

Policy Name: Instructional Design Policy	Policy No: CDE2502 Last reviewed: NA Issue: 1 Page: 1 of 5
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Policy	Instructional Design
Date effective from	05.03.2025
Date of next review	04.03.2028
Purpose	The purpose of this policy is to provide a structured framework for designing, delivering, and evaluating high-quality online learning experiences that align with academic standards, support diverse student needs, foster engagement, and ensure continuous improvement in educational quality.
Scope	This policy applies to all academic departments, faculty, instructional designers, e-content developers, and administrators involved in the development and delivery of online programs, including certificate, undergraduate, and postgraduate courses.
Policy Objectives	1. Promote best practices in digital education design and delivery. 2. Ensure consistency and high-quality standards across all online programs and courses. 3. Align instructional strategies with evidence-based learning theories and academic standards to support effective learning outcomes. 4. Develop engaging, inclusive, and accessible content that supports a diverse range of learners. 5. Enable structured, flexible, and learner-centric experiences across various teaching formats.
Procedure	<u>1. Design Principles</u>

- **Learner-Centricity:** Design must accommodate flexible learning, self-paced options, and individual learner needs.
- **Alignment:** Ensure clear alignment between course objectives, activities, content, and assessments.
- **Accessibility & Inclusion:** Follow Web Content Accessibility Guidelines (WCAG 2.1) and Universal Design for Learning (UDL).
- **Engagement:** Include interactive components such as quizzes, discussion forums, case studies, peer review, etc.
- **Modularity:** Content should be modular for ease of updates, scalability, and reusability.

2. Design Frameworks

1. **ADDIE Model:** Provides an overarching five-stage structure (Analysis, Design, Development, Implementation, Evaluation) for effective course design.
2. **Constructive Alignment:** Promotes alignment among learning objectives, activities, and assessments.
3. **Bloom's Taxonomy:** Informs the articulation of learning outcomes across various cognitive levels, promoting depth and progression of learning.
4. **Gagné's Nine Events:** Embedded within each module to optimize engagement, content delivery, knowledge retention and successful transfer.
5. **ARCS Model:** Maintains motivation through attention-grabbing and confidence-building strategies.
6. **Four Quadrant UGC Model:** Combines self-learning materials, e-resources, forums, and assessments.
7. **LMS Integration:** Enables seamless delivery, progress tracking, discussions, and assessment.

3. Instructional Design Process

Instructional Design Process Flow:

**Analysis Design Development Implementation
Evaluation**

Analysis: Identify learner needs, delivery constraints, and learning goals.

Design: Develop course blueprints, define outcomes, and choose tools and strategies.

Development: Create multimedia content, design assessments, and integrate into LMS.

Implementation: Deliver course on LMS, conduct student onboarding and faculty training.

Evaluation: Gather feedback, monitor engagement, assess learning outcomes, and revise as needed.

4. Content Standards

All online courses must include:

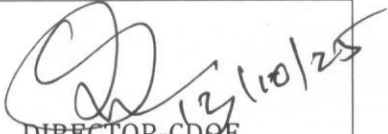
- Course overview and learning objectives
- Weekly/module-wise content with multimedia support
- Formative and summative assessments
- Discussion forums, blogs, and feedback mechanisms
- Academic integrity measures (e.g., plagiarism checks, proctoring tools)

5. Assessment Strategy

- Clearly aligned with learning outcomes
- Includes objective (e.g., MCQs) and reflective (e.g., projects) components
- Combination of automated and instructor-reviewed assessments
- Opportunities for formative feedback throughout the course

	<u>6. Quality Assurance</u> • Courses must undergo: • Peer Review using standardized rubrics • Student Feedback at mid-point and end of course • Annual Review for content updates and instructional enhancements <u>7. Roles & Responsibilities</u> Faculty: Act as subject matter experts (SMEs), responsible for content creation, academic guidance, and course facilitation. Instructional Designer: Designs course flow, ensures pedagogical soundness, integrates learning strategies and aligns with online delivery best practices. eLearning Team: Produces multimedia, packages content for LMS (e.g., SCORM), and provides technical support. Quality Assurance Team: Reviews course materials for consistency, accessibility, and alignment with institutional standards and learning outcomes. Academic Head/Dean: Provides academic oversight, ensures policy compliance, and approves final course delivery. <u>8. Continuous Improvement</u> • Use analytics from LMS and student feedback for iterative improvements • Provide annual faculty training on online pedagogy and tools • Encourage innovation and experimentation in instructional design
Frequency	Once in 3 years

Time	March 2028
Related/ Supportive Documents	
Custodian	Centre for Distance and Online Education (CDOE), Sri Ramachandra Institute of Higher Education and Research (SRIHER)

Prepared by	Verified by	Approved by
 Instructional Designer, CDOE	 ACADEMIC CO-ORDINATOR	 DIRECTOR-CDOE