



South Western Sydney
Local Health District

SWSLHD eLearning Framework

Education and Organisational Development Service
November 2025



Version History

Document Number	Version	Version 2.2
Approval date		November 2025
Publication date		November 2025
Summary		This document outlines the framework for the design, development and implementation of evidence-based eLearning modules for South Western Sydney Local Health District staff. It defines standards for benchmarking and establishes detailed processes for creating, publishing, and monitoring quality-assured digital learning resources on My Health Learning. The framework ensures that all modules are accessible, accurate, and aligned with organisational priorities, supporting workforce capability and positive practice change.
Consultation		EODS SWSLHD Executive
Applies to		South Western Sydney Local Health District
Distribution		South Western Sydney Local Health District wide
Related documents		<ul style="list-style-type: none"> • eLearning Style Guide • User Acceptance Testing: <ul style="list-style-type: none"> ○ Alpha Testing Guidelines ○ Beta Testing Guidelines

Document History

Version	Issued	Status	Author	Reason for change
v0.1	22 March 2022	Draft	Jyoti Khanvilkar	Draft Document
V0.1	12 July 2022	Draft	Jyoti Khanvilkar	Incorporating feedback provided by working party members
V1.0	20 July 2022	Archived	Jyoti Khanvilkar	eLearning Content Development Working Party Approval
V2.0-2.1	24 September 2024	Archived	eDesign Team	New processes, systems and workflows, greater detail included of governance structure.
V2.2	24 November 2025	Active	Jyoti Khanvilkar	Revision based on lessons learnt, revised business processes and leaner ways of consultation and content development.

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Introduction

The Education and Organisational Development Service (EODS) eLearning Framework documents the process for planning, designing, developing, implementing, and evaluating all eLearning modules created for South Western Sydney Local Health District (SWSLHD).

The framework ensures that all eLearning modules meet quality standards, align with organisational priorities, and deliver measurable learning outcomes.

Purpose

The purpose of this framework is to:

1. Define the roles and responsibilities of the EODS eLearning development team, subject matter experts (SMEs), and requestors involved in creating eLearning modules for SWSLHD staff.
2. Identify the instructional design models that underpin the eDesign process.
3. Outline the process for planning, development, implementation, and evaluation of eLearning modules.
4. Describe the governance processes that ensure modules are high quality, meet learning outcomes, and support positive practice change.
5. Ensure all eLearning modules developed by EODS:
 - Apply best-practice learning design principles and theories
 - Are informed by SMEs and support evidence-based practice
 - Promote critical thinking and workplace application
 - Meet the module's stated purpose and objectives
 - Are functional, error-free, and accessible
 - Comply with WCAG 2.1 'AA' accessibility guidelines and UDL principles to provide an inclusive learning experience.

Scope

This framework applies exclusively to eLearning modules developed by the EODS team for SWSLHD staff. It does not apply to modules created by other teams within SWSLHD or external providers.

Strategic Alignment

As a healthcare provider South Western Sydney Local Health District (SWSLHD) strives for a workplace culture of high performance. It is committed to the development of the health workforce and is proud of its comprehensive, innovative, and strategic approach to the provision of education and training.

The development of a comprehensive eLearning framework is essential in the achievement of action areas 2.1.2 (instructional designers able to support codesign of education products), 2.3.1 (expand digital resources), 2.3.3 (trial new technologies), 2.4.4 (equitable access to education opportunities) in the 2022-2028 Education and Organisational Development Plan (2022-2028).

EODS Responsibilities

The Education and Organisational Development Service (EODS) is the district lead for the design, development, and implementation of eLearning modules for SWSLHD. Its primary role is to ensure that all digital learning resources are high quality, evidence-based, and aligned with organisational priorities.

EODS responsibilities include:

Governance

Establish and maintain governance processes to ensure all eLearning modules comply with organisational standards, policies, and quality assurance requirements.

Collaboration

Partner with requestors and subject matter experts (SMEs) throughout the development process to ensure content accuracy, relevance, and alignment with learning objectives.

Consultation

Facilitate structured consultation sessions with SMEs and stakeholders to gather content, validate information, and incorporate feedback into module design.

Design and Development

Apply instructional design principles and models to create interactive, accessible, and engaging eLearning modules using industry-standard tools and technologies.

Quality Assurance

Conduct rigorous quality checks to ensure modules are error-free, meet WCAG 2.1 'AA' accessibility standards and UDL principles, and deliver a positive user experience.

Project Management

Manage timelines, milestones, and deliverables to ensure projects are completed on schedule and within agreed scope.

Evaluation of Service Delivery

Review the effectiveness of collaboration with SMEs and stakeholders, assess the efficiency of processes, and identify opportunities to improve EODS service provision for future projects.

Requestor and Subject Matter Experts (SME) Responsibilities

Requestors and SMEs play a critical role in ensuring the accuracy, relevance, and effectiveness of eLearning modules.

Their responsibilities include:

1. **Complete the eLearning Proposal**

Submit the initial proposal using the prescribed template to initiate the development process.

2. **Provide Structured Content**

Prepare a detailed and structured document (Word or PowerPoint) that clearly outlines all content to be included in the module, in the desired sequence. A standard template will be provided to assist in collating local information and organising it into a logical flow that reflects how the module should progress.

3. **Participate in Scoping Workshops**

Attend one or more scoping workshops facilitated by EODS to:

- Confirm the module's purpose, learning outcomes, and key messages.
- Identify constraints such as timelines, resources, and technical limitations
- Validate the proposed sequence and structure of content
- Discuss multimedia requirements (images, videos, animations)
- Highlight any compliance or policy considerations
- Agree on responsibilities, deliverables, and review timelines.

These workshops ensure alignment between EODS, requestors, and SMEs before development begins.

4. **Act as subject Matter Experts**

Ensure all content is accurate, evidence-based, and reflects current best practice. SMEs are responsible for providing and validating information and advising on appropriate sequencing and chunking of content.

5. **Provide Supporting Resources**

Supply relevant documents, links, images, and multimedia assets that can be incorporated into the module.

6. **Review and Approve Design Stages**

Provide timely feedback on storyboards, prototypes, and draft modules to ensure alignment with objectives and organisational requirements.

7. **Ensure Compliance with Local Policies**

Confirm that all content adheres to local clinical guidelines, organisational policies, and legislative requirements.

Documentation Referred to in this Framework

1. eLearning Module Proposal

This document is the starting point for any eLearning development request. It captures essential details such as module goals, description, target audience, learning objectives, compliance mapping, and resource availability. It also outlines consultation activities, stakeholder involvement, and proposed timelines. The proposal ensures that the EODS eLearning Development Team have all necessary information to assess feasibility and align the module with organisational priorities.

The proposal is completed by the Requestor.

2. eLearning Structured Plan

The structured plan is a critical document that defines how the module will be built. It goes beyond high-level scoping and requires SMEs to provide detailed, organised content in the exact sequence they want presented in the module.

Requestors and SMEs will use a standardised template (provided by EODS) to collate all local information, policies, and resources into a logical, step-by-step structure. This ensures clarity on:

- The order of topics and subtopics
- Key messages and learning outcomes
- Multimedia requirements (images, videos, animations)
- Assessment components (if applicable)

The structured plan serves as the foundation for the storyboard and final module design. It is essential that SMEs invest time in preparing this document thoroughly, as it guarantees accuracy, consistency, and alignment with organisational priorities.

3. Storyboard Design Template (Storyboard)

The storyboard acts as the blueprint for the eLearning module. It outlines the structure, flow, and interaction design, including text, graphics, multimedia elements, and assessment activities. SMEs review and approve the storyboard before development begins, ensuring content accuracy and logical sequencing.

The storyboard is developed by the eLearning Development team based on the proposal, discussions and agreement in the scoping workshops and the structured plan submitted by the requestor / SMEs.

4. Quality Assurance Checklist

This checklist is used to verify that the final module meets all technical, educational, and accessibility standards. It covers functionality, navigation, compliance with WCAG 2.1 'AA' and UDL principles, and alignment with learning objectives. The checklist ensures that every module is error-free and delivers a high-quality learner experience before publication.

This is the final step before the module progresses to Alpha and Beta testing phases of the project.

Instructional Design Models (IDMs)

The EODS eLearning Framework is built on the following proven instructional design models that guide the creation of effective, learner-focused modules:

1. **ADDIE Model** - a systematic approach for analysing needs, designing solutions, developing content, and implementing modules.
2. **Gagné’s Nine Events of Instruction** - a structured sequence for engaging learners and promoting knowledge retention.
3. **Backward Design Model** - applied to assessment-based modules to ensure learning activities and content align with desired outcomes and assessment criteria.
4. **Microlearning** - a learning approach that delivers short, focused content segments designed for quick consumption and immediate application.

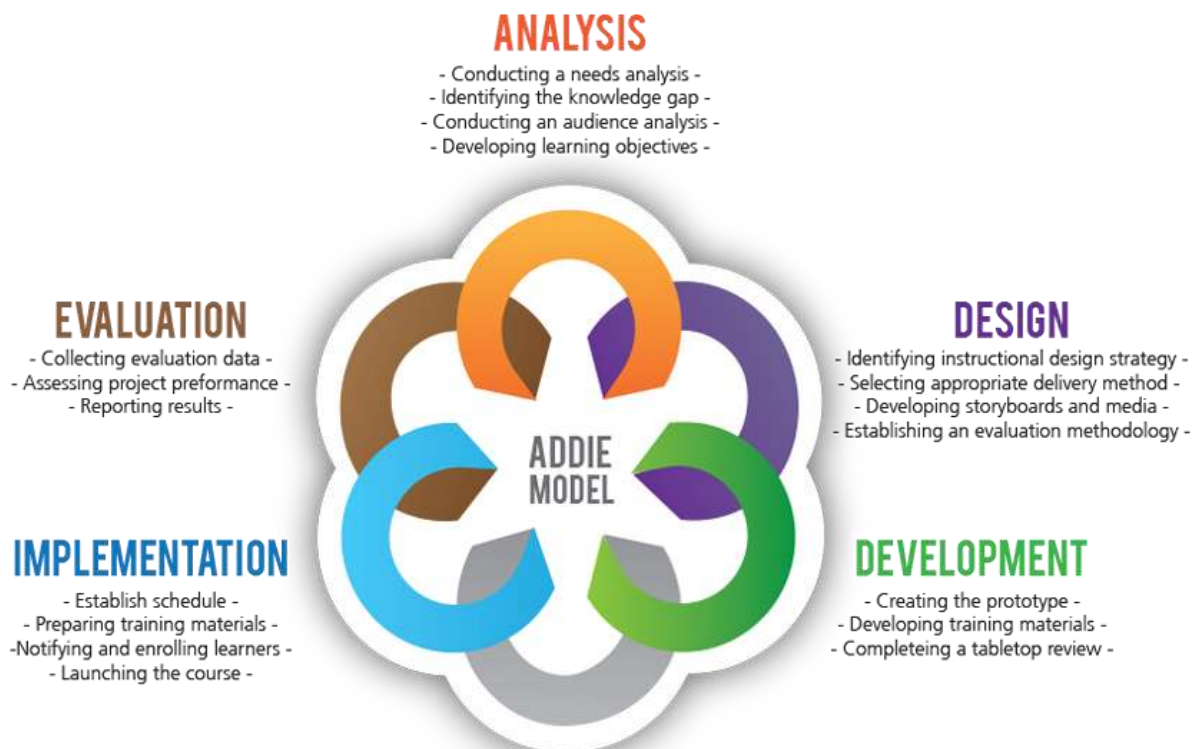
These models provide a strong foundation for designing eLearning that is evidence-based, interactive, and aligned with organisational priorities.

1. The ADDIE Model

ADDIE stands for Analysis, Design, Develop, Implement, and Evaluate. Each phase of the model offers an opportunity for iterations and changes before moving to the next one.

The ADDIE process includes the following steps:

Diagram 1: ADDIE Model



Reference: <https://kloudlearn.medium.com/overview-of-the-addie-model-in-instructional-design-300cce7fc8ea>

2. Gagne's Nine Events

This model is one of the most used instructional design models as it provides a sound structure for developing effective eLearning. The nine events follow a systematic instructional design process, creating a flexible model where events can be adapted to cater to different learning situations.

Diagram 2: Gagne's Nine Events



Reference: <https://www.coursearc.com/gagnes-nine-events-of-instruction/>

The nine steps are:

1. **Gain attention** of the students with stimuli that catch and engage their brain (novel ideas or thought-provoking questions).
2. **Inform students** of the objectives. Establish the expected outcomes and criteria for measuring achievement.
3. **Stimulate recall** of prior learning. Leverage existing knowledge before introducing new knowledge and build on it.
4. **Present the content.** Deliver the content in easily consumable chunks.
5. **Provide learner guidance.** Guide them with examples, case studies, and other instructional support to supplement the content.
6. **Elicit performance.** Engage them with different activities that recall, utilize, and evaluate knowledge.
7. **Provide feedback.** Reinforce knowledge with immediate feedback (informative, remedial, corrective).
8. **Assess performance.** Test learner knowledge with established (and transparent) criteria.
9. **Enhance retention and transfer to the job.** Use content retention strategies (concept maps, rephrasing, summarising, or job aids).

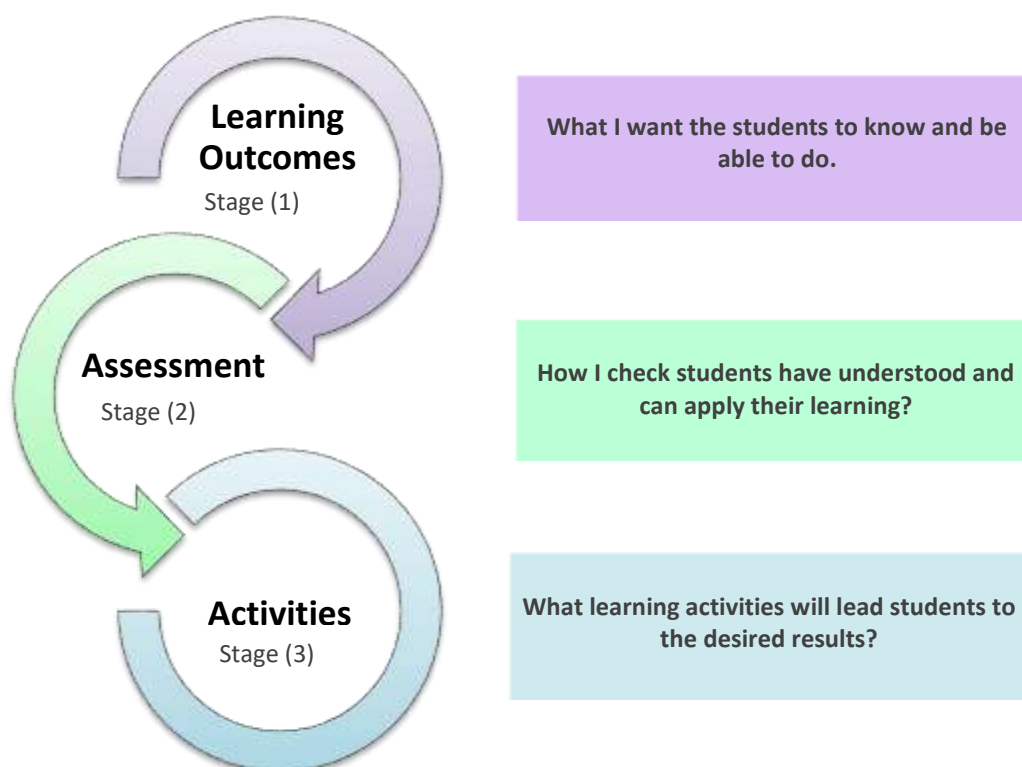
3. The Backward Design Model

The Backward Design Model begins with the end in mind. Rather than starting with content, this approach focuses first on the desired learning outcomes and assessment criteria. Educators identify what learners should know and be able to do by the end of the module, then determine how success will be measured, and finally design learning activities to achieve those outcomes.

This model is particularly valuable for assessment-based modules, as it ensures that every element of the learning experience is aligned with the final objectives. Backward Design follows three stages:

1. **Identify Desired Results** – Define clear learning outcomes using frameworks such as Bloom’s Taxonomy.
2. **Determine Acceptable Evidence** – Establish how learners will demonstrate mastery through assessments or performance tasks.
3. **Plan Learning Experiences and Instruction** – Design content, activities, and resources that lead learners toward achieving the stated outcomes.

Diagram 3: The Backward Design Model

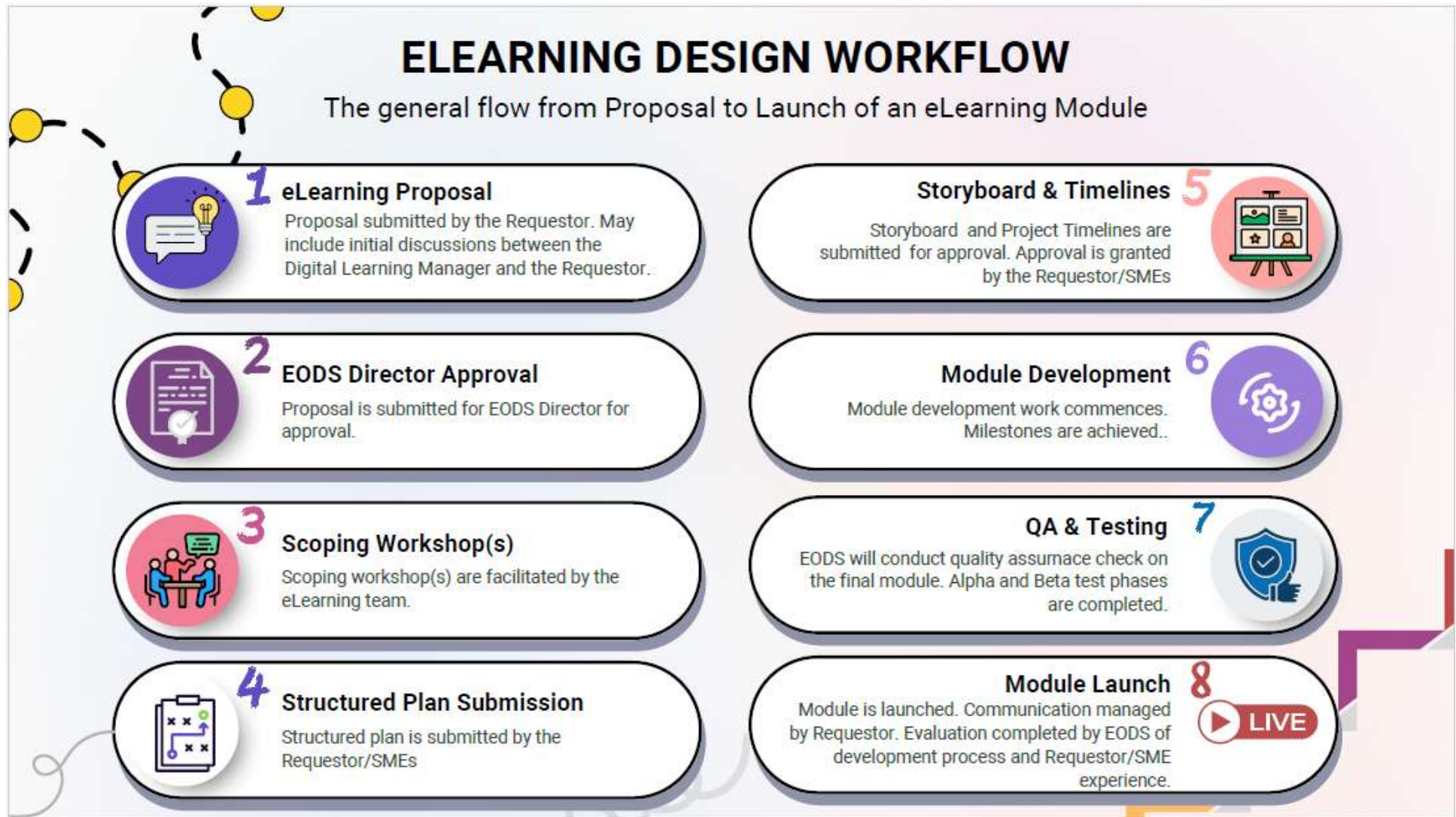


4. Microlearning

Microlearning delivers content in short, focused bursts—typically 3 to 10 minutes—designed to meet a specific learning objective. It is highly effective for time-poor healthcare professionals because it allows learning in the flow of work without overwhelming cognitive load. Microlearning modules often use interactive formats like videos, infographics, quizzes, or scenario-based activities, making them engaging and easy to retain. This approach supports just-in-time learning, improves knowledge retention, and is ideal for compliance updates, skill refreshers, and performance support.

eLearning Module Development Workflow

Diagram 4: eLearning Design Workflow



The eLearning Design Workflow in detail

1. eLearning Proposal

The process begins when the requestor submits an eLearning proposal using the prescribed form. This document outlines the module's purpose, target audience, and key objectives. Initial discussions with the Digital Learning Manager may occur to clarify requirements and expectations. The proposal is submitted to the EODS Director for approval.

2. EODS Director Approval

The EODS Director approves the proposal for development on the understanding that project timelines will be finalised collaboratively between the requestor, SMEs, and the eLearning development team. These timelines are confirmed after the storyboard is approved and all parties agree on the schedule.

3. Scoping Workshop(s)

Scoping workshops are facilitated by EODS to establish a shared understanding of the module's vision and objectives. These sessions provide an opportunity to clarify the requestor's expectations, explore their vision for the learning experience, and realign priorities where needed. Discussions cover learning outcomes, content structure, multimedia requirements, compliance considerations, and project constraints. The workshops also allow stakeholders to raise questions, resolve ambiguities, and agree on roles, responsibilities, and timelines before design begins.

4. Structured Plan Submission

The requestor and SMEs submit a detailed structured plan using the provided template. This plan organises all content, resources, and local information into a logical sequence, forming the foundation for the storyboard and module design.

5. Storyboard & Timelines

- EODS creates a detailed storyboard based on the structured plan submitted by the requestor and SMEs.
- The storyboard outlines the module's flow, content sequencing, interactions, and multimedia elements.
- It includes placement of knowledge checks, quizzes, and assessment activities, ensuring they align with learning objectives and appear at logical points in the module.
- Draft voice-over scripts and video concepts are incorporated where applicable.
- SMEs review the storyboard to confirm accuracy, logical progression, and alignment with learning outcomes.
- Project timelines are finalised during this stage, ensuring all parties agree on milestones and deliverables.
- Formal approval from the requestor and SMEs is required before development begins.

6. Module Development

- The eLearning Development team transforms the approved storyboard into a fully functional module using industry-standard tools (Articulate Rise, Storyline).
- Interactive elements, multimedia assets, and assessments are integrated to enhance learner engagement.
- Accessibility features are applied to meet WCAG 2.1 'AA' standards and UDL principles.
- Regular check-ins with SMEs occur to validate content accuracy and resolve any emerging issues.
- Development progress is tracked against agreed timelines, with milestones documented in the project plan.
- A near-final draft is prepared for internal review before moving to quality assurance.

7. Quality Assurance & Testing

- EODS conducts a comprehensive quality assurance review to ensure technical functionality, content accuracy, and design consistency.
- Alpha testing is initiated by approaching the requestor to identify staff who will participate in the testing process.
- Selected testers receive Review 360 links along with clear testing guidelines and timelines for providing feedback.
- Feedback from alpha testers focuses on navigation, usability, and clarity of instructions, while SMEs validate content accuracy.
- Beta testing follows, involving the EODS team testing the module in the My Health Learning (MHL) Test and Staging environments.
- All identified issues are addressed by the eLearning team.

8. Module Launch

- The final module is published on My Health Learning after successful testing and approval.
- Metadata and tagging are applied to ensure accurate reporting and easy discoverability.
- A communication plan is executed by the requestor to inform staff about the new module.
- EODS monitors the launch process to confirm technical stability and learner access.
- Post-launch, EODS evaluates the development process and collaboration with SMEs to identify areas for improvement.
- Findings are documented and used to refine future workflows and service delivery.

More Information

Please contact the eLearning Development team for further information:

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