



Course Leadership & Design Guidelines

Advisory notes for Course Leadership & Design Practice

(Not to be submitted with the Course Leadership & Design Practice Report)

Staff in Course Leadership & Design positions help build a community of practice to share good practice and ensure quality course outcomes based on evidence consistent with University and Faculty strategic imperatives and key performance indicators, leading to a high-quality learning experience for students. Staff who provide strategic leadership and management for a course/s or leadership in this space may seek peer review of their practice including a focus on:

- timely course reviews,
- course design and renewal,
- course planning and business case development,
- the implementation of leading edge quality assurance mechanisms,
- course promotion,
- accreditation,
- effective implementation,
- student engagement strategies, and
- team leadership and development

Peer Review of Course Leadership & Design Practice

Staff wishing to obtain evidence of their Course Leadership & Design performance should focus on the following performance criteria and evidence related to their roles.

How does the Course Leader fulfil the criteria?

The advisory list for each criterion is not exhaustive but includes the main points that can be considered. Both the Reviewee and Reviewer can draw on individual expertise and experience to augment these considerations.

1. Lead to ensure high-quality Course Leadership & Design and implementation for an engaging student learning experience:

- Lead and maintain a culture of collaboration within and across course teams.
- Lead a range of activities and processes related to course review, design, delivery, accreditation, quality assurance and evaluation.
- Lead the development of course design architectures and specifications.
- Lead the course team in applying Charles Sturt University learning and teaching frameworks, standards, methodologies, processes, technologies and tools, and subject integrity checking.
- Lead the use of online learning technologies relating to course design and review for example Course Space, CASIMS, Credit (CPM), Workflow etc.
- Lead to foster creation of high-quality and engaging student learning experiences, including appropriate input into development of the Interact2 site and the Subject Outline.
- Engage consistently with and apply course data for quality improvement and assurance.
- Demonstrate leadership in the application of Charles Sturt University learning and teaching policies and processes.
- Lead and maintain consistent student advisory processes and administrative functions.
- Demonstrate and align course design work in synergy with the AQF, HES and other relevant higher education accreditation requirements.

2. Lead and nurture course teams:

- Demonstrate Charles Sturt University Values – Insightful, Inclusive, Impactful, and Inspiring – in leading course teams.
- Build and strengthen course teams.
- Nurture a respectful, trusting and collaborative working environment with all stakeholders including Heads of School, Faculty academic, professional and administrative staff, Charles Sturt University Divisional staff, and External Advisory committees, accreditation bodies etc.

- Build cooperative and collaborative leadership with the Heads of School to monitor subject development, modifications and the relationship to course design.
- Build cooperative and collaborative leadership with other course team leaders, Division of Learning and Teaching and with the Heads of School to build communities of practice for professional learning and sharing of good practice in quality course design implementation.
- Apply culturally respectful and inclusive practices in all work practices and communications with staff and students.
- Create a sense of purpose and direction aligned with Charles Sturt University Strategic Direction, research narrative, and Faculty objectives/goals.
- Employ knowledge and skill in the educational design of courses and subjects to facilitate course design practice.
- Demonstrate problem solving skills in all aspects of the course design and review process.
- Utilise the course design process to identify issues and resolve these in a collaborative and consultative manner.
- Lead to ensure timely finalisation and implementation of course design to meet University governance, academic and administrative requirements.

3. Facilitate provision of and response to feedback

- Develop procedures for giving and receiving constructive feedback related to course design and processes within and across courses, Faculties, Schools and Divisions of the University.
- Communicate effectively with high level written and oral communication skills, including influencing, facilitating, presenting, and actively listening.
- Apply collaborative processes in a timely manner to ensure finalisation and delivery of course design and implementation, and to meet University governance, academic and administrative requirements.
- Work effectively with others and build strong partnerships with academic colleagues, professional staff, administrative units and external professionals to promote effective procedures for feedback.
- Communicate and collaborate with the relevant professions and accrediting bodies to ensure contemporary course design and delivery (fit for purpose).
- Complete faculty, institutional and external (where required for accreditation) course documentation.
- Collaborate with other course team leaders, Faculties and the Divisions in building a community of practice and sharing course design good practices which are evidence-based/informed.

4. Monitor, analyse, interpret and report on course data

- Employ knowledge of University systems and collaborative academic and professional networks to acquire data necessary for course review, design and evaluation.
- Monitor course attrition and progression.
- Coordinate analysis and interpretation of relevant course data for decision-making and reporting to relevant stakeholders.
- Provide advice to relevant stakeholders in a timely and appropriate manner, including relevant Faculty committees, Heads of School and Associate Dean Academic on key metrics such as progression, attrition, enrolment, EFTSL.
- Provide advice to the Faculty Leaders and Head of School (if requested) in relation to, staff engagement, performance outcomes, development and review.
- Undertake regular environment scans on other providers of courses related to Charles Sturt University courses such as RTO, University, and TAFE.
- Review partnership arrangement data for admissions and completions/Pathways.

5. Ensure inclusive communication and practice with staff and students

- Describe the relevance of the Charles Sturt University Values to course design practice.
- Apply culturally respectful and inclusive practices in all working relationships and communications with staff and students.
- Incorporate accessibility design principles into course design, including website accessibility and mobile learning design.
- Ensure inclusive communication and practice with students including student recruitment, orientation, course events, course advice and pastoral care, responding to feedback and complaints, ceremonies and student advisory, and feedback processes.

6. Apply and communicate Charles Sturt University academic regulations and policies, as appropriate

- Meet Charles Sturt University quality learning and teaching standards, methodologies, processes, technologies and tools e.g. Course Space, Course Design Handbook, incorporation of graduate learning outcomes, moderation and other associated quality processes.
- Detail experience in managing student matters including providing course advice, pastoral care, and responding appropriately to feedback and complaints
- Influence and participate in continuous improvement and innovation.
- Apply and communicate the Charles Sturt University academic regulations and policies, which may include course admissions, credit, enrolments, assessment, exclusions, graduation, and variations to enrolment patterns, and exercise delegated responsibility in a fair and equitable manner.

7. Represent the University in a positive and professional manner

- Seek industry and professional support and endorsement for courses.
- Undertake regular professional engagement with relevant industry and professional partners to gauge current needs and trends relevant to course review, design and implementation.
- Contribute to course promotion and marketing.
- Represent the University in a positive and professional manner in a range of settings.
- Manage pathway course arrangement and design.
- Engage with accreditation bodies and external advisory processes relevant to course review, design and implementation.
- Guide courses through mandatory accreditation processes.

General Comments on the Peer Reviewee's capabilities

1. A record of academic achievement of national and/or international standing through outstanding contributions, including academic leadership, to scholarship of teaching and/or research/creative works or professional practice together with an outstanding contribution to the discipline area recognised at national and international levels.
2. A Graduate Certificate in learning and teaching in higher education (or equivalent), or willingness and capacity to complete the same, and/or evidence of the application of contemporary theories, perspectives and practices in learning and teaching.
3. Demonstrated capacity for leadership in course design and evaluation, teaching and learning, leadership in the use of online learning technologies and proficiency in application of course data for implementation, and quality assurance.
4. Demonstrated knowledge and skill in the educational design of courses and/or subjects, including experience in problem solving in all aspects of the course review, design and implementation process.
5. Demonstrated high level written and oral communication skills, including influencing, facilitating, presenting, active listening, providing constructive feedback and capacity to work effectively with others and build strong partnerships with colleagues, academic and administrative units, and the profession.
6. Knowledge of the tertiary education sector, including the tertiary education landscape, University governance, academic and administrative processes, legislation and registration compliance requirements, equity principles and education for sustainability.
7. Demonstrated ability to apply collaborative processes in a timely manner to ensure finalisation and delivery of course design and implementation, and to meet University governance, academic and administrative requirements.
8. Demonstrated experience in managing student matters including providing course advice and pastoral care, and responding to feedback and complaints.
9. Demonstrated commitment to applying Charles Sturt University Values and demonstrating respect and inclusiveness in all work practices and communications with staff and students.



Advisory notes for Course Leadership & Design Practice Learning Design Considerations

(Not to be submitted with the Course Leadership & Design Practice Report)

Peer Review of Course Leadership & Design is framed around Learning Design Considerations. The performance criteria and evidence guidelines illustrate what is expected to demonstrate effective course design that incorporates evidence-based practice and Charles Sturt University Policy requirements.

The range of design learning design considerations listed below serves as a guide to the range of different elements that can impact on your course design. This list is not exhaustive or prescriptive and you may add your own points to expand on any of the dimensions to document your own Course Leadership & Design. Links to Charles Sturt University resources and some external resources have been added to expand on the information for each area.

Key Documents and Links

[Charles Sturt University Strategy](#)

[Charles Sturt University Policy Library](#)

[Charles Sturt University Online Learning Model](#)

[Charles Sturt University Course Design Process](#)

[Charles Sturt University Subject Outline Help Guide](#)

[Designing assessments for first year students](#)

[Framework for 21st Century Learning](#)

[Quality Assurance and Reflection \(QUASAR\)](#) – via Staff Links on Interact 2 Dashboard

[Graduate Learning Outcomes](#)

Accreditation requirements

[Charles Sturt University Values](#)

[Australian Qualifications Framework \(AQF\)](#)

[Higher Education Standards Framework 2021](#)

Subject Feedback

- [Quality Assurance and Reflection \(QUASAR\)](#) – via Staff Links on Interact 2 Dashboard
- [Subject Experience Survey](#)
- [External Benchmarking](#) (if any)
- [Learning Analytics](#)
- Quality Assurance

Alignment

- Subject integrity related to approved course design
- [Constructive alignment](#) - Learning Outcomes, Assessment, Learning Activities
- Align to show connections between module & learning experiences
- Align to show connections between learning events & subject outcomes
- [Courses served](#)

- [Quality assurance](#) – [Subject Outlines Tool](#)
- Level of learning required - position in course and [AQF expectations](#)

Communication Strategies

- [Online Learning Model](#)
- [Subject information to students](#) - clear and regular, purposeful choice of modes related to contexts for learning: F2F, Online, Blended
- Student Engagement Strategies
- Active learning strategies
- Authentic tasks and activities
- Simulations
- Workplace Learning
- [Interact2 site design](#)
- Residential schools

Workplace Learning

- Scaffolding of workplace-relevant skills, e.g. teamwork, cooperation, negotiation, consensus-building
- Assessment of workplace learning
- Placement communication
- Reflective practice
- Portfolios
- Resources for professional development, exemplars of good assessment practice

Graduate Learning Outcomes

- GLO Incorporation aligned to course requirements
- Badging opportunities
- Assessment requirements
- Developing and modelling GLOS
- GLO advisor input

Skills Development Strategies

- Communication
- Critical thinking and problem solving
- Collaboration/cooperative learning
- Creativity and innovation
- Scaffolding
- Situation within stage of course
- Professional requirements
- Leadership skills
- Lifelong learning

Relevant Policies

- [Academic Policies](#)
 - Assessment Policy and associated procedures
 - Course and Subject Policy and associated procedures
 - Academic Integrity
 - Academic Quality Policy and associated resources
- [Indigenous Australian Content in Courses and Subjects Policy](#)- SIAS and IBS
- Communication related
- Examination related
- Research related
- Misconduct related
- Safety related
- Social media related

Pedagogical Strategies

- Fostering deep learning
- Scaffolding development of workplace-relevant skills
- Interaction opportunities - synchronous, asynchronous
- First Year in Higher Education principles
- Interactive learning through embedded activities and tools aligned to assessment tasks
- Authentic learning tasks and assessment to promote engagement
- Incorporation of literacy and numeracy skills development
- Learning environment considerations
- Learning mode/contexts for learning - online, classroom, blended, flipped
- Suggested strategies for student activity online or face to face, allowing the design to reflect a balance of approaches
- Scaffolding of learning, assessments and how they map together across course

Design Strategies

- Accessibility (in Interact 2) ([Website](#))
- [Diversity](#)
- [Graduate Learning Outcomes incorporation](#)
- [Values alignment \(GCLTHE\)](#)
- Workplace Learning
- Communication
- Promote critical thinking and problem solving
- Promote collaboration/cooperative learning
- Promote creativity and innovation
- Accreditation needs/Professional standards
- Constructive alignment
- Learning outcomes
- Curriculum requirements – content and skills
- Currency, clarity & appropriateness of subject material
- Marking and grading/moderation
- Intensives
- Peer consultation during design and implementation phases
- Quality assurance
- Evidence-based practice for assessment design
- [Academic integrity](#) - modelling and teaching

Resources Available

- Suggested resources or ideas for useful resources, including technologies
- Explicit resources and technologies that enable the learning in the activities and tasks
- [Division of Learning and Teaching](#) Service Request for forward planning and information about possible resources, and input into Interact2 site development and appropriateness of technology for learning experiences