Course Review Procedure

1. Purpose

1.1 The purpose of the procedure is to ensure that all courses offered by IHNA are developed and continually improved taking account of all relevant stakeholder's feedback, data, and evidence.

1.2 The procedure forms a guideline for VET course monitoring, review, and re-accreditation. They outline the stages involved in course monitoring and reporting and provide a template for the course report and indicative data sets to be analysed during the course monitoring and reporting process. This document is pursuant to the *Course Review Policy*.

1.3 Regular evaluation and revision of program content to include current and emerging issues in the courses, health care research and health policy and reform.

2. Scope

2.1 All courses are subject to annual course monitoring.

3. Responsibility

3.1 The Academic Director and the National Training Managers are responsible for ensuring that all performance criteria, performance, and knowledge evidence are well covered in the course. They are responsible for reviewing the final review reports and, in collaboration with the School Advisory Committee, Course Development and Monitoring Committee, and Academic Board, responding to the report recommendations and identifying and implementing modifications and changes as appropriate.

3.2 Course Coordinators are responsible for undertaking review preparation with trainers and assessors, responding to review feedback and identifying and implementing training and assessment modifications and changes as appropriate. They are responsible also for:

a) Planning and scheduling reviews.
b) Establishing a review timeline and setting up meetings;
c) De-identifying student work samples; and
d) The exchange of supporting documentation (Training and Assessment Strategy, Unit Guide, Learner Guide, Assessment, Assessment Mapping etc.)

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

4. Definitions

- 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.
- **Assessors** are persons who assess a student's competence in accordance with Clauses 1.13 to 1.16 of the Standards for RTOs 2015.
- **Australian Qualifications Framework (AQF)** means the framework for regulated qualifications in the Australian education and training system, as agreed by the

Enhancing Lives through Training

Commonwealth, State and Territory ministerial council with responsibility for tertiary education.

- **AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.
- Course means a formally approved/accredited course of learning that leads to the award of a qualification as per the training product.
- **Course** review is 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.
- **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.
- Trainers are persons who provide training in accordance with Clauses 1.13 to 1.16 of the Standards for RTOs 2015.
- **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.
- **Training** Product means AQF qualification, skill set, unit of competency, accredited short course, and module.
- **Unit of competency** means the specification of the standards of performance required in the workplace as defined in a training package.
- Professional Experience Placement 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.

5.   Course Review Process

5.1   Course **Review** Schedule

a)   Course Reviews are conducted in accordance with the Course Review Schedule determined by the Course Development and Monitoring Committee (CDMC).

b)   Courses will be reviewed in the time frames specified in the Course Review Schedule;

c)   Course Review Schedule, as far as practicable, will align with the schedule for External Accreditation of courses that are externally accredited;

d)   The National Training Manager maintains the Central Course Review Schedule;

e)   Any changes to this schedule are to be approved by Course Development and Monitoring Committee;

f)   The Academic Director will report on progress of Course Reviews against the Course

Enhancing Lives through Training

Review Schedule and on the outcome of course reviews to the CDMC and the Learning and Teaching Committee (LTC).

5.2 Provision of Course Performance Information

The Academic Director, in association with National Training Managers, and with support from the Quality Assurance team, assemble data sets from the Knowledge Hub (KH), to measure the performance for each course. Where possible, course data includes comparative nationally available datasets for similar courses.

5.3 Analysis and Review of Data within Schools and Preparation of Course Reports

Course Coordinators (or equivalent) consider the data sets and complete the Course Report Template (Attachment 1), identifying key issues and trends and any required changes/actions for improvement. Where possible, course trends are compared with similar courses offered by other providers nationally and internationally. For courses with not enough information resulting from an insufficient number of students or graduates to generate valid student feedback data, the Course Coordinator includes other feedback to assist in analysing the status of the course. With the effect of the national delivery of courses, a single course report is prepared through collaboration by all administering campuses to cover all course delivery locations.

a) Completed course reports are considered by CDMC (or equivalent) to discuss key issues, trends, implications for future planning and performance, and any recommendations for improvement.

b) Considering the discussions by CDMC, the National Training Managers then identify key issues, trends, and any resource improvement initiatives to be included in school plans, or to be referred to the relevant committee through the Academic Director for broader action at the Institute level.

c) When satisfied that each course report adequately assesses trends, issues, strengths of the course and actions to be taken to make any improvements necessary, the Academic Director, on recommendation from the Learning and Teaching Committee, endorses each course report and forwards it to the CDMC for consideration.

d) Annual course reports are retained by schools as a record of course quality assurance for seven years and are used to inform and support:

a. development of proposals for amending courses identification and sharing of good practices;

b. school planning and reporting processes;

c. preparation for course reviews and any professional accreditation activities.

e) Consideration by Academic Board

f) Academic Board considers the course reports and identifies any systemic issues arising across multiple schools and implications for IHNA's learning and training priorities. Comments are provided back to the School as appropriate. Particular attention is given to plans to address underlying issues of any courses where data analysis indicates that the course is performing unsatisfactorily and may be considered 'at risk'.

g) Academic Board also considers feedback from schools on the reporting template and

Enhancing Lives through Training

identifies improvement opportunities as appropriate for recommendations to the Board of Directors as part of the annual review of the course monitoring and reporting process.

h) Following consideration of course reports by CDMC, Academic Board provides a high-level summary of the outcomes of annual course monitoring to the Board of Directors and advises on:

    a. any courses that may be performing unsatisfactorily or 'at risk', based on criteria approved by the Academic Board (or delegate) and noted on the course report template

    b. actions proposed by Schools to improve courses that may be performing unsatisfactorily or 'at risk'

    c. strongly performing courses

    d. progress with implementing identified learning and training priorities any good practices and/or unsatisfactory course performance

    e. Implementing contemporary and emerging issues in the courses,

    f. issues that may warrant consideration across more than one school.

    g. The Academic Board provides feedback to schools on their course reports and make joint recommendations to the Board of Directors as appropriate.
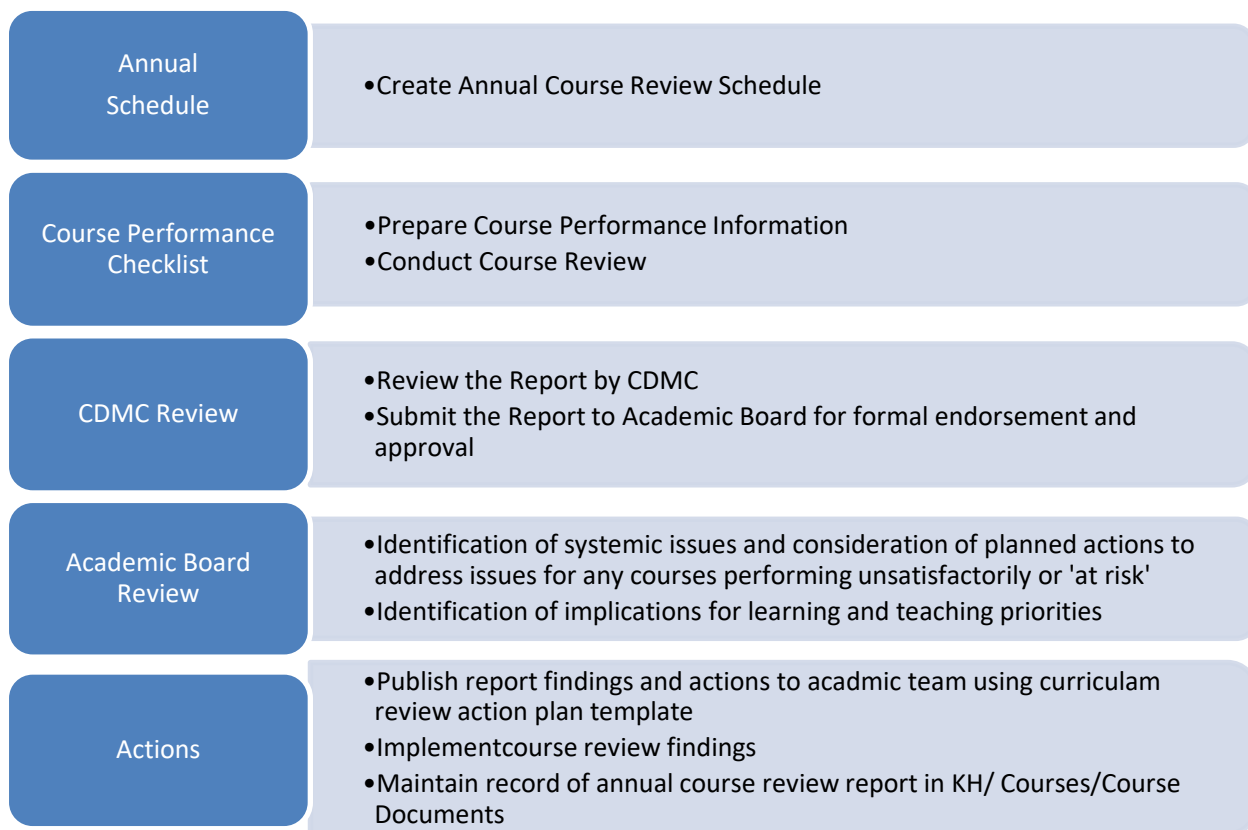
5.4 Course Review Procedure Flowchart

Annual Schedule	• Create Annual Course Review Schedule
Course Performance Checklist	• Prepare Course Performance Information • Conduct Course Review
CDMC Review	• Review the Report by CDMC • Submit the Report to Academic Board for formal endorsement and approval
Academic Board Review	• Identification of systemic issues and consideration of planned actions to address issues for any courses performing unsatisfactorily or 'at risk' • Identification of implications for learning and teaching priorities
Actions	• Publish report findings and actions to acadmic team using curriculam review action plan template • Implementcourse review findings • Maintain record of annual course review report in KH/ Courses/Course Documents

Figure 1: Course Review Process

Enhancing Lives through Training

6.   Associated information

Related Internal Documents	• Course Review Policy • Course Review Report Template • Unit Review Template
Related Legislation, Standards, and Codes	• Australian Qualifications Framework • *National Vocational Education and Training Regulator Act 2011* • *Education Services for Overseas Students Act 2000 (ESOS Act)* • National Code of Practice for Providers of Education and Training to Overseas Students (2018) • Standards for Registered Training Organisations (SRTO) 2015 • ANMAC Enrolled Nurse Accreditation Standards 2017
Date Approved	10/03/2021
Date Endorsed	12/03/2021
Date of Effect	13/03/2021
Date of Review	31/07/2024
Approval Authority	Academic Board
Document Custodian	Academic Director
PinPoint DocID	CD-CRP-01

7.   Change History

Version Control		Version 2.0
Change Summary	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
	10/03/2021	Separated Procedure document from Policy, revised and updated with pertinent sections