Courses Lifecycle - Comprehensive Review of Courses Procedure

Section 1 - Purpose / Objectives

(1) This procedure

    a. Specifies key development, consultation, endorsement and approval steps and responsibilities involved in the comprehensive review of courses at Victoria University;

    b. Should be read in conjunction with the [Courses and Pathways Lifecycle Policy](); and

    c. Outlines a key component within the lifecycle of courses offered by Victoria University.

(2) The Typical lifecycle of Victoria University courses is explained visually in [Figure 1]() .

Section 2 - Scope / Application

(3) This procedure:

    a. Applies to internally-accredited coursework courses only; and

    b. Does not apply to higher degree research courses and units.

Section 3 - Definitions

(4) Nil

Section 4 - Policy Statement

(5) Nil

Section 5 - Procedures

Part A - Roles and Responsibilities

Roles	Responsibility
Provost (PP)	Schedules the comprehensive course review process each year and approves College comprehensive course review reports for existing courses
Deans of Colleges	Initiate comprehensive course review processes in Colleges and endorse College comprehensive course review reports for existing courses
Academic Board Courses Committee	Endorses College comprehensive course review reports for existing courses and triggers consequential reaccreditation processes

Roles	Responsibility
Dean's Advisory Committee (or equivalent)	Provides advice to the Dean at key steps within comprehensive review processes for existing courses in Colleges
Quality, Information and Planning (QIP)	Provides appropriate and timely data and reports to support annual monitoring of courses
Centre for Collaborative Learning and Teaching (CCLT)	Provides support and advice for course design and development and course governance processes, together with other areas of shared services as appropriate.

Procedures

(6) The comprehensive review by Victoria University of existing courses must comply with:

- a. The Australian Qualifications Framework (AQF);
- b. The principles and requirements of the VU Principles of Equivalence and the VU Learning & Teaching Quality Framework Policies;
- c. All external regulatory requirements including those of TEQSA, ESOS and ASQA as appropriate;
- d. External requirements of relevant professional accrediting and disciplinary bodies;
- e. Internal requirements such as availability of specialist staff and resources as needed;
- f. Institutional strategic directions and curriculum requirements at the time;
- g. Approved quality assurance arrangements with external partners, and
- h. Signoff by senior management as outlined in Figure 2 below.

(7) The comprehensive review process undertaken by Victoria University for an existing course:

- a. Applies to all internally-accredited courses offered by or on behalf of Victoria University in all locations;
- b. Takes place approximately every 5 years, normally followed;
- c. Takes place as above unless an extension is recommended by Academic Board and approved by the Provost (PP);
- d. Takes into account course quality as experienced by all significant cohorts of students undertaking the course concerned;
- e. Produces a Report, including Recommendations, which proceeds to the Academic Board for endorsement and then to the Provost (PP) for approval; and
- f. Triggers the commencement of a reaccreditation process, scheduled to be completed within the following 12 months.

(8) The Comprehensive Course Review process is described visually in Figure 2 .

Section 6 - Guidelines

(9) Nil

Status and Details

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