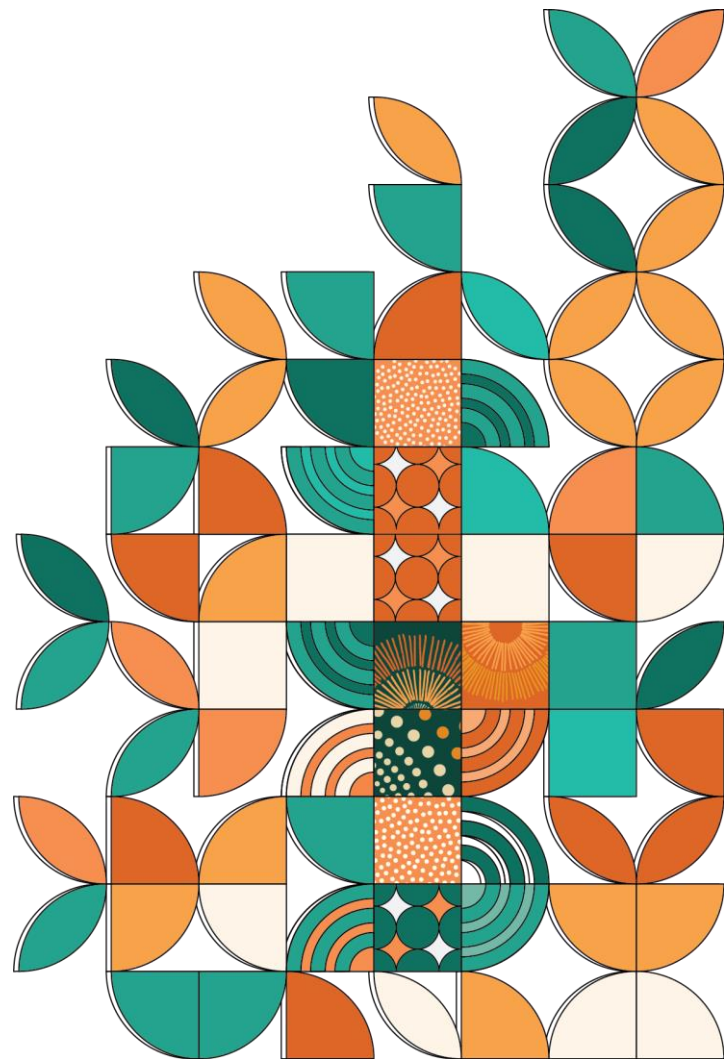


Course Review Procedure



SECTION 1

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, 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. Definitions

- 3.1 Refer to Glossary of Terms.

SECTION 2

4. Course Review Process

4.1 Course Review Schedule

- a. Reviews are conducted in accordance with the Course Review Schedule determined by the Course Development and Advisory Committee (CDAC);
- 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 Review Schedule and on the outcome of course reviews to the CDAC and the Learning and Teaching Committee (LTC).

4.2 Provision of Course Performance Information

- a. 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.

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

- a. 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.
- b. Completed course reports are considered by CDAC (or equivalent) to discuss key issues, trends, implications for future planning and performance, and any recommendations for improvement.
- c. Considering the discussions by CDAC, 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.
- d. 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 CDAC for consideration.
- e. Annual course reports are retained by schools as a record of course quality assurance for seven years are used to inform and support:
 - i. development of proposals for amending courses identification and sharing of good practices;
 - ii. school planning and reporting processes;
 - iii. preparation for course reviews and any professional accreditation activities.

4.4 Consideration by Academic Board

- a. 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'.
- b. Academic Board also considers feedback from schools on the reporting template and 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.
- c. Following consideration of course reports by CDAC, Academic Board provides a high level summary of the outcomes of annual course monitoring to the Board of Directors and advises on:

- i. 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;
- ii. actions proposed by Schools to improve courses that may be performing unsatisfactorily or 'atrisk';
- iii. strongly performing courses;
- iv. progress with implementing identified learning and training priorities any good practices and/or unsatisfactory course performance;
- v. implementing contemporary and emerging issues in the courses;
- vi. issues that may warrant consideration across more than one school.
- vii. Academic Board provides feed back to schools on their course reports and make joint recommendations to the Board of Directors as appropriate.

4.5 Course Review Procedure Flowchart



Figure 1: Course Review Process

5. Responsibility

- 5.1 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 their report recommendations and identifying and implementing modifications and changes as appropriate.
- 5.2 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:
- Planning and scheduling reviews;
 - Establishing a review timeline and setting up meetings;
 - De-identifying student work samples; and
 - The exchange of supporting documentation (Training and Assessment Strategy, Unit Guide, Learner Guide, Assessment, Assessment Mapping etc.)
- 5.3 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.

SECTION 3

6. Associated information

Related Internal Documents	<ul style="list-style-type: none"> • Course Review Policy • Course Review Report Template • Unit Review Template
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • 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 (SRTOs) 2015 • ANMAC Enrolled Nurse Accreditation Standards 2017
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Department	Learning and Teaching
SRT02015 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	Separated Procedure document from Policy, revised and updated with pertinent sections
V.3.0	12/07/2024	Updated in new template and logo. Updated information of CDAC instead of CADC