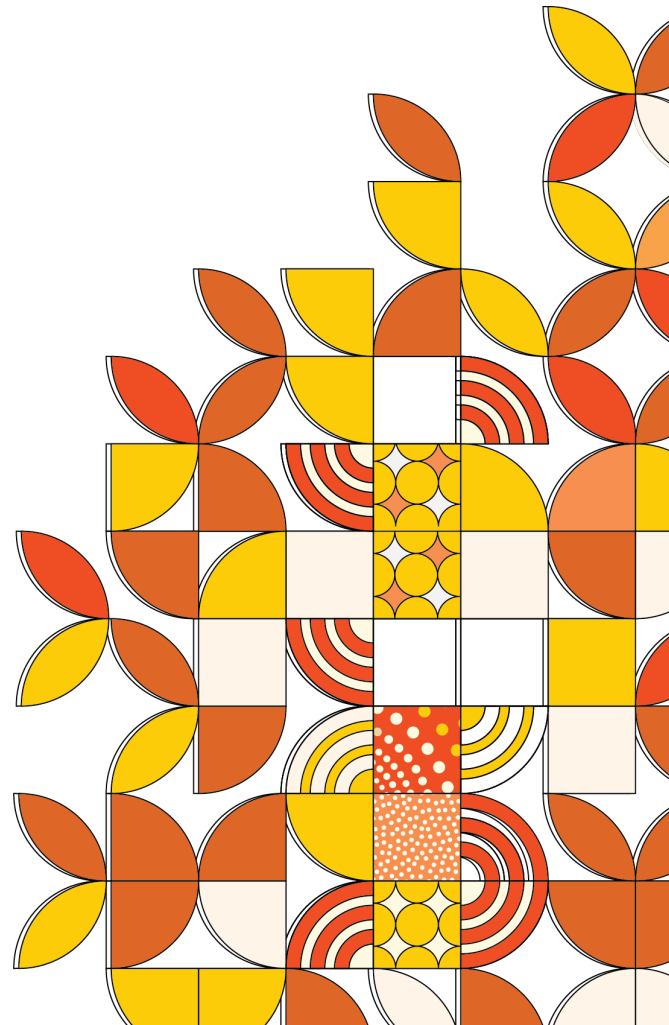


Course Design and Development Procedure



SECTION 1

Purpose

1. The purpose of the Course Design and Development Procedure is to ensure all courses of study offered by the Institute of Health & Management (IHM) are developed and continually improved, taking account of all relevant stakeholder feedback, data, and evidence.
2. Where there are changes in student demand, graduate employment demand, or strategic direction, a course of study may be discontinued.
3. Therefore, this document also sets out procedures governing the process for deciding to discontinue a course and ensuring that enrolled students are not disadvantaged.

Scope

4. This Procedure applies to all courses of study offered by IHM

Suite Documents

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

SECTION 2

Procedure

6. IHM is committed to ensuring its course offerings support high-quality, academically rigorous and industry relevant programmes. This procedure ensures:
 - a) IHM's course offerings reflect well-designed and constructively aligned courses of study.
 - b) Changes made to courses improve student outcomes, the student experience (inclusive of responding to student feedback) and support coherent course design principles.
 - c) The number of courses offered by IHM is financially sustainable.
7. **Approval of New Courses – Stages 1 and 2: Establishment, Planning and Design Phase**
 - a) IHM Management Team confirm establishment of Course Advisory Group (CAG) to prepare preliminary framework for submission of New Course Proposal to the Course Advisory and Development Committee (CADC).
 - b) The establishment phase includes:
 - a. Appointment of Project Lead
 - b. Establishment of Course Advisory Group inclusive of internal and external expertise.

- c) The establishment phase includes:
 - a. Appointment of Project Lead
 - b. Establishment of Course Advisory Group inclusive of internal and external expertise.
- d) Proposal for a new course of study (including 'nested' courses when applicable) must be submitted to the CADC. The Proposal should include:
 - a. Proposed Course of Study title/s
 - b. Proposed start date
 - c. Proposed delivery sites (including existing and/or potential new sites)
 - d. Proposed delivery options (including whether for domestic and/or international students, online or offshore delivery, and language of delivery)
 - e. Rationale including how the proposed course:
 - i. aligns to the Strategic Plan of IHM
 - ii. description of how it will integrate the IHM Graduate Attributes
 - iii. supports/satisfies outcomes of initial market 'needs' analysis
 - iv. incorporates relevant industry engagement and support
 - v. viability of the new course in the short to longer term
 - v. proposed budget for the development of the course of study including a list of academic staff required to deliver the new course and staff to be involved in developing the new course including a Project Team structure comprising of:
 - the ongoing Project Lead
 - the Course Development Group (CDG) that includes the Course Convenor, Discipline content experts, Curriculum Developer/ Instructional Designer, Academics, Librarian (as required) and Quality Assurance Coordinator (Optional)
 - f. The Project Lead in readiness for a Meeting of the CDG prepares a detailed course development project plan, an Action Plan, inclusive of:
 - i. Timeframes
 - ii. Milestones
 - iii. Relevant policies and procedures
 - iv. Summary of key tasks and responsibilities e.g., benchmarking documents
 - g. The CDG submits the Proposal to the CADC for feedback and approval
 - h. Upon receiving and finalising CADC's feedback, the CDG submits the final proposal to the CADC secretary for submission to the Academic Board, who is responsible for approving the new course development Proposal.
 - i. Course Advisory and Development Committee (CADC) Secretary tables the Proposal for approval of Academic Board

- j. Notify TEQSA and /or professional accreditation body of intention to offer a new course (IHM Quality Assurance)

8. Stage 3: Course development

- a) The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic, and professional learning and development. Course Structure Requirements:
 - a. Course title and credential identified.
 - a. Course Map (courses, course descriptions, and course-level learning outcomes).
 - b. Course learning outcomes (describe what students will know and be able to do upon successful completion of a course).
 - c. Mapping to Graduate Attributes.
 - d. Assessment (the way that students provide evidence that they have achieved the stated and intended learning outcomes or exceeded those expectations).
 - e. Learning activities (the things students do, and staff do with students to develop their knowledge, skills, and application).
 - f. Assessment mapping to unit learning outcomes and course learning outcomes.
 - g. Mapping to AQF standards.
 - h. Mapping to professional accreditation standards (if applicable).
 - i. Opportunities for partnership and articulation; The setting of admission criteria.
 - j. Compliance with general education requirements.
 - k. Benchmark IHM courses against five Australian higher education institutes and an international institute.
 - l. Compliance with Essential Employability Skills requirements (endorsed by Course Advisory and Development Committee).
 - m. Attestations from any accrediting body where applicable.

9. Stage 4: Review

- a) Editorial review
 - a. Content is edited for spelling, grammar, formatting, and referencing ideally for consistency in style.
 - b. Review all units, in the context of the course, for unintended content overlap or inconsistencies (for full courses).
- b) Technological review
 - a. Resource links checked and fixed if needed.
 - b. Test content in different web browsers.
 - c. Technological functioning checked.

- d. Check online assessment tools are functioning correctly for each assessable task. c)
Subject-matter expert Review
 - e. The unit reviewed by an expert(s).
 - f. Review by an external industry advisory panel (optional depending on discipline).
 - g. Pedagogical and constructive alignment review
 - h. Review of achievement of constructive alignment.
 - i. For a course that is offered online, an external reviewer with specific expertise in online delivery and assessment should be consulted as part of the external peer/industry review process
 - j. Review the learning outcomes of the unit against the extended unit outline.
 - k. Review for student engagement and lecture presence.
- c) Actioning feedback
Feedback received and incorporated, or if not possible, an action plan made for the future.
- d) The CDG will prepare the TEQSA Course Accreditation Application

10. Stage 5: Approval process

- a) Submit the IHM Course Proposal to the CADC for Approval
- b) Submit the IHM Course Proposal to the Academic Board for Approval
- c) Complete TEQSA Accreditation Application templates and collate supporting evidence
- d) Submit the Final HM Course curriculum and the TEQSA Course Accreditation Application to the CADC for Approval
- e) Submit the Final HM Course curriculum and the TEQSA Course Accreditation Application to the Academic Board for Approval
- f) Academic Board to inform the Board of Directors.
- g) If relevant, submit the proposed Curriculum to the concerned Professional/Industry Accreditation Body for approval.

11. Course Development Procedure flowchart



SECTION 3

IHM guidelines for Course Development

12. Guidelines for Course Development

- a) Curriculum Design will:
 - a. Be developed in a collaborative environment.
 - b. Take a whole-of-course approach informed by the following reference points:
 - i. Australian Qualifications Framework (AQF)
 - ii. Higher Education Standards Framework (Threshold Standards) 2021 Provider
 - iii. External professional accreditation standards (when applicable) and Course Consultative Committees
 - iv. The IHM Strategic Plan and IHM Graduate Attributes
 - v. Discipline Threshold Learning Outcomes (when applicable)
 - a. Align learning and teaching activities, learning resources and support, assessment strategies, and feedback mechanism to support student achievement of course and unit learning outcomes.
 - b. Scaffold learning and support students in their transition into, progression through and transition out of their course of study, including fostering progressive and coherent achievement of learning outcomes across the course.
 - c. Actively consider the needs and preparedness of students including embedding early assessment that provides formative feedback to students. Ensure students receive timely feedback that assists in their achievement of learning outcomes.

- d. Ensure that all students, regardless of location or mode of learning, educational background, or entry pathway, have access to equivalent opportunities to learn and succeed.
- e. Be evidenced-based and draw on substantial, coherent and contemporary knowledge and scholarship.
- f. Be guided by the requirements for monitoring participation, progress, and completion of all students and student experience data to inform and improve teaching and learning practice as per the Assessment Policy, Course Design and Development Policy and Teaching and Learning Policy.

13. Course design and development

- a) The course and its component units should be designed and delivered through the following process:
 - a. The educational aims of the course express the broad academic scope of the course.
 - b. Course learning outcomes will specify the expected achievement that will be demonstrated by students in the areas of knowledge, skills and their application, as a result of their successful completion of the course and should be aligned with the NMBA Registered Nurse Standards for Practice (2016) and ANMAC (2014) if applicable.
 - c. The course will be developed by, or with, oversight from academic staff with relevant expertise in nursing and external suitably qualified staff from other institutions.
 - d. The course will be informed by up-to-date pedagogical practice and by a learner-centered approach to adult learning.
 - e. Academic staff will map course learning outcomes, content, and assessment, against all unit learning outcomes, content, and assessment, to ensure course consistency, alignment and progressive development of learning outcomes across the course.
 - f. To ensure academic integrity assessments are designed in alignment with IHM Assessment Policy and Procedure.
 - g. Appropriate expertise or accessing guidance and advice to ensure Aboriginal and Torres Strait Islander content is included where relevant, is high quality, course-appropriate, culturally appropriate and respectful.
 - h. Course admission criteria are met to allow IHM to admit to the course and applicants believe they can undertake the course with a reasonable prospect of success.
 - i. Consideration of equality, diversity and accessibility issues as well as awareness in the development of, and access to, courses.
 - j. Course rules must provide clear and consistent completion requirements.
 - k. Courses are compliant with regulations.
 - l. Demonstrated ability to deliver strong graduate outcomes.
 - m. Student surveys will be conducted and the feedback will inform course and unit reviews.

14. Course Structure Requirements

- a) All curriculum must be compliant with the Australian Qualifications Framework for the required qualification level of the course.
- b) Course units must be structured to enable students to meet the requirements for admission into a subsequent course at the next AQF qualification level and to achieve the intended learning outcomes.
- c) Courses will be structured where possible to create systematic, clear, flexible qualification pathways that enable students to progress into and between qualifications
- d) Developing course structures that offer flexible qualification pathways includes considering the suitability of comprehensive curriculum models, such as:
 - a. nested courses that enable articulation between qualifications and multiple entry and exit points
 - b. an articulation agreement, between IHM courses or with an external partner/s, that enables students to articulate into higher education courses with pre-assessed admission and/or credit for prior learning
- e) Coursework courses will comprise a coherent structure of units, each with a notional student workload; the sum of the workload of all units in a course will be the volume of learning for that course.
- f) Coursework will be structured so that students' progress from introductory to more advanced learning throughout their course. This will be evident through the learning outcomes of the units at each level, with alignment of unit learning outcomes to course learning outcomes, and the relevant AQF qualification type descriptor.
- g) Coursework courses may include substructures (e.g., majors, minors) and core, elective and requisite units as defined in the course structure section
- h) Research courses may include time-based units (components of research) and some taught coursework units in line with AQF specifications for the qualification type of the course.

15. Course Learning Outcomes (CLO(s))

- a) Learning outcome statements are valuable to students, teachers, and administrators and support better curriculum design and alignment through explicit connection to learning and teaching activities and assessment tasks.
- b) A set of distinct Course Learning Outcomes will be developed for each course.
- c) Course Learning Outcomes are statements of the intended learning outcomes students will achieve on the successful completion of a course.
- d) Each course of study must be designed to enable achievement of defined Course Learning Outcomes regardless of a students' place of study or the mode of learning.
- e) Course Learning Outcomes are clear statements of the knowledge and skills that students must develop to fulfil the requirements of the course and must align with the appropriate level of the AQF,

IHM Graduate Attributes, Threshold Learning Outcomes, and any relevant Industry or Professional Association Standards that may be expected.

- f) Course Learning Outcomes encompass discipline-related and generic outcomes and have several characteristics. They must:
- Be consistent with the level and field of education of the award.
 - Describe what the graduate will know, be able to do, and be able to demonstrate on completion of a course.
 - Be linked to a whole-course design and define the scope and depth of the course.
 - Be measurable and achievable within the qualification type, level and the volume of learning, whether assessed at the unit level, course level, or in combination.
 - Be clearly articulated to students.
- g) An IHM course will have between six and ten Course Learning Outcomes customised from IHM exemplars.
- h) The Course Design will identify performance criteria for each Course Learning Outcome, and students must demonstrate the required performance standard on exit.
- i) To assure achievement of Course Learning Outcomes, IHM has a compulsory mapping process at three junctures of the course where outcomes and feedback on outcomes to students are articulated:
- Introduced: How they are taught (e.g., lecture, video, teamwork activity).
 - Consolidated: Where do they practice? How is feedback provided? (e.g., assignment, peer review, in a class laboratory session).
 - Demonstrated: Where they are assessed, and a mark allocated? (e.g., assignment, placement report, exam).
- j) Revisions to course and units must ensure that all Course Learning Outcomes remain mapped to Unit Learning Outcomes in prescribed units. Where revisions impact other units or courses these must also be considered and addressed.

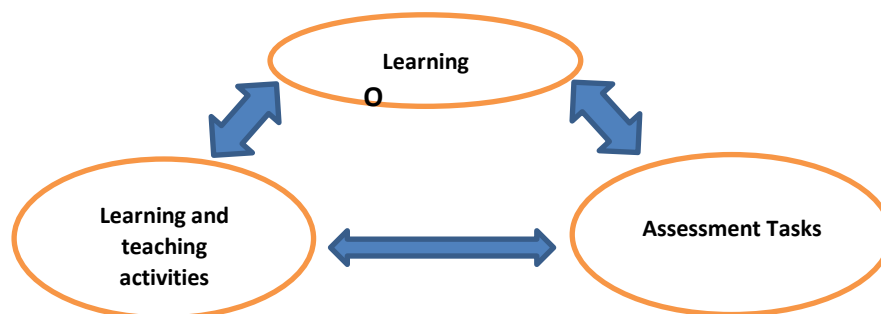


Figure1: Constructive alignment of learning outcomes, assessment tasks and learning and teaching activities

- k) IHM requires learning outcomes and assessments to be aligned at all levels of study and consistent with the Australian Qualifications Framework (AQF) level of the higher education qualification offered. Learning Outcome Statements are required at a course, unit, and topic level (a topic may map to a single week or multiple weeks of content within a unit), and alignment between these levels is critical.

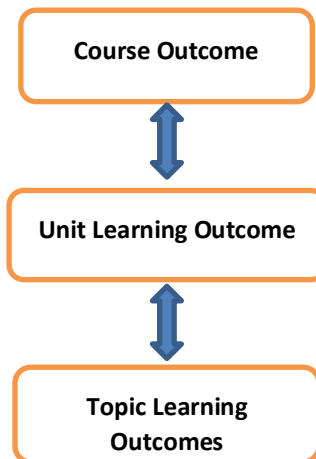


Figure 2: Alignment between Course Outcomes, Unit Learning Outcomes and Topic Learning Outcomes

16. Qualification types

IHM offers a range of AQF qualification award and non-award courses.

Qualification Type	AQF Level	Total Units Required for Completion of the Award	* Credit Points
Bachelor's degree	7	24 (Three-year bachelor's degree) 26 units (Four-year bachelor's degree)	192 (Three-year bachelor's degree) 256 (Four-year bachelor's degree)
Graduate Certificate	8	3/4 Units	32
Graduate Diploma	8	6/8 Units	64
Master's degree	9	12 -13 Units	128

***1 credit point = 18.75 hours**

17. Student Workload

- The credit point value of a unit indicates the amount of work required for the satisfactory completion of that unit. One credit point represents the same notional student workload in all coursework courses.
- The AQF volume of learning for one year equates to 64 credit points at IHM
- Each credit point is equivalent to 18.75 hours of notional student workload

18. Unit outline headings

- a) Each of the units of the course must have the following headings in their outlines:
 - a. Level of award
 - b. Alphanumeric code
 - c. Title
 - d. Field of education
 - e. Credit value
 - f. Offering
 - g. Rationale
 - h. Aligned learning outcomes and assessment, including content and learning activities, Assessment tasks
 - i. Result type (usually in the form of a grade)

b) Unit Code designation and schedule

The Unit Code has a specified designation and schedule

UNIT CODE DESIGNATION SCHEDULE	
Discipline	A – Allied Health B – Healthcare management, Health innovation H – Health Sciences L – Language (including LOTE, ESOL, Linguistics) M – Medicine N – Nursing P – Pharmacy
AQF Level	NAU - Non award Unit 6 - Associate degree 7 - Bachelor’s degree 8 - Grad Dip or Grad Cert 9 - Master’s degree 10 - PhD
Sequence number based on the order in which the unit was developed	001 - First unit developed in that discipline and AQF level 002 - Second unit 156 – One hundred fifty-sixth unit.... Etc...

- c) Units will be developed by, or with oversight from, academic staff with relevant expertise in the area of discipline with IHM unit outline Template.

- d) The unit outline details how the unit contributes to any course or specialization in which it is offered, the learning outcomes for the unit, assessment requirements, its relationship to other units, including the contributions that it makes to the Course Design Standards, course learning outcomes and assessment schedules of the relevant courses (see 21 for guidance) any identified Inherent Requirements, the resources required to deliver the unit, as well as when and how it is to be taught. Unit developers must provide all the information required in the template.
- e) All units must adhere to the provisions of the:
 - a. Assessment Policy
 - b. Course Design and Development Policy
 - c. Unit outline and Learner Guide procedure
- f) A unit proposal /Unit outline to establish a unit or make significant amendments to a unit is to be sent and approved by the Course Advisory and Development Committee.
- g) Submit the approved unit proposal /unit outline to IHM Academic Board for final approval.
- h) For units with Aboriginal and Torres Strait Islander related content, consideration needs to be given to ensuring the material is appropriate to the learning outcomes and is culturally responsible in its format and delivery.

19. Unit Learning Outcomes

- a) Unit Learning Outcomes are clear statements of the knowledge and skills that students will be able to do or demonstrate after the unit, and must align with the Course Learning Outcomes, learning and teaching activities and assessment.
- b) Distinct Unit Learning Outcomes will be developed for each unit. Unit Learning Outcomes are statements of the intended learning outcomes students will achieve on successful completion of a unit.
- c) Each unit of study must be designed to enable achievement of expected learning outcomes regardless of a students' place of study or the mode of learning.
- d) Unit Learning Outcomes are informed by:
 - a. The relevant Course Learning Outcomes.
 - b. The unit's level of application of knowledge and skills.
- e) Unit assessment tasks are designed to provide evidence of student achievement of the learning outcomes; therefore, a constructive alignment between Unit Learning Outcomes and assessment items must be shown.
- f) A unit will have between three and five learning outcomes.
- g) A postgraduate unit will have between three and five learning outcomes.
- h) Unit learning outcomes are developmental towards the course AQF level. In a bachelor's degree units and AQF levels should align approximately as follows:
 - a. Year 1 units with AQF level 6/7

- b. Year 2 units with AQF level 7
- c. Year 3 units with AQF level 7

In a master's degree units and AQF levels should align approximately as follows:

- a. Year 1 units with AQF level 8
- b. Year 2 units with AQF level 9
- i) All courses will specify Course Learning Outcomes from which the course development team will develop the suite of aligned Unit Learning Outcomes.
- j) Units, including learning, teaching, and assessment, will be selected or designed and sequenced, to support progressive and coherent student achievement of the learning outcomes.
- k) Methods of assessment must be consistent with the learning outcomes being assessed, capable of confirming that all specified learning outcomes are achieved and assure that grades awarded reflect the level of student attainment.

20. Topic Learning Outcomes

- a) Topic Learning Outcomes are clear statements of the knowledge and skills that students must develop throughout the topic and must align with the Unit Learning Outcomes.
- b) Topic Learning Outcomes continue the 'unpacking' process to its most fine-grained level.
- c) The number of learning outcomes depends on the breadth, depth, and length of the topic but as a guide may have between two and four for a single topic. Regarding what cognitive and knowledge levels are appropriate, each course, unit, the topic will be different, however, all levels of study should engage in a spread of both higher and lower order thinking skills. Similarly, all levels of study should engage in a range of knowledge levels from factual to metacognitive.

21. Learning taxonomy and useful verbs for designing learning outcomes

- a) **Bloom's taxonomy** is a widely used classification of learning objectives (descriptors of the knowledge, skills, and philosophy of the discipline) used by lecturers to guide the development of a holistic learning experience. Bloom's taxonomy guides teachers through the process of designing learning activities that allow learners to develop:
 - a. Knowledge (cognitive domain).
 - b. Practical skills (psychomotor domain); or
 - c. Emotional awareness, values, or philosophy (affective domain).

b) Curriculum Design Recommendations

Curriculum Design Recommendations

Figure 3 shows the emphasis on knowledge intake, utilisation, and generation for Bachelor, Master, and PhD degrees and their relation to Bloom's Taxonomy for many disciplines.

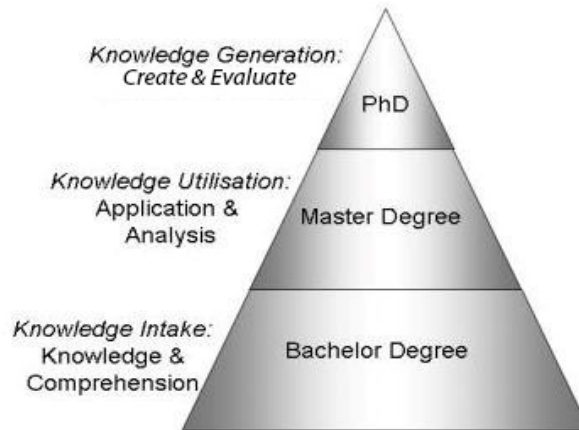


Figure 3: Knowledge Intake, Utilisation and Generation, their relation to the levels of Bloom's Taxonomy and Bachelor, Master and PhD degrees. The emphasis for Bachelor programs is on Knowledge Intake, the emphasis for Master programs is on Knowledge utilisation, and the emphasis for PhD programs is on knowledge generation.

- c) **Learning Outcome Statements** must be observable and measurable. Some verbs are difficult to measure, therefore difficult to assess, such as: 'appreciate', 'understand', 'learn', 'take an interest in', and 'become aware of'. These verbs should be avoided for Learning Outcome Statements.

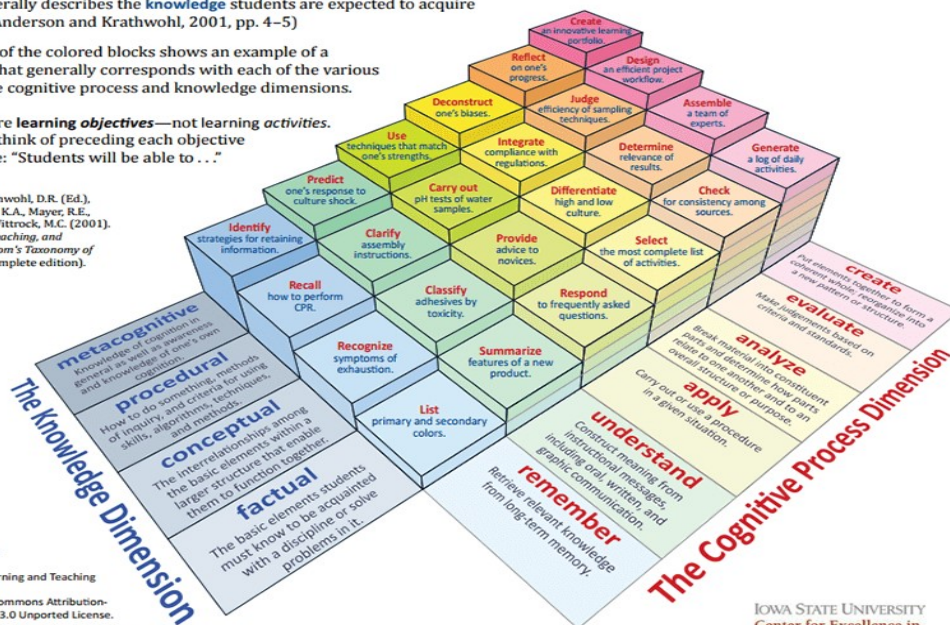
A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning objectives**—not learning activities. It may be useful to think of preceding each objective with something like: "Students will be able to..."

*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.



Model created by: Rex Heer
Iowa State University
Center for Excellence in Learning and Teaching
Updated January, 2012
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For additional resources, see:
www.celt.iastate.edu/teaching/RevisedBlooms1.html

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Figure 4: Revised Bloom’s taxonomy model after Anderson and Krathwohl (2001) combining knowledge and cognitive process dimensions

d) Verbs used across Bloom’s Cognitive Domain

Verbs used across Bloom’s Cognitive Domain	
know, remember	arrange, choose, count, describe, define, draw, enumerate, find, identify, label, list, locate, match, memorize, name, omit, outline, point, quote, read, recall, recite, recognize, repeat, reproduce, select, sequence, state, tabulate, tell, view, write
comprehend, understand	arrange, associate, classify, cite, compute, conclude, convert, defend, demonstrate, describe, discuss, distinguish, estimate, explain, express, generalize, illustrate, indicate, interrelate, interpret, infer, match, paraphrase, predict, represent, restate, rewrite, select, show, summarise, tell, trace, translate
apply	administer, apply, articulate, assess, calculate, change, chart, choose, collect, compute, construct, contribute, control, demonstrate, determine, develop, discover, dramatize, draw, employ, establish, explain, extend, extrapolate, generalize, imitate, implement, interview, interpret, include, inform, instruct, judge, modify, manipulate, organize, paint, participate, predict, prepare, produce, select, show, simulate, sketch, solve, transfer, use
analyse	analyse, arrange, breakdown, categorize, characterize, classify, combine, compare, contrast, debate, deduce, develop, devise, design, detect, diagram, discriminate,
	differentiate, distinguish, identify, illustrate, infer, limit, order, organize, outline, point out, prioritize, recognize, research, relate, select, separate, subdivide, survey, utilize
evaluate	analyse, arrange, breakdown, categorize, characterize, classify, combine, compare, contrast, debate, deduce, develop, devise, design, detect, diagram, discriminate, differentiate, distinguish, identify, illustrate, infer, limit, order, organize, outline, point out, prioritize, recognize, research, relate, select, separate, subdivide, survey, utilize

create	<p>adapt, anticipate, categorize, collaborate, choose, combine, communicate compile, compose, construct, create, design, develop, devise, drive, explain, express, formulate, generate, group, hypothesize, incorporate, individualize, initiate, intervene, invent, justify, make model, modify, negotiate, originate, organize form, plan, pretend, produce, progress, propose, rearrange, reconstruct, reinforce, reorganize, revise, rewrite, role play, structure, substitute, tell, transform</p>
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e) **Learning Outcome Statements contain four elements:**

- a. **Stem - a lead-in statement, usually in the future tense.**
- b. **Verb - indicates what the student is expected to do.**
- c. Content/focus - indicates the process, product or behaviour.
- d. Context - indicates specific conditions or context that may or may not be required.
- e. Example: On completion of this unit, students will be able to (stem) explain (verb) the modes of professional communication within professional relationships (content) focussed on fitness for practice (context).

f) **Topic Learning Outcomes in my teaching**

Lecturers often begin planning their teaching by listing the content they want to cover and then arranging the order in which that content will be delivered. A more effective starting point, however, involves the lecturer moving from this lecturer-centred view of the process (what content do I want to cover/will the unit cover?) to a position that starts with the students: What do I want the students to have learned by the end of the topic. Situations need to be created in which the students do observable things that are evidence of their learning. This means student behaviour needs to be the focus of the learning outcomes, and the focus of assessment should be on getting the student to produce evidence of this learning.

- a. The outcome: What do I want the students to have learned by the end of the topic?
- b. The teaching activities: How can I help the students learn this?
- c. Directed student activities: What will the students need to do?
- d. The link to assessment: How can they provide evidence of this? Or what will you be looking for to determine that learning has occurred?

Learning outcomes should be achievable within the timeframe allocated, as well as through assessment activities.

22. Unit publication

- a) All units should be published on the IHM website.

- b) Additional units and/or change to units on the website should be approved by the Course Advisory and Development Committee and Academic Board.
- c) Removal of units on the website should be approved by the Course Advisory and Development Committee and Academic Board.

23. Course duration

- a) Students must complete a course within the expected course duration period.
- b) The maximum time to complete a coursework course is calculated based on the expected course duration and includes any periods of leave of absence or approved study at other institutions for credit towards a course. It is calculated as follows:
 - a. for coursework courses available as full-time only: $n + 2$ years, where n = expected full-time expected course duration; or
 - b. for coursework courses available as full-time or part-time: $2n + 2$ years, where n = expected full-time duration of the course.
- c) The Academic Board may extend the maximum time to complete a coursework course by up to one year in exceptional circumstances.

24. Delivery modes for learning

- a) **Face-to-face learning**
 - a. In this delivery model, all learning and teaching occur in a face-to-face context, on campus. Content, communication, and collaborations between teachers and students, students, and students occur on campus at set times, days and weeks, and assessment tasks are 'physically' handed in.
 - b. Face to Face learning has been comprised of the large group 'passive' lecture where students sit, listen and take notes from a teacher presenting course content and information, supported by a collaborative small group tutorial session to explore, analyse, debate and form judgments or opinions on the information provided in lectures and additional readings.
- b) **Blended learning**
 - a. A blended course combines face-to-face elements, such as classroom or laboratory sessions, with online learning elements such as narrated presentations, videos, and online forums. Blended courses include online content/activities to support face-to-face learning or divide learning into online components and face-to-face components.
 - b. What types of content/activities are chosen and how they are implemented will depend on the desired learning outcomes and what the most appropriate and effective blend of in-class and online elements?
 - c. IHM utilise two main forms of blended learning:

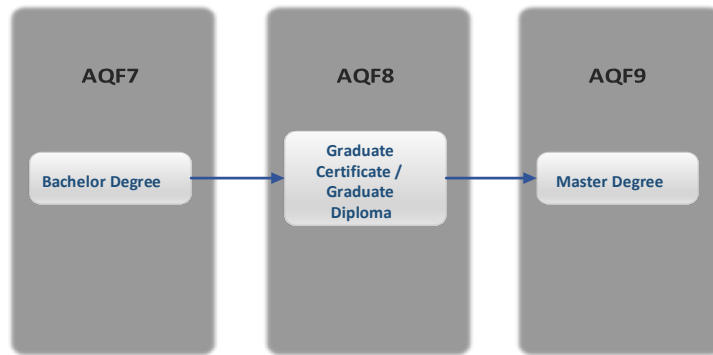
- i. Blended learning - Learning and teaching activity occurs predominantly on campus with face-to-face delivery being complemented by online communication, learning activities, resources, and assessments. Examples may include transforming material previously presented in a lecture environment, into interactive online learning, and then maximising weekly class time to consolidate peer learning opportunities or alternating learning between face-to-face one week and online learning the next.
- ii. Off-campus (Blended) - Delivery of learning and teaching activities, including communication, learning activities, resources, and assessments occurs predominantly online. This is integrated with flexible mode teaching/training, delivered on campus, or at a workplace. Examples may include 11 weeks of online learning, with a one-week face-to-face block to consolidate and/or demonstrate learning/skills; or weekly online learning, consolidated with weekend face-to-face intensives every fourth weekend.
- iii. Wholly online - Wholly online courses are those that have no face-to-face contact with teachers or student peers. Thus, the delivery of all learning and teaching activities – including communication, learning activities, resources, and assessment – all occurs online. For an engaging and effective online learning experience, the teacher must embed opportunities for communication and interaction with and between students, teachers, and content. Online communication and collaboration are essential in facilitating learning in any context but are especially important for wholly online students who, without regular teacher and peer communication and support, may encounter feelings of isolation and disengagement.

25. Opportunities for Partnership and Articulation

a) Scholarship and Teaching

- a. IHM partnerships with Universities and Deemed (Private) Universities as well as Registered and Accredited Colleges and Institutes encourages the development of opportunities for academic staff and students of IHM and partner Institutions to develop new and improved understanding and insights into their field of knowledge and to engage with and keep up to date with advances in Teaching and Learning.
- b. This includes opportunities for academic staff and students of IHM and Partner Universities to advance their knowledge and understanding about advances in professional practice in Australia and internationally as well as advances in disciplinary knowledge through original research.

b) Articulation Pathways



SECTION 4

Associated Information

<p>Related Internal Documents</p>	<ul style="list-style-type: none"> • Academic Honesty and Integrity Policy • Academic Honesty and Integrity Procedure • Assessment Policy • Assessment Procedure • Benchmarking Policy • Benchmarking Procedure • Course Design and Development Policy
	<ul style="list-style-type: none"> • Course Review and Evaluation Policy • Course Review and Evaluation Procedure • Credit and Recognition of Prior Learning Policy • Credit and Recognition of Prior Learning Procedure • IHM Benchmarking Document template • IHM Course Curriculum Template • IHM Course Proposal Template (IHM-CPT) • IHM Mapping Document Template • IHM Session Plan Template • Learning and Teaching Plan • Learning and Teaching Policy • Learning and Teaching Procedure • Moderation and Validation Policy • Moderation and Validation Procedure • Student Assessment and Examination Policy • Student Assessment and Examination Procedure • Student Selection and Admission Policy

	<ul style="list-style-type: none"> • Student Selection and Admission Procedure • Unit Guide Template
Related Legislation, Standards and Codes	<ul style="list-style-type: none"> • Australian Qualifications Framework (2013) • Higher Education Support Act (2003) • Higher Education Standards Framework (Threshold Standards) 2021 • National Code of Practice for Providers of Education and Training to Overseas Students (2018) • Tertiary Education Quality and Standards Act (2011)
Date Approved	03/08/2022
Date Endorsed	24/08/2022
Date of Effect	04/08/2022
Date of next Review	30/06/2025
Approval Authority	Academic Board
Document Custodian	Chair, Course Advisory and Development Committee (CADC)
IHM Doc ID	IHM-CDDP2 – 3.1

Change History

Version Control		Version 3
Change Summary	Date	Short description of the change, incl version in the number, changes, who considered, approved, etc
	02/12/2020 Version 2	<ul style="list-style-type: none"> • Added Graduate Attribute and Core Generic skills to the definition and reworded subjects to units, made changes to the stage 1 and stage 2 of the course development procedure, version 2, approved by Academic Board on 02/12/2020
	01/12/2021 Version 2.1	<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
	26/07/2022 Version 3	<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

	24/11/2023 Version 3.1	<ul style="list-style-type: none">• The definitions have been relocated to the IHM glossary and the template has been updated.
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