Course Review Policy

EDUCATION for
EMPLOYMENT:
Bridging the gap globally

SECTION 1

1. Purpose

1.1 This policy governs the systematic monitoring and review of courses and units offered by the Institute of Health and Nursing Australia (IHNA). They support a continuous cycle of evaluation and improvement. This involves, among other things, evaluation, and reflection by academic staff on the effects on student learning of course design, and approaches to learning, teaching, and assessment.

2. Scope

2.1 This policy applies to all courses, units of competency and skill sets offered by IHNA.

3. Definitions

3.1 **Australian Qualifications** Framework (AQF) qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

3.2 **Course**-This means a formally approved/accredited course of learning that leads to the award of a qualification as per the training product.

3.3 **Code** means the unique identifier for units of competency, skill sets, VET accredited modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

3.4 **Unit of competency** means the specification of the standards of performance required in the workplace as defined in a training package.

3.5 **Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

3.6 **Assessors** are persons who assess a student's competence in accordance with Clauses 1.13 to 1.16 of the Standards for RTOs 2015.

3.7 **Trainers** are persons who provide training in accordance with Clauses 1.13 to 1.16 of the Standards for RTOs 2015.

3.8 **Training Package** means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the

requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

3.9 **Course review**- A process for evaluating a course concerning the academic and business aspects of the course, including planning, resourcing, course design, learning and teaching, student outcomes, course demand, management, and external engagement.

3.10 **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.

3.11 **Learning Outcomes** - This means the expression of the set of knowledge, skills, and the application of the knowledge and skills a person has acquired and can demonstrate because of training.

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

SECTION 2

4. Course and Unit Review Principles

4.1 The development and implementation of this policy is underpinned by the following principles:

   a. Support reflective learning and teaching culture;

   b. Recognise exemplary learning and teaching practices;

   c. Disseminate and model good practice;

   d. Provide an opportunity to refresh a course in relation to contemporary and emerging issues, concerns and context;

   e. Demonstrate maintenance of standards and adherence to regulatory requirements;

   f. Provide judicious feedback to those involved in course delivery;

   g. Include external input, benchmarking and use of external reference points;

   h. Include multiple stakeholders as appropriate;

   i. Consider multiple sources of information and data, including feedback from students; and be conducted in a coordinated, collegial, and transparent manner.

4.2 IHNA's approach to course review comprises the following stages.

   a. Annual review;

b. Provision of course performance information;

c. Analysis and review of data within schools and preparation of course reports;

d. Discussion at the Course Advisory and Development Committee (CADC);

e. Resource improvement initiatives (if any);

f. Incorporating recommendation from the Learning and Teaching Committee (LTC);

g. Annual course reports retained as a record of course quality assurance.

4.3 The annual review will address the following criteria.

a. Student demand for the course (based on student enrolment

statistics, market research and analysis);

b. Design and Development Procedure;

c. Student progression, completion, and attrition;

d. The range, depth, and currency of units available within the course;

e. The quality, scope and adequacy of course-related information provided to

studentsand prospective students;

f. Contemporary and emerging issues in the courses, health care research

and healthpolicy and reform;

g. Health care research and health policy and reform;

h. The appropriateness and flexibility of the course's methods of delivery in

relation to student needs and demand;

i. Analysis of significant trends drawn from student and teacher evaluation

and feedback data.

5. Responsibility

5.1 National Training Managers are responsible for ensuring that all performance and knowledge evidence is well covered in the course.

5.2 Course Coordinators are responsible for undertaking review preparation with trainers and educators and the teaching team (where applicable), responding to review feedback and identifying and implementing training and assessment modifications and changes as appropriate.

5.3 Quality Assurance team is responsible for monitoring, review, and improvement of Course Review Policy, Procedures and the development of forms and guides, and support for the review process.

Education for Employment- Bridging the Gap Globally

SECTION 3

6. Associated Information

Related Internal Documents	• Course Review Procedure • Course Review Report Template • Unit Review Report Template • Session Plan Template • Mapping Document Template
Related Legislation, Standards, and Codes	• Australian Qualifications Framework (2013) • National Vocational Education and Training Regulator Act 2011 • Standards for Registered Training Organizations (SRTO) 2015 • Education Services for Overseas Students Act 2000 (ESOS Act) • National Code of Practice for Providers of Education and Training to • Overseas Students (2018) • ANMAC Enrolled Nurse Accreditation Standards 2017
Date Approved	23/11/2023
Date Endorsed	14/12/2023
Date of Effect	23/11/2023
Date of Review	31/12/2026
Approval Authority	Academic Board (consult with CST Team)
Document Custodian	Academic Director
IHNA DocID	IHNA-CRP1-2.0
Department	Academic
SRTO2015 Stds and sub section	Standards of RTOs 2015 Standards for VET Accredited Courses 2021 Standard 10.15–Course monitoring and evaluation

7. Change History

Version Control		Version 3.0
Version No.	**Date**	**Brief description of the change, incl version number, changes,who considered, approved, etc.**
V.2.0	10/03/2021	Revised and updated with pertinent information
V.3.0	31/12/2023	Updated in new template and logo. Updated information of CADC instead of CDMC

Education for Employment - Bridging the Gap Globally