COURSE ENDORSEMENT PROGRAM:
CRITERIA

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This document was approved and adopted by the Board of ACHSM
at its meeting held 18 September 2024.

These Guidelines shall take effect as of 1 January 2025.

Subject to alternate decisions by the Board, these Guidelines shall remain current until 31 December 2028.

Recommending reading:
ACHSM Guidelines for Universities and Education Providers.

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Definitions

For the purposes of these guidelines the following definitions will be used:

Accredited programs: refers to a university/tertiary level program that has been formally recognised and approved by ACHSM as a result of demonstrated compliance to Standards within the ACHSM Accreditation Program.

ACHSM: refers to The Australasian College of Health Management.

ACHSM Competency Framework/Competencies: refers to the ACHSM Master Health Service Management Competency Framework (2022).

Course Endorsement Program: a program of review and recognition by ACHSM for short courses in health management. This program does not apply to accredited programs.

Course Endorsement Criteria: specific steps, actions and activities that need to be included in any proposed short program or course for ACHSM to decide on offering Endorsement of the planned learning activity.

Education Accreditation Program Standards: the desired and achievable level of performance required in educational offerings. The Standards for the Accreditation Program are for the use in the accredited programs.

Endorsed/Endorsement: used for a particular program, course or qualification has received official approval or recognition from the ACHSM. This Endorsement indicates that the program meets the specific criteria and requirements set out in this Course Endorsement Program.

Health management: describes the broad spectrum of management strategies directed at improving the health and wellbeing of the community. The practice of health management is an enabling profession. Health management includes domains such as health and social care systems, health and social care policy, health economics, health and social care leadership, health, and social care workforce.

Micro-credentials: a form of certification that validate specific skills or knowledge obtained through short, focused learning experiences. They are typically awarded upon completion of a set of predefined learning activities or assessments. A learning provider may provide their own micro- credentials or have access to a third party's system.

Programs or courses: may be terms used by educational providers or universities to describe a cohesive educational program that may or may not entitle participants to a qualification.

Requirements: refers to the specific conditions, capabilities, or characteristics that must be met for a short program or course to comply with the criteria for this program. Requirements serve as benchmarks against which compliance or success can be measured.

1   Introduction to the Course Endorsement Program

This program is offered by ACHSM to education providers who may seek ACHSM's Endorsement of short programs, courses, workshops, or conferences that may be offered in health management.

This program is a mechanism to provide recognition for short programs and courses in relation to alignment with an established set of criteria and how the program or course supports professional growth and development in relation to specific, contemporary, and comprehensive competencies required of healthcare leaders and managers.

Short programs and courses can be considered as part of this endorsement program include learning opportunities that are knowledge and experiential based learning and may be micro credentialed by the education provider or third-party organisation.

The criteria and requirements set out here are not used within the **Education Accreditation Program** which is separately offered for tertiary level education providers offering graduate and postgraduate degree programmes (found in Australian Qualifications Framework (AQF) levels 7 to 10).

2   Submission and Assessment Short Program and Courses

Programs and courses submitted to ACHSM for Endorsement under this program will be carefully assessed against the established Criteria and Requirements set out in this document.

Where ACHSM identifies there is consistent achievement of the criteria and requirements across the program or course submitted for review, then the education provider will be given appropriate recommendation of ACHSM's endorsement of the submitted program or course.

It is important to note, that any submission of a short program or course by an education provider, **does not automatically ensure success**. All fees related for this program are payable prior to commencement and outcomes include:

- The short program or course **meets the Criteria and Requirements** of the program and is ACHSM Endorsed. Successful short programs or courses will be listed on the ACHSM website, and the organisation may use the ACHSM Endorsed logo on the promotions for that Endorsed course only.

- The short program or course **partially meets the Criteria and Requirements** and ACHSM Surveyor(s) will request additional information before making a final decision. Additional information may be requested in writing or require attendance at an online meeting with an ACHSM short program or course evaluation team.

- The short program or course **does not meet the Criteria and Requirements**. ACHSM Surveyors will provide feedback on why the program does not comply and request the education provider re-submit with required additional information or presentation of the proposed short program or course. Additional fees apply.

3 Course Endorsement Criteria and Requirements

Endorsement Criteria Requirements	Criteria Requirements Assessment
1. Delivery Organisation – experience, qualifications and legal standing of the organisation when developing and delivering the course.	The organisation or group requesting course endorsement can demonstrate that it has the professional, sector and educational standing and capacity to develop, present and manage the course.
2. Learning Objectives - clear and measurable learning objectives that outline what learners will be able to accomplish by the end of the course.	Learning objectives are explicitly stated regarding outcomes for the learners/participants. The learning objectives are relevant, attainable, and measurable in the context and scope of the course. The objectives should be achievable within the course's scope and duration, considering available resources and learner prerequisites. They will also address learning goals that detail the skills, knowledge, or attitudes learners are expected to acquire, by specifying the level of mastery required.
3. Content Quality - quality, accuracy, and relevance of the course content.	The organisation or group requesting course endorsement can demonstrate that the quality, accuracy, and relevance of the course by peer review of: • Learning outcomes are clear, measurable, and aligned with course content and activities. • The instructional design of the course with clear evidence of the rationale for planning, developing and the delivery mode of the course content and activities. • Quality AND relevance of course content and activities. Quality Improvement (QI) activities are planned at the completion of the course to facilitate the analysis, evaluation and implementation of any changes required when the QI data is reviewed.
4. Contemporary and delivery presented in a clear and engaging manner.	The organisation or group requesting course endorsement can demonstrate that the course is contemporary and presented in an engaging manner by implementing strategies such as: • Having contemporary goals and objectives of the course used to guide content development and course activities that are specific, measurable, achievable, relevant and time bound (SMART). • Developing metrics that clearly relate to the course goals/objectives/learning outcomes listed for the course. • Methods which collect objective, valid and reliable data that measure it contemporaneous nature of the course. • An expert peer review by experienced personnel was undertaken for the course, and the presentation and contemporaneous nature of the course was evaluated.
5. Course Development – good foundational evidence used to develop course; connection of active engagement with the profession and/or ACHSM that supports formulation.	Demonstrated processes for involving and engaging with the profession, industry and relevant stakeholders that inform the course's learning objectives, content, and design. Evidenced by a provided list of stakeholders that contributed to the course development. List of any activities where the organisation or group have engaged and involved with the body seeking Endorsement for their course.

Endorsement Criteria Requirements	Criteria Requirements Assessment
6. Instructional Design - course structure, organisation, and flow to ensure that it facilitates effective learning. Does the course incorporate the appropriate ACHSM Competencies (Master Competency Framework). Articulation of how learning activities and assessment are managed?	The course structure, organisation, flow, and assessment (if applicable) are constructively aligned with the stated learning objectives for the course. Instructional design methods are applied (e.g. Universal Design for Learning) and integrate adult learning principles, reflecting appropriate taxonomies (e.g. Blooms Taxonomy). The course structure, organisation, flow, and assessment demonstrate that learners will achieve one or more competencies from the ACHSM Competency Framework and other relevant skills frameworks (e.g. Australian Skills Classification) where appropriate.
7. Engagement – how does the course use interactive elements, opportunities for reflection, and activities that promote active learning.	The course incorporates a variety of authentic, industry and professionally relevant activities that promote reflection and active learning. Course embeds quizzes, polls, reflection points to demonstrate growth, case studies and applying skills and knowledge to solve real-world problems.
8. Assessments and Feedback – are assessments used and will there be feedback on them provided to learners/course participants.	The organisation can demonstrate examples of assessments used to measure student attainment of the outlined learnings from the course. Examples of assessments to be provided. The organisation demonstrates use of learner evaluation/ feedback surveys to ensure continuous quality improvement. If a new course, evidence of learner evaluation feedback survey can be provided later.
9. Accessibility - delivery formats for content and ensuring compatibility with assistive technologies.	The course is designed to ensure inclusivity for all learners. For online delivered courses, this can include compatibility with screen readers and magnifiers, hearing aids and Cochlear implants, smartphones, and smart speakers. For in-person courses this can include the availability of above technology, access for wheelchairs to venues and evidence of capacity to adapt as requested by learners.
10. Flexibility and Adaptability – fit and adapted to different learning styles, preferences, and contexts. How is learning pace and access managed?	The course is designed to allow for a diverse range of learning styles, including a variety of modalities adaptable to learners with identified challenges such as audio or visual learners. Online sessions are recorded to allow learners to revisit content and identify the required learning outcomes at their own pace and in their own time. Planned learning support relating to assistance and guidance offered learners to overcome challenges, solve problems and achieve their learning goals. Content presentation is consistent and coherent across modules, utilising text, multimedia, and interactive elements to cater to diverse learning preferences. Information is chunked into digestible segments, with clear headings, subheadings, and signposts to aid navigation and understanding.
11. Instructor Qualifications, Experience and Support in learning delivery.	Health industry experts with appropriate management qualification serve as designers, facilitators, and/or instructors, offering knowledge and guidance on program content and complex concepts as well as course delivery.

Endorsement Criteria Requirements	Criteria Requirements Assessment
12. Learner Support Services – any technical assistance, academic advising, and access to additional resources or materials. Mechanisms for access to publications (public domain etc.).	The course is designed to provide a range of learner support services including advocates who review course expectations, explain the training process, and discuss individual goals. Guidance and support are offered to help learners start and finish the course successfully. Assistance is available for technical issues related to logging in, managing course tools, and submitting required content. Learners may access support through chat, text, email, or scheduled calls if additional guidance is required. Online learner groups provide opportunities to interact with peers and share ideas. Discussion boards may facilitate communication with others on similar learning journeys.
13. Learner Outcomes - impact of the course on learner outcomes, such as knowledge acquisition, skill development, and changes in behaviour or attitudes.	It is expected that learners can demonstrate: • Knowledge acquisition which could include comprehending major concepts and principles in health management, knowledge of healthcare delivery systems, and understanding functions of management in healthcare organisations. • Skill development in the practice of leadership and managerial skills for improved performance as a healthcare manager, critical-thinking skills to solve healthcare management problems, exercise emotional intelligence for decision-making and negotiation, and enhanced teamwork abilities for collaborative tasks. • Behaviour or attitude changes by embracing such things as professionalism, ethical leadership, social responsibility, and change leadership to inspire innovation, productivity, and teamwork in a healthcare environment.

4 Inclusion of ACHSM Competencies in the Proposed Short Program or Course

ACHSM has a set of competencies that the ACHSM are important for healthcare leaders and managers in their employment, leading, managing, and mentoring health service managers. These competencies are set out in the document Master Health Service Management Competency Framework (ACHSM, 2022).

The Competency Framework is organised around two competency domains: **Enabling Domains** that reflect personal attributes; and **Action Domains** for health leaders and managers.

As part of the ACHSM's Course Endorsement Program, there are requirements for providers of short programs and courses to demonstrate appropriate inclusion of competencies in their learning activities. This requirement is set out in Criteria 6 Instructional Design.

The competencies should not be viewed as a static set of attributes but rather as a dynamic opportunity for health service managers and leaders to continuously learn and develop their expertise. It is not necessary for every learning program or course to be able to demonstrate that every domain and competency are incorporated in a program. This is not the intention of the accreditation and endorsement programs. ACHSM understands that the learning objectives, and/or the duration of a program or course will impact the range of competencies that might be covered; or some competencies relate to personal innate abilities, traits and values, or cultural/contextual factors that may not be teachable or learnt.

5 ACHSM Competencies Covered in Proposed Short Programs or Courses

Program/course types for endorsement	Competency Domains need to be included across the complete program/course
Short Programs and Courses [excludes degrees identified in AQF levels 7 to 10. Refer to ACHSM Education Accreditation Program)	• Impact and Influence (Enabling Domain b.) • Health Systems (Enabling Domain c.) • Business Literacy (appropriate/linked Domain/s to be selected for example: c. talent management, d. financial and resource management, e. project management and g. digital management) • Plus, any other Domain that relates to the course/program topic

As part of the provision of evidence within the learning opportunity, education providers should appropriately demonstrate these required correlations of competencies to short program or course submitted for review, and the degree of depth or alignment of the level of knowledge, skills and their application, that is planned to be delivered in each short program or course.