



South Western Sydney
Local Health District

2026 Course Planning Information Guide

Education and Organisational Development Service
May 2025



Education and Organisational Development Service

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Welcome and introduction

Welcome to the SWSLHD Course Submission process! We look forward to collaborating with you as we review and, hopefully, approve the professional development courses you'd like to offer staff in 2026!

The Education and Organisational Development Service, the relevant Education Reference Committee, and the Director of People and Culture will review all submissions. Each entity will play a specific role in ensuring the quality and alignment of the courses with our strategic priorities.

The submission process aims to:

- Ensure the delivery of high-quality educational offerings align with the district's strategic priorities.
- Improve course governance.
- Safeguard the effective and responsible use of resources.
- Strategically plan to meet both current and future workforce needs.
- Gather the necessary information to complete backend administration processes and promote your courses and programs in My Health Learning and the 2026 Course Catalogue.

Moving forward with the SWSLHD Course Submission process, we are focused on its potential to enhance staff professional development and standardised programming. Your contributions are essential in developing educational offerings that align with our strategic goals and improve the capability of our staff. We appreciate your commitment to this vital initiative!

About this guide

The following guide (the Guide) has been designed to provide you with all the information you need to complete the 2026 Course Planning and Submission process.

It has been divided into sections that directly relate to each part of the process and unpack each template in detail.

If you have questions or are unsure of how to complete the templates, please contact the Education and Organisational Development Service.

Key dates

Phase 1: Course Review

- Opens on the **Friday, 30 May 2025** and closes on **Monday, 30 June 2025**.
- All new and ongoing submissions will be reviewed by **Friday, 11 July 2025**.
- Notification on submission outcome will be sent to educators by **Friday, 25 July 2025**.

NOTE:

- Priority 1 courses are **not** required to complete Phase 1 Course Planning. You can start the process from Phase 2.
- Refer to Appendix 1 for a list of Priority 1 courses.

Phase 2: Scheduling of Approved Courses

- Opens on **Monday, 28 July 2025** and closes on **Friday, 29 August 2025**.

Detailed timeline is provided in

The process

There are two phases in this process. Phase 1 Course Review is where we determine if your course should run, based on organisational need and product quality. Phase 2 Room Bookings is where courses approved to run are scheduled.

Let's take a look at the process in a bit more detail.

Phase 1: Course Review

Phase 1 of the process asks Course Coordinators to provide information, or check information previously provided on the course(s) they would like to run in 2026. It also requires coordinators to provide Course Reports for courses that are currently published in My Health Learning (MHL).

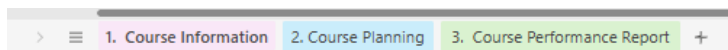
Exception

1. If you are planning to run a new course in 2026, complete the **Course Creation Request Form** and email to SWSLHD-EducationOD@health.nsw.gov.au. You do not need to complete the Phase 1 excel spreadsheet. You are required to complete Phase 2 excel spreadsheet for new courses.
2. If your course is part of Priority 1 courses, you skip Phase 1 and directly proceed to Phase 2 of the process.

Refer to the Information Kit for a copy of the Course Creation Request Form and Room Booking Request Template.

Existing Courses

For existing courses an excel file for each of your course/s will be sent to you.



This file includes information in the above three (3) worksheets or tabs. They are:

1. Course Information
2. Course Planning
3. Course Performance Report

Information contained within this file has been pulled from My Health Learning.

Step 1: Worksheet/Tab 1: Course Information

This tab includes the following three sections:

- 1.1 Course Information
- 1.2 Course Catalogue Information
- 1.3 Feedback Summary

1.1 Course Information

The **Course Information** section includes information that is published in My Health Learning.

1. Course Code
2. Course Name
3. Description
4. Learning Outcomes
5. Target Audience
6. Pre-Requisites
7. Duration
8. CPD
9. Educators
10. Does this course/program require Simulation/Skills Training?

Figure 1: Worksheet/Tab 1 Course Information example

| 1.1. COURSE INFORMATION | | | |
|--|---|--|--|
| Title | Current Information in My Health Learning (MHL) | Is the information accurate or does it need an update? | Provide details of the changed information |
| Code Code | | | |
| Course Name | | | |
| Description <i>(max 4000 characters)</i> | | | |
| Learning Outcomes <i>(max 4000 characters)</i> | | | |
| Target Audience | | | |
| Pre-Requisites | | | |
| Duration | | | |
| CPD | | | |
| Educators | | | |
| Does this course/program require Simulation/Skills Training? | | | |

Your action:

1. Read the information provided for each row in column B and **confirm** if the **information is correct** or requires a change.
2. If the information is correct, select **'No change required'** option from the drop-down menu in Column C for each row.
3. If change is required, select **'Change required'** option from the drop-down menu in column C.
4. If change is required, **type the changed information in Column D** for the relevant row.

1.2 Course Catalogue

The Course Catalogue Information section (row 15) requires you to confirm if the information published in the Course Catalogue for your course is accurate. A hyperlink is provided to the 2025 Course Catalogue for ease of review.

Figure 2: Worksheet Tab 1 – 1.2 Course Catalogue Information

| 1.2. COURSE CATALOGUE INFORMATION | | | |
|---|---|--|--|
| Please check the Course Catalogue to ensure all information included in the marketing write-up and the Program at a quick glance section is accurate. | | | |
| Title | Current Information in My Health Learning (MHL) | Is the information accurate or does it need an update? | Provide details of the changed information |
| Course Group in Course Catalogue <i>(check this via the Table of Contents)</i> | | | |
| Is the marketing write-up accurate? | | | |
| If no, or if the write up is not in the Course Catalogue, please provide your blurb/write up. <i>Guideline to fill this section if applicable: This information should be no more than 2 paragraphs. It needs to be an overall promotional information about the course, not the course description or Learning Outcomes copied and pasted here.</i> | | | |
| Is all information in the Program at a Glance accurate? | | | |

Your action:

1. Check if the **group and sub group** under which your course is published is correct. You can check this by referring to the Table of Contents in the Course Catalogue. You will see that your course is listed under a group and subgroup.

For example, all Allied Health courses are listed under the ‘Allied Health’ subgroup which falls under the main group – ‘Clinical Education Courses’.

2. Read and confirm that the **marketing write-up** for your course is accurate. If your course is not advertised in the Course Catalogue, indicate that and provide the write-up in the next row.
3. Check and confirm that all information included in the **‘Program at a glance’** section is accurate. Indicate with a Yes/No in the next column and provide details if you need to change anything in the next column.
4. In Row 18, Column C, select from the drop-down menu to identify where your **course should be listed** if it is not listed or listed incorrectly.
5. Row 19, Column B, choose the correct response. If the course is not included in the Course Catalogue, select the 3rd option from the drop-down menu.
6. Provide a **marketing write-up** for your course in Row 20 Column B only if your course is not advertised in the Course Catalogue or if you want to change or edit the marketing write-up. If the course is advertised and you are happy with the write-up, you can skip this step.
7. Check to confirm all information in the **‘Program at a Glance’** section is accurate. If not, select ‘No’ in Row 21, Column B. In Row 21, Column C, provide the changes that are required.

1.3 Feedback

The **Feedback Summary section** includes three (3) questions. A direct link to the Course Report template is provided for Course Coordinators. You can also access the Course Report Template in the Information Kit.

This section requires you to indicate if you have completed a Course Report in the last 12 months. If yes, provide the date and a link to the report or attach the report to the file during submission.

Figure 3: Course Information Tab 1 – 1.3 feedback

| 1.3. FEEDBACK SUMMARY | |
|---|--|
| <i>Course Coordinators are required to evaluate the effectiveness of all education programs supported by the district. A Report Template is available to document both formative and summative evaluations.</i> | |
| Course Report Template | |
| Have you provided a Course Report in the last 12 months? | |
| If yes, provide the date when the report was submitted | |
| If no, provide a link to the completed Course Report on the shared drive for EODS Educators. Non-EODS Educators can attached the Course Report along with this file. | |
| | |

Your action:

1. Select Yes/No from the drop-down menu in Column B in row 26.
2. Provide the date when the last report was provided in Column B row 27.
3. If a course report was not completed in the last 12 months, please complete the Course Report and save it on the shared drive for EODS Educators. Provide a link to the report in Column B Row 28.
4. If you are not an EODS educator, attach the course report as a separate attachment and submit it along with the Course Planning Document.

Step 2: Worksheet/Tab 2: Course Planning

As you know, all courses should have some level of documentation to ensure that they are educationally sound, meet stakeholder needs and can be facilitated by others within the organisation at short notice. This tab requires you to indicate whether you have a series of course planning documentation to support the development and facilitation of your course or program.

Note: You may not have **any** or **all** of the documents listed in this tab. If this is the case don't worry you will have time to develop your course documentation over the next 12 months. The intention behind the inventory listing is to help you prepare for 2027 where base documents such as a high-level design document and session plans will become mandatory.

There are eight (8) documents listed. Most of the key documents will have a template that can be used if needed.

As terminology, can be different a detailed description of each document type has been included for your information in Appendix 2.

Figure 4 ; Worksheet/ Tab 2 – Course Documentation example

Note for Educators completing this information:

1. You may not have all/some of the documents listed below. If so, it is OK for this round of submission. The intention is to get you thinking and prepared as these documents will become mandatory from 2027 submissions onwards.
2. If you need guidance on how to create these documents, information sessions will be facilitated by Jacquie Apps that you can attend. Please indicate accordingly in column E.
3. A descriptor for each of the following documents is included in the information kit.
4. Templates for some of these documents are provided in the information kit.

| No | Documentation | Do you have these documents for your course/program? | If yes, please provide hyperlink to the document on the shared drive | If no, would you like help/coaching in developing these documentation? | Other comments (Please provide any comments you may like to add here) |
|---|--|--|--|--|--|
| 1 | Training Needs Analysis | | | | |
| 2 | Stakeholder Engagement Register | | | | |
| 3 | Course Curriculum / High Level Design Document | | | | |
| 4 | Simulation Scenarios / Documentation | | | | |
| 5 | Session Plan | | | | |
| 6 | Trainer Resources | | | | |
| 7 | Learner Resources | | | | |
| 8 | Continuous Improvement Register | | | | |
| <p>Additional Comments: (Please add any additional comments or documents that may be considered in this section)</p> | | | | | |
| <p>PROVISION TO EXTERNAL PARTICIPANTS</p> | | | | | |
| | Would you consider offering your course/program to participants outside of SWSLHD? | | | | |

Your action:

1. Select Yes/No from the drop-down menu in Column C for items 1 to 8.
2. If you have responded with a Yes in Column C for any of the documentation, please provide a link to the document on the shared drive in Column D or attach the documents if you are an external educator.
3. If you need help or would like to know more about how to develop these documents, please select Yes in Column E for each document.
4. If you have additional comments for us to consider, please provide them in each row for the specific document or provide generic comments in the box provided below the table.

Rows 21, 22 and 23 relate to considerations whether the course can be offered to external participants.

Your action:

1. Select Yes/No from the drop-down menu in Column C row 21.
2. Row 22 requires you to provide an explanation if you have selected No as your response in Row 21.
3. Row 23 requires you to provide an explanation if you have selected Yes as your response in Row 21.

Step 3: Worksheet/Tab 3: Course Performance Report

In step 3 you are required to review the course utilisation data provided, comment on any anomalies and where needed provide a rationale, explanation or future strategy.

Data is separated into 3 tables.

- Table 1 provides a **total count of the number of classes that were planned and offered, run and cancelled** in the calendar years 2024 and 2025. For 2025, only the four months January to April are considered as data is updated in My Health Learning (MHL) for these 4 months.

Figure 5: Table 1 example

| Table 1: Number of classes run or cancelled from Jan 2024 till end April 2025 | | | |
|---|-----------------------|-----------|-----------|
| Year | No of classes offered | Run | Cancelled |
| 1-Jan-24 to 31-Dec-2024 | 11 | 10 | 1 |
| 01-Jan-2025 to 30-Apr-2025 | 5 | 4 | 1 |
| | 16 | 14 | 2 |
| | | 88% | 13% |

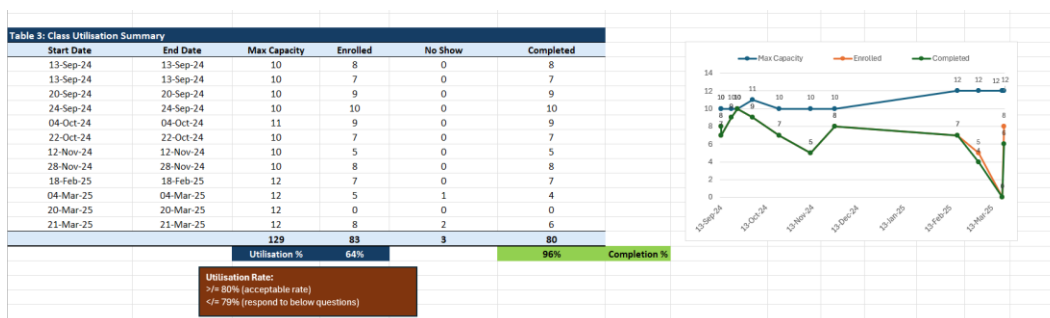
- Table 2 provides a list of **classes that were cancelled** including the reason why the class was cancelled. This may help you analyse the most common reasons for cancellation and assist in planning for 2026.

Figure 6: Table 2 example

| Table 2: Cancelled Classes Details | | | | | | |
|------------------------------------|-----------|--------------|---------------|-------------------------|-----------|--|
| Start Date | End Date | Max Capacity | No Unenrolled | Cancelled Reason | Status | |
| 03-Dec-24 | 03-Dec-24 | 10 | 3 | Instructor Unavailable | Cancelled | |
| 08-Apr-25 | 08-Apr-25 | 12 | 2 | Insufficient Enrolments | Cancelled | |

- Table 3 provides you with a **summary of the Class Utilisation**. As you will note, the table provides the maximum class capacity, number of participants enrolled, no shows and completed.

Figure 7 Table 3 example



At the end of this table, you are provided with the Utilisation % and Completion % (see brown text box).

The Utilisation % indicates the rate of subscription for the class and the Completion % indicates the % of enrolled participants who completed all requirements of the course.

Please take note of the following performance indicator for the Utilisation % when completing the Course Report.

Utilisation Rate:

>/= 80% (acceptable rate)

</= 79% (respond to below questions)

When evaluating your course and completing the Course Report, you may want to consider the following questions:

- Does the course need to run in 2026? If yes/no, explain why.
- Would you consider reducing the number of classes scheduled in 2026? If yes/no, explain why.
- Would you consider reducing the maximum class capacity? If yes/no, explain why.
- Could the course or parts of the course be converted into an online module that would supplement the learning process? If yes, explain how this would work.
- Are there other factors that may have impacted on the utilisation rate? If so, please provide an explanation.
- What promotional strategies would you consider increasing utilisation?

Step 4: Submission

Email SWSLHD-EducationOD@health.nsw.gov.au to submit your completed spreadsheet with supporting evidence.

A quick checklist is provided below if required:

Existing Course

| | |
|--------------------------|--|
| <input type="checkbox"/> | Phase 1 Spreadsheet |
| <input type="checkbox"/> | Course Report |
| <input type="checkbox"/> | Training Needs Analysis (<i>optional</i>) |
| <input type="checkbox"/> | Stakeholder Engagement Register (<i>optional</i>) |
| <input type="checkbox"/> | Training and Assessment Strategy (TAS) (<i>optional</i>) |
| <input type="checkbox"/> | Simulation Scenarios / Documentation (<i>optional</i>) |
| <input type="checkbox"/> | Session Plan (<i>optional</i>) |
| <input type="checkbox"/> | Trainer Resources (<i>optional</i>) |
| <input type="checkbox"/> | Learner Resources (<i>optional</i>) |
| <input type="checkbox"/> | Continuous Improvement Register (<i>optional</i>) |

New Course

| | |
|--------------------------|--|
| <input type="checkbox"/> | Course Creation Request Form |
| <input type="checkbox"/> | Phase 2 Spreadsheet |
| <input type="checkbox"/> | Training Needs Analysis (<i>optional</i>) |
| <input type="checkbox"/> | Stakeholder Engagement Register (<i>optional</i>) |
| <input type="checkbox"/> | Training and Assessment Strategy (TAS) (<i>optional</i>) |
| <input type="checkbox"/> | Simulation Scenarios / Documentation (<i>optional</i>) |
| <input type="checkbox"/> | Session Plan (<i>optional</i>) |
| <input type="checkbox"/> | Trainer Resources (<i>optional</i>) |
| <input type="checkbox"/> | Learner Resources (<i>optional</i>) |
| <input type="checkbox"/> | Continuous Improvement Register (<i>optional</i>) |

Phase 2: Scheduling of approved courses

This final phase of the process relates to the room booking requests that you are required to submit to enable us to book training rooms for your 2026 class offerings.

This phase is required for new courses as well as current and ongoing courses. This phase is **only** for courses approved to run in 2026 in SWSLHD.

The Template is included in the Information Kit.

Please submit a separate spreadsheet or file for each course.

The spreadsheet includes the following information.

Green Heading Section Columns:

1. Course Code

Type the code of your course in this field. If it is a new course, please leave this field blank.

2. Course Name

Type the name of your course in this field.

3. Educator Name

Type the name/s of educator/s who will facilitate this training.

4. Class Day

This field requires you to identify whether the number of days for the course. For example:

- For a one-day course, you will type 'Day 1' in this field.
- For a course with two or more days, you will type 'Day 1' in the first row, 'Day 2 in the 2nd row, Day 3 in the 3rd row and so on.

A 3-day course would look as follows:

| Course Code | Course Name | Educator Name | Class Day | Date |
|-------------|---------------------------------|---------------|-----------|-----------|
| PCO12345 | Introduction to Microsoft Excel | Fred Masters | Day 1 | 01-Jan-26 |
| PCO12345 | Introduction to Microsoft Excel | Fred Masters | Day 2 | 04-Jan-26 |
| PCO12345 | Introduction to Microsoft Excel | Fred Masters | Day 3 | 08-Jan-26 |

5. Date

Enter the date in dd-Mon-yy format. Example as demonstrated above.

6. Start Time

Following the 24-hour clock, enter the time as 00:00hrs e.g. 11:00 or 14:00.

7. End Time

Following the 24-hour clock, enter the time as 00:00hrs e.g. 11:00 or 14:00.

8. Location

Select the preferred location from the drop-down menu. You have the option to choose 'any' if you prefer or select LEC/NEC if you are happy with either of the two locations.

9. Preferred Room

Select the training room from the drop-down menu. Based on the Location you have selected in column H, a list of rooms that are available at that location will come up for you to choose from.

For points 8 and 9, refer to the List of Location and Training Venues for room capacity. This list is provided in the Information Kit.

10. Min Cap & Max Cap

This is your class minimum and maximum enrolment capacity.

A completed Green Section may look as shown below:

| Course Code | Course Name | Educator Name | Class Day | Date | Start Time | End Time | Location | Preferred Room | Min Cap | Max Cap |
|-------------|--------------------------|---------------|-----------|-----------|------------|----------|----------------------------|--------------------------------|---------|---------|
| PCO12348 | Microsoft Excel Advanced | Fred Masters | Day 1 | 01-Jan-26 | 09:00 | 12:00 | Liverpool Education Centre | Seminar Room 4 (LEC) | 6 | 10 |
| PCO12348 | Microsoft Excel Advanced | Fred Masters | Day 1 | 04-Apr-26 | 14:00 | 17:00 | Macarthur Clinical School | Clinical Library, Computer Lab | 6 | 10 |
| PCO12348 | Microsoft Excel Advanced | Fred Masters | Day 1 | 08-Aug-26 | 11:00 | 14:00 | Liverpool Education Centre | Seminar Room 4 (LEC) | 6 | 10 |

Pink Heading Section Columns:

1. Do you need a breakout room / space?

This is a Yes/No option field. Choose your preference from the drop-down menu. If you select No in this column, you don't need to fill in rest of the columns from Column M to P.

2. If yes, select what you need

- Choose your preference from the drop-down menu.
- If you need a combination of non-SIM rooms and SIM spaces or Wards, select the 'both' option from the drop-down menu.

NOTE: Locations other than Ngara Education Centre (NEC), have NIL or very limited Simulation rooms. Bear this in mind when you request Simulation spaces in locations other than NEC. If unsure, discuss your requirements with our Simulation team before completing this section.

3. List your breakout room requirements here

This is a free text field. Type in your breakout room preferences. Be specific to make it easy for us to interpret and book suitable spaces.

Some examples are provided below:

- I need 1 non-SIM breakout room for 4-5 people for role play activities.
- I need Wards A and B and Debrief Room (if you choose Ngara Education Centre).
- I need the Debrief room for group activities and SIM 1 and 2 in NEC.

4. Enter the Start and End time for the breakout rooms

This is a free text field. Please select the timeslots when you need breakout rooms. Booking simulation and additional rooms for the whole day when you may only need it for a couple of hours in the day, underutilises the resources, so be specific in the timeslots you indicate.

Blue Heading Section Column:

1. Simulation Equipment Required

This is a Yes/No option field. Choose one from the drop-down menu. Refer to your Simulation Curriculum to determine suitable response in this column.

Step 5: Submission

Email SWSLHD-EducationOD@health.nsw.gov.au to submit your completed spreadsheet.

Appendices

Appendix 1: Priority 1 Courses

- Following courses are approved as priorities for room booking.
- Where room booking lists are sent to sites other than NEC or MCS, the contact officers are informed of the priorities to facilitate the room booking process.

| Priority # | Courses |
|------------|--|
| 1 | <ul style="list-style-type: none">• Violence Prevention and Management - Personal Safety - face to face workshop• Violence Prevention and Management - Team Restraint Techniques - face to face workshop• Violence Prevention and Management 1 - Personal Safety - Train the Trainer - face to face workshop• Violence Prevention and Management 2 - Personal Safety + Team Restraint - Train the Trainer - face to face workshop |
| 2 | Certificate III in Health Services Assistance (VETiS) |
| 3 | EDVPM Physical Skills Workshop |
| 4 | <ul style="list-style-type: none">• Fetal Safety Education Team Training 3 hours course (combined)• Maternal Safety Education Team Training 3 hours course (combined) |
| 5 | Respecting the Difference: Be the Difference |
| 6 | <ul style="list-style-type: none">• GradStart Program• Mental Health GradStart Program |
| 7 | Between the Flags courses |
| 8 | Certificate III in Health Administration |

Appendix 2: Education Documentation – A quick description

1. Training Needs Analysis

Training Needs Analysis (TNA) is a structured approach to identifying and prioritizing the learning requirements within an organization. It focuses on pinpointing the specific skills, knowledge, and competencies employees need to perform their roles efficiently and bridge the gap between current and desired performance levels.

2. Stakeholder Engagement Register (*EODS Template – Individual Product Log*)

A Stakeholder Engagement Register is a way for educators to document feedback gathered from stakeholder consultation activities about a course or program that is being developed or has been developed.

3. Training & Assessment Strategy (TAS) (*EODS template available*)

A Course Curriculum, High-Level Design Document or TAS is a comprehensive education document that provides detailed information on how your course has been designed and explains how it runs.

This document usually includes the following information:

- **Course Objectives:** These are the goals that the course aims to achieve. They define what learners should know or be able to do by the end of the course.
- **Topics and Modules:** The curriculum breaks down the course content into specific topics or modules. Each module covers a particular aspect of the subject matter.
- **Teaching Methods:** This section describes the instructional strategies and techniques that will be used, such as lectures, discussions, hands-on activities, or group work.
- **Materials and Resources:** It lists all the materials needed for the course, including textbooks, articles, videos, and other resources.
- **Assessment Methods:** This includes the various ways learners will be evaluated, such as quizzes, assignments, skills demonstration, or exams. It ensures that the assessments align with the course objectives.
- **Schedule and Timeline:** The curriculum provides a timeline for the course, detailing when each topic or module will be covered and the duration of each session.
- **Learning Activities:** These are the activities designed to engage learners and reinforce the material, such as case studies, role plays, or practical exercises.
- **Support and Resources:** Information about additional support available to learners, such as communities of practice, coaching, or online forums.

A well-structured high level design document ensures that both trainers and learners have a clear understanding of the course's direction and expectations, leading to a more organised and effective learning experience.

4. Simulation Scenarios / Documentation

Simulation scenarios and skills training documentation are comprehensive written records that detail the design, delivery, and objectives of simulation-based education.

These documents typically include the scenario's purpose, defined learning objectives, simulation modality (e.g., manikin patient simulator, standardised patient, task trainer), background context, targeted skills or competencies, participant roles, session schedule, and plans for briefing and debriefing. They also outline expected outcomes and any variables or conditions that may evolve during the simulation.

This documentation is vital for ensuring consistency, repeatability, and clarity in both simulation and skills training. The simulation strategy documentation is developed in collaboration with the EODS simulation team, and any existing simulation or skills training materials will contribute to this process.

5. **Session Plan** (*EODS Template available*)

A Session Plan is a detailed outline that guides educators through the delivery of a specific training session providing a roadmap of what you are going to teach, how you are going to teach it and how you will measure the effectiveness of what you teach. Usually, it is written from the course content and agenda (a very high overview of sessions planned) contained within the high-level design document.

It generally includes the following key components:

- **Session Title:** The name of the session, clearly indicating the topic or focus area.
- **Learning Objectives:** Specific goals that learners should achieve by the end of the session. These should be measurable and aligned with the overall course objectives.
- **Session Outline:** A detailed breakdown of the content to be covered, including key points, subtopics, and the sequence in which they will be presented.
- **Teaching Methods:** The instructional strategies and techniques to be used during the session, such as lectures, discussions, group activities, or hands-on exercises.
- **Materials and Resources:** A list of all materials needed for the session, including handouts, slides, videos, and any other resources.
- **Timing:** A timeline for the session, indicating how much time will be allocated to each part of the session. This helps ensure that the session stays on track and covers all necessary content.
- **Learning Activities:** Activities designed to engage learners and reinforce the material, such as case studies, role-plays, or practical exercises.
- **Assessment Methods:** Ways to evaluate learners' understanding and progress during the session, such as quizzes, discussions, or feedback forms.
- **Additional Notes:** Any other relevant information or instructions for the educator, such as tips for managing the session, potential challenges, or important reminders or instructions on co-facilitation if that is how the session is going to be facilitated.

6. **Trainer Resources**

When planning a course, educators need a variety of resources to ensure effective delivery and engagement. Some of these resources include the following:

- Teaching Materials: Slides, handouts, textbooks, articles, and multimedia resources like videos or podcasts.
- Assessment Tools: Quizzes, tests, assignments, operational assessments and rubrics for evaluating learners' progress and understanding.
- Technology and Equipment: Computers, projectors, whiteboards, and any other necessary technical equipment.
- Interactive Tools: Software or apps for creating interactive activities, such as polls, quizzes, and discussion forums.
- Reference Materials: Additional resources for deeper learning, such as research papers, case studies, and industry reports.
- Feedback Mechanisms: Tools for collecting and analysing feedback from learners, such as surveys or feedback forms.

These resources help educators plan and deliver a well-structured, engaging, and effective course.

7. **Learner Resources**

When planning a course, educators need to consider various resources to support learners effectively. Some key learner resources may include:

- Course Materials: Textbooks, articles, handouts, and multimedia resources like videos and podcasts that provide the necessary content.
- My Health Learning: A platform where learners can access course materials, submit assignments, participate in discussions, and track their progress.
- Interactive Tools: Online quizzes, polls, discussion forums, and other interactive elements that engage learners and enhance understanding.
- Study Guides and Summaries: Condensed versions of the course content to help learners review and reinforce key concepts.
- Practice Exercises: Worksheets, problem sets, and practical activities that allow learners to apply what they've learned.
 - Assessment Tools: Quizzes, tests, and assignments that help learners gauge their understanding and progress.
 - Additional Reading and Resources: Recommended books, articles, and websites for learners who want to explore topics in more depth.

By considering these resources, educators can create a supportive and enriching learning environment that caters to the diverse needs of their learners.

8. **Continuous Improvement Register** (*EODS Template – Individual Product Log*)

A Continuous Improvement Register is a tool used by course educators to systematically document and track areas for improvement in their courses. The register serves as a valuable document for internal reviews and audits, demonstrating a commitment to quality and continuous improvement.

It helps educators record specific aspects of the course that need enhancement, based on feedback from learners, self-reflection, and assessment data. The register allows educators to

keep a detailed log of changes made to the course, including what was changed, why it was changed, and the outcomes of those changes.

It provides a structured way to incorporate feedback from learners and other stakeholders, ensuring that their insights are used to refine the course. Educators can monitor the effectiveness of implemented changes over time, helping to ensure continuous improvement in teaching practices and course content.

Appendix 3: Timeline

Priority 1 Courses

Courses that are listed in Priority 1 list are not required to complete Phase 1 of the process. The key dates that apply to those courses are as follows:

| Day & Date | Action |
|---|--|
| Friday, 30 May 2025 | Phase 2: Spreadsheet for room booking requests sent to Priority 1 Educators |
| Monday, 14 July 2025 | Phase 2: Room Booking Requests due for Priority 1 courses |
| Tuesday-Friday, 15-Jul-25 to 01-Aug-25 | Priority 1 room booking work commences and is finalised |
| Monday, 04 Aug 2025 | Priority 1 Educators are provided with a list of confirmed rooms. |
| Monday, 04 Aug 2025 | <ul style="list-style-type: none">• EODS Administration Officers are provided with individual class creation lists for Priority 1 courses.• 2026 classes are created in MHL for Priority 1 courses.• Classes will remain unpublished until the entire process is completed, and we reach the 2026 go live date (07-Nov-2025) |
| Friday, 29 Aug 2025 | All Priority 1 classes are created in MHL |

Priority 2 Courses

All courses not included in Priority 1 are considered as Priority 2 courses. The key dates that apply to these courses are as follows:

| Day & Date | Action |
|--|--|
| Friday, 30 May 2025 | Call for Phase submissions open |
| Monday, 30 June 2025 | Phase 1: Submissions close |
| Tuesday, 22 July 2025 | Reference Committee Convenes & outcome notified to EODS |
| Wednesday – Friday 23 Jul 25 to 25 Jul 25 | Educators notified of Reference Committee decision/outcome |
| Monday, 28 July 2025 | Phase 2: Spreadsheet for room booking requests sent to Priority 2 course educators |
| Friday, 29 Aug 2025 | Phase 2: Room Booking request spreadsheet submission due for Priority 2 Courses |
| Monday – Friday 01-Sep-25 to 17-Oct-25 | Priority 2 Room booking work commences and is finalised |
| Monday, 20 Oct 2025 | Priority 2 Educators are provided with an individual list of confirmed rooms. |
| Friday, 31 Oct 2025 | Course Catalogue finalised for publication. EODS website updated. |
| Friday, 07 Nov 2025 | MHL Go live for 2026 |
| Friday, 28 Nov 2025 | MS Forms Surveys created for 2026 based on new evaluation template |

Appendix 4: List of Documents Included in the Information Kit

1. Phase 1, Course Planning Template
2. 2026 Course Planning Information Guide (this document)
3. Phase 2, Scheduling of Approved Courses Template
4. Course Creation Request Form (new course request)
5. Course Report Template
6. Training Locations and Rooms with Capacity
7. 2025 Course Catalogue
8. Individual Product Register (Stakeholder Engagement & Continuous Improvement Register/Log Template)
9. Training and Assessment Strategy (TAS)
10. Session Plan Template