?
 - d. **Teaching and Learning topics:** are all required and recommended topics incorporated into the course structure?
 - e. **Teaching and Learning activities:** are there any authenticity or other professional context considerations and are they sufficiently targeted in the course teaching and learning activities?

6.4 Step 4 – IHM Academic governance approval endorsement and regulatory/professional accreditation

- a) **Document compliance:** Prepare documentation demonstrating how the course meets each accreditation standard and requirements with sufficient detail to enable a reviewer to easily match the standard to the proposed evidence that it has been addressed.
- b) **CDAC endorsement:** Once the comprehensive course plan and accreditation submissions are prepared, the CDAC in conjunction with the Academic Board and Board of Directors, review to confirm support or further action before proceeding.
- c) **Submit for approvals:** Following Academic Board approval and Board of Directors endorsement, submit the curriculum application and documentation to relevant accrediting and/or relevant professional bodies for approval or recognition.

Course Creation

8. Primary Creation

- 8.1 **eLearning:** the LMS shell is to be created in line with the comprehensive course plan, IHM templates for units, formats, assessments and integration with associated student services and functions.
- 8.2 **Academia:** Liaise with eLearning to ensure compliance between approved course content, compliance with IHM practices and templates, and content design supports engagement and student satisfaction

9. Primary Course review

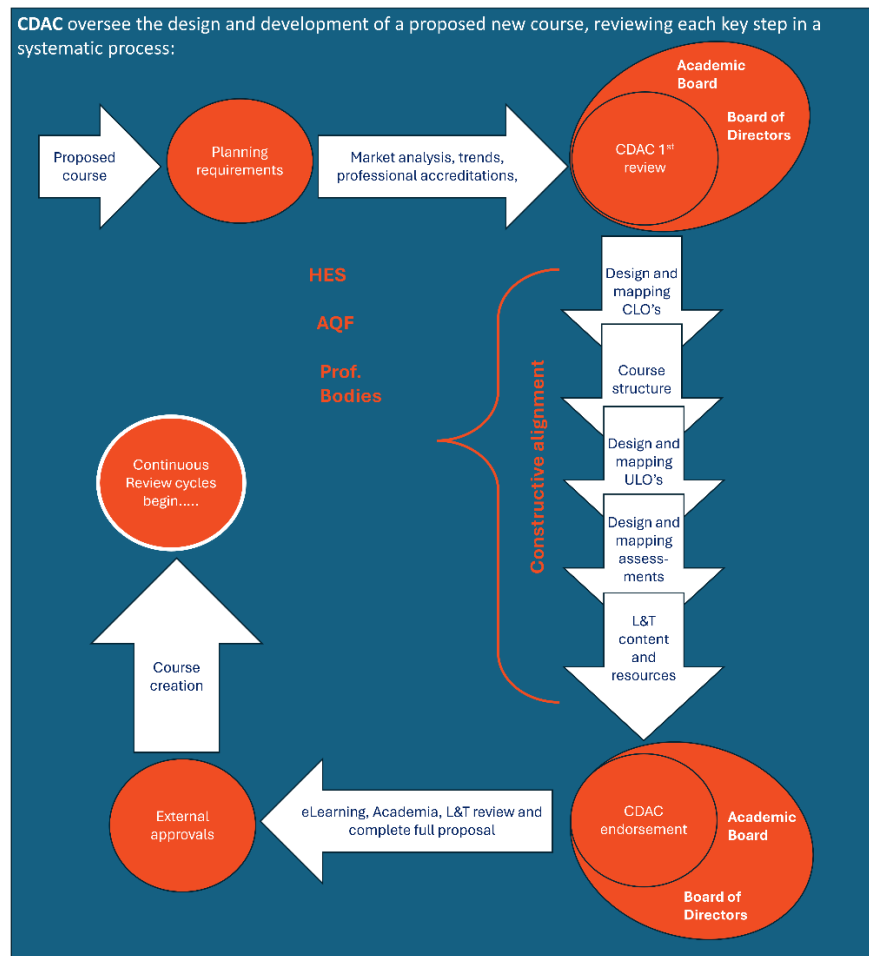
- 9.1 CDAC or members thereof, conduct the primary review to assess the end product of the course design assuring a quality assurance has been considered from a bidirectional perspective for iterative and integrative continuous improvement strategy going forward:
 - a) **Assessment strategy:** CDAC review whether the assessment methods as designed and created effectively measure learning outcomes, with clarity in purpose and objective of a mix of formative and summative assessments.
 - b) **Learning activities:** Are the learning activities as directed in the LMS engaging as standalone and/or teacher-dependent items? Do the materials support various learning styles and promote active learning?
 - c) **Content:** Does the course content and learning activities align clearly with learning outcomes, with evidence-based justification/reflection of best practices in the subject profession? Can the student align industry relevant needs to the activities and topics being presented to them as indicated in the LMS.

- d) **Resources:** Are student resources accessible as dictated by the unit outlines/curriculum and available in formats supportive of diverse student access and learning needs?
- e) **Support:** Are student support resources presented for easy access and in support of IHM student service policies and procedures? Is the course design supportive of a fair work and cognitive load? Are students directed to keyways to communicate needs and requests for help?
- f) **Reporting and analytics:** Are there are clear and accessible methods of reporting student activities/performance and engagement and for assessment marking and feedback including moderation to be managed from within the LMS? Are any functions not available within the LMS supported by alternative methods with clear instructions and reporting accordingly?
- g) **Compliance:** Are all templates, documents, standardized elements compliant with IHM chosen practices and procedures? Has a review record been created to document all findings and actions in reviewing the course hereafter? Are all external compliance requirements met?

10. Primary Course Completion

10.1 Upon satisfying the primary review to the approval of CDAC, the course may now be distributed to the relevant staff for training and familiarisation in preparation for the first cohort. All staff assisting with the delivery of the course should clearly understand:

- a) **LMS:** navigation, interactive elements, assessment activities, resource listings and access and reporting and communication pathways therein.
- b) **Faculty:** all associated roles and responsibilities of the academic staff, support, and eLearning staff
- c) **Review and improvement processes:** expectations and procedures for continuous review and curriculum development activities.



Continuous Improvement Framework

11. Review cycles

11.1 Tracking and auditing of continuous improvement will be managed by eLearning for direction by CDAC.

- Semester:** Unit reviews submitted by course lecturers and student surveys will be collected, student engagement will also be reviewed via LMS analytics reporting to inform possible improvements.
- Periodic cycle review:** Assessment performance and strategy will be reviewed by course coordinators, topics and resources will also be reviewed for currency, industry trends/needs/emerging practices and standards and possible improvements.
- Periodic comprehensive review:** an element of course design and delivery that has not had any improvements in 5 years will be nominated for comprehensive review. Tracking for this will be managed by the reporting system managed by eLearning as dictated in section 9 a-b with all possible elements listed in section 6.
- Accreditation cycles:** as dictated by governing bodies.

11.2 Review reporting: An audit trail will be managed by review reporting system that will cover all proposed changes, progression, actions and outcomes. eLearning will manage and monitor the continuous improvement activities by documenting and advising the CDAC accordingly.

12. Framework: Roles and responsibilities

12.1 eLearning

- a) Manage and monitor the reporting, and CDAC advising of all continuous improvement activities in cooperation with the associated faculty and decision makers. eLearning also will manage the reporting and analytics from the LMS assisting in periodic review cycles and data submitted accordingly.
- b) Course development activities will require expertise from the eLearning team relevant to the LMS as well as pedagogical expertise advising on proposed and recommended changes being overseen by the team.

12.2 Academic: Course lecturers and coordinators delivering the teaching and learning content have a responsibility to pro-actively assist in the reporting, review and assisting the implementation of changes as per their responsibilities in continuous curriculum development

13. Framework: Stages of action:

13.1 Review cycles will generate information to be reported, reviewed and be advised on by CDAC as the change that should be proposed.

13.2 Following a change proposal that has been agreed by CDAC, eLearning and associated faculty will consider elements detailed in section 8 (a-g) to recognise all consequential elements of the proposed change and present their finding to the CDAC.

13.3 CDAC will advise on what change is to be endorsed or not and any further considerations, requirements or actions recognised accordingly.

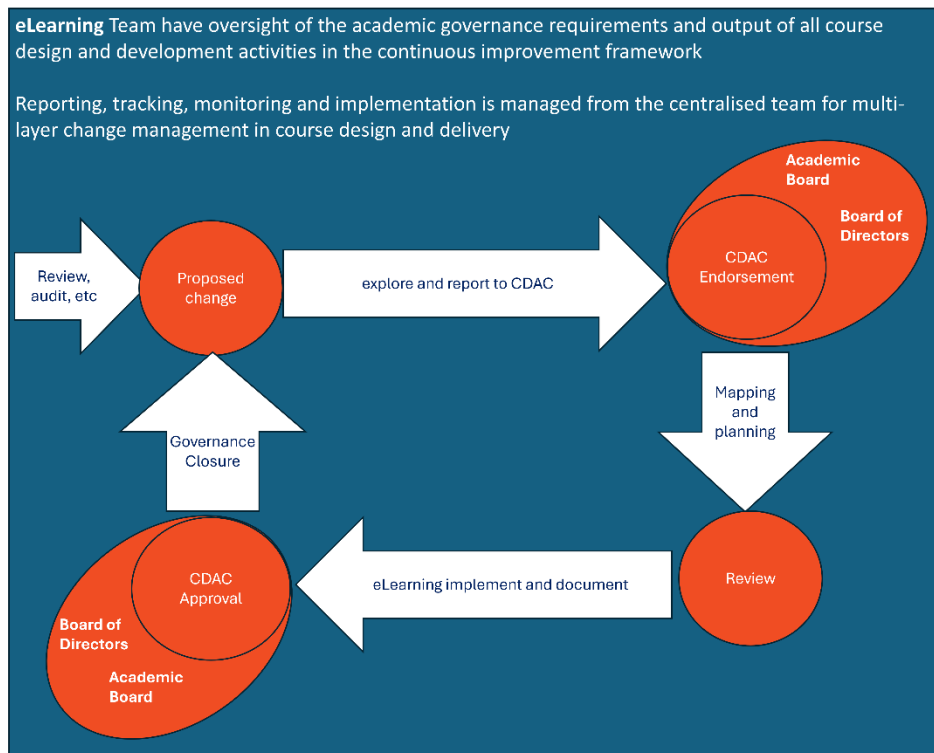
13.4 eLearning lead the drafting of the proposed change, assuring mapping and planning is documented as part of the reporting.

13.5 Review of the drafted changes to proceed as planned, change the planned changes, and/or recommend a new course of action.

13.6 Proposed change is implemented and reported.

13.7 CDAC review actions taken and advise if any further actions are required, revision of the changes or recommendation for new cycle of proposed change.

13.8 On completion of all action items raised the proposed change item can be closed and reported accordingly.



SECTION 3

Associated Information

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

Date Approved	14.06.2024
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Document Custodian	Chair, Course Development and Advisory Committee (CDAC)
IHM Doc ID	IHM-CDDP1-4.0

Change History

Version Control		
Change Summary	Date	Short description of change, incl version number, changes, who considered, approved etc.
Version 2.0	02/12/2020	<ul style="list-style-type: none"> 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
Version 2.1	01/12/2021	<ul style="list-style-type: none"> Feedback from Wells Advisory was accepted and updated under clauses 10 f and 10 m of the Procedure. Version 2.1 endorsed by Academic Board on 1/12/2021
Version 3.0	26/07/2022	<ul style="list-style-type: none"> Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022) Version 3 amended as follows: <ul style="list-style-type: none"> Minor edits to definitions Aligned to HESF 2021 standards Approved by Academic Board on 03/08/2022
Version 4.0	03/04/2024	<ul style="list-style-type: none"> Transfer into new template Definitions linked to Glossary of Terms Changes to align policy and procedure with Higher Education Standard Framework differentiating new course development, continuous improvement, and review cycle.