Courses Lifecycle - Course Review (Professional Accreditation-Recognition) Procedure

Section 1 - Purpose / Objectives

(1) The purpose of this procedure is to provide guidelines for the professional accreditation/recognition of courses at Victoria University. The University recognises that external accreditation/recognition of courses by professional bodies is an important component of the quality assurance framework.

(2) During the process of professional accreditation a course is assessed against predetermined criteria within certain specified categories, for example objectives, curriculum design, resourcing and staff profile, with the aim of evaluating whether the course meets minimum standards set by the relevant accrediting body. Professional accreditation provides courses with benefits including recognition by employers of graduates, a standard for national and international comparison and employment mobility for graduates.

(3) Professional accreditation can either be regulated or non-regulated. Regulation for professions such as nursing and psychology is enforced by government on behalf of the public in occupations where public safety needs to be ensured. Unregulated accreditation is at the request of the individual university and is not obligatory.

(4) This procedure:

a. Should be read in conjunction with the [Courses and Pathways Lifecycle Policy](#) and the [Course Approval (Internal Accreditation) Procedure](#).
b. Shows professional accreditation/recognition as a key component within the lifecycle for internally-accredited courses at Victoria University, which is made up of two components:
    i. The College Course Maintenance cycle: for minor changes to existing courses and external professional accreditation/recognition processes.
    ii. The Academic Board Course Governance cycle: for the introduction of a new course, and major changes to or re-accreditation (or cessation) of existing courses.
c. Specifies key development, consultation, endorsement and approval steps, responsibilities and timelines involved in the professional accreditation/recognition of courses at Victoria University.

(5) The typical lifecycle of courses at Victoria University is explained visually in [Figure 1](#).

Section 2 - Scope / Application

(6) This procedure:

a. Applies to
    i. professionally accredited or externally recognised Victoria University internally and externally accredited courses; and
    ii. non-award courses with external recognition.

Section 3 - Definitions

(7) Nil

Section 4 - Policy Statement

(8) Nil

Section 5 - Procedures

Roles/Responsibilities

Roles	Responsibilities
Vice-Chancellor	a. Approves proposals for new, and receives final accreditation body reports from re-accreditation of existing, professional accreditation/recognition of courses.
(10) Senior Leadership Team	a. Provides advice regarding new professional accreditation or external recognition plans as appropriate. b. Receives final accreditation body reports from re-accreditation of existing, professional accreditation/recognition of courses.
(11) Provost (PP)	a. Endorses annual College curriculum plans, including concept proposals for new and implementation plans arising from re-accreditation of existing professional accreditation/recognition of courses. b. Endorses final accreditation submission by the PVC Colleges & Distinctive Specialisations and Provost (PP).
(12) Pro Vice Chancellors Colleges & Distinctive Specialisations (PVC C&Ds)	a. Endorses annual College curriculum plans, including concept proposals for new and implementation plans arising from re-accreditation of existing professional accreditation/recognition of courses. b. Endorses final accreditation submission by the PVC Colleges & Distinctive Specialisations and Provost (PP).
(13) College Deans	a. Endorse annual College curriculum plans and concept proposals for new and re-accreditation of existing professional accreditation/recognition of courses. b. Prepare and submit accreditation report and prepare for site visit (or alternative) as appropriate.
(14) Dean's Advisory Committee (or equivalent)	a. Provides advice to the Dean at key steps in the accreditation process for new and implantation plans arising from re-accreditation arising from existing professional accreditation/recognition of courses.
(15) Centre for Collaborative Learning and Teaching (CCLT)	a. Provides support and advice for course design and development and course governance processes, together with other areas of shared services as appropriate.

Procedures

(9) The professional accreditation/recognition by Victoria University of a course must comply with:

(10) The Australian Qualifications Framework (AQF),

(11) All external regulatory requirements including those imposed by TEQSA, ESOS, VRQA and ASQA as appropriate,

(12) External requirements of the relevant professional accrediting and disciplinary bodies,

(13) Internal requirements such as availability of specialist staff and resources as needed,

(14) Institutional strategic directions and curriculum requirements at the time,

(15) Approved quality assurance arrangements with external partners, and

(16) Signoff by senior management as outlined in Figure 2.

(17) The application for re-accreditation of existing professional accreditation/recognition of a course at Victoria University requires:

(18) endorsement of the College plan by the PVC Colleges & Distinctive Specialisations and DVC Academic & Students;

(19) endorsement of the final accreditation submission by the PVC Colleges & Distinctive Specialisations and DVC Academic & Students; and

(20) notification of final accreditation body report to the University's Senior Leadership Team.

(21) New professional accreditation/recognition of a course at Victoria University requires:

(22) the development of a strategic rationale demonstrating the business case for the professional accreditation/recognition by the College Dean, outlining the implications for the University;

(23) endorsement of the strategic rationale by the PVC Colleges & Distinctive Specialisations and DVC A&S; and

(24) approval by the Vice-Chancellor after considering advice from the University's Senior Leadership Team as appropriate.

(25) Figures 2 and 3 detail the key development, consultation, endorsement and approval steps and responsibilities involved in the professional accreditation /recognition of existing and new courses at Victoria University.

Section 6 - Guidelines

(26) Figure 2: Key development, consultation, endorsement and approval steps and responsibilities involved in existing professional accreditation /recognition of courses

(27) [Figure 3: key development, consultation, endorsement and approval steps and responsibilities involved in new professional accreditation /recognition of courses](#)

Status and Details

Status	Historic
Effective Date	27th August 2014
Review Date	1st June 2019
Approval Authority	Vice-Chancellor
Approval Date	27th August 2014
Expiry Date	18th November 2021
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