

"THIS PROCEDURE IS IN THE PROCESS OF BEING REVIEWED."

PROCEDURE H: HIGHER DEGREES BY RESEARCH COURSE APPROVALS PROCEDURE

Version 2.0

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INTRODUCTION

All undergraduate and postgraduate coursework award and non-award course approvals at VU are to be managed through the Course Approval and Management System (CAMS) which can be accessed at: <https://cams.vu.edu.au>. To support this procedure, enhancements will be made to CAMS to accommodate higher degrees by research course approvals (anticipated 2012).

This procedure aims to provide clear direction to staff involved in the administration and development of HDR course approvals and should be read in conjunction with the *Courses and Pathways Policy*. It is limited to the quality assurance procedures related to course approvals in accordance with Statutes 2.2, 2.3 and 6.1.

The endorsement and approval process outlined in this procedure only applies to higher degree research courses and units associated with these courses. It deals with the approval of the focus and overall structure of such courses. It does not address more detailed aspects of policy in relation to the management and administration of higher degrees by research programs at the level of individual student programs, such as arrangements for admission, candidature, leave of absence, progress, thesis formats and thesis examination. The *Higher Degrees by Research Policy* deals with such aspects of research degree course arrangements.

The purpose of the HDR course approvals process is to ensure that VU's courses:

- are academically rigorous and coherent and will meet, or exceed, the expected academic standards of the relevant AQF level;
- enhance offerings within the University's areas of research strength and research activity;
- are quality assured and appropriately benchmarked to assure the highest possible quality;
- are aligned to the University's research and educational policies.
- equip students with skills for future careers in academic, professional or research fields;
- provide innovative and enriched learning experiences for students;
- utilise appropriate pedagogies and flexible delivery modes;
- align with strategic directions of the University;
- have a strong strategic rationale and are academically and economically viable; and
- are attractive to students and will ensure that its graduates are in high demand.

Guidelines including templates and proformas will be available to support implementation of the Higher Degree by Research Course Approvals Procedure.

OVERVIEW OF COURSE APPROVALS AND ENDORSEMENT

There are two categories of Higher Degrees by Research (HDR) Course Approvals:

1. University-wide; and
2. Faculty-based.

These involve five different types of course and unit approvals, which are:

1. Minor Course or Unit Modification

This relates to an existing course or unit and refers to the smallest changes to administrative information including course coordinator details, unit references etc that can be approved at the lowest approval level.

2. Minor Course or Unit Amendment

This relates to an existing course or unit with no more than 1/3 of the overall course structure and content being affected.

3. Introduction of a New Collaboration for a Course

This is a new course (a dual or joint research award) created to support a collaborative arrangement between the University and another accredited provider (usually a University) to provide research training. A formal process of strategic analysis and due diligence in relation to the research and educational partnership is required. Approval of the new collaboration leads to the development of an overarching formal inter-institutional agreement which outlines the parameters of the collaborative arrangement.

4. Replacement Course

This is a course which has a history within the University and therefore has data to support the rationale for replacement.

The proposal to replace an existing course is a two stage process that requires a strategic analysis of the planned course changes by the

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proponent. It is then signed off by the PVC Research and Research Training before the second stage of course approval begins. Endorsement is required by the Education and Research Board (ERB) following the recommendation of its standing committee Postgraduate Research Committee (PRC).

5. Introduction of a New Course

This is a course that is new to the University course profile, for example, a new discipline or specialisation.

Proposals for new courses must adhere to a more complex process that involves not only the Faculties, but the ERB and PRC. Submissions of new courses comprise two stages of approval:

1. The Strategic Rationale and
2. Full Course Proposal.

For course approvals or amendments under 4-5 above, endorsement is required by the Education and Research Board (ERB) on advice from its standing committee, the Postgraduate Research Committee (PRC).

In the process of such approvals and amendments, if they involve a coursework component, PRC will request advice from the Courses and Pathways Advisory Committee (CAPAC) of the ERB. Such advice may be provided by CAPAC in writing to the PRC, but will also include the option of a CAPAC representative attending the PRC meeting to provide the committee's advice.

GUIDING PRINCIPLES

Governance oversight

The ERB is the custodian of the VU Higher Degree by Research Course Approvals Procedure. Through its committees and Faculty processes it oversees the approval of courses that are awards of the University.

Risk analysis and mitigation

To maintain processes which comply with VU legislation and policy, to ensure that risk to VU is adequately considered when proposing new courses or proposing amendments to courses.

**It is important to note that courses and units are only available for marketing once they have been fully approved by the VC.

Roles, responsibilities and accountabilities

To clarify roles, responsibilities and accountabilities of individuals, committee/boards and the Vice Chancellor related to self accredited courses.

Quality processes

To facilitate an HDR Course Approvals process that ensures the quality of the course as an appropriate course of study for students to enrol in and be awarded a testamur on successful completion of their studies. In addition, there is an emphasis on maintaining the requirements of relevant licensing and professional accreditation bodies.

Responsive processes

The HDR Course Approvals process has been designed to support University and Faculty responsiveness to designing, developing and approving courses that meet the needs of students, industry and the professions in a contestable environment.

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ACRONYMS

AQF	Australian Qualifications Framework
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AD (R&RT)	Associate Dean (Research and Research Training)
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CAMS	Course Approvals and Management System
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CAPAC	Courses and Pathways Advisory Committee
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CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
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DEEWR	Department of Education, Employment and Workplace Relations
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DIISR	Department of Innovation, Industry, Science and Research
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ERB	Education and Research Board
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FBOS	Faculty Board of Studies
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FPRC	Faculty Postgraduate Research Committee
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GPB	Governance and Policy Branch
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OPR	Office for Postgraduate Research
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PRC	Postgraduate Research Committee
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PVC (R&RT)	Pro Vice Chancellor (Research and Research Training)
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R&RTMAC	Research and Research Training Management Advisory Committee
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SMS	Student Management System
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VC	Vice-Chancellor
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VU	Victoria University
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VUI	Victoria University International
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DEFINITIONS

Accreditation	The process for approval by the legislated accrediting authority of a program of learning leading to an AQF qualification using the quality assurance standards for the relevant education and training sector.
AQF Type	Describes each category of AQF qualification (eg. Diploma, Bachelor, Masters Degree)
Area of Research Strength	An area of research that has been identified in the VU Research Strategy as being a designated University area of research strength.
Award of an AQF qualification	Occurs when a student has met the requirements of the course and the award is certified through the issuance of a testamur. The term "conferral" may also be used to describe this process.
Cluster	Also referred to as Industry and Community Cluster (ICC). A coherent grouping of courses across the AQF in strategic industry/ community profiles based on synergy of intent, purpose and alignment of articulation potential.
Collaborative Qualification	<p>An award that is encompassed under the category of collaborative award in the <i>Awards Policy</i>. There are two types of collaborative awards in Higher Degrees by Research: Dual Award Research Degree and Joint Research Degree.</p> <p>Refer to the <i>Guidelines for Partnered Research Degrees</i> for further details of arrangements for collaborative qualifications within HDR programs.</p>
Course	A structured program of learning built around a range of specific learning outcomes usually delivered in or by an educational training institution through an approved curriculum.
Coursework Component in a Research Degree	A structured element of advanced coursework offered within a research degree comprising one or more Research Coursework units of study to address an area or areas of content and skill development with required assessment to be completed.
Credit Point	Is an allocated number (generally expressed as 12 or multiples thereof) that represent the size of the unit, its workload and its contribution to meet the requirements of the course (see the HE Credit Point Guide for more information).
Double Qualification	A double qualification is awarded when the requirements of two AQF qualifications have been completed concurrently. A separate testamur is issued for each of the two qualifications completed. The two qualifications may be issued by one institution or each by different institution/s under a formal agreement.
External Recognition and Professional Accreditation (ERPA)	In addition to course accreditation within the educational system, a course may be accredited or formally recognised by external professional and/or licensing bodies.
Head of Faculty (HOF)	The position responsible for overall management of a HE Faculty.
Higher Degree by Research (HDR)	A postgraduate award in which assessment includes a research component of 67 per cent or more, such as Masters (Research) (Level 9) and Doctoral (Research) or Doctoral (Professional) (both Level 10) under the AQF. Also often referred to as a Research Degree .
Faculty-based Research Degree	A research degree that is offered only within one Faculty and, in many cases, one school within a Faculty. Faculty-based research degrees include research professional doctorates and Masters by (Discipline) research degrees.
Learning Outcomes	Expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

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Partnered Research Degree	An HDR program approved to be delivered in partnership with one or more other Higher Education Provider that results in a Collaborative Award under the <i>Awards Policy</i> .
Qualification	Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies.
Research	Comprises systematic experimental and theoretical work, applied research, experimentation and/or development work in order to increase the dimensions of knowledge.
Research Coursework Unit	A Research Coursework Unit is a unit of study that has been approved to be offered as a structured component of research training within an approved HDR program.
Self Accredited Course Approvals	Relates to University power to self accredit courses. VU, under the Higher Education Support Act (HESA), is a self accrediting body for the purpose of accrediting its own AQF awards and for ensuring compliance with the Higher Education Protocols.
Specialisation	A sequence of units focused on a particular study area within a discipline.
Testamur	Official certification document carrying the University seal that confirms that a qualification has been awarded.
Unit of Study	A unit of study is a single component of a qualification, or a stand-alone unit, that has been accredited by the same process as for a whole AQF qualification. Units of study that have been approved for offering as a component of research training are referred to as Research Coursework Units.
Unit Guide	Summary of learning, content and assessment of a unit of study that is provided to students.
Unit Set	Group of units which a student must complete in order to fulfil part of the requirements of a course. Types of unit sets with HDR degrees, include core, elective and research.
University-wide Research Degree	A research degree that is not Faculty-specific and where the award is identical irrespective of Faculty of enrolment and field of study. In such degrees the research project comprises at least 67% of the total course structure and each student's research program is approved and monitored on a student by student basis overseen by the Postgraduate Research Committee and Education and Research Board. Examples of such degrees are PhD and MPhil.

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PROCESS STEPS FOR RESEARCH DEGREES

To facilitate an understanding of the process steps, all steps have been colour coded to indicate whether the process described is a management (green) or governance (grey) process.

UNIVERSITY-WIDE RESEARCH DEGREES					FACULTY-BASED RESEARCH DEGREES				
NEW	REPLACEMENT	NEW COLLABORATION*	MINOR AMENDMENTS	MINOR MODIFICATIONS	NEW	REPLACEMENT	NEW COLLABORATION*	MINOR AMENDMENTS	MINOR MODIFICATIONS
Proponent (Normally Director of PG Research or HOF)	Proponent – strategic analysis memo	Proponent – Collaboration Proposal	Proponent (Normally Director of PG Research)	Proponent (Normally Director of PG Research)	Proponent	Proponent – strategic analysis memo	Proponent – Collaboration Proposal	Proponent	Proponent
PVC Research and Research Training	Proponent (Normally Director of PG Research)	Proponent (Normally, Director PGR or AD in relevant Faculty)	PVC Research and Research Training	PVC Research and Research Training	Head of School	Proponent	Head of Faculty	Head of School	Head of School
Heads of Faculties	PVC Research and Research Training	PVC Research and Research Training**	Consultation#		Head of Faculty	Head of School	PVC Research and Research Training*	FPRC	
Consultation#	Consultation#	R and RTMAC	PRC		Consultation^	FPRC	R and RTMAC	Consultation+ (request to PRC)	
R and RTMAC	PRC (with advice provided from FBOSs and CAPAC)	PRC	VC or Delegate (DVC Research and Knowledge Exchange)		R and RTMAC	Consultation^	FBOS	FBOS (with advice provided by PRC)	
PRC (with advice provided from FBOSs and CAPAC)	ERB	ERB			FPRC	FBOS	PRC	VC or Delegate (DVC Research and Knowledge Exchange)	
ERB	VC	VC			FBOS	PRC (with advice provided by CAPAC)	ERB		
VC	# Includes request for advice from FBOSs and from CAPAC * Partnership collaboration requires Council approval ** In consultation with VP International for international collaboration				PRC (with advice provided by CAPAC)	ERB	VC		
					ERB	VC			
					VC				

Management process
Governance process

* Partnership collaboration requires Council approval
 ** In consultation with VP International for international collaboration
 ^ Includes request for advice from CAPAC
 + Includes request for advice from PRC

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DISTINGUISHING FEATURES OF RESEARCH DEGREES

UNIVERSITY-WIDE RESEARCH DEGREES				
NEW COURSE	REPLACEMENT COURSE	NEW COLLABORATION	MINOR AMENDMENTS TO COURSES & UNITS	MINOR MODIFICATIONS TO COURSES & UNITS
Endorsed by ERB	Endorsed by ERB	Endorsed by ERB	Approved by PRC	Approved by PVC R and RT
New code	Existing code	New code	Existing code	Existing code
<p>New award</p> <p>New discipline/constellation of disciplines</p> <p>May require new resources/staffing eg. laboratory, library stock</p> <p>Requires new marketing strategies</p> <p>Changing total credit points of course structure</p>	<p>Intent of course has not altered</p> <p>Can update course title*</p> <p>No change to award title</p> <p>Can have new or existing units</p> <p>Alignment of professional accreditation requirements</p> <p>Major changes to mode of delivery</p> <p>(*If changing course title, a new code is required due to external regulations)</p>	<p>Arrangement to offer an existing degree through a new collaborative arrangement (local or international) with associated implications for location of delivery and resource sharing</p> <p>May require agreement to jointly badge</p> <p>Requires agreement about terms of the inter-institutional collaboration to support individual student agreements</p>	<p>Addition of new & deletion of existing units, no more than 33% of the course structure in a single degree</p> <p>Unit introduction, learning outcome & assessment</p> <p>Target market/ ESOS compliance</p> <p>Location</p> <p>Mode of delivery</p>	<p>Changes to:</p> <p>Course Coordinator</p> <p>Course Introduction</p> <p>Proponent</p> <p>References</p>

FACULTY-BASED RESEARCH DEGREES				
NEW COURSE	REPLACEMENT COURSE	NEW COLLABORATION	MINOR AMENDMENTS TO COURSES & UNITS	MINOR MODIFICATIONS TO COURSES & UNITS
Endorsed by ERB	Endorsed by ERB	Endorsed by ERB	Approved by Faculty	Approved by School
New code	Existing code	New code	Existing code	Existing code
<p>New award</p> <p>New discipline/constellation of disciplines</p> <p>May require new resources/staffing eg. laboratory, library stock</p> <p>Requires new marketing strategies</p> <p>Changing total credit points of course structure</p>	<p>Intent of course has not altered</p> <p>Can update course title*</p> <p>No change to award title</p> <p>Can have new or existing units</p> <p>Alignment of professional accreditation requirements</p> <p>(*If changing course title, a new code is required due to external regulations)</p>	<p>Arrangement to offer an existing degree through a new collaborative arrangement (local or international)</p> <p>May require agreement to jointly badge</p> <p>Requires agreement about terms of the collaboration to support individual student agreements</p>	<p>Addition of new & deletion of existing units, no more than 2 units in any year of course structure in a single degree</p> <p>Unit introduction, learning outcome & assessment</p> <p>Target market/ ESOS compliance</p> <p>Location and Mode of delivery</p>	<p>Changes to:</p> <p>Course Coordinator</p> <p>Course Introduction</p> <p>Proponent</p> <p>References</p>

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INTRODUCTION OF A NEW RESEARCH DEGREE COURSE

The introduction of both the University-wide and Faculty-based research course involves a two stage process for the approval of a new course.

- Stage 1: Strategic Rationale
- Stage 2: Full Course Proposal (Strategic Rationale + additional information)

The purpose of the **Strategic Rationale** Report is to provide an evidence-based account that the course meets the University's strategic course profile. As such it is not seen in isolation from other courses and is necessary for meeting the demands of our students, industry and community. The Strategic Rationale Report encompasses both governance and management elements upon which assessment related to the risk to VU may be made.

The following data is required to establish appropriate coding for the new University-wide research degrees within the Higher Education Faculties. Required data is expected to include:

- Course Code/s
- Course Title/s
- Level
- Proponent

The Strategic Rationale Report fields listed below need to be addressed in full. (Fields are listed in *alphabetical* order).

ASCED Code: The University is required to allocate an ASCED (Australian Standard Classification of Education) code to all higher education courses. This code represents the course's Field of Education, and it is reported to the Federal government in each DEEWR (Department of Education, Employment and Workplace Relations) submission. This data is used by the Federal government when allocating funding to the University under the Research Training Scheme (RTS). For new University-wide degrees that may require multiple codes for government reporting purposes the coding system adopted will be in line with agreed university guidelines for the coding of existing university-wide research degrees, such as PhD. Please refer to the OPR for details and assistance in the allocation of ASCED code/s.

AQF Type: Masters, Doctorate

Award: If this is a new award to the University please provide rationale.

Collaborative Qualification: Is this an entirely new research degree course that also incorporates a new collaboration? If yes, then in addition to the new Research Degree Approval, it will be necessary to also have the new collaboration approved via the New Collaboration Approval Process. If the proposal is for a new collaboration for an existing degree, then only the New Collaboration Approval is required. Please refer to the New Collaboration Approval procedures and also to the *Guidelines for Partnered Research Degrees* for further information on the VU approach to collaborative qualifications within research degrees.

Competitor benchmarking: Competitor benchmarking should indicate that VU courses are at least on par with our competitors be they domestic or international. Generally VU courses should be compared in order to reflect current best practice. An indication should be given of why the particular courses/institutions/countries were chosen for benchmarking purposes.

Costing: An sample costing sheet will be developed. This must be used for new courses that are planned to be self-supporting through payment of student fees.

Course Objectives: (in Handbook) These should relate directly to the Educational Rationale through an explication of what students can expect from the course and relate also to the knowledge and skills expectations for the level and type of qualification as per the AQF. The objectives should also provide the basis for the development and design of the course as an entity as well as identify content emphasis. The objectives should explain the central theories and ideas with which students will engage.

Double Qualification: If yes, this will be displayed. Please outline the qualifications that will result and proposed relationship between the two qualifications, including requirements to take out each award and articulation/transition arrangements and exit point/s.

English Language Strategy: An indication of how this course and the VU strategies to support English language skills development within HDR programs will support a principled and systemised approach to the development of students' English language.

External Recognition and Professional Accreditation Requirements: Should the course claim to have external recognition or professional accreditation, this should be clearly stated. A summary of the following information must be provided:

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- The details of the accreditation/recognition (including contact details) should be stated and timeline for accreditation/recognition.
- Comments on the legal status/type of the body eg, association or licensing body.
- The liaison person at VU responsible for the course and its external recognition or professional accreditation.
- Clear descriptions of the criteria for the external recognition or professional accreditation (including course and entry requirements, and where relevant lecturer and site/campus requirements and limitations; and clinical hour requirements) and clear descriptions on how these criteria have been addressed.
- Clear statement of course changes required – prospectively or retrospectively – required to maintain accreditation status and the timeframe for approval of the course changes
- A statement indicating that all accreditation documents will be uploaded into CAMS.

Environmental Sustainability: Details of how the course will address Education for Environmental Sustainability.

External Consultation: Details of consultation with subject matter experts (externally/industry). Supporting documentation to be included.

Graduate Capabilities: An indication of how the Graduate Capabilities outlined in the AQF for a research degree level course will be addressed in the course.

Graduate Market: Display current research of graduate outcomes that can be accessed from professional bodies or other relevant websites

Internal Consultation: Details of consultation conducted in the development of the proposal. NB: Must include statements around consultation with Faculties who may be impacted by course. The term "impact" includes (amongst others) impacting on resources of another Faculty, competing for same student cohort, design features to meet market need and requiring concurrent assistance from another Faculty.

Internationalisation: An indication of how the nine principles for Internationalising the Curriculum at VU will be addressed in the course to support staff and students to have international perspectives, an awareness of culture and highly developed intercultural communication.

Market Demand: Provide evidence of market demand eg, international, cohorts, industry or government positions. Provide evidence of how the offering of the course will contribute to developing links between research at VU and in the broader national and international research environment, including any plans to provide student mobility and other international experience options within the course.

Pathways: An indication must be given of which courses this course realistically articulates with.

Resource Implications: The impact of the course on resources of the School/Faculty/University should be outlined. Statements related to staffing and budget requirements should be provided eg, specialised staff, specific equipment, library resources or facilities.

Research and Research Training Rationale: The bigger picture. The rationale should relate the proposal to offer the course to the University's research strategy and the national and international research context in which the course has been developed. It should provide a description of the research sector and academic and professional community needs for the core graduate attributes and knowledge embedded in the qualification/course. The rationale should provide support to the reasoning for why VU should run this particular course. A critical question is how the course fits within VU's strategy for research development and its goal to foster high quality research training to complement its research strategy, and its efforts to foster research excellence in critical fields of research that complement its other educational programs. Descriptions of typical students, possible career/employment or areas of activity may be included.

Student Demand: Consider

- trends in student demand for similar or related courses delivered at VU or elsewhere;
- evidence of unmet demand in the discipline in Victoria;
- distinctiveness from current offerings in Victoria (or, if not distinctive, that there is unmet demand); and
- unsolicited/ solicited student inquiries.

Student Load: Indicate expected student load for all fund sources over the first five years of course introduction.

Target Market: Domestic, International On-shore, International Off-shore. Will this course be ESOS compliant and require a CRICOS code?

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FULL COURSE PROPOSAL

The **Full Course Proposal** is prepared to provide fuller details about course structure and contents following the endorsement of the Strategic Rationale Report. It incorporates the material developed for the Strategic Rationale Report together with the following additional information:

Mode of Delivery: What options will be available for the mode of delivery of the course?

Mode of Study: Full-time or Part-time or both

Course Duration: (in Handbook) These should relate directly to the Educational Rationale and knowledge and skills expectations for the level and type of qualification as per the AQF.

Admission Requirements: Needs to be consistent with the HDR Policy and AQF guidelines.

Course Credit Points and Course Structure: Include information about any core or elective research coursework component and about thesis format and length requirements.

Unit Set and Unit Descriptions: Include unit sets and descriptions for any new research coursework units that will form part of the course.

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OVERVIEW OF UNIVERSITY-WIDE COURSE APPROVAL PROCESSES

INTRODUCTION OF A NEW UNIVERSITY-WIDE COURSE

This category of course approval recognises that the course is a new course requiring the preparation of a detailed Strategic Rationale. The Strategic Rationale template requires that the following be completed prior to University consultation and referral to R&RTMAC for approval to develop the course

- research and evidence to support the case for the development of a new course
- completion of all relevant fields
- endorsement by the PVC Research and Research Training and Heads of HE Faculties of School
- R&RTMAC approval of Strategic Rationale (Stage1) is required prior to progressing towards development of a new course.

From 2011 onwards, all new courses approved for delivery by the University will have endorsement for a maximum period of five years to align with the courses and pathways review.

STAGE 1: STRATEGIC RATIONALE

				Steps 4 and 5 occur simultaneously	
Steps	1	2	3	4	5
Process	Proponent	PVC R & RT	Heads of HE Faculties	CONSULTATION (UNIVERSITY WEBSITE FOR 10 WORKING DAYS)	R&RTMAC
Rationale	New Course	Assess risk to University	Assess risk of new course		Assess Strategic Rationale
Documentation	Strategic Rationale Report	Strategic Rationale Report	Strategic Rationale Report		Strategic Rationale Report
Recommended Actions	Develop and Prepare Strategic Rationale	Authority to proceed	Recommends to R&RTMAC		Endorses Strategic Rationale and approves course development

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STAGE 2: FULL COURSE PROPOSAL

Steps	6	7	8	9	10
Process	Proponent	PVC R & RT	PRC	ERB	VC
Rationale	Develop course	Assess risk to University	With advice from Faculty BOSs and CAPAC PRCs assesses new course against University strategic direction and course profile and appraises the new course in terms of quality and strategic elements.	Resolve to recommend	Approval
Documentation	Full Course Proposal	Full Course Proposal	Full Course Proposal	PRC Minutes	ERB Recommendation
Recommended Actions	Develop and prepare Full Course Proposal	Authority to proceed	Recommends to ERB	Recommends for VC approval	VC or delegate approves

Please note: these tables do not include retrograde steps. In the case of non-endorsement at any level, the proponent will be required to re-submit documents through the PVC Research and Research Training.

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REPLACEMENT TO AN EXISTING UNIVERSITY-WIDE COURSE

Stage 1: Detailed Strategic Analysis Report

This category of course approval recognises that the course is replacing an existing course and therefore has a history including data to support the rationale for replacement. The proponent prepares a detailed Strategic Analysis which requires:

- evidence to support a case for replacement course status;
- all required fields for reporting purposes are addressed (see fields required under Full Course Proposal for new courses)
- summary of the course profile and performance since inception, using data such as student load, progression, demand etc. must be considered;
- outline of the proposed changes (highlighting how the replacement compares with the current course)
- demonstration that the proposed changes will not impact course intent/staffing/ resourcing;
- consideration of implications for other courses; and
- in the event that there is an international cohort, evidence of advice from VUI must be provided prior to course being replaced.

The Strategic Analysis Report requires endorsement of PVC Research and Research Training and relevant Head of Faculty, prior to commencing changes to the course.

Stage 2: Commences following approval of detailed Strategic Analysis Report (Step 3 onwards)

Steps	1	2	3	4	5	6	7
Process	Proponent	PVCR&RT	Proponent	CONSULTATION (UNIVERSITY WEBSITE FOR 10 WORKING DAYS)	PRC	ERB	VC
Rationale	Prepare Strategic Analysis for Replacement Course	Authority to proceed	Prepares full documentation for replacement course		Appraise replacement course, including content and alignment to AQF, with advice from Faculty BOS and CAPAC.	Resolves to endorse PRC recommendations	Approval
Documentation	Strategic Analysis Report	Strategic Analysis Report and in principle approval to proceed with replacement from Heads of Faculties	Full Course Proposal (based on previous course with changes tracked) & Strategic Analysis Report		Course Internal Compare Report	PRC Minutes	ERB Recommendation
Recommended Actions	Develop Strategic Analysis Report	Authority to proceed	Recommends for Consultation and refers to FBOs and CAPAC for input via the consultation process		Endorses and refers to ERB	Recommend to VC for approval	Act on Recommendation

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MINOR AMENDMENT TO AN EXISTING UNIVERSITY-WIDE COURSE & UNIT

A minor amendment can be at the unit or course level. Examples include:

- addition/ deletion of new and existing units with no more than 1/3 of the overall HDR course structure being involved.

Changes that enhance and make the course current such as:

- unit content and learning objectives
- assessment
- target market/ ESOS compliance
- professional accreditation update
- location
- amendments to mode of delivery.

Steps	1	2	3	4	5
Process	Proponent	PVCR&RT	CONSULTATION (UNIVERSITY WEBSITE FOR 10 WORKING DAYS)	PRC	VC or Delegate
Rationale	Updating course elements	Reviews proposed changes and assesses impact		Assesses proposed changes and considers advice and challenges from University Community	Approval
Documentation	Course changes identified	Course Compare Report (track change document)		Course Compare Report (track change document)	Monthly summary report of minor amendments
Recommended Actions	Details of amendment complete	Authority to proceed		Endorses changes, reports to ERB for noting and recommends to VC or delegate	Approves changes to course

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MINOR MODIFICATION TO AN EXISTING UNIVERSITY-WIDE COURSE & UNIT

Minor modifications are mainly administrative updates to ensure currency of information.

Examples of course minor modification include:

- Course Coordinator details
- Course Introduction

Examples of a unit minor modification include:

- Collaborator details
- References
- Unit Coordinator details

Steps	1	2
Process	Proponent	PVCR&RT
Rationale	Need for minor modification identified	Review and assess minor modification
Documentation	Course or unit changes	Course Compare Report (track change document)
Recommended Actions	Details of amendment complete	Approve changes

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OVERVIEW OF FACULTY-BASED COURSE APPROVAL PROCESSES

INTRODUCTION OF A NEW FACULTY-BASED COURSE

This category of course approval recognises that the course is a new course requiring the preparation of a detailed Strategic Rationale report. The Strategic Rationale report requires that the following be completed prior to University consultation and referral to R&RTMAC for approval to develop the course:

- research and evidence to support the case for the development of a new course
- completion of all relevant fields
- endorsement by Head of School, Associate Dean (Research and Research Training) and in the case of courses related to international partnerships, the Associate Dean (International)
- R&RTMAC approval of Strategic Rationale (Stage1) is required prior to progressing towards development of a new course.

From 2011 onwards, all new courses approved for delivery by the University will have endorsement for a maximum period of five years to align with the courses and pathways review.

STAGE 1: STRATEGIC RATIONALE

					Steps 4 and 5 occur simultaneously	
Steps	1	2	3	4	5	
Process	Proponent	Head of School	Head of Faculty	CONSULTATION (UNIVERSITY WEBSITE FOR 10 WORKING DAYS)	R&RTMAC	
Rationale	New Course	Assess risk to School	Assess risk of new course		Assess Strategic Rationale	
Documentation	Strategic Rationale Report	Strategic Rationale Report	Strategic Rationale Report		Strategic Rationale Report	
Recommended Actions	Develop and Prepare Strategic Rationale	Authority to proceed	Recommends to R&RTMAC		Endorses Strategic Rationale and approves for course development	

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STAGE 2: FULL COURSE PROPOSAL

Steps	6	7	8	9	10	11	12
Process	Proponent	Head of School	FPRC	FBOS	PRC	ERB	VC
Rationale	Develop course	Assess risk to School	Assess intent and alignment of new course to AQF	Assess new course against Faculty strategic direction and course profile	Appraise new qualification/course in terms of quality and strategic elements with advice from CAPAC.	Resolve to recommend	Approval
Documentation	Full Course Proposal	Full Course Proposal	Full Course Proposal	Full Course Proposal	Full Course Proposal AND Minutes of FBOS	PRC Minutes	ERB Recommendation
Recommended Actions	Develop and Prepare Full Course Proposal	Authority to proceed	Recommends to FBOS	Recommends to PRC	Endorses and refers to ERB	Recommends for VC approval	VC or delegate approves

Please note: these tables do not include retrograde steps. In the case of non-endorsement at any level, the proponent will be required to re-submit documents through the PVC Research and Research Training.

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REPLACEMENT TO AN EXISTING FACULTY-BASED COURSE

Stage 1: Detailed Strategic Analysis Report

This category of course approval recognises that the course is replacing an existing course and therefore has a history including data to support the rationale for replacement. The proponent prepares a detailed Strategic Analysis and requires:

- evidence to support a case for replacement course status;
- ensure that all fields for reporting purposes are addressed (see fields required under Full Course Proposal for new courses);
- summary of the course profile and performance since inception, using data such as student load, progression demand etc. must be considered;
- outline of the proposed changes
- demonstration that the proposed changes will not impact course intent/staffing/resourcing;
- consideration of implications for other courses/Cluster profile; and
- in the event that there is an international cohort, evidence of advice from VUI must be provided prior to course being replaced.

The Strategic Analysis Report requires endorsement of Head of School, Associate Dean (Research and Research Training) and in the case of international cohorts, Associate Dean (International), prior to commencing changes to the course.

Stage 2: Commences following approval of detailed strategic analysis report (Step 3 onwards)

Steps	1	2	3	4	5	6	7	8
Process	Proponent	Head of School	FPRC	CONSULTATION (UNIVERSITY WEBSITE FOR 10 WORKING DAYS)	FBOS	PRC	ERB	VC
Rationale	Prepare Strategic Analysis for Replacement Course	Authority to proceed	Assess replacement course content and intent		Assess content and alignment against AQF	Appraise replacement course with advice from CAPAC.	Resolve to endorse PRC recommendations	Approval
Documentation	Strategic Analysis Report	Full Course Proposal (based on previous course with changes tracked) & Strategic Analysis Report	Full Course Proposal (based on previous course with changes tracked) & Strategic Analysis Report		Full Course Proposal (based on previous course with changes tracked) & Strategic Analysis Report	Full Course Proposal (based on previous course with changes tracked)	PRC Minutes	ERB Recommendation
Recommended Actions	Develop Strategic Analysis Report	Authority to proceed	Recommends for Consultation and refers to FBOS		Recommends to PRC	Endorses and refers to ERB	Recommend to VC for approval	Act on Recommendation

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MINOR AMENDMENT TO AN EXISTING FACULTY-BASED COURSE & UNIT

A minor amendment can be at the unit or course level. Examples include:

- addition/deletion of new and existing units with no more than 1/3 of the course structure being affected.

Changes that enhance and make the course current such as:

- unit introduction
- assessment
- target market/ ESOS compliance
- professional accreditation update.

Steps	1	2	3	4	5	6
Process	Proponent	Head of School	FPRC	CONSULTATION (UNIVERSITY WEBSITE FOR 5 WORKING DAYS)	FBOS	VC or Delegate
Rationale	Updating course elements	Reviews proposed changes and assesses impact, in particular if ERPA is required	Reviews changes in the content of the overall course		Assess proposed changes and considers any challenges from University Community	Approval
Documentation	Course changes identified	Course Compare Report (track change document)	Course Compare Report (track change document)		Course Compare Report (track change document)	Monthly summary report of minor amendments
Recommended Actions	Details of amendment complete	Authority to proceed	Recommendation for Consultation and refers to FBOS		Endorses changes, reports to ERB for noting and recommends to VC or delegate	Approves changes to course

"THIS PROCEDURE IS IN THE PROCESS OF BEING REVIEWED."

MINOR MODIFICATION TO AN EXISTING FACULTY-BASED COURSE & UNIT

Minor modifications are mainly administrative updates to ensure currency of information.

Examples of course minor modification include:

- Course Coordinator details
- Course Introduction

Examples of a unit minor modification include:

- Collaborator details
- References
- Unit Coordinator details

Steps	1	2
Process	Proponent	Head of School
Rationale	Need for minor modification identified	Review and assess minor modification
Documentation	Course or unit changes	Course Compare Report (track change document)
Recommended Actions	Details of amendment complete	Approve changes

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FAST TRACKING FOR NEW COURSES

There are three stages to fast tracking a new course:

1. Memo requesting approval to fast track
2. Strategic Rationale
3. Full Course Proposal

Fast tracking is for *exceptional* circumstances only. Prior to beginning the Strategic Rationale of a new course proposal (either a University-wide or Faculty-based research course), proponents must seek agreement to fast track.

A course will only be considered for Fast Track if *at least one* of the following conditions are met:

1. An opportunity in line with agreed strategic development arises either onshore or offshore is such that the strategic positioning of the university would be put at risk by following normal processes and timelines; and/or
2. There is a commercial imperative such that following normal processes and timelines would put a significant University income stream at risk.

STAGE 1: FAST TRACK MEMO

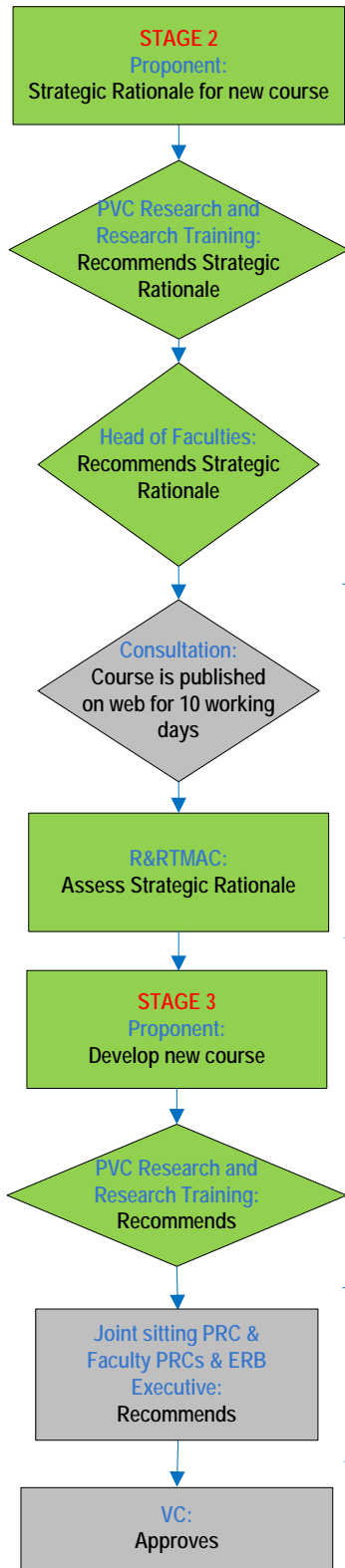
Steps 3 and 4 occur simultaneously

Steps	1	2a if University-wide	2b if Faculty-based	3	4	5
Process	Proponent	PVC Research and Research Training (in consultation with Heads of HE Faculties)	Head of Faculty	Chair ERB	VC or DVC	Governance Officers
Documentation	Fast-track Memo (with Rationale addressing why fast track approval sought)	Memo (with Rationale addressing fast track approval sought)		Memo (with Rationale addressing fast track approval sought)	Memo (with Rationale addressing fast track approval sought)	Signed memo to Governance Officers of Faculties
Recommended Actions	Present to Heads of Faculties and PVC&RT for approval	Approves and recommends to Chair ERB & VC or DVC.		Approves to proceed to development	Approves to proceed to development	Provides signed paperwork to the secretary of PRC

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Stages two and three of a new HDR course has been shortened slightly by joint sittings of PRC & ERB Executive. Please note the differences in the flowcharts below.

IF UNIVERSITY-WIDE HDR COURSE

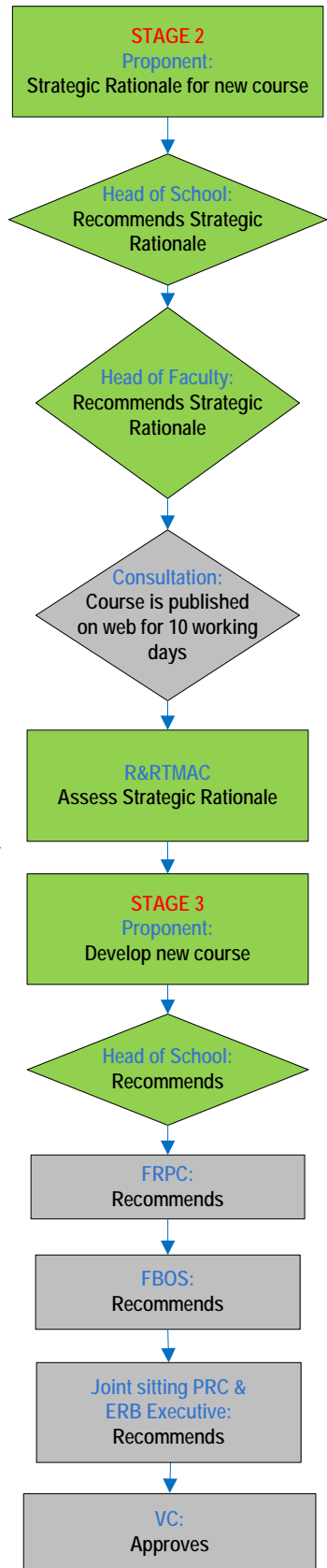


New course is submitted for Consultation and R&RTMAC agenda simultaneously.

Should Chair of R&RTMAC consider it appropriate, they may shorten any or all of the process.

Can be signed off electronically

IF FACULTY-BASED HDR COURSE



Emails generated to SMS & VUI.
Uploaded to Course Finder.

"THIS PROCEDURE IS IN THE PROCESS OF BEING REVIEWED." NEW COLLABORATION IN RESEARCH DEGREE COURSES

A new variant of an HDR course is created to support a collaborative arrangement between the University and another accredited provider/s of research training (usually a University) to provide research training leading to the award of a Collaborative Qualification. Such collaborations normally develop through an established research linkage at the level of Faculty (including through associated Centres and Institutes).

A formal process of strategic analysis and due diligence in relation to the research and educational partnership is required as well as the development of an overarching official inter-institutional agreement that will outline the parameters of what will be captured within the individual student agreement for each student who enrolls for the research degree through the collaborative arrangement.

Please refer to the *Guidelines for Partnered Research Degrees* for full details about the nature and arrangements surrounding such degrees.

Stage 1: Collaboration Proposal

The proposal must substantiate the rationale for the new collaboration in research training by providing:

- a summary of the research collaboration
- the rationale for the creation of a formal collaboration to provide research training in a Partnered Research Degree
- evidence of capacity to support ongoing research training as part of an established and ongoing research collaboration, including availability of a suitably qualified pool of supervisors at each partner within the specific discipline/field of research, evidence of existing research relationships and capacity to sustain these
- proposed areas for inclusion in the inter-institutional agreement, such as resourcing arrangements, candidature, progress, supervision, examination

Stage 2: Governance Endorsement of the New Collaboration

The Collaboration Proposal and information to enable the establishment of the Partnered Research Degree are submitted to PRC and ERB for their endorsement. Once ERB endorsement has been granted and VC approval has been obtained the required paperwork to request VU Council approval of the Partnered Research Degree and associated inter-institutional arrangements for the Collaborative Qualification and testamur will be prepared and sent via the Chancellor's Committee to Council.

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STAGE 1: COLLABORATION PROPOSAL

The Proponent seeks advice and support from OPR and the Office of the PVC R and RT in the preparation of the proposal. The format of the proposal will be paper-based, but may at some later date be incorporated into the CAMS process and format.

The following data is required to establish appropriate coding for the new collaboration to offer a research degree within one or more Higher Education Faculties. Required data is expected to include:

- Course Code/s (and equivalent course codes)
- Course Title/s
- Level
- Proponent

Once the above has been entered, the Collaboration Proposal fields listed below need to be addressed in full.

ASCED Code: The University is required to allocate an ASCED (Australian Standard Classification of Education) code to all higher education courses. This code represents the course's Field of Education, and it is reported to the Federal government in each DEEWR (Department of Education, Employment and Workplace Relations) submission. This data is used by the Federal government when allocating funding to the University under the Research Training Scheme (RTS). For new collaborations it is expected that the ASCED code attributed will reflect that of the code for the most closely related University-wide degree in terms of its field of education focus. If the collaboration crosses more than one field, then multiple codes for government reporting and internal governance purposes may be required. The coding system adopted will be in line with agreed university guidelines for the coding of existing university-wide research degrees, such as PhD. Please refer to the OPR for details and assistance in the allocation of ASCED code/s.

AQF Type and Level and Proposed Collaborative Arrangements: Provide details of how the collaboration fits with the AQF Level and Degree types as well as outlining the proposed Partnered Research Degree approach: 1) Joint vs Dual Award Research Degree; 2) Individually-based vs Cohort-based arrangements for student management. Refer to the *Guidelines for Partnered Research Degrees* for information and guidance.

Award: If this is a new award to the University please provide rationale.

Proposed Collaborator Details: 1) Provide full details of the proposed VU-auspicing area for the collaboration as well as of the partner/s' University name/s and address/es, auspicing Centre/School/Institute/Faculty and official contact name and registered address.

Key Personnel Contact Details: Outline who is proposed to be responsible for managing and coordinating the collaboration at each end of the collaboration:

- 1) full name, official title and contact details for the proposed person responsible for: academic co-ordination of the collaboration for each partner;
- 2) full name, official title and contact details for the proposed person responsible for: the administration of the collaboration for each partner;
- 3) Body/ies or Board/s responsible for academic decisions pertaining to candidature for each partner
- 4) Name and title of the Head of the Academic Unit (or equivalent) of the Department/School (or equivalent) where it is proposed that a student/s will be based while studying for each partner.

Relationship and Program Alignment with VU's Strategic Plan and Research Development and Investment Strategy: Refer to these key university strategy documents to explain how the proposal links with institutional directions and priorities, and will enhance these.

Student Benefits: Outline the main differences and benefits for a student/s in their HDR experience as a result of participating in the partnered research degree vis a vis being solely a VU HDR student.

Partner Institution/s Assessment and Rationale: Provide a detailed assessment of each proposed partner to make the case for the appropriateness of the collaboration in terms of the partner's robustness, credibility and credentials as a high quality educational and research institution that can deliver a quality research training experience and outcomes for students. Within the specific field of collaboration evidence needs to be provided of the partner's research track record in terms of publications and grants, critical mass of expertise in the designated area/s, experience of successful local and/or international collaborations.

History of Research Collaboration: Provide a short outline of how the underpinning research collaboration has developed and evidence of what the research collaboration has resulted in to date in terms of joint applications for funding, joint publications, shared supervision of students, academic exchange and other forms of research collaboration.

Student Demand for the Program: Explain how demand for the program from each end of the partnership has been assessed and indicate how many students are anticipated to enrol in the program over the next 5 years, including the basis for these projections.

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Costing and Funding: Explain the proposed arrangement for resourcing the collaborative arrangements. What are the anticipated costs? How will they be met by the partners and through student or other inputs?

If the arrangements involve a negotiated fee, please provide detailed costing analysis to justify the appropriacy of the fee level.

Integrity, Ethics and Safety in the Supporting Students: Briefly outline the proposed arrangements for dealing with core research compliance and risk management issues, such as those associated with:

- Ethics approvals and Ethical Conduct of Research
- Health and Safety in Research Conduct – including facilities and infrastructure access
- Copyright and Intellectual Property

Where relevant please provide evidence that relevant VU support areas, such as the Office for Postgraduate Research, Office for Research and the Office for Innovation and Commercial Development and the Occupational Health and Safety Unit, have been consulted and have given in principle support for the proposed arrangements. NB: Once approval of the collaboration has been granted, such proposed arrangements will form the basis for the drafting of the official Inter-Institutional Agreement.

Academic Program Arrangements: Outline the following proposed arrangements:

Length of time to be spent at each institution and plan for this – depending on the proposed approach such arrangements may apply to a Cohort or can be subject to a broad Inter-Institutional Agreement that then links to individual agreements struck on a student by student basis.

If the related program/s at one or both of the partners has/have a research coursework component, what will be the arrangements for any Research coursework unit requirement for students or a student Cohort within the Partnered Research Degree arrangement.

NB: to qualify as a Partnered Research Degree normally there is a requirement that the student spends at least 30% of their overall candidature time based at each institution.

Language Proficiency and Language Support Arrangements: Indicate the proposed language/s in which the thesis will be written. If this is not English, what processes and staffing arrangements are in place to ensure that VU supervisors are able to contribute to the research training and that the examination process will conform with VU academic expectations for quality assurance? In all cases it is important also to outline how language proficiency in relation to VU and the partner institution's admission requirements are proposed to be addressed, and any arrangements that will be required by either partner to support a principled and systemised approach to the development of students' English language competence for the course level.

Quality Assurance and Grievance Mechanisms:

- 1) Outline the proposed formal quality assurance processes in relation to supervision, candidature management and ongoing monitoring of the student experience and feedback are proposed while the student or student Cohort is based at the Partner Institution. For example, at VU individual student feedback about supervision and support is received through the bi-annual progress reporting process and through the Annual Course Experience Questionnaire (CREQ).
- 2) Outline the proposed appeal and grievance procedures for students in the proposed program.

Thesis Examination and Assessment Standards: If the Partnered Research Degree involves thesis assessment under the purview of the partner institution or through negotiation and agreement to agree on a joint process and standards between the partners, provide evidence that the partner's assessment criteria and process (or the agreed joint process) is at least equivalent to the current VU process and Australian national guidelines (as reflected in the AQF).

Admission Arrangements: VU students entering such an award in which VU is the Home Institution must satisfy VU entry requirements. Outline any specific requirements that you believe that such student's Host Institution may have and that would need to be applied for a student to commence in the program at VU. Also, outline any special admission requirements VU would like to have included in arrangements with the Home Institution when it is acting as the Host institution.

Candidature Administration: Provide details of the proposed policy and associated candidature management arrangements for the collaboration. In some cases it may be that only the VU HDR Policy is governing arrangements, but it is also possible that there will be variants to VU arrangements in one or more key areas to accommodate the policy differences between the two partners. Issues that need to be considered are all areas covered by Schedules in the VU HDR Policy.

Facilities and Student Services: What is the anticipated impact of the University's resources? Demonstrate that adequate Library and other infrastructure services will be available throughout each student's candidature via the facilities and infrastructure of the partner institution/s. What arrangements are proposed to ensure that participating students have access to the provision of student support services when at the partner institution?

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Endorsements: Prior to submission to the PVC Research and Research Training, the strategic proposal must be endorsed by the following:

- Associate Dean (Research and Research Training) and Executive Dean of the proposed auspicing Faculty
- Director of Postgraduate Research
- Vice President International (if an international collaboration)

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COLLABORATION PROPOSAL FOR AN EXISTING UNIVERSITY-WIDE COURSE

Steps	1	2	3	4	5	6*
Process	Proponent	PVCR&RT	R&RTMAC	PRC	ERB	VC
Rationale	Prepare Collaboration Proposal	Authority to proceed	Assess new collaboration strategic analysis and intent	Appraise new collaboration	Resolve to endorse PRC recommendations	Approval
Documentation	Collaboration Proposal	Collaboration Proposal	Collaboration Proposal	Collaboration Proposal	PRC Minutes	ERB Recommendation
Recommended Actions	Develop Collaboration Proposal and arrange sign-off from Faculty, DirPGRResearch and, if international, VP International	Authority to proceed	Recommends and refers to PRC	Endorses and refers to ERB	Recommend to VC for approval	Act on Recommendation

* Please note that once VC approval has been finalised documentation needs to be prepared and submitte to the VC Council (refer to pages 23 & 29 for further details)

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COLLABORATION PROPOSAL FOR AN EXISTING FACULTY-BASED COURSE

Steps	1	2	3	4	5	6	7	8	9
Process	Proponent	Head of School	Head of Faculty	PVCR&RT	R&RTMAC	FBOS	PRC	ERB	VC
Rationale	Prepare Collaboration Proposal for the new collaboration	Authority to proceed	Assess collaboration	Authority to proceed	Provide advice and a University perspective on the proposed collaboration	Assess collaboration and associated arrangements	Appraise collaboration	Resolve to endorse PRC recommendation	Approval
Documentation	Collaboration Proposal	Collaboration Proposal	Collaboration Proposal	Collaboration Proposal	Collaboration Proposal	Collaboration Proposal	Minutes of FBOS	PRC Minutes	ERB Recommendation
Recommended Actions	Develop Collaboration Proposal	Authority to proceed	Recommends to PVCR&RT and refers to FBOS	Endorses and refers to R&RTMAC	Endorses	Recommends to PRC	Endorses and refers to ERB	Recommend to VC for approval	Act on Recommendation

* Please note that once VC approval has been finalised documentation needs to be prepared and submitte to the VC Council (refer to pages 23 & 29 for further details)

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ADDITIONAL INFORMATION

TIMELINES

The timing of VU Self Accredited Course Approvals is governed by DEEWR and the Higher Education Support Act (HESA) which states that a provider (VU) must publish and establish a schedule of student contributions by October each year. However, there are three important reporting dates to DEEWR for courses and units:

1 April – Unit of study publication and fee schedule for Higher Education for Semester 2 of current year

1 August – Course of Study and Campus file for upcoming year

1 October – Unit of study publication and fee schedule for Higher Education for semester 1 of following year

Amendments to this data after the stipulated reporting dates can only be sought through ministerial approval. Approval is not automatic and will only be granted in accordance with the "Higher Education Provider Guidelines and the Administration Guidelines". This should be sought only in **exceptional circumstances**.

To meet these external timelines all course and unit changes intended for the proceeding year must be presented to the Education and Research Board **no later than June 30th** in order that the Vice-Chancellor can approve the details by **July 30**. Faculties are required to submit all materials to CAPAC or relevant bodies in line with the meeting schedules published at the commencement of each year.

For the purpose of a consolidated course profile, the ERB declares at the September ERB meeting all courses and units intended for offering in the following year. This Annual Declaration informs the official Handbook of that year.

COLLABORATIVE QUALIFICATIONS

The Council is ultimately responsible for the quality of educational awards at the University. The issuing of testamurs which involve multiple-badging (meaning the use of the logo and if appropriate, seal of another institution as well as the VU seal) with another institution is a matter of potential risk, therefore of direct interest to Council. Collaborative Qualifications involving Joint Research Degrees and Dual Award Research Degrees involve changes to the testamur and must be presented to Council for approval. It is highly recommended that as a proponent is building the Collaboration Proposal for a new collaboration, they also present the request for the approval of the collaboration and draft Testamur to Council with supporting documentation about the partnership and agreement. All formal agreements should be made in consultation with Legal Services.

A Collaboration Proposal incorporating detail of arrangements to be included into the formal Inter-Institutional Agreement should normally have received ERB endorsement prior to the Chancellor's Committee being asked to consider the request for Council's approval of the associated collaborative qualification. Refer to the Guidelines for Partnered Research Degrees for further guidance on the types of collaborative arrangements that can be considered.

INTERNATIONAL COHORT

There are strict rules that govern institutions offering places to international onshore students, and under the Education Services for Overseas Students (ESOS) legislation it regulates what information must be given to existing and prospective international students; what services must be provided to existing students; how financial matters are to be managed; what records are kept and what information is to be given to the Department of Education, Employment and Workplace Relations (DEEWR) and the Department of Immigration and Citizenship (DIAC) about international students. If you intend to offer education or training services to students studying in Australia on student visas, the Faculty is required to seek approval from the Victorian Registration and Qualifications Authority (VRQA), and to comply with the Federal legislative requirements for registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). When proposing to offer a new or existing course to an international on shore cohort please seek advice from VU International (VUI). They can advise what legislative requirements must be covered by the course before international students will be allowed to enrol. When considering a course target market there are a series of questions triggered in CAMS to ensure that the course will be ESOS compliant, in any event the best course of action is to seek assistance from VUI.

