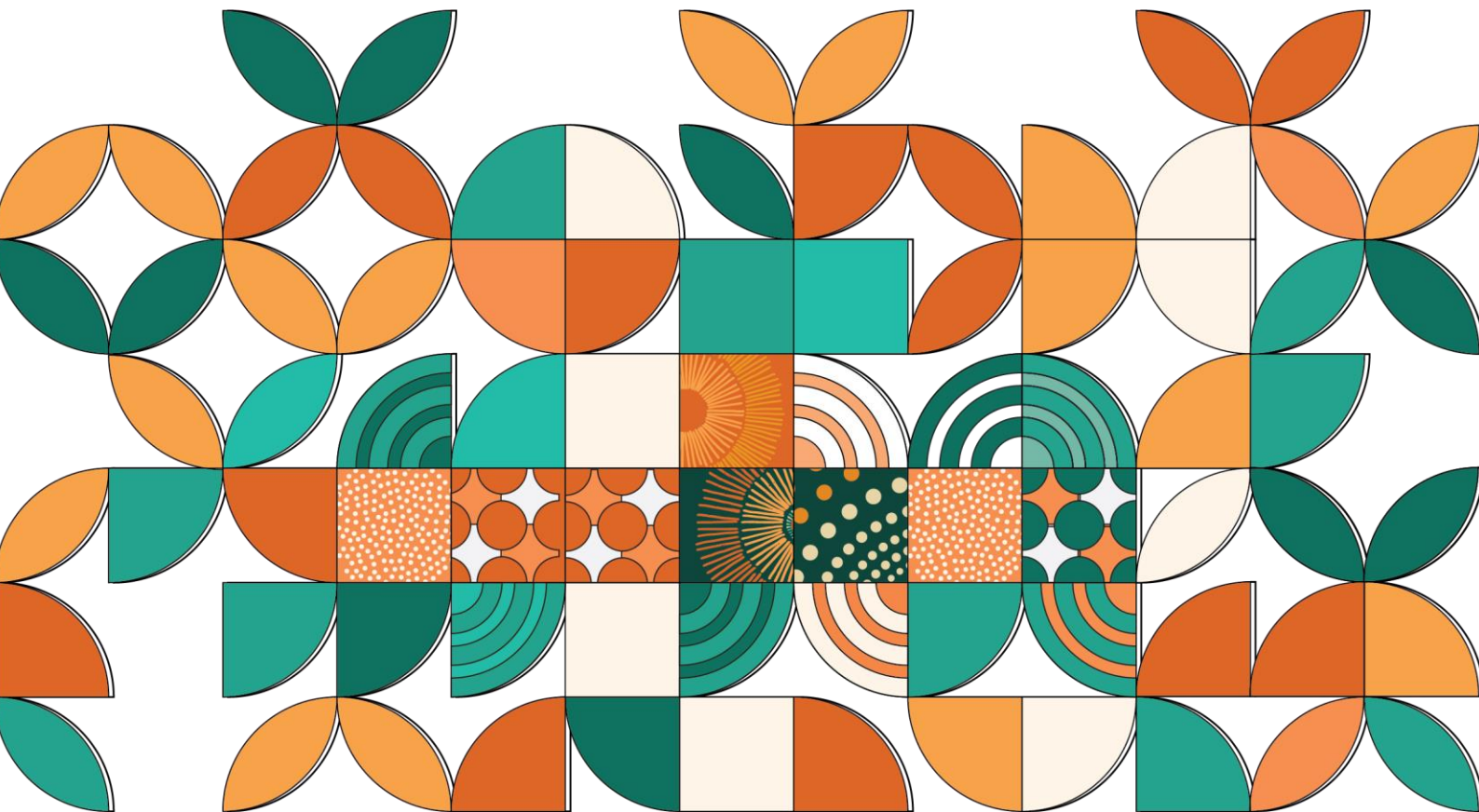


# Course Review Policy



## 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 Refer to IHNA's Glossary of Terms.

## SECTION 2

### 4. Course and Unit Review Principles

- 4.1 The development and implementation of this policy is underpinned by the following principles:
- Support reflective learning and teaching culture;
  - Recognise exemplary learning and teaching practices;
  - Disseminate and model good practice;
  - Provide an opportunity to refresh a course in relation to contemporary and emerging issues, concerns and context;
  - Demonstrate maintenance of standards and adherence to regulatory requirements;
  - Provide judicious feedback to those involved in course delivery;
  - Include external input, benchmarking and use of external reference points;
  - Include multiple stakeholders as appropriate;
  - 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.
- Annual review;
  - Provision of course performance information;
  - Analysis and review of data within schools and preparation of course reports;
  - Discussion at the Course Development and Advisory 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 students and prospective students;
  - f. Contemporary and emerging issues in the courses, health care research and health policy 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.

## SECTION 3

### 6. Associated Information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Course Review Procedure</li> <li>• Course Review Report Template</li> <li>• Unit Review Report Template</li> <li>• Session Plan Template</li> <li>• Mapping Document Template</li> </ul>
<b>Related Legislation, Standards, and Codes</b>	<ul style="list-style-type: none"> <li>• Australian Qualifications Framework (2013)</li> <li>• National Vocational Education and Training Regulator Act 2011</li> <li>• Standards for Registered Training Organizations (SRTO) 2015</li> <li>• Education Services for Overseas Students Act 2000 (ESOS Act)</li> <li>• National Code of Practice for Providers of Education and Training to Overseas Students (2018)</li> <li>• ANMAC Enrolled Nurse Accreditation Standards 2017</li> </ul>
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<b>SRTO2015 Stds and sub section</b>	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	30/07/2024	Updated in new template and logo. Updated information of CDAC instead of CADC