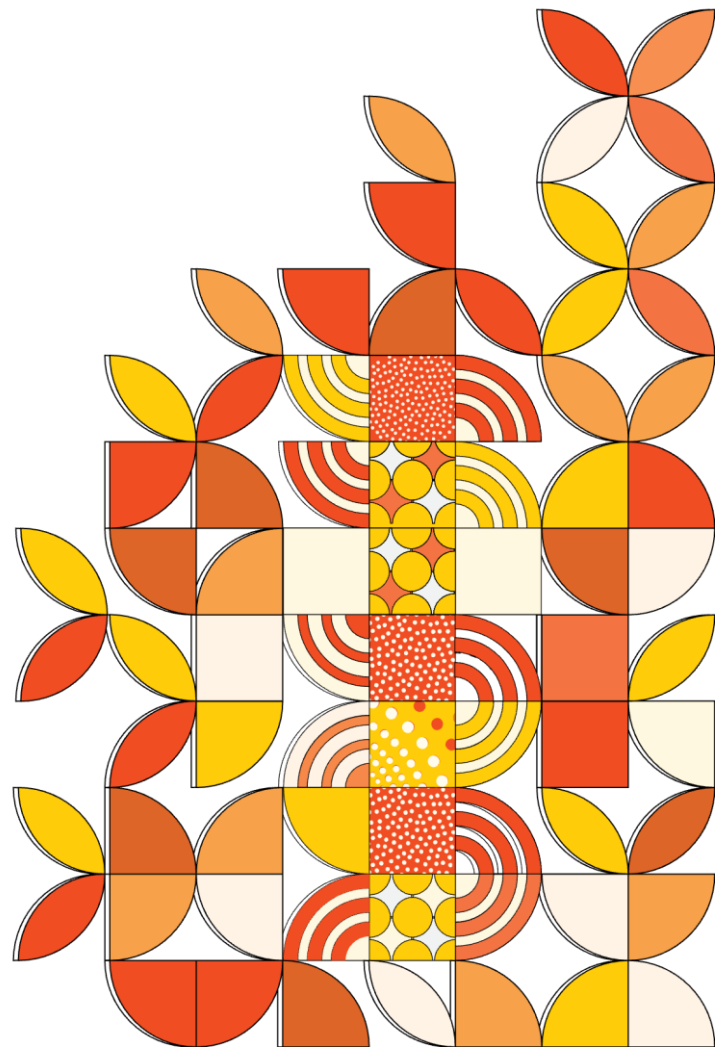


# Course Evaluation and Review Procedure



### SECTION 1

#### Purpose

1. The purpose of the Course Design and Development Procedure is to ensure that all courses of study offered by the Institute of Health & Management (IHM) are evaluated and reviewed as part of a continuous improvement process..
2. The Procedure species the key stages and responsibilities involved in course reviews and should be read in conjunction with the Course Evaluation and Review Policy.

#### Scope

1. This procedure applies to all courses offered by the IHM, including undergraduate, postgraduate, and continuing professional development programs delivered across face-to-face, online, and hybrid modes.

#### Definitions

2. Definitions for key terms are presented in the [Glossary of Terms](#).

#### Suite Documents

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

### SECTION 2

#### Policy Principles

##### 3. **Course Review Schedule**

- 3.1 Course Reviews are conducted in accordance with the Course Review Schedule determined by the Learning and Teaching Committee.
- 3.2 The Course Review Schedule provides for each course to be reviewed at least every five to seven (5-7) years.
- 3.3 Courses will be reviewed according to the time frames specified in the Course Review Schedule.

- 3.4 The Course Review Schedule, as far as practicable, will align with the schedule for External Accreditation of courses that are externally accredited.
- 3.5 The Academic Dean or their delegate maintains the Course Review Schedule.
- 3.6 Any changes to this schedule are to be approved by Academic Board.
- 3.7 The Academic Dean or their delegate will report on progress of Course Reviews against the Course Review Schedule and on the outcome of course reviews, to the Course Development and Advisory Committee and to the Learning and Teaching Committee at least annually.

#### 4. **Initiation of a Course Review**

- 4.1 Periodically, course review will be initiated by the Academic Staff involved in the delivery and management of the course, in accordance with the Course Review Schedule.
- 4.2 A course review may also be initiated by:
  - a) In response to the results of a Course Evaluation Report, or
  - b) Outside of the schedule in response to significant concerns about the performance of a course; or
  - c) As a result of a recommendation from another course review or other quality assurance process.

#### 5. **Notice of Intended Course Review**

- 5.1 The academic staff in all discipline areas at the IHM will be notified of the commencement of a course review.
- 5.2 'Owners' of a core units (example: Course Coordinators and Unit Chairs) will be actively involved in the review process.
- 5.3 The Head of each relevant discipline area will be responsible for ensuring support for the course review process.
- 5.4 Where the course review is being conducted in conjunction or in the lead up to an external reaccreditation process, details of the nature and scope of the external accreditation process will be shared with all staff concerned.

#### 6. **Course Review Working Group (CRWG)**

- 6.1 The Curriculum Advisory and Development Committee (CADC) will convene a Course Review Working Group (CRWG) consisting of:
  - a) Academic Dean or delegate (optional)
  - b) Head of School
  - c) National Course Convenor (if applicable)
  - d) Course coordinators
  - e) Unit Coordinators

- f) Course team members
- 6.2 The Course Review Working Group will meet periodically (on an annual basis) and the working group's role is to:
- a) Develop and maintain a schedule of review activities for inclusion in the Course Review Schedule
  - b) Maintain oversight of the implementation of course reviews
  - c) Determine the type of review required for each course
  - d) Report to the CADC through its minutes of meeting and annual report.
- 6.3 CRWG submits a Review Report (using IHM Course Review template) on that includes recommendations regarding the continuation of the course(s) and, if so, on improvements required to the course(s), together with plan for further action required to realise those improvements.
- 6.4 The Review Report will consider:
- a) The currency and relevance of the course content and structure, and whether they reflect emerging developments in the field and in pedagogy.
  - b) Specified learning outcomes against AQF Standards and students' achievement of the learning outcomes.
  - c) Assessment methods and relevance to the learning outcomes, at unit and course level.
  - d) Student performance outcomes, in particular student progression, attrition and completion.
  - e) Student feedback and evaluation.
- 7. Stakeholder Engagement and Consultation (for courses under design and development)**
- 7.1 The CRWG will actively seek input/feedback into the review from the following stakeholders:
- a) Students and graduates
  - b) Professional and/or industry bodies/representatives, where appropriate
  - c) Academic staff
  - d) Third-Party Organisation, if relevant
  - e) IHM Librarian
  - f) Marketing and/or recruitment staff
  - g) COO, Strategic Marketing (where applicable)
  - h) Relevant collaborative delivery/offshore partners, (where applicable)
- 8. Consultation Methods (for new courses under design and development)**
- 8.1 A variety of consultation methods and tools may be employed as appropriate. Options included but not limited to:
- a) Surveys/Questionnaires.
  - b) Focus Groups

- c) Forums; and
- d) Interviews

8.2 Consultation is of particular value for obtaining more qualitative information about the course that cannot be obtained from other data sources.

**9. Course Review Evaluation Criteria (for new courses under design and development)**

9.1 The Course Review Evaluation Criteria are the matters to be considered reviewing a course or courses for re-accreditation.

9.2 The criteria are based on relevant considerations identified in the Higher Education Standards Framework and in the IHM Standards and Quality Framework for Learning and Teaching.

9.3 Appropriate course data and relevant qualitative input should be used to support the findings of a course review.

**10. Unit Review Criteria (for new courses under design and development)**

10.1 Unit review will address the following review evaluation criteria and the outcome will inform the course review managed by the CRWG, the unit review design must be inclusive of:

- a) Appropriateness of the unit learning outcomes to the level and field of education, and national and international comparators.
- b) In the case of core Units, alignment to or inclusion of the learning outcomes of any course and/or major study/specialisation into which the unit is taught.
- c) Suitability and currency of unit content having regard to:
  - a. The relevant discipline,
  - b. Contemporary developments, including contemporary research,
  - c. Accreditation requirements (if any),
  - d. Suitability of assessment tasks having regard to:
    - e. The learning outcomes (including assuring all learning outcomes are assessed),
    - f. Assessment policy, and
    - g. Assessment and feedback principles.
  - h. Suitability of unit name.
  - i. Viability of the unit having regard to enrolments and attrition; and
  - j. Unit alignment with the Institute's curriculum model.
- d) Delivery, accounting for different learning and delivery modes:
  - a. Appropriateness of delivery methods

- b. Resources (including the unit outline, the Learning Management System and other learning platforms) and teaching materials are contemporary and relevant;
- c. Where relevant, arrangements for delivery at other delivery locations including by third parties.
- e) Support inclusive of academic and student health and wellbeing:
  - a. Range of student support available to students (including via the Library, through Learning Analytics and/or other technology enhanced learning channels),
  - b. Level of effectiveness of support for academic integrity management and understanding,
  - c. Availability of specific learning skill, digital literacy skill development and English language support.
- f) Performance across units:
  - a. Comparative student performance data,
  - b. Unit evaluation survey data,
  - c. Data on the assurance of unit learning outcomes,
  - d. Other feedback from students and staff.

### 11. The External Peer Review Procedure (for new courses under design and development and comprehensive review of on-going courses)

11.1 An external peer review process should clarify that the course content includes the study of underlying conceptual frameworks.

11.2 Current knowledge and scholarship in the relevant discipline including whether or not the readings nominated require updating.

11.3 IHM conducts external peer review through industry consultation and Peer Review Portal.

11.4 At least 2 weeks prior to the external review, the CRWG should provide the reviewers with the following documentation (in electronic format):

- a) the course and unit outlines
- b) a brief course context
- c) course and unit learning outcomes
- d) course and unit rubrics
- e) course and unit grading guidelines
- f) assessment task/s and assessment structure
- g) de-identified examples of student work (3-5 samples)
- h) Feedback reporting templates to be used by the reviewer/s

11.5 The reviewer's should provide the feedback in using the IHM external expert report template.

11.6 The reviewer's report should provide constructive feedback on:

- a) the quality of the course and provide an evaluative perspective of the course.
- b) the course as a whole and refrain from making judgments about individual faculty members.
- c) scaffolding of unit content.
- d) constructive alignment with the AQF
- e) the range, depth, balance, and currency of the IHM's curricular offerings compared

### **12. Criteria and Process of selecting an External Reviewer (for new courses under design and development and comprehensive review of on-going courses)**

12.1 The reviewer IHM seeks to engage are required to:

- a) Have a record of distinguished scholarship and/or professional experience appropriate to the course under review.
- b) Must have recognised expertise in the specific domains of research and scholarship in which candidates have focused their work.
- c) Be recognised as an active member of scholarly and/or professional bodies appropriate to the course under review.
- d) Have prior experience with course development, evaluation, student learning assessment, course administration, institutional monitoring and improvement.
- e) Have no conflicts of interest that might prevent a robust and thorough evaluation

### **13. Process of selecting an external reviewer (for new courses under design and development and comprehensive review of on-going courses)**

13.1 A course will be reviewed by two external reviewers, who will be selected by the Academic Dean (or their delegate) in consultation with the Academic Board.

13.2 The Course Convenor may recommend the names of 3-5 external reviewers to the Academic Dean (or their delegate) for consideration and provide links to website bios or CV's if available.

13.3 One reviewer nominated by the Course Convenor will be selected by the Academic Dean (or their delegate), after conducting due diligence on the proposed external reviewers.

13.4 For a course that is offered online, an external reviewer with specific expertise in current expertise in online delivery and online course and assessment design will be chosen.

13.5 The Academic Board, in endorsing the appointment of external reviewers, will confirm there is an appropriate balance in gender and racial/ethnic representation.

13.6 The Course Convenor is the point of direct contact with the reviewers prior to and following the review. This includes confirming their availability to conduct the review.

13.7 The external experts will be appointed using the Institute's External Expert cover letter template and the External Expert Brief template.

13.8 External reviewers will be required to sign IHM's Letter of Agreement, which:

- a) sets out the responsibilities of both parties to the Letter of Agreement
- b) confirm there is no conflict of interest
- c) outlines compensation and expectations on confidentiality, and expected timeline for the review process.

### **14. Initiating an External Peer Review Project (EPRP) via Peer Review Portal (for new courses under design and development and comprehensive review of on-going courses)**

14.1 Course reviews are generally initiated through the Peer Review Portal, which is an online tool allowing higher education providers to upload all relevant materials for assessment by the appointed reviewers.

14.2 All IHM courses will be subjected to the external peer review process.

14.3 The Course Coordinator identifies courses for which EPRP will be undertaken and institutions with comparable courses.

14.4 The Course Coordinator will make the final decision on courses and scheduling for EPRP.

14.5 The final courses and schedule must be approved by the Academic Dean or their delegate.

14.6 Additional reviewers: Where possible, the Course Coordinator will nominate one or two reviewers from a similar course or program at another institution to undertake the review.

14.7 The Course Coordinator will contact the proposed reviewer/s to ascertain their availability and to discuss whether the review will be reciprocated.

14.8 The Course Coordinator and any other academic staff to be involved in the review process must register themselves on the Peer Review Portal before commencement of the project.

14.9 The Course Coordinator, or a nominated School staff member will load the review material (see clause 16.d) into the Peer Review Portal.

### **15. Actions following the receipt of assessment report via portal (for new courses under design and development and comprehensive review of on-going courses)**

15.1 Upon receipt of the external reviewers' report, the Course Coordinator will:

- a) Access the report via the Peer Review Portal.
- b) Share the report with the CRWG, Academic Dean and the course delivery team (as applicable). The report will identify improvement or enhancement actions for consideration alongside other performance, monitoring and feedback information.
- c) Provide the report and a brief (1-2 pages) response to the report, to the (CADC) and Learning and Teaching Committee (LTC), inclusive of the feedback from the course delivery team.



- d) Once the CDAC and LTC have considered and approved the summary report and findings of the external review, the Academic Dean will provide the external reviewer/s report and the internal response to the report to the Academic Board for review, consideration and approval of agreed continuous improvement actions.
- e) The folder of documents presented to the Academic Board will be maintained in the Institute's records management system as evidence of ongoing monitoring, review and improvement of courses, units and all associated elements of each course.
- f) In case of on-going courses, the Course Coordinator as members of the CRWG, will ensure there is ongoing oversight of the continuous improvement process resulting from the external review process, and will provide quarterly reports to the CADC, and the LTC.
- g) The CRWG will ensure the CADC, and the Academic Board is kept informed of progress against the findings of the external review through quarterly reports.

### **16. Initiating an EPRP (External Peer Review Project) via Industry Consultation (for new courses under design and development and comprehensive review of on-going courses)**

16.1 IHM must also undertake course review activities through direct interaction with the relevant industry and employer groups. The process is managed by the relevant Course Coordinator who is responsible for:

- a) Identifying appropriate external review partner/s (inclusive of due diligence)
- b) Securing approval from the Academic Dean and the Academic Board to appoint external review partner's
- c) Completing appointment paperwork for external review partner/s
- d) Communication with the review partner/s
- e) Identifying course materials required for the review
- f) Providing the review partner/s with all associated materials to assist the review process
- g) Arranging and managing site visits and face to face meetings as required between stakeholders in the Institute and the external review partner/s
- h) Ensuring the external review partner/s have the appropriate templates used during a course review exercise
- i) Following up the final review report in the same way as for Peer Review Portal review activities.

### **17. Unit Review Schedule (for on-going courses)**

17.1 The Course Coordinator will establish and maintain a unit review schedule.

17.2 The schedule should ensure all units are reviewed and all unit evaluation surveys are carried out every study period.

17.3 This schedule should also be used to determine when unit evaluation surveys should be carried out on each unit.

17.4 The Academic Staff will consult as widely as it considers necessary and, specifically, seek feedback from:

- a) Students
- b) Graduates (if appropriate)
- c) The Course coordinator; and
- d) Professional and/or industry representatives (if appropriate)

17.5 A variety of consultation methods and tools may be employed as appropriate. Options included but not limited to:

- e) Surveys/Questionnaires.
- f) Focus Groups
- g) Forums; and
- h) Interviews

### 18. Governance and Management

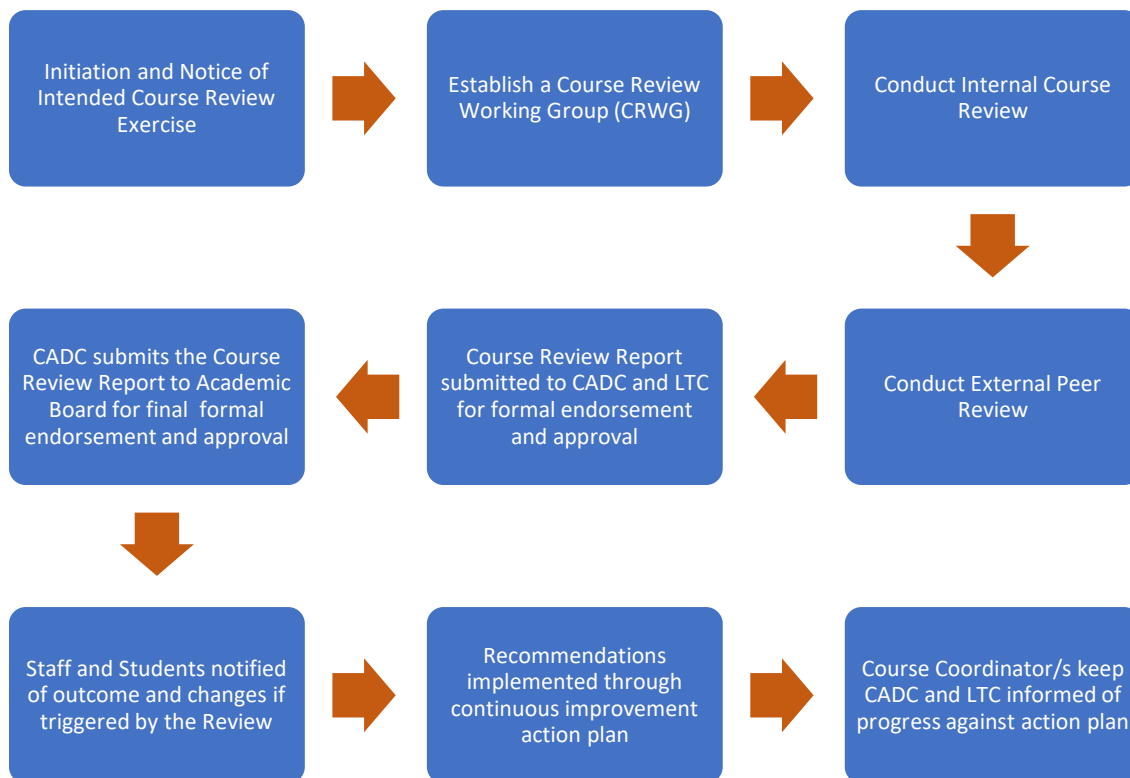
18.1 IHM will ensure external review processes comply with its Academic Governance Framework.

18.2 The Academic Board and the Board of Directors will take advice from the Academic Dean on the development and outcomes of an external review exercise.

18.3 Final approval of an external review exercise is in accordance with the Institute's Delegations of Authority Policy.

## SECTION 3

### 19. Course Review Procedure flowchart (for on-going courses)



## 20. Course Change Process

20.1 The Academic Dean or their delegate drives the change process.

20.2 The following procedures are in place to effect changes to the course and delivery system.

**Step 1:** Reviewers consult stakeholders regarding the proposed changes. Stakeholders include:

- a) Students
- b) Academic staff
- c) Administration staff
- d) Student support staff.
- e) Professionals in the discipline.
- f) Industry representatives.
- g) The CDAC); and
- h) The Academic Board.

**Step 2:** Reviewers submit a proposal to the CRWG for the input. Depending on the nature of the change, the CRWG will present the proposal to:

- a) Learning and Teaching Committee (for on-going courses)
- b) CDAC (for new courses)

- c) Academic Board for final approval

**Step 3:** CRWG liaise with the Academic Dean or their delegate to ensure that all administrative processes and requirements are completed for implementation of changes.

- a) This includes changes to student information, the website and marketing and promotional materials. All changes must comply with the IHM's policies and Academic Board directives.

**Step 5:** The Academic Dean or their delegate ensures that appropriate notification is communicated to students prior to implementation.

- a) The minimum information that is communicated includes the following: a rationale for the changes, details of the specific changes, and changes to student's database records if required.

**Step 6:** Throughout the change process, the Academic Dean or their delegate monitors risk management implications, including the following:

- a) The impact of the changes to the IHM's mission and goals.
- b) Issues related to course resourcing; the impact on compliance with regulatory requirements.
- c) Consistency with the IHM's policies.
- d) Impact of changes on academic staff and students and the provision of sufficient notification and support.

## SECTION 4

### 21. Continuous improvement of IHM courses

#### 24.1 Continuous evaluation of delivery and assessment methods

- a) Continuous monitoring and reviewing of course delivery and assessment enables the IHM to do the following:
  - a. Evaluate the quality of delivery methods.
  - b. Monitor and review the assessment system and instruments.
  - c. Identify areas of strength and areas for improvement, and strategies to address these; and
  - d. Document improvements over time.
- b) IHM is committed to ensuring that the processes for course delivery and the monitoring of assessment systems lead to continuous improvement. Processes for continuously monitoring and evaluating courses include the following:
  - a. **Student feedback-** Students provide continuous feedback throughout the duration of a course. Feedback forms are distributed during selected units of study and at the conclusion of a course and are anonymous. The feedback forms are read and evaluated by the Course Coordinator who, in turn, provides a comprehensive summary on feedback received from students to the Learning and Teaching Committee.

- b. **Student Representative Council (SRC)** - Student Representatives from SRC and the Academic Board. IHM fosters input and feedback on course content and delivery mechanisms, and administrative and support systems via student representation on the Student Representative Council and the Academic Board.
- c. **Academic Staff Feedback** - Academic staff are provided with opportunities for evaluation of units of study as well as the learning and teaching environment. Academic staff have direct and frequent access to their peers and their Course Coordinator to facilitate the exchange of information and to maximise communication. Meetings of teaching staff are opportunities to review policy and procedure in relation to course delivery and assessment.
- d. **Moderation of Assessment** - Moderation of assessment is conducted to ensure consistency, equity and fairness in assessment practices.

## 22. Roles & Responsibilities

22.1 The Academic Dean (or similar named course leadership role) is responsible for:

- a) Ensuring that subjects which assure the course learning outcomes within their course (major or stream as relevant), engage in external peer review of assessment.
- b) In collaboration with academic teams, communicating with other institutions to identify relevant courses and discipline staff with which to partner.
- c) Assisting the Course Coordinator as required, in confirming matches with review partners; and
- d) Reading the final review reports and, in collaboration with the Course Development and Advisory Committee (CDAC), Learning and teaching Committee (LTC) and Academic Board responding to the report recommendations and identifying and implementing modifications and changes as appropriate.

22.2 The Course Coordinator is responsible for:

- a) Undertaking review preparation
- b) Ensuring that all courses engage in internal period review and external peer review of assessment or meet the requirements of external referencing through other activities such as professional accreditation or other benchmarking of assessment standards and student achievement.
- c) Responsible for identifying and collating all project materials. This includes:
  - a) The course and unit outlines
  - b) A brief course context
  - c) Course and unit learning outcomes
  - d) Course and unit rubrics
  - e) Course and unit grading guidelines

- f) Assessment task/s and assessment structure
  - g) De-identified examples of student work (3-5 samples)
  - h) Feedback reporting template to be used by reviewer/s
- d) Ensuring that all courses of study have undergone an external peer review of assessment process every 5 to 7 years as part of IHM's comprehensive review cycle, as set out in this Procedure and required under the Course Evaluation and Review Policy; and
- e) Notifying Academic Board of all external referencing projects undertaken in IHM to ensure appropriate institutional records are maintained.
- f) Liaise with the teaching/academic team (where applicable), in responding to review feedback and identifying and implementing assessment modifications and changes as appropriate.

22.3 Course Review Working Group (CRWG) is responsible for:

- a) Monitoring, reviewing, and improving IHM's courses through the External Review Process, the development of templates and guides, and support for the review process.
- b) Management of Memorandum of Understanding (MOU) as required.
- c) Providing advice and guidance on project management including:
  - a. Planning and scheduling reviews.
  - b. Accessing the Peer Review Portal.
  - c. Establishing a review timeline and setting up meetings.
  - d. De-identifying student work samples; and
  - e. The exchange of supporting documentation (Unit outlines/Study guide, rubrics, course learning outcomes, national disciplinary standards, external reference points etc.

22.4 CADC is responsible for:

- a) Working in collaboration with and providing guidance to the Course Review Working Group (CWRG), who is responsible for reviewing, monitoring and assessing the achievement of the course's aims and learning outcomes and ensuring the ongoing currency and relevance of curriculum and course objectives.
- b) Making recommendations to the Academic Board on course review and action implementation plan.

22.5 LTC is responsible for:

- a) Monitoring student progress, reviewing outcomes of student feedback.
- b) Making recommendations to the Academic Board on changes to existing courses, including matters pertaining to delivery.

22.6 Academic Board is responsible for:

- a) The achievement of educational objectives, the development and implementation of academic policy and monitoring of the teaching and learning environment.

## SECTION 3

### Associated Information

<p><b>Related Internal Documents</b></p>	<ul style="list-style-type: none"> <li>• Assessment Design, Validation and Moderation Policy</li> <li>• Assessment Design, Validation and Moderation Procedure</li> <li>• Benchmarking Policy</li> <li>• Benchmarking Procedure</li> <li>• Course Design and Development Policy</li> <li>• Course Design and Development Procedure</li> <li>• Course Review and Evaluation Policy</li> <li>• Course Review Schedule</li> <li>• Credit and Recognition of Prior Learning Policy</li> <li>• Credit and Recognition of Prior Learning Procedure</li> <li>• IHM Benchmarking Document template</li> <li>• IHM Course Curriculum Template</li> <li>• IHM Course Proposal Template (IHM-CPT)</li> <li>• IHM Mapping Document Template</li> <li>• IHM Session Plan Template</li> <li>• Learning Outcomes Design Guidelines</li> <li>• Learning and Teaching Plan</li> <li>• Learning and Teaching Policy</li> <li>• Learning and Teaching Procedure</li> <li>• Student Assessment and Examination Policy</li> <li>• Student Assessment and Examination Procedure</li> <li>• Unit Guide Template</li> </ul>
<p><b>Related Legislation, Standards, and Codes</b></p>	<ul style="list-style-type: none"> <li>• Australian Qualifications Framework (2013)</li> <li>• Higher Education Support Act (2003)</li> <li>• Higher Education Standards Framework (Threshold Standards) 2021</li> <li>• National Code of Practice for Providers of Education and Training to Overseas Students (2018)</li> <li>• Tertiary Education Quality and Standards Act (2011)</li> </ul>
<p><b>Date Approved</b></p>	<p>03/08/2022</p>
<p><b>Date Endorsed</b></p>	<p>24/08/2022</p>
<p><b>Date of Effect</b></p>	<p>04/08/2022</p>
<p><b>Date of next Review</b></p>	<p>30/06/2025</p>
<p><b>Approval Authority</b></p>	<p>Academic Board</p>
<p><b>Responsibility for implementation</b></p>	<p>Academic Department</p>
<p><b>Document Custodian</b></p>	<p>Chair, Development and Advisory Committee (CDAC)</p>

<b>IHM DocID</b>	IHM-CERP1- 3.2
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## Change History

<b>Version Control</b>		
<b>Change Summary</b>	<b>Date</b>	<b>Short description of the change, incl version number, changes, who considered, approved etc</b>
Version 2.0	02/12/2020 Version 2	<ul style="list-style-type: none"> <li>Added Graduate Attribute and Core Generic skills to the definition and reworded subjects to units, added course and unit review principles, version 2, approved by Academic Board on 02/12/2020</li> </ul>
Version 2.1	08/07/2021	<ul style="list-style-type: none"> <li>Updated the document with reference to the TEQSA Higher Education Standards Framework (Threshold Standards) 2021 and revised the next revision period to 3 years.</li> </ul>
Version 3	26/07/2022	<ul style="list-style-type: none"> <li>Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022)</li> <li>Version 3 amended as follows:               <ul style="list-style-type: none"> <li>Minor edits to definitions</li> <li>Aligned to HESF 2021 standards</li> <li>Approved by Academic Board on 03/08/2022</li> </ul> </li> </ul>
Version 3.1	21/11/2023	<ul style="list-style-type: none"> <li>The definitions have been relocated to the IHM glossary and the template has been updated.</li> </ul>
Version 3.2	11/04/2024	<ul style="list-style-type: none"> <li>Minor revision</li> <li>Align to Course Design and Development Policy and Procedure</li> <li>Updated Course Review Schedule (Appendix)</li> </ul>

## Appendix

### Course and Unit Review Schedule

CRICOS Code	Course Name	Faculty	Duration	Date of Accreditation	Accreditation Renewal Date	First Cohort Commencement Date	Unit Review Schedule	Periodic Course	Comprehensive Course
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								Review Schedule	Review Schedule
105600C	Master of Nursing	Nursing	02 year	26.02.2021	26.02.2028	05.07.2021	Cycle 3 CDAC* 2023, 2024, 2025, 2026, 2027	Cycle 3 CDAC* 2023, 2025, 2027	Cycle 2 CDAC* 2026 (5 years)
107773K	Graduate Certificate in Advance of Nursing	Nursing	06 month	05.11.2021	05.11.2028	07.03.2022	Cycle 2 CDAC* 2024, 2025, 2026, 2027	Cycle 2 CDAC* 2024, 2026,	Cycle 1 CDAC* 2027 (5 years)
108842E	Bachelor of Social Work	Social Work	04 year	28.02.2022	28.02.2029	04.07.2022	Cycle 4 CDAC* 2024, 2025, 2026, 2027, 2028	Cycle 4 CDAC* 2024, 2026, 2028	Cycle 4 CDAC* 2027 (5 years)