

## Health Education and Training Institute Higher Education Postgraduate Course Design Policy

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<b>Superseded Version</b>	Postgraduate Course Design Policy v1.1
<b>TRIM Document Classification</b>	Governance
<b>Framework Domain</b>	HESF (2015) Domain 3 Teaching: 3.1 Course Design.
<b>Approval date</b>	22 July 2020
<b>Publication date</b>	14 August 2020
<b>Summary</b>	Outlines the principles and structures of postgraduate course design.
<b>Keywords</b>	Postgraduate courses; nested courses; course design; course structure; modes of delivery.
<b>Authoring Portfolio</b>	Mental Health
<b>Contact</b>	Director
<b>Consultation</b>	as per Document History
<b>Applies to</b>	Higher Education
<b>Distribution</b>	Higher Education
<b>Related documents</b>	HETI Higher Education New Course Approval Policy HETI Higher Education Admissions Policy HETI Higher Education Advanced Standing Policy HETI Higher Education Enrolment Policy HETI Higher Education Graduation Policy HETI Higher Education Progression and Unsatisfactory Academic Progress Policy HETI Higher Education Course Monitoring and Review Policy
<b>Review date</b>	July 2023
<b>Risk Assessment</b>	As per Attachment 1 to this document

**Issued under the authority of the Health Education and Training Institute Higher  
Education Governing Council**

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# Health Education and Training Institute Higher Education Postgraduate Course Design Policy

## Policy Statement

1. Health Education and Training Institute (HETI) Higher Education's contemporary focus in its higher education offerings is upon the provision of evidence-based courses targeting the current and emerging needs of the NSW Health workforce, the needs of the health sector more broadly and the strategic priorities of NSW Health and HETI Higher Education.
2. Postgraduate courses at HETI Higher Education are required to meet the design structures, principles and specifications laid down in this policy.
3. Postgraduate courses at HETI Higher Education are typically nested courses; that is, structured to have embedded completion points at Graduate Certificate, Graduate Diploma and Master's Degree levels, designed to meet the range and progressive learning needs of students in the health sector.

## Aims and Objectives

4. This policy aims to:
  - a. describe the principles and structures of postgraduate course design at HETI Higher Education;
  - b. demonstrate how HETI Higher Education postgraduate courses comply with the Higher Education Standards Framework (HESF) (2015) standards for course design especially Domain 3 Teaching, Standards 3.1 Course Design, and meets the requirements of the Australian Quality Framework (AQF).
5. This policy applies to the design and development of all postgraduate courses at HETI Higher Education.

## Overview

6. HETI Higher Education's Philosophy concerning the design of its Postgraduate Awards is represented by the following:
  - a. flexibility and student choice;
  - b. high quality;
  - c. accommodation of professional requirements;
  - d. consistency, where appropriate, across courses offered;
  - e. practical application.

## Definitions

### 7. For this policy:

- a. Award Course: a course of study consisting of at least 600 hours of study leading to an award of HETI Higher Education (Graduate Certificate, Graduate Diploma, Master's Degree) which when successfully completed is conferred on the graduand by the HETI Higher Education Governing Council.
- b. Course Design: according to TEQSA course design 'can be defined structurally as the content, duration and sequencing of the elements (units) of a course of study. This structural definition is broadened by the *Higher Education Standards Framework (Threshold Standards) 2015* (HES Framework) to include various other design characteristics including entry requirements and pathways, the nature of the content, the expected learning outcomes, their sequence of attainment and assessment, and professional accreditation if required.<sup>11</sup>
- c. Hours of study: the number of hours of study which reflects the student workload required for successful completion of the unit.
- d. Nested courses: a set of courses of study that are offered sequentially and can lead to qualifications at different AQF levels.
- e. Specialisation: a specific context of the discipline area within an award course on which a student may choose to focus. A specialisation may take the form of a linked set of units explicitly dealing with the area of specialisation or studied as a context or perspective within the units of an award course.

## Structure, Duration, Modes of Delivery of Postgraduate Courses

8. Typically HETI Higher Education courses are 'nested courses' in that the Graduate Certificate articulates with the Graduate Diploma and the Masters Degree with credit given for units completed at the previous level. Entry requirements and indicative study loads are:

Graduate Certificate	
Entry Requirement	Undergraduate Degree
Study Load	600 hours of study over 1-2 years at 150 -300 hours of study per year
Graduate Diploma	
Entry requirement	Graduate Certificate
Study Load	1200 hours of study over 2-4 years at 150 - 300 per year

<sup>1</sup> <https://www.teqsa.gov.au/latest-news/publications/guidance-note-course-design-including-learning-outcomes-and-assessment>

Masters Degree	
Entry requirement	Graduate Diploma
Study Load	1800 hours of study over 3-6 years at 150 – 300 hours of study per year

9. HETI Higher Education Postgraduate Courses are typically made up of a mix of core, specialisation and elective units which enable the development of core shared skills and knowledge while encouraging students to begin to develop skills and knowledge associated with their chosen area of specialisation or interest.
10. HETI Higher Education Postgraduate courses are offered in a variety of delivery modes: online, blended, intensive and face to face: according to demand and available resources. The academic requirements and the standards expected from students is the same, irrespective of the mode of presentation.

## Principles and Components of Course Design

11. The following principles of course design at HETI Higher Education draw upon the HESF standards relevant to course design and the TEQSA Guidance Note *Course Design (including learning outcomes and assessment)* (Version 1.3, October 11, 2017).
- a. HETI Higher education award courses cater for the needs of health care professionals working in a range of contexts and are generally made up of a core, elective and specialisation structure allowing for students to focus on the application of discipline content to their workplace experiences.
  - b. the course is consistent with the specifications of the AQF for the level of qualification concerned;
  - c. entry and exit pathways are clearly defined for nested courses;
  - d. progressive and coherent achievement of course and unit learning outcomes is planned in the design of the course;
  - e. assessment tasks provide valid measurement of course and unit learning outcomes which are systematically assessed before completion of the course of study;
  - f. course and unit learning outcomes and assessments are demonstrably aligned;
  - g. learning outcomes that are assessed at individual unit level (and/or within a capstone unit) reasonably demonstrate achievement of overall course learning outcomes on graduation;
  - h. the course meets the requirements of the HESF (2015), the AQF and professional associations responsible for the professional registration of graduates;
  - i. the content, learning outcomes and activities, assessment tasks, admission criteria, and course structure reflect benchmarking and external referencing in relation to national and international comparators
  - j. staffing and resources are appropriate for the delivery of the course.
  - k. the qualification(s) to be awarded on completion

- l. structure, duration and modes of delivery
- m. the units of study (or equivalent) that comprise the course of study
- n. entry requirements and pathways
- o. expected learning outcomes, methods of assessment and indicative student workload
- p. compulsory requirements for completion
- q. exit pathways, articulation arrangements, pathways to further learning, and for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.

## **Approval of New Courses**

12. Description for the procedures and documentation required for approval of new courses is provided in the New Course Approval Policy.

## DOCUMENT HISTORY

Version	Issued	Status	Author	Reason for Change
v0.1	January 2019	Draft	David Baxter	External consultant review by David Baxter, this policy will replace the currently published <i>Postgraduate Coursework Policy v1.0</i> .
v0.1	4 February 2019	Draft	Silke O'Callaghan	Endorsed by the Teaching and Learning Committee
v0.2	4 February 2019	Draft	David Baxter & Silke O'Callaghan	Further review and alignment with HESF and various HETI HE Policies.
v0.2	13 May 2019	Draft	Jana Chadid	Minor amendments to format of policy.
V0.3	21 May 2019	Draft	Jana Chadid	Amendments to Clause 7e. and 11a.
V0.3	30 September 2019	Draft	Susan Grimes	Endorsed by the Teaching and Learning Committee.
v0.3	24 October 2019	Draft	Susan Grimes	Endorsed by the Academic Board
v0.3	04 December 2019	Draft	Susan Grimes	Approved by the Governing Council
V1.0	14 January 2020	Final	-	Published
v1.1	03 February 2020	Noted	Susan Grimes	Organisational changes; new position title, and responsibilities. Noted by the T&L Committee.
v1.1	18 February 2020	Final	-	Published
v1.2	02 June 2020	Draft	Susan Grimes	Change to degree structure for all frameworks from units to hours of study.  Endorsed by the Teaching and Learning Committee
v1.2	25 June 2020	Draft	Susan Grimes	Endorsed by the Higher Education Academic Board (HEAB)
v1.2	22 July 2020	Draft	Susan Grimes	Approved by HEGC
v1.2	14 August 2020	Final	-	Published

## IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	Not commenced	Partial compliance	Full compliance
1.			
	Notes:		
2.			
	Notes: Relevant Director		
3.			
	Notes: TRIM reference number -		
4.			
	Notes:		
5.			
6.			
	Notes:		

## RISK ASSESSMENT

<Document Title>

<b>1.</b>	<b>Policy/Process being assessed</b>	<b>Notes</b>
	Document Number	
	Publication date	
	Scheduled review date	
	Date of this risk assessment	
	Name & position of assessing officer	
<b>2.</b>	<b>Summary of policy purpose (from PD Cover Page)</b>	
<b>3.</b>	<b>Agency (HETI) key roles &amp; responsibilities as per PD</b>	
<b>4.</b>	<b>Risk Assessment</b>	
<b>4.1</b>	<b><u>Identification of risks</u> – what might happen &amp; how?</b>	
	1.	
	2.	
<b>4.2</b>	<b><u>Analysis of risks</u> – combined estimate of the consequence &amp; likelihood of the risk, using NSW Health Risk Matrix (attached)</b>	
	<ul style="list-style-type: none"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>	
<b>4.3</b>	<b><u>Evaluation of risks</u> – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated.</b> Risk level assessed after implementing treatment:	
	<ul style="list-style-type: none"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>	
	Evaluation –	

### Risk Assessment Approval

<b>Name &amp; position of approving T2 Officer:</b>	
<b>Date:</b>	