Academic Approvals Handbook

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

ACADEMIC APPROVALS HANDBOOK

This handbook is one of four issued by the Academic Office *Te Waikura* that cover quality assurance in learning and teaching at Victoria University of Wellington. The other handbooks cover assessment; programme and course design; and evaluation and reviews.

Academic Office

October 2013

This version was reissued in October 2014 with minor revisions associated with the introduction of the Provost role.

Contents

1　Introduction

The Academic Office *Te Waikura* is responsible for the oversight of the University's academic programmes, which are introduced or amended by 'academic proposals'. The Academic Office has prepared this handbook to assist academic staff and administrators to follow agreed approval processes and to advise on good practice in preparing academic proposals.

Academic proposal is the generic term used to describe any proposal to introduce, change, cancel or delete a course or programme. The approval level of an academic proposal depends on its perceived significance to the University. Approval ranges from minor changes that can be approved by a programme director right through to approval of new qualifications by Universities New Zealand – Te Pōkai Tara (also known as the New Zealand Vice-Chancellors' Committee).

In this document the person making the proposal is referred to generically as the 'proposer'. Even though one or more administrators may assist with much of the proposal documentation and administration, the proposer, in the sense of the person taking responsibility for the proposal, must always be an academic staff member or senior administrator such as a dean or associate dean.

2　Approval and notification processes—outline

Approval and notification processes for academic proposals depend on the academic and resource implications of a proposal. The more significant the change, the higher the approval body. The outline table below matches the most common academic proposals with the usual approval body or person. The order indicated in the table is followed in the rest of the document.

Type of change	Highest approval body
New qualification	CUAP
New subject, major or specialisation	CUAP
Significant change to qualification structure	CUAP
New minor (without existing major)	CUAP
Minor change to qualification structure	Academic Board
New course	Academic Board
New Special Topic slot	Academic Board
Significant change to a course	Academic Committee
Change to prerequisites etc	Academic Committee
Minor change to a course	Faculty
Special Topic (in existing slot)	Faculty
Cancellation of course offering	Dean
Cancellation of programme intake	Vice-Provost (Academic and Equity)
Deletion of subject or qualification	CUAP (notification)
New minor (with existing major)	CUAP (notification)

3 About CUAP

New Zealand's eight universities collaborate to ensure the quality of the country's university academic programmes. They have done so since the breaking up of the University of New Zealand in 1961. The peak body that oversees the processes is Universities New Zealand – Te Pōkai Tara (also known as the New Zealand Vice-Chancellors' Committee). Universities New Zealand is advised by its Committee on University Academic Programmes (CUAP), which is the body that reviews the more significant types of academic proposals, including new or significantly amended qualifications, subjects, majors and specialisations. CUAP coordinates an inter-university review process that culminates in a set of recommendations made to Universities New Zealand, which are almost always accepted.

When the proposals are for new qualifications, Universities New Zealand approves them on behalf of the New Zealand Qualifications Authority and notifies the Tertiary Education Commission so that funding may be enabled. The CUAP submission dates are 1 May (Round One) and 1 September (Round Two).

3.1 CUAP approval and notification

Proposals requiring CUAP *approval* fall broadly into two types: firstly—new qualifications and subjects and secondly—significant changes to qualifications and subjects. These types are elaborated to a moderate level of specificity in the *CUAP Handbook*, which is revised and re-issued regularly. The *Handbook* is available electronically at www.universitiesnz.ac.nz (and click on 'Quality Assurance' or 'Academic Quality') and a summary may be found in section 13.1. Print versions of the *Handbook* are distributed by the Academic Office upon request, although the web-available version should always be considered the most up-to-date.

Some other types of changes, such as programme deletions or new minors where a major in the same subject already exists, only require *notification* to CUAP (refer to the *CUAP Handbook* or section 13.1).

The Academic Office has responsibility for interpreting CUAP's guidelines and works with Victoria University staff and Universities New Zealand to determine whether a proposal needs to be submitted to CUAP or not.

3.2 University process and timing for CUAP proposals

CUAP proposals often emerge from a school and are then approved at faculty level before being submitted for approval by the Senior Leadership Team, Academic Board (on the recommendation of Academic Committee) and CUAP. The extended review and approval process means it is vital to plan significant proposals well ahead of the intended introduction date. Academic approval process dates for each year are available on the staff intranet at www.victoria.ac.nz/staff/learning-teaching/academic-proposals. It is important to check with key faculty administrative staff (ie. academic programme managers and/or faculty managers) about the approval process and timelines within faculties.

3.3 CUAP approval timelines

Round One proposals are approved at the CUAP meeting in late July; Round Two proposals are approved in late November. CUAP's decisions do not become final until after the subsequent meetings of the New Zealand vice-chancellors, which take place in early August and early December respectively.

Because Round Two approval occurs *well after* the opening of enrolment, the submission of proposals for new qualifications to Round Two, for introduction in the following year, is discouraged.

After each round, Universities New Zealand notifies the Tertiary Education Commission (TEC) of the decision of the New Zealand Vice-Chancellors' Committee. The TEC then activates funding for the universities and enables students to become eligible for loans and allowances (where applicable).

It is worth noting that the University Council does not have a role in approving the introduction of qualifications, although the Council is informed of changes to the Qualifications Statute.

3.4 CUAP review process

The Academic Office, with the assistance of academic programme managers or associate deans, coordinates the inter- and intra-University review processes for all CUAP proposals, which is referred to as the 'online resolution' process (previously 'postal resolution').

Victoria academic staff may be asked to review other universities' proposals during the postal resolution phase, which lasts for two months after each submission date. Acuity, timeliness and courtesy are the most valued qualities for the review process.

4 About the Academic Board

The Academic Board is a committee of the University Council. Among its functions is to "advise the Council on matters relating to courses of study, awards, and other academic matters". It approves new courses, significant changes to qualifications, discontinuation of courses and programmes and is the highest University body to approve new subjects or qualifications, which are then forwarded to CUAP for consultation with the other universities.

The Academic Board Statute is available on the University's policy website (at www.victoria.ac.nz/about/governance/strategy. Information about the Board, including meeting dates, agendas and papers are available on the staff intranet at www.victoria.ac.nz/staff/learning-teaching/academic-committees/academic-board. For further information contact the Academic Office.

In practice, the Academic Board usually accepts the recommendations of the Academic Committee and seldom scrutinises any proposals in detail, other than those that must be forwarded for CUAP approval.

5 About the Academic Committee

The Academic Committee is a committee of the Academic Board. Among its terms of reference is to scrutinise academic proposals and make recommendations to the Academic Board. The Committee's role in maintaining academic quality is focused mainly on the 'input' side but it also has a monitoring role in terms of approving the graduating year reviews and the implementation of academic programme reviews.

The Committee's terms of reference, membership and meeting dates are available on the Academic Office website at www.victoria.ac.nz/staff/learning-teaching/academic-committees.

In general, most proposals of any significance to a programme have to be approved by the Academic Committee. The Committee may, without reference to the Board, approve changes to prerequisites, corequisites, restrictions and double-labelling.

6 The role of the Senior Leadership Team in academic proposals

While the Academic Board is ultimately responsible for the academic quality of the University's programmes, the Senior Leadership Team (SLT) has responsibility for approving the strategic and financial aspects of proposals, in particular for new qualifications. SLT approves preliminary proposals for new qualifications, majors, subjects and specialisations. In 2013 SLT set up a new committee—the Proposals Review Committee (PRC)—that provided strategic advice on preliminary proposals, including whether a full proposal should be developed. Because of its central role in administering academic proposals, the Academic Office provides the administrative support for SLT and PRC approvals. SLT meets weekly; the PRC meets when necessary. The roles of SLT and the PRC may be summarised thus:

- Preliminary proposals must be submitted to the PRC (via the Academic Office) for feedback for the full proposal. The PRC can reject the preliminary proposal.
- Full CUAP proposals must be approved by the PRC and SLT (arranged by the Academic Office).

7 The role of the Centre for Academic Development in course and programme design

The Centre for Academic Development (CAD) aims to assist in improving the quality and effectiveness of the education that students receive at Victoria. It provides professional development in teaching, research into higher education, course and teaching evaluations and other practical services.

Approval of new and amended courses and programmes depends on good design. CAD can provide guidance on practical matters such as designing programmes and courses; preparing course learning objectives (CLOs); linking CLOs with assessment and with programme and University graduate attributes; mandatory course requirements and other key features of courses and programmes. CAD staff also serve on faculty teaching and learning committees (or equivalents). Proposers can find advice and contact details at www.cad.vuw.ac.nz/cad.

8 Relevance to Māori and the role of Toihuarewa

If an academic proposal might be particularly relevant to Māori students, or for advice on incorporating Māori research, tikanga, perspectives and examples into courses and programmes, the proposer should contact the Office of the Toiahurei (Deputy Vice-Chancellor Māori) or email the Poukairangi Ako (Associate Dean, Learning and Teaching, Māori) at ako@vuw.ac.nz.

Toihuarewa's role in consultation on and approval of academic proposals, which the Toiahurei may delegate to the Poukairangi Ako, is this:

- preliminary proposals must be submitted to Toihuarewa for feedback for the full proposal
- full CUAP proposals must be approved by Toihuarewa.

9 The *Calendar*, online Course Finder and other publications

Like the other New Zealand universities, Victoria produces a *Calendar* towards the end of each year, for the following year. The *Calendar* is the principal, official repository of key information about the University, including its staff and main stakeholders, key dates, a selection of statutes and policies, and all qualification regulations. The *Calendar*'s main audience is staff at Victoria and other universities (copies are also sent to the National Library and other key institutions). The *Calendar* is produced in hard copy and is also made available (as a PDF) on the University's website.

Although it is in the nature of print publications to be out-of-date almost as they roll of the press, it is important that the *Calendar* be as accurate as possible. To this end the Academic Office works with faculties and central service units to produce the useful reference document that the *Calendar* is intended to be.

Important information about courses is made available via the online Course Finder—whose main audience is prospective and current students. The online Course Finder is available at www.victoria.ac.nz/courses. The online Course Finder 'rolls over' in approximately August each year, ie. the following year's information becomes visible. For a few months, both years are visible.

The University also produces other student-directed publications, such as the *Guide to Undergraduate Study* as well as faculty handbooks and faculty and school prospectuses.

The accuracy of the information in all University publications depends on the cooperation of all staff in following agreed approval procedures for academic proposals. The rest of this handbook explains the procedures.

10 Timing

The timing of academic proposals is heavily influenced by the two CUAP deadlines of 1 May and 1 September; by the meeting dates of the Academic Board, Academic Committee and Faculty Boards; and by the publication timeline of the University *Calendar* and important student-directed publications such as the *Guide to Undergraduate Study* and the *Guide to Postgraduate Study*. Other factors to consider are the rolling over of the online Course Finder (usually in August) and the opening of online enrolment (usually 1 October). As soon as the Council and Academic Board meeting dates are able to be finalised (usually in December), the Academic Office publishes the Academic Approval Process Dates for the following year (www.victoria.ac.nz/staff/learning-teaching/academic-proposals). This document is the definitive reference, but the following general statements may be made:

- Full proposals for submission to CUAP Round One must be approved at the April meeting of the Academic Board.

- Full proposals for submission to CUAP Round Two must be approved at the August meeting of the Academic Board.

- The following year's courses appear on the online Course Finder from July and all 100-level courses appear in the *Guide to Undergraduate Study*, which is also published in July. To meet print deadlines it is recommended that all new courses, particularly at 100-level, are approved by the Academic Board at its April meeting. Changes approved later may appear as 'subject to approval'.

- Limitations on courses and programmes must be approved at the August meeting of the University Council.

- To appear in the following year's *Calendar*, changes must be approved by the highest applicable approval body by September. Changes approved later may appear, at the discretion of the Academic Office, as 'subject to approval'.

- Online enrolment for the following year starts in October, so it is important for course changes and new courses to be approved and set up by September.

- Proposals for new qualifications or new majors, particularly at undergraduate level, are strongly discouraged in Round Two. Courses cannot be set up in Banner until the changes are approved by Universities New Zealand, which is not until early December, ie. *well after* online enrolment starts.

11 New programmes

The term 'programme' is used to refer collectively to a coherent suite of related courses, which may form a qualification, a set of qualifications or a major or specialisation. 'Programme' may also refer to a subject available at undergraduate level as a major, eg. Accounting, that is subsequently available as a named postgraduate qualification, eg. Master of Professional Accounting. It is this latter sense, sometimes also known as 'discipline', that is most evident in the determination of scope for an academic programme review.

In this section, for brevity, the word 'subject' should be understood to include subjects, majors and specialisations, and the term 'qualification' is used, where appropriate, instead of programme.

11.1 Programme design

Even at the earliest stage of development, the proposer should address the following points:

- rationale, including unique proposition and target market
- new courses and shared courses
- resourcing implications and likely sources of funding
- potential for cannibalisation of other programmes offered at the University
- evidence of demand from relevant stakeholders if possible
- what jobs graduates are likely to get.

For advice on programme design, the proposer should contact the Centre for Academic Development.

An additional resource is the Definitions section of the *CUAP Handbook*, which outlines the key structural elements of various types of qualifications (available electronically at www.universitiesnz.ac.nz and click on 'Quality Assurance' or 'Academic Quality').

11.2 Preliminary proposal

A proposal for a new qualification, suite of new qualifications, new major, new subject or new specialisation must be approved by CUAP. Before a full proposal can be developed a preliminary proposal must be approved by the appropriate faculty committee(s) and/or the Faculty Management Team, then submitted to the Academic Office. The Academic Office arranges for the preliminary proposal to be submitted to the Senior Leadership Team (SLT) or

its subcommittee—the Proposals Review Committee (PRC) for approval to develop the full proposal, and to the Academic Committee for feedback to incorporate into the full proposal.

Even at the preliminary stage the proposer should seek advice on the likely Ministry of Education funding category for the programme and its courses. The Director, Planning and Management Information can provide such advice.

Format:	No.4 'Preliminary Proposal'
Approval agents:	Head of School
	Faculty Management Team(s)
	PRC and/or SLT (approval of development of full proposal).
	Academic Committee (provides advice for full proposal).
Timing:	End of year for Round One proposals; middle of year for Round Two.
Notes:	1. Submit proposal to Academic Office, which arranges approval by the PRC (and SLT if appropriate).
	2. The PRC can reject a preliminary proposal.
	3. The PRC can decide that a business case is not needed.

11.3 Full Proposal

If the PRC (or SLT) approves the preliminary proposal, a full proposal may be developed. Much of the material prepared for the preliminary proposal can be incorporated into the full proposal.

Part A of the full proposal is submitted to CUAP and must be written in such a way that it satisfactorily addresses both the University's internal audience of academic staff and senior administrators, and also those academic staff in other universities who may review the proposal. It is particularly important to consider any other programmes, schools or faculties that may be affected by the proposal. Proposals may need to be approved by the boards of two or more faculties.

The primary purpose of Part B is to address Victoria academic staff and key administrators but, as part of the CUAP approval process, Part B may also be requested by academic staff in other universities and therefore must be prepared in such a way that it is equally appropriate to that audience.

An essential part of preparing the full proposal is to consider business implications. Unless the PRC decides otherwise, the business case (Form No.5 Part C) must be completed. The proposer, usually the programme director, should complete the templates with the help of their faculty's finance adviser.

The business case consists of two templates—one in Microsoft Word; one in Excel—which have been developed by Victoria's Finance team. The completed Excel template ('Part C spreadsheet') is pasted into the Word template ('Full Proposal Part C Financial Viability'); together they form the business case, which must be treated as a confidential document and must on no account be distributed outside the University.

The business case must be submitted to the Academic Office, which arranges for the full proposal, including the business case, to be submitted to SLT for approval.

Twice per year the Academic Office arranges the approval of full proposals (Parts A and B only) by the Academic Committee and Academic Board, followed by submission to CUAP. The Academic Office also oversees the CUAP correspondence process within Victoria.

Format:	No.5 'Full Proposal' and 'Part C Business Case'
Approval agents:	Faculty Academic Committee (Parts A and B only)
	Faculty Board(s)
	Toihuarewa where appropriate (Parts A and B only)
	Academic Committee (approves Parts A and B of the proposal for academic quality but does not review Part C).
	Proposals Review Committee and/or Senior Leadership Team (approves the entire proposal including the business case).
	Academic Board (Parts A and B only)
Timing:	To reach CUAP Round One the Academic Board must approve the full proposal at its April meeting. New qualifications are discouraged for Round Two, because of administrative and marketing challenges.
Note:	Faculty Finance Adviser assists with preparation of business case.

11.4 New Zealand Qualifications Framework

The New Zealand Qualifications Framework (NZQF) (www.nzqa.govt.nz/studying-in-new-zealand/nzqf) is a register of all New Zealand qualifications. It is a legislative requirement[1] that the New Zealand Qualifications Authority maintain the NZQF and it is the responsibility of universities to provide correct and up-to-date information for the NZQF. When proposing new qualifications particular care must be taken with the accuracy and appropriateness of the information that will appear on the NZQF. The Academic Office can assist.

11.5 Outcome statement

The section of the CUAP full proposal (Form No.5) entitled 'Outcome Statement' requires the formulation of a statement that will appear on the NZQF. That statement must include three components, the first being a graduate profile, which refers to what graduates are able to *do*, not what the programme sets out to *teach*. The graduate profile can be expressed along the lines of: "Graduates will be able to …" (examples: conduct independent research; implement a chosen design strategy, etc). The second element is 'Education pathways'; the statement must indicate which further qualification(s) the qualification may lead to. The third element, 'Employment pathways', must identify which field(s) the graduates will be qualified to work in or, if appropriate, what job titles are applicable.

Note: As of 2013 the three statements are concatenated on the NZQF.

Example 1. *Master of Advanced Technology Enterprise*

Graduates will have produced a thesis that builds on their existing knowledge in science, business, engineering, law, design or another appropriate discipline. They will be able to contribute to the development and progression of innovations in research-led, advanced

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[1] Education Act 1989, s248 (which was introduced by the Education Amendment Act 2011).

technology enterprise by applying their practical experience to new or existing business ventures. They will be highly competent at working with colleagues to synthesise specialist knowledge from their own field with knowledge from other fields. Graduates will be business-ready scientists or science-literate entrepreneurs from other disciplines and will be excellent communicators. They will find employment in advanced technology enterprises or related fields. Graduates may continue to doctoral study.

Example 2. *Graduate Diploma of Teaching (Early Childhood Education)*

Graduates will have advanced skills in early childhood teaching and will be confident and competent beginning teachers. They will have well developed pedagogical knowledge and practical experience of early childhood settings and will be qualified to teach to the objectives of Te Whariki, the curriculum framework for the early childhood education sector. Postgraduate study opportunities include a Postgraduate Certificate/Postgraduate Diploma in Education and Professional Development (60/120 credits by coursework), leading to a Master of Education (120-credit thesis).

11.6 Naming and abbreviating qualifications

When considering proposing a new qualification, the following should be borne in mind:

1. Bachelor's, Master's and doctoral degrees take 'of', eg. Bachelor of Science (which is abbreviated BSc, not BS). When not needing to refer to a qualification by its proper name the following usage is fine: "She has a Master's degree in science."
2. When Honours (not Honour's) degrees are abbreviated, there should be no space before '(Hons)', eg. the Bachelor of Arts with Honours is abbreviated as BA(Hons).
3. Certificates and diplomas take 'in', not 'of', eg. Postgraduate Diploma in Architectural History and Theory, and must be abbreviated as PGDip, GDip, PGCert, GCert etc, eg. PGDipAHT (not PGDip A H T or PGDipA.H.T.).
4. Some qualifications include an additional word in parentheses, eg. Master of Arts (Applied), abbreviated as MA(Applied), or Master of Architecture (Professional), abbreviated as MArch(Prof). These are separate qualifications, not subsidiary versions, of the Master of Arts and Master of Architecture, respectively. As with Honours degrees, when the qualification is abbreviated there is no space before the opening parenthesis.

11.7 Subject, major and course codes

Victoria uses a four-letter system for subject, major and specialisation codes and has in excess of 350 four-letter codes for subjects, majors and specialisations, eg. CHEM, LAWS, MGMT.

Codes are permanently linked to subjects and/or majors and/or specialisations. If a new subject, major or specialisation is proposed, it must have a new code. Similarly, if the name of a subject, major or specialisation is to be changed it must have a new code. The reintroduction of an earlier subject, major or specialisation requires the re-use of its earlier code.

New codes can be approved only by the Convener of the Academic Committee, on the advice of the Manager, Course Administration and Timetabling. If the proposal involves a new code, the proposer or delegate must contact Course Administration and Timetabling for advice at the earliest possible opportunity. Codes based on administrative units are discouraged.

Lists of current and discontinued codes may be found in the University *Calendar* and as an appendix to the Qualifications Statute (refer to the University's policy website at www.victoria.ac.nz/about/governance/strategy.

When linked with a three-digit number, a subject or major code is known as a course code, eg. HIST 111.

11.8 PhD codes

Any subject offered at postgraduate (Honours, Master's) level can offered at doctoral level, subject to appropriate supervision capacity. The code must refer to the same subject at PhD level as it does at Honours/Master's level and the number 690 is usually used for the thesis, eg. PHYS 690 *Physics for PhD*, although there are some variations, such as PHYS 691 *Applied Physics for PhD*.

11.9 Internal set-up of new qualifications

After CUAP approval, the new qualification must be set up in the University's student administration database and the TEC database (STEO). For every new qualification, whether part of a suite or qualifications or not, a Qualification Set-up (Form 8) must be completed. The form must be completed with reference to the original proposal—in fact it should be started as soon as the proposal has been submitted to CUAP, to ensure swift completion after approval. The form can be completed by an administrator but must be checked by the proposer, associate dean or other appropriate academic staff member.

The qualification set-up form is *not* required for new majors, subjects or specialisations. However, before a new major, subject or specialisation can be set up in the University's student administration system the programme director will be asked to review publicly-available information (for example on the NZQF) about the qualification and to provide amendments if appropriate.

Format:	No.8 'Qualification Set-up'
Approval agents:	Academic Office, for approval of the descriptive information about the qualification, *before* the information is entered into the databases.
	Planning and Management Information unit, for approval of information related to Tertiary Education Commission funding.
Timing:	By 1 August for Round One proposals; by late September for Round Two proposals—but set-up cannot be completed until after the December meeting of the New Zealand Vice-Chancellors Committee.
Notes:	Form No.8 is not required for new subjects, majors or specialisations.

12 New courses

The introduction of a new, credit-bearing course requires the approval of the Academic Board but does not need to be submitted to CUAP, unless the new course involves a significant change to the qualification statute, in which case refer to section 13, below.

12.1 Course design

In justifying a new course, the proposer should address the following points:

- rationale for the new course, including its place in the programme
- clear link between curriculum, learning objectives and assessment
- confirmation that the course content does not overlap with another similar course.

Guidance on phrasing of learning objectives and some examples may be found at
www.cad.vuw.ac.nz/wiki/index.php/Learning_Objectives or in the *Programme and Course Design Handbook*. The *Assessment Handbook* provides guidance on structuring assessment.

For further advice on course design, the proposer should contact the Centre for Academic Development.

12.2 Approval process for new courses

The following are considered proposals for new courses, and the new course process must be followed:

- Creating a new Special Topic *slot* (but not the prescribing of content for an existing Special Topic course).
- Converting a Special Topic into a permanent course.
- Changing the title *and* the prescription of a course, unless the changes are extremely minimal.
- Changing a course code.

Proposals for new courses also require a Library Implication Statement to be prepared (refer to section 21).

Format: No.3 'Programme Amendment' and No.1 'Course Description'

Approval agents: Faculty Academic Committee

Faculty Board

Academic Committee

Academic Board

Timing: To appear in the *Calendar* the proposal must reach the September meeting of the Board. For a 100-level course to appear in the *Guide to Undergraduate Study* (other than as 'subject to approval') the proposal must reach the April meeting of the Board.

Notes: 1. A proposal for more than one new course must include a Course Description for every new course (refer to section 15.3, below)

2. A proposal for a new Special Topic slot does not require a Course Description (although a Course Description may be enclosed if available).

12.3 Internal set-up of new courses

After Academic Board approval, the new course must be set up in the University's student administration database and the TEC database (STEO). For every new course, a Course Set-up (Form No.7) must be submitted to Course Administration and Timetabling. The form can be started as soon as any feedback from the Academic Committee has been incorporated, to ensure swift completion after Academic Board approval.

An existing course for which a new subject code is proposed is considered a new course and the new course set-up process must be followed.

Format: No.7 'Course Set-up'

Approval agents: School Manager

Timing:	By August if the course is to appear in the following year's online Course Finder as soon as it is released. By September if the course is to be available at the start of online enrolment.
Notes:	To set up a Special Topic use Form No.10.

12.4 Non-credit-bearing courses

The University's Centre for Lifelong Learning (CLL) offers non-credit-bearing courses, which it develops in consultation with schools and faculties. Such courses require the approval of the CLL's Short Courses Approvals Committee. Enquiries may be directed to conted@vuw.ac.nz.

Student Learning Support Services also offer non-credit-bearing courses. Enquiries about approval processes may be directed to student-learning@vuw.ac.nz.

13 Changes to existing programmes

All changes to qualification statutes must be approved by the Academic Board. Some changes also require CUAP approval.

13.1 CUAP changes

The changes listed below require CUAP approval. The categories are taken almost verbatim[2] from section 5.1 the 2013–2014 edition of the *CUAP Handbook* (pp24–25); any updated version of that document always takes precedence over this handbook.

"Proposals which must be submitted to the committee**:**

- The introduction of a new academic qualification, including any that are the property of an overseas institution.
- The introduction of a new subject. A new subject may be defined as:
  - at the undergraduate level: a collection of papers with a common theme offered at 100, 200 and 300 levels, constituting a 'major' (whether or not that term is used by the university concerned) for a degree or diploma. The introduction of a limited number of papers with an intention to increase the offering in future years into a 'major' also comes into this category.
  - at the graduate level: any new subject, option or programme for Honours and Master's degrees or graduate and postgraduate diplomas/certificates. *A 'programme' that in effect amounts to a 'major' is also treated as such, even if component parts have been previously approved by the institution or CUAP. Such 'programmes' or 'majors' may be the result of repackaging of existing courses.*
- The introduction of a minor subject when there is no established major in the subject.
- The introduction of a new conjoint programme.
- Changes in the structure of a qualification. This category applies only to substantial structural changes in a qualification. Examples include (but are not confined to):
  - changes relating to the duration or credit/EFTS value of a programme

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[2] One of the categories has been removed because it does not apply to Victoria (ie. endorsements) and some nomenclature changed, eg. 'course' instead of 'paper'.

- changes relating to the configuration of the programme affecting the programme structure, eg. the balance between the levels of the courses, or the quantum of courses required for the major or specialisation; and
- changes to the rules for progression within the programme.
- Changes to the entry requirements for a programme or to regulations relating to admission to the university (eg. for school leavers, holders of non-university qualifications or for work experience).
- A change in the name of a qualification or subject.
- Transfer of credit, cross-crediting or exemption arrangements falling outside arrangements that are currently in place."

Some other types of changes do not need CUAP approval but must be *reported* to CUAP. These include:

- The introduction of a postgraduate diploma, postgraduate certificate, graduate diploma or graduate certificate, when the university already has an established bachelor's Honours or Master's programme in the subject and the new qualification draws on existing papers.
- The introduction of a diploma or a certificate, when the university already has an established Bachelor's degree in the subject and the new qualification draws on existing papers.
- The introduction of a minor subject in an undergraduate degree when the university has an established major in that subject. The university must show that the structure of the minor subject complies with the definition.
- The deletion of entire programmes or subjects (refer to section 18).

Format: No.3 'Programme Amendment' and No.1 'Course Description' for every *new* course involved in the proposal.

Approval agents: Head of School

Faculty Academic Committee

Faculty Board(s)

Academic Committee

Academic Board

CUAP

Timing: Academic Board approval in April (for CUAP Round One) and in August (for CUAP Round One).

13.2 Non-CUAP changes

Any type of change to a qualification statute not listed in the previous section follows the process outlined above, except that the highest approval body is the Academic Board.

14 Changes to the name of an administrative unit

Changes to the name of an administrative unit, such as a school, centre, institute, or a programme within a school, require the approval of the University Council. Where such a change involves no changes to curricula, it need not be submitted to CUAP. Its approval path is Faculty Board—Academic Board—Council.

15 Changes to existing courses

A distinction is made between significant changes that may affect the major or qualification, or minor changes that affect only the course itself. Any change that might have an effect on a student's course of study is considered significant per se and must be notified to, or in some cases approved by, the Academic Committee.

15.1 Significant changes to existing courses

Because it may affect other programmes, a change to any of the following is generally considered a significant change and must be approved by the Academic Committee.

- change to prerequisites or corequisites
- changes to double-labelling or restrictions
- change in points value.

Format:	Form 2 'Course Amendment' and Form 1 'Course Description'
Approval agent:	Head of School*
	Faculty Academic Committee*
	Faculty Board
	Academic Committee
Timing:	To appear in the *Calendar*, changes must be submitted to the Academic Committee in time for its September meeting.
Notes:	For general information about prerequisites etc, refer to section 24, below. For detailed information refer to appendix 5.
	* Faculty approval processes and committee nomenclature vary. Refer to appendix 2 for details.

The following changes are dealt with at faculty level and need not be notified to the Academic Committee unless the faculty wishes to seek the advice of the Committee:

- significant changes to assessment, namely either the introduction of an examination where a course was previously fully internally assessed, or vice versa, and
- significant changes to course format, such as the conversion of a course from, or to, a fully online offering.

Format:	Form 2 'Course Amendment' and Form 1 'Course Description'
Approval agents:	Head of School*
	Faculty Academic Committee*
	Faculty Board* or Faculty Manager*
Timing:	No changes are permitted after the course outline has been issued, ie. on the first day of the course.
Notes:	* Faculty approval processes and committee nomenclature vary. Refer to appendix 2 for details.

15.2 Minor changes to existing courses

A change to any *one* of the following is generally considered a minor change and can be approved by the relevant programme director and faculty office. However, for reasons described in section 7, the change must be notified to the Academic Office:

- Minor change of course title, eg. from *Religion and Disenchantment: Politics, Power and the Sacred* to *Religion and Disenchantment: Politics, Society and the Sacred* (2012). However, a change from, for example, *Neuropsychology* to *Cognitive and Behavioural Neuroscience* (2010) was not considered a minor change and had to be approved by the Academic Committee.
- Change to syntax of prerequisites, corequisites, restrictions or double-labelling that do not affect students' courses of study. Such changes must be made in consultation with the Academic Office.

Format:	No specific form but a covering memorandum from a staff member of appropriate seniority is recommended
Approval agents:	Programme director*
	Head of School*
	Faculty Academic Committee*
	Academic Committee or associate dean*
Timing:	The online Course Finder for the following year is made available in July. To appear in the following year's *Calendar*, any changes must be submitted to the Academic Office by the end of September.
Notes:	Refer to the *Assessment Handbook* for further information.
	The prescription in the Online Course Finder must be identical to that in the course outline.
	* Faculty approval processes and committee nomenclature vary. Refer to appendix 2 for details.

The following types of minor change must be approved by the faculty Academic Committee or associate dean, and need not be notified to the Academic Office:

- change to prescription (but not to prescription *and* title)
- minor change to course organisation, eg. making material available on Blackboard
- minor change to assessment, eg. change to proportion of tests vs. essays.

The programme director, with the assistance of school or faculty administrators, must ensure that accurate and consistent information is made available to students in a timely manner in all relevant media, ie. the online Course Finder, *Guide to Undergraduate Study* (if applicable) and course outline.

If more than one of the above to change, particularly if both the title and prescription will change, the approval process for a new course must normally be followed (refer to section 12). If in doubt, contact the Academic Office for advice.

15.3 Course Description

The Course Description is designed to provide academic staff in any discipline with a one-page snapshot of a course, in order to inform decision-making about approvals. Every proposal submitted to the Academic Committee must include a Course Description for each

course relevant to the proposal. Special Topics have their own form (No.10), which need not be submitted to the Academic Committee.

Where changes are proposed to existing courses the Course Description should be completed as for the *new* version of the course.

It is understood that for CUAP proposals the Course Description may only be indicative and that the course may change before it is introduced.

16 Special Topics and flexible content courses

Special Topics provide programmes with opportunities to experiment with new courses and make the most of visiting specialists. They sometimes need to be set up at short notice.

Because a justification is provided at the time of proposing a special topic *slot*, no further justification is required to set up a special topic in an existing slot. The Special Topic form is based on the *Course Description*, but also includes information for setting up the course expeditiously in Banner.

Semi-specified or 'flexible content' courses such as *Topic in Jazz: The Music of Carla Bley* or *Topic in Literary Genre: Euripides* are treated as special topics and the Special Topic form should be used. Special Topic and flexible content course titles should conform to the following styles:

Title in *Calendar*: *Special Topic* or *A Topic in X* or *Topics in X*. The variable part of the title is not stated.

- ✓ ARTH 455   *Special Topic*
- ✓ CLAS 404   *Topic in History and Historiography*

Title in online Course Finder: *A Topic in X: Y* or *Topics in X:Y* etc, ie. the entire title in the particular year that the course is offered.

- ✓ ARTH 455   *Special Topic: History of Photography*
- ✓ CLAS 404   *Topic in History and Historiography: The Age of Augustus*

Title on academic transcript: *X:Y*, ie. *A Topic in* or *Topics in* is not required (to save space). Because of the 30 character limit further abbreviations may be required.

- ✓ ARTH 455   *History of Photography*
- ✓ CLAS 404   *The Age of Augustus* or other appropriate abbreviation.

16.1 Converting a Special Topic into a permanent offering

If a Special Topic has been offered three times, and if the programme director determines that the course should be offered a fourth time, a new course proposal must be submitted, as described in section 12. The existing special topic course code generally cannot be used for a permanent offering, so the proposer or delegate should consult the Manager, Timetabling and Course Administration, for advice on course codes, as described in section 11.7.

16.2 Directed Individual Study courses

For some students, usually those at 300 or 400 level, it may be appropriate to set up a Directed Individual Study course, provided such a course appears on the qualification schedule, eg. PHYS 440, and the student has completed the appropriate prerequisites.

The school and/or faculty is responsible for maintaining a record of all Directed Individual Study courses offered, including the name and ID number of the student; the year and trimester; and the specific title of the course.

17 Urgent cancellation of programme intakes and course offerings

Note: This section replaces and amalgamates the Cancellation of Programme Intakes Policy and the Cancellation of Course Offerings Policy and has the force of those policies.

The University reserves the right to cancel intakes into qualifications, majors, subjects or courses that have been advertised as being available. This should only be done in the following exceptional circumstances:

- Insufficient resources (eg. staff illness, lack of tutors, budget constraints)
- Student demand does not meet the minimum level set by the Faculty
- Other unforeseen circumstances which make it impossible to accept new students into the programme or course.

17.1 Cancellation decision

Any decision to cancel an advertised programme intake or course offering should occur as early as possible, preferably before any students receive an Offer of Study for enrolment in the programme or course. Cancellations close to the beginning of teaching make it more difficult for students to arrange alternative courses, and so require stronger justification.

If cancellation of a course is unavoidable, alternative arrangements must be made to minimise the impact on affected students, and to ensure, as far as possible, that no student is prevented from completing their major or qualification. Particular care must be taken if:

- the course is a compulsory programme component
- the course is required as a prerequisite/corequisite for another course
- there are few other appropriate courses available to allow each affected student to pursue a full-time course of study at the intended level and in the intended subject.

17.2 Cancellation process—programmes

The Dean must consult with the relevant Head of School to consider possible arrangements that could allow the programme to be offered as advertised. If no such arrangements can be made and it is not feasible to offer the programme the Dean then makes a recommendation for cancellation to the Vice-Provost (Academic and Equity).

In recommending a cancellation the Dean must explain what consideration has been given to students currently enrolled in the programme, or in related programmes, and what alternative arrangements will be made for their courses of study.

The Dean must also indicate the steps that will be taken to review the programme, as well as when further recommendations on its future will be made.

The Vice-Provost (Academic and Equity) makes a decision on the cancellation and advises the Dean.

17.3 Cancellation process—courses

Until the last Friday before teaching begins, the Dean has the authority to cancel a course. The Dean must consult with the Head of the relevant School to consider arrangements that could allow the course to be offered. If no such arrangements are feasible, the Dean may cancel the course offering, giving consideration to the points raised in section 17.

After the last Friday before teaching begins, the cancellation must be approved by the Vice-Provost (Academic and Equity), upon the recommendation of the Dean. The Dean's recommendation must be accompanied by information on the alternative arrangements available for affected students.

17.4 Notifying cancellations

The Dean is responsible for reporting cancellations promptly to the following:

- Relevant Faculty Board(s)
- Relevant Faculty Manager(s)
- All affected students currently enrolled in the programme (or in relevant related programmes) or course (or relevant related courses), who must also be informed of who to contact for advice on any implications for their planned course of study
- Senior Academic Quality Advisor
- Manager, Enrolment Services
- Manager, Course Administration and Timetabling
- Associate Director, Student Academic Services (Student Recruitment, Admission and Orientation)
- VUWSA Education Organiser

Format:	Email (or phone call followed up in writing)
Approval agents:	Dean
	Vice-Provost (Academic and Equity) for programme cancellations or last-minute course cancellations
Timing:	The later the proposed cancellation, the stronger the justification must be.
Notes:	All stakeholders must be informed (refer to list above).

18 Planned closure or deletion of a programme

When there has been no new intake for a qualification, major, specialisation or subject for three consecutive years and there is no plan to offer it in the foreseeable future, it should be discontinued. A faculty may also decide to discontinue a programme for resourcing or other reasons. Discontinuation has two phases: closure, which is a temporary state, and deletion, which is permanent.

Closure indicates that the programme is closed to *new* students. Students already enrolled have the right to complete the programme, provided they do so within a specified, appropriate period—normally within five years (refer to the Personal Courses of Study Statute, section

23). Shorter completion time frames may be proposed but must be based on the provision of reasonable alternative pathways for students.

When proposing to close a programme the faculty must indicate what arrangements will be made for existing students to complete the qualification within an appropriate time frame and what related new qualification the students may transfer to (if any). An appropriate note is added to the *Calendar* and other relevant publications, advising that there will be no further intake. The qualification remains on the Qualifications Statute; students continue to graduate, within the timeframe specified by the faculty.

If a closure needs to be implemented urgently, refer to section 17.

Deletion is permanent and must be implemented only when it is absolutely certain that all students permitted to complete the programme have done so. Once a programme is deleted, students are not eligible for loans and allowances and the University cannot claim any EFTS-related funding. The programme is removed from the *Calendar*, the Qualifications Statute and other publications. Students who have completed the qualification may continue to request transcripts with the deleted qualification retrospectively.

There are challenges associated with the timing of closure and deletion. For example, although a programme might not have closed officially, enrolments might dwindle to nought within a short number of years and it may be appropriate to submit a deletion proposal to CUAP.

On the other hand, CUAP prefers to be notified of what it refers to as 'deletion' soon after a university decides to close a programme. A CUAP deletion must be approved by the Academic Board and notified to CUAP, but existing students have the right to continue, within the specified timeframe.

Programme closures are sometimes associated with the introduction of new programmes. If so, this must be clearly stated in the purpose of the proposal and no separate deletion proposal need be submitted.

When a programme is closed or deleted the Academic Office will request the assistance of the programme director or other appropriate academic staff member to ensure the information on the New Zealand Qualifications Framework is accurate.

Format:	Form No.6 'Closure or Deletion' but see Notes.
Approval agent:	Academic Board, with notification to CUAP
Timing:	Round One or Round Two
Notes:	Programme closures or deletions are often associated with the introduction of a new programme, in which case they must be referred to in the purpose statement of the proposal.

19 Deletion of a course

A course may be deleted for various reasons, such as low enrolment numbers, a shift in priority or focus, or as part of broader changes to the structure of a programme. In the latter case deletion of a course is likely to form part of a programme amendment (refer to section 13). It is important in the proposal to make clear whether the intention is to delete a course permanently, in which case no student will be able to enrol in it.

When a course has not been offered for three years and there is no plan to offer it in the foreseeable future, it should be deleted by a discrete proposal.

The course code for a deleted course cannot not be used for five years, except if a deleted course is reintroduced with an identical or virtually identical name.

Format:	Form No.2 'Course Amendment'—for independent deletions, but see Notes, below.
Approval agent:	Academic Board
Timing:	September meeting for deletion from next year's *Calendar*.
Notes:	Course deletions are often associated with the introduction of a new course, in which case they must be referred to in the purpose statement of the programme amendment form. Deletion must not be requested if cancellation of a course offering in any given year is what is intended.

20 Limitations on courses and programmes

The University reserves the right to limit enrolments in courses and programmes for staffing, room capacity or other resource reasons, as specified in the *Limitations on Courses and Programme Statute*.

20.1 Planned limitations

Limitation plans are reviewed annually and require the approval of the University Council. Once approved, limitations are recorded in the Schedule to the Statute, which may be found in the University *Calendar* or on the University's policy website at www.victoria.ac.nz/about/governance/strategy.

Imposing a specified numerical limitation on a course or programme automatically results in the enrolment deadline being brought forward from 10 January to 10 December.

Format:	Form No.13 'Limitations'
Approval agent:	Faculty Board (or Faculty Management Team)
	Senior Leadership Team
	Academic Board
	Council
Timing:	July Academic Board meeting for August Council meeting.
Notes:	Faculties use a spreadsheet provided by the Manager, Timetabling and Course Administration, to prepare their proposals to introduce, retain or remove enrolment limitations. For each proposed limitation, the selection criteria must be explained.
	After faculty-level approval, the limitations proposals are submitted to the Academic Office, which arranges the further approval process and publication in the *Calendar*.

20.2 Last-minute limitations

In exceptional circumstances, late approval of a limitation may be given by the relevant Dean. Refer to the Limitations on Courses and Programme Statute for details.

21 Consulting the Library

Many types of academic proposal require consultation with the University Library. A Library Implication Statement (LIS, Form No.9) is a detailed analysis of the Library's ability to support a special topic, new course, subject, major or qualification. The statement includes an analysis of current Library resources, an investigation of identified essential new resources, details of Reserve, Interloan and Borrow Direct Services and course coordinator and student support services.

A LIS must be completed for all new courses, subjects, programmes and qualifications, and, unless the Subject Librarian advises otherwise, for all new Special Topics.

Format: Form No.9 'Library Implication Statement'

Approval agent: Academic Board

Timing: Must be appended to the main proposal prior to review by the Faculty Board.

Notes: The proposer completes Part A of the LIS template and submits it to the Subject Librarian. A list of Subject Librarians is available at http://library.victoria.ac.nz/library-v2/find-your-subject-librarian. The Library completes Parts B and C of the form and returns it to the proposer, who submits it, together with the main proposal, to the Academic Office.

22 Summer teaching

The preferred summer teaching period falls in the second part of Trimester Three, ie. January–February, and is known as 'Summer School' (Banner code AF). Refer to the Academic Year Dates Policy (at www.victoria.ac.nz/about/governance/strategy) for details.

It may from time to time be appropriate to offer courses during other parts of Trimester Three, usually November–December (Banner code AD) or over the full trimester from November to February (Banner code A). Proposals made on pedagogical grounds to teach Trimester Three undergraduate courses outside the standard January–February six-week summer teaching period must be submitted to the Academic Office for approval by the Provost.

In order for the University to stay within its EFTS target that is agreed with the Tertiary Education Commission, senior management may from time to time request that extra courses are offered during non-standard summer teaching period. In this case no pedagogical justification is required.**Format:** Form No.1 'Course Description'—but only for pedagogical justification for undergraduate courses.

Approval agent: Provost

Timing: At any time.

23 Inter-institutional arrangements

Proposals involving collaboration with another institution are subject to the Academic Agreements Policy, accessible on the Victoria policy website at www.victoria.ac.nz/about/governance/strategy.

24 Prerequisites, corequisites, restrictions and double-labelling

To enrol in certain courses students may need to have completed prerequisite courses (abbreviated as 'P' in the *Calendar* and online Course Finder) or have passed or be concurrently enrolled in corequisite courses ('C').

Courses may be restricted ('X') against courses with similar content. Occasionally courses may be double-labelled ('D') with other courses that are identical in all respects but the course code. Double-labelling should be avoided unless there are very good reasons for it.

Prerequisites, corequisites, restrictions and double-labelling are covered under section 9 of the Personal Courses of Study Statute. They should be designed to enable the automated programme approval checking system to appropriately determine eligibility for most students seeking to enrol in the course.

The University has developed conventions for expressing prerequisites, corequisites, restrictions and double-labelling. These are set out in appendix 5.

Note: Double-labelling is not the same as co-teaching, which usually involves courses at different levels, typically 200 and 300 level or 300 and 400 level, being taught simultaneously with different assessment.

24.1 Lifespan and review

Old prerequisites and corequisites, which usually means those referring to courses no longer offered, should not be deleted so soon that a student with an appropriate background is prevented from enrolling in a course. But neither should old prerequisites and corequisites be retained so long that they clutter up documentation and create unnecessary confusion.

Similar advice applies to old restrictions (and double-labelling), which often refer to predecessor courses that are similar. A restriction should not be removed so soon that a student who has already covered similar material is allowed to enrol in effectively the same course.

The rule of thumb for the lifespan of prerequisites, corequisites, restrictions and double-labelling is five years, unless it would make good sense to reduce or expand the time frame.

The appropriateness of prerequisites, corequisites and restrictions should be reviewed regularly as part of the normal review cycle of courses. Particular attention must be paid to those courses where prerequisites are stated in the form 'P as for …', for the reasons stated in appendix 5.

25 Course Outline

The Course Outline is the principal means by which students are informed of all important information about a course, including times, dates and venues of lectures, textbooks, other readings, materials, course learning objectives, assessment, mandatory course requirements and other critical course-specific information. A course outline must be prepared for all taught courses.

25.1 Course outline contents

The course outline must contain the following information except were indicated 'if applicable':

- University logo
- name of the school and the faculty
- course code, title and points value
- trimester and year
- important dates
- class times and locations
- names and contact details (of staff)
- communication of additional information
- prescription (maximum 50 words)
- course content (more detailed information than indicated in the prescription, optional)
- course learning objectives (all courses must have clearly-stated course learning objectives that are linked to assessment)[3]
- teaching format
- mandatory course requirements (which must be mandatory, not coercive)[4]
- workload (1 point = 10 hours of student work; refer to *Assessment Handbook*)
- assessment (refer to *Assessment Handbook*)
- submission and return of work
- penalties (for late submission of work or for exceeding word limits)
- materials and equipment and/or additional expenses (if applicable)
- practicum/placement/field trip/internship arrangements (if applicable)
- set texts
- recommended reading
- class representative
- student feedback
- other important information, ie. web links to the following:
  - academic integrity and plagiarism
  - aegrotats
  - academic progress
  - dates and deadlines
  - resolving academic issues
  - special passes
  - statutes and policies including the Student Conduct Statute
  - student support
  - students with disabilities

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[3] For further guidance refer to the Programme and Course Design Handbook or contact the Centre for Academic Development.
[4] ditto

- o Student Charter
- o Student Contract
- o Turnitin
- o University structure
- o VUWSA
- o graduate attributes and major/programme attributes
- o faculty, qualification-specific or discipline-specific style guides if applicable.

The detailed course outline template is updated from time to time and is available at www.victoria.ac.nz/staff/learning-teaching/academic-proposals/forms-templates.

25.2 Timing and approval

The course outline must be distributed to all students who are enrolled in the course by the first day of the course at the latest.

Prior to being made available to students, each course outline must be carefully checked and signed off as correct by another academic staff member and submitted to the faculty Student and Academic Services Office by the deadline set by the Faculty Student and Academic Services Office.

25.3 Course outlines for co-taught and double-labelled courses

In the case of courses that are co-taught at different levels (commonly 200 and 300 levels) or at the same level with different points values (for example, PUBL 203 and 209 Introduction to Public Economics), course outlines must specify the different assessment requirements applying to each course. Provided that these requirements are met, a single course outline covering both courses is acceptable.

Double-labelled courses have the same course outline.

25.4 Archiving

A full set of outlines for all courses offered by the faculty will be held in the relevant faculty Student and Academic Services Office and must, in accordance with the University's Records Management Policy, be deposited with Record Services for permanent retention and continued accessibility.

Appendix 1: Academic Approvals Summary Table (University)

University academic approval processes are shown in the table below. Faculties and Te Kōkī New Zealand School of Music have their own various approval processes prior to consideration by the University Academic Committee. Details of approval processes for proposals that do not need University-level approval may be found in appendix 6. Notes and abbreviations are shown below.

Proposal	FB or FMT (or Dean)	AC or AO	Academic Board (or VPAE)	PRC and/or SLT	Form(s)
Preliminary proposal for new qualification, subject or major	Approval	Notify for advice		Approval	*Preliminary Proposal* Form 4
Full proposal for new qualification, subject or major (CUAP approval)	Approval	Approval	Approval	Approval	Form 5 *CUAP Proposal* & Form 1 *Course Description(s)* & Form 8 *Qual Set-up* & Form 7 *Course Set-up* & Form 9 *Library Implication Statement*.
Significant change, eg. entry / major reqs, name, duration, EFTS etc; all other qualification statute changes (CUAP approval)	Approval	Approval	Approval	Contact AO for advice	Form 3 *Programme Amendment* & Form 1 *Course Description* & Form 7 *Course Set-up* (if applicable)
Closure or deletion of qualification / major / specialisation (CUAP notification)	Approval	Approval	Approval	Approval	Form 6 *Closure/Deletion*
New course (including change of subject code; change of points value; significant change of title; change of title **and** prescription; and making a special topic permanent)	Approval	Approval	Approval		Form 3 *Programme Amendment* & Form 1 *Course Description* & Form 7 *Course Set-up* & Form 9 *Library Implication Statement*.
Permanent deletion of course	Approval	Approval	Approval		Form 2 *Course Amendment* or part of New Course proposal
Change P, C, X, D	Approval	Approval			Form 2 *Course Amendment* & Form 1 *Course Description*
UG non-standard T3 teaching period (pedagogical reasons)		VPAEapproval			Form 1 *Course Description*
Set up Special Topic or flexible content course in existing slot	Notify Dean	Notify AO			Form 10 *Special Topic* & Form 9 *Library Implication Statement*
Cancel Programme Intake	Approval by Dean	Notify AO	Approval by VPAE		Email/memo per policy
Cancel Course Offering	Approval by Dean	Notify AO			Email/memo per policy

Notes

1. All proposals of relevance to Māori staff or students require consultation with Toihuarewa, which usually occurs after Faculty Board approval (refer to s7).
2. New Subject Codes must also be notified to the Centre for Academic Development.
3. For the approval process for limitations on courses and programmes refer to s20.

Abbreviations

AO	Academic Office
AC	Academic Committee
C	Corequisite
D	Double-labelled course
FB	Faculty Board
FMT	Faculty Management Team
P	Prerequisite
PRC	Proposals Review Committee
SLT	Senior Leadership Team
T3	Trimester Three
VPAE	Vice-Provost (Academic and Equity)
X	Restriction

Appendix 2: Academic approvals at school and faculty level

Note: This section replaces the Changing the Mode of Delivery of Existing Courses Policy

Although there are variations between faculties, the table below provides some guidance about the highest approval body for those proposals that can be approved within a faculty. Faculties may delegate approvals to programme directors.

Type of change	Highest approval required
Significant change to teaching format, eg. classroom only to fully online or vice versa	Faculty academic committee
Significant change to assessment, eg. all internal assessment to examination or vice versa	Faculty academic committee
Significant change to timing, eg. reducing a full-year course to one trimester etc	Faculty academic committee
Course learning objectives	Faculty academic committee or programme director
Minor change to prescription	Faculty academic committee
Minor change to assessment	School
Minor change to teaching format	Programme director
Minor change of course title	Faculty academic committee or programme director or associate dean
Change of course materials, eg. textbook	Faculty academic committee or programme director

Appendix 3: Academic proposal templates

The Academic Office issues the following forms (templates):

No.1 Course Description

No.2 Course Amendment

No.3 Programme Amendment

No.4 CUAP Preliminary Proposal

No.5 CUAP Full Proposal, supplemented by Part C Business Case (which is produced by the University's Finance unit)

No.6 Closure or Deletion of programme

No.7 Course Set-up

No.8 Qualification Set-up

No.9 Library Implication Statement

No.10 Special Topic

No.11 Course outline template

No.12 Dean's Report [suspended, July 2014]

No.13 Limitations

The templates are available on the staff intranet at www.victoria.ac.nz/staff/learning-teaching/academic-proposals/forms-templates.

Appendix 4: Preparing proposals

This section contains advice on how to present proposals and their components.

Font

CUAP proposals should be presented in Times New Roman, therefore the academic proposal forms have been developed using this font. Font size 11 or 12 is recommended for internal use but CUAP may reduce the font size for its review process.

Nomenclature

Use 'course' not 'paper'.

Abbreviations

The names of qualifications, schools, faculties etc must be typed in full the first time they appear. Similarly the title of any course must be included the first time it is referred to, eg. ACCY 111 *Accounting*.

Space

There must be a single space between the Subject Code and the Course Code:

✓ ACCY 111   ✗ ACCY111

Course code and *Title*

To reduce punctuation and avoid confusion, when both the course code and title are referred to in a sentence, the course title should be typed in italics, capitalising key words, eg:

✓ To introduce a new course—MDIA 312 *Media, Polity & Economy*—and to delete an existing course—MDIA 311 *Content Analysis*.

✗ MDIA 312: "Media, Polity & Economy"

Special Topics

The letters 'ST', followed by a colon and a space before the main title are part of the Special Topic title.

✓ LAWS 454 *ST: Law of the Sea*

✗ Special Topic LAWS 454 *Law of the Sea*

Header

For ease of filing and locating proposals it is important to complete the header. The format and right-aligned placement of the proposal number is prescribed by CUAP.

School/Faculty reference number [delete if not applicable]	VUW/13 – qualification/serial number
	(discipline)

Example:

EDFAC-10-29 R1	VUW/13 – MEd/3
	(Education)

Footer

The left side of the footer shows the issue date of the form—this can be removed. The right side of the footer indicates the page number—this must be retained.

Presenting information for a schedule

Where a schedule will be changed by the addition of a new course(s) or a change in prerequisites etc the preferred form of presenting this information is in a table laid out in the *Calendar* format, but with borders displayed and a header row:

Course	Title	Pts	P, C, D, X
ITAL 206	Italy through Fiction and Drama	20	P ITAL 115; C ITAL 215

Alternatively spaces or tabs can be used, as long as the meaning is clear.

Example (with double spaces between the information that would appear in each of the four columns):

✓ MMIM 522 ICT and Global Commerce 15 X COMM 503

Proposal reference numbers

The Victoria referencing system is derived from the CUAP system. The correct reference for any proposal submitted to the Academic Committee for *approval* (or beyond) is: VUW/[year] hyphen [qualification]/[proposal number].

Example: the second proposal concerning the BSc(Hons) at Victoria University in 2013 might be:

✓ **VUW/13 – BSc(Hons)/2, MSc/1**

Note that there must be no space between 'BSc' and '(Hons)' and the convention of space-dash-space after VUW/13. Each reference is separated by a comma and a space.

Reference numbers for minor proposals

Unless the changes affect more than one faculty, Special Topics (refer to section 16) and minor changes, such as those described in section 15.2, do not need a pan-University reference number. They should be referenced thus:

✓ **VUW/13 – HRIR 308**

Electronic filing

Forward slashes are not possible in file names, so the appropriate way to name the proposal document is to delete the prefix VUW/11 (not needed) and replace the slash after the qualification with a hyphen, thus:

✓ **BSc(Hons)-2 MSc-1**

There is no need to include the comma. An underscore can be used instead of a space if desired. If the proposal has numerous reference numbers the file can be named thus: **BSc(Hons)-1 etc**

Additional information for proposal titles

It can be helpful to add additional information to the proposal title for electronic filing, eg.

BCA-2 new course ACCY 130
INFO 302 prereq change
MHC-1 general reqs
BDI-1 MDI-2 discipline names

CUAP prefix

For those proposals that require CUAP approval the Academic Office adds a preceding number in brackets, thus **06-VUW/13-BSc(Hons)/2** would be the sixth of Victoria's proposals in 2011.

For CUAP correspondence, ie. when commenting on other universities' proposals, the subject line of the email must include the reference number, eg. **06-VUW/13-BSc(Hons)/2**.

Purpose statements

Purpose statements should be kept as simple as possible but should also make clear the key changes that will be manifested if the proposal is approved. It is usually appropriate to start the proposal with 'To …' and bullet points or numbering is helpful. Example:

> ✓ **Purpose of Proposal**
>
> 1. To introduce a new course: ACCY 130 *Accounting for Decision Making*;
> 2. To modify the requirements of the BCA, BBIS and BTM degrees and the CertMBus; and
> 3. To modify the prescription for ACCY 111 *Accounting*.

Be specific and avoid vague Purpose statements such as:

✘ To make minor changes to …

✘ To change the *Calendar* entry for …

Deletions

Whenever applicable the purpose statement must include a reference to any associated deletions of courses or qualifications, eg.

✓ 1. To delete CUST 312, TEAP 215 and EDUC 356.

✓ To introduce a Bachelor of Architectural Studies and delete the Bachelor of Architecture.

Merely mentioning deletions of courses or programmes in the body of a lengthy proposal, rather than in the purpose statement, is to be avoided as it can cause considerable confusion several years hence.

Appendix 5: Syntax for prerequisites, corequisites, restrictions and double-labelling

Prerequisites and other restrictions find two forms of expression: firstly in the University *Calendar*, and related printed documents, in which subtleties can be expressed using punctuation to show, for example, that of two permitted prerequisites one is somewhat preferable and/or more likely to be applicable. Secondly, in the online Course Finder and other web-based interfaces, where database constraints require straightforward 'OR' statements, prerequisites and other restrictions need to make sense from a programming perspective, yet still be clear to the reader. Ideally, prerequisites and other restrictions should satisfy both forms of expression.

This section provides guidance on the optimal presentation of prerequisites etc.

Elision
Elide repeated subject codes to save space.

✓ P ECON 130, 202

Combinations of prerequisites, corequisites, restrictions and double-labelling
Where prerequisites and corequisites and restrictions and double-labelling apply they should be separated by semicolons. For example:

✓ BIOL 241: P BIOL 111; X BMSC 211; D BMSC 244

Alphabetical then numerical order
Alphabetical order normally takes precedence, followed by numerical order. Except where shades of meaning are required, use alphabetical then increasing numerical order.

✓ P EPOL 211, 212, 213, 214, EPSY 211, KURA 211

Exceptions to alphabetical and numerical order
If there is reason for wanting to reduce the prominence of a particular course as a prerequisite, for example if a course with a lower number is no longer offered or is a less likely or less desirable prerequisite, then brackets should be used to indicate departures from standard order.

Example 1: ✓ INFO 332: P INFO 232 (or 222)

INFO 222 appears second, in brackets, because it is no longer offered. The brackets will be shown in the online Course Finder but the fact that INFO 222 is not offered will be indicated only when the user clicks through to that course.

Example 2: ✓ INFO 241: P INFO 102 (or COMP 103)

COMP 103 appears second, in brackets, because INFO 102 is a much more likely prerequisite than COMP 103—the majority of students taking INFO 241 are commerce students who are unlikely to have taken COMP 103. Placing the less likely prerequisite second, and in brackets, reassures students and reduces unnecessary enquiries.

Complex prerequisite options
Brackets are used in Example 3 below to show that PUBL 203 is an alternative to '15 200-level points', but not to ECON 140. To write the prerequisite without the brackets would complicate the reading because, quite apart from the reader having to absorb two occurrences of 'or', the structure A, B or C is open to misinterpretation as 'one of A, B or C'.

Example 3: ✓ ECON 335: P ECON 140, 15 200-level ACCY, ECON or MOFI pts (or PUBL 203)

Example 4 below means that apart from ECON 140, which is obligatory, the main second prerequisite is QUAN 111, with a less likely option involving two MATH courses: *either* MATH 141 and 151 *or* MATH 142 and 151. Brackets are used to signal that the MATH route is secondary and also to prevent any ambiguity.

Example 4: ✓ ECON 201: P ECON 140, QUAN 111 (or MATH 141/142, 151)

Two or more prerequisites/corequisites

Use commas in lists of courses and do not use the word 'and' before the last item, eg.

✓ 'P ANTH 116, POLS 113, SOSC 201', meaning that *all three courses* are prerequisites.

Alternative prerequisites/corequisites

1. Where there are alternative prerequisites/corequisites, do not mimic the spoken form "A, B or C", where the emphasis is needed to make the meaning clear. Thus use:

   ✓ P ECON 130 or POLS 111 or PUBL 113, rather than

   ✗ P ECON 130, POLS 111 or PUBL 113.

   The latter might be taken to mean that ECON 130 is compulsory rather than one possibility. An acceptable alternative is:

   ✓ P one course from (ECON 130, POLS 111, PUBL 113)

   Two variations of alternative prerequisites as part of a sequence follow:

   ✓ P either MAOR 112 or 121, one of MAOR 122, 123, 124

   ✓ P MAOR 112 (or 121), one of MAOR 122, 123, 124

   The latter indicates that MAOR 112 is the usual option. If desired, the separation of the first and second sets can be emphasised by using a semi-colon instead of a comma.

2. Use semicolons (rather than commas) to separate alternative groups of prerequisites (or corequisites) from anything that follows.

   ✓ P ANTH 102 or PSYC 121; SOSC 120

   This indicates that SOSC 120 is required *as well as* either ANTH 102 or PSYC 121.

3. If there are more than two alternatives within a prerequisite/corequisite, use brackets to indicate the start and end of a list, as in the alternative example under No.1 above. For example:

   ✓ P one course from (ECON 130, SPAN 111, WRIT 151); LATI 332

   This shows that LATI 332 is required, as is one of the three courses shown in brackets. A semicolon without the brackets, as below, could easily be overlooked:

   ✗ P one course from ECON 130, SPAN 111, WRIT 151; LATI 332

   with the reader concluding that LATI 332 was one of four options when in fact it is required.

   Also acceptable:

   P LATI 332, one course from (ECON 130, SPAN 111, WRIT 151)

Single and paired restrictions

In the case of restrictions against several courses, a comma is used to indicate a restriction against courses singly, whereas 'the pair (… , …)' is used to indicate that a restriction is only against a combination of courses. Thus the example below signifies that ECEN 202 is restricted against ELEN 202 and *also* against PHYS 235:

✓ ECEN 202**:** X ELEN 202, PHYS 235

If the intention had been to restrict ECEN 202 against ELEN 202 and PHYS 235 as a pair, in the sense that students could count ECEN 202 along with one of those two courses but may not count ECEN 202 if both ELEN 202 and PHYS 235 have been passed, then it would be shown thus:

✓ ECEN 202**:** X the pair (ELEN 202, PHYS 235)

The database that drives the online Course Finder treats paired restrictions as if they were single. Therefore, in the rare cases where paired restrictions are intended (the only current example is for QUAN 111), a flag will appear on a student's Programme Approval Form if either of the paired courses has been passed. To see if the restriction should be applied, it will be necessary to check manually to see if the other course has also been passed.

Permission required

Where all students must obtain the permission of the Head of School or other authority the pre-requisite should be written thus:

✓ P permission of Head of School

✓ P permission of Associate Dean

The word 'permission' is preferable to 'approval'.

Note: When referring to the permission of the Associate Dean in a statute, it is preferable to record the full title at the first instance, eg. Associate Dean (Students).

Approved points/courses

Prerequisites such as "40 approved XXXX points" are discouraged because they cause difficulties with web-based applications and require more manual processing in degree auditing.

Repetition

To avoid repeating lengthy specifications it is possible to refer in the *Calendar* (only) to an earlier specification:

✓ P as for TOUR 301

On the online Course Finder the form 'P as for …' must not be used, firstly because of the risk that if enrolment specifications to the leading course change, the other courses may not be updated, and secondly because it is tiresome to have to click two or more screens away to find the appropriate information.

Specified time periods

Sometimes a change in course content that makes it similar to another course within a specific date range makes a relevant stipulation appropriate. In the following example the particular special topic offered in 2009–2011 was made into a permanent course. Students are not

permitted to take both the special topic and the very similar permanent course as part of their degree; the restriction establishes this clearly:

✓ P 20 300-level TOUR pts; X TOUR 411 in 2009–11

Specified achievement for entry

Although the preferred method for specifying entry requirements to a *programme* is via the statute rather than the schedule, the following is also acceptable:

✓ P B+ or better in EPSY 501 or EDUC 532

Further examples

The following examples, taken from the 2013 *Calendar*, should not be taken as an advertisement for complexity, but rather to indicate acceptable combinations of prerequisites etc that achieve the intended outcome in terms of constraining enrolment in a course for pedagogical reasons.

Code	Title	Pts	Prerequisites (P), Corequisites (C) and Restrictions (X) and Double-Labelling (D)
INTA 211	Interior Architecture Design	15	P BAS Part 1; X ITDN 211
SARC 364	Building Code Compliance	15	P one of LAND/SARC 221; X BBSC 365, SARC 464; D BILD 364
CCDN 231	Experimental Design Ideas	20	P DSDN 171 (or DESN 171) and a further 45 100-level DSDN/DESN pts
ACCY 306	Financial Statement Analysis	15	P ACCY 231 (or 221), FINA/MOFI 201 or FINA 211
FINA 306	Financial Economics	15	P B or better in ECON 201; QUAN 102 (or MATH 177 or STAT 131/193); QUAN 111 (or MATH 141/142, 151); X MOFI 306
QUAN 111	Mathematics for Economics and Finance	15	X any pair (MATH 103/113/141/142, MATH 104/114/151)
ECON 433	Labour Economics	15	P ECON 333 (ECON 201 strongly recommended)
INFO 542	Management of Library Services	15	X INFO/LIBR 522
TOUR 320	Tourism Practicum	15	P at least 40 200–300-level TOUR pts
EPSY 317	ECE Pedagogy	20	P EPOL 211, 212, 213, 214, EPSY 211, KURA 211; C EPOL 316, EPSY 212, 313, 315; X TEAP 317
EPSY 330	Extending Gifted Students in the Secondary Curriculum	20	P EPOL 358, EPSY 302, permission of the Associate Dean; X EPOL 359
EPOL 590	Thesis	90	P B+ or better in EPSY 501 or EDUC 532
COMP 308	Computer Graphics	15	P (COMP 261, MATH 151) or permission of Head of School
ECEN 202	Digital Electronics	15	P ENGR 101 or PHYS 115; 15 pts from (MATH 141, 142, 151, 161); X PHYS 234
ENGR 291	Work Experience Preparation	0	P ENGR 101, admission to Part 2 of the BE(Hons)
MATH 142	Calculus 1B	15	P MATH 141 or a comparable background in Calculus; X MATH 113

NWEN 404	Mobile Computing	15	P NWEN 302, 30 further 300-level pts from (COMP, ECEN, NWEN, SWEN); X COMP 415 or ECSE 433 (before 2008)
ASIA 208	Chinese Society and Culture through Film	20	P 40 pts including one of ASIA 101, CHIN 112 or FILM 101
CHIN 101	Chinese Language 1A	20	X CHIN 111; prior knowledge as determined by the Programme Director
CLAS 302	Etruscan and Roman Art	20	P two courses from (CLAS/GREE/ LATI 200–299, CRIT 201); X CLAS 202
DEAF 201	Intermediate New Zealand Sign Language	20	P DEAF 102 or equivalent proficiency in NZSL
ENGL 320	Beowulf	20	P ENGL 215 or, with the approval of the Head of School, demonstrated proficiency in foreign language learning; X ENGL 401
FREN 115	French Studies 1	20	P FREN 113 or 14 NCEA Level 3 credits in French (or equivalent); X both FREN 123 and 124
HIST 339	History on Film/Film on History	20	P 40 pts from HIST 200-299 (or 20 pts from HIST 200-299 and one of CLAS 207 or CLAS 208); X HIST 318 in 2011–12
ITAL 235	From Fascism to Forza Italia: A Cultural History of Italy, 1922–2000	20	P ITAL 115; C ITAL 215; X HIST 335; D HIST 238
MAOR 102	Te Arumanga: Elementary Māori Language	20	P MAOR 101 or NCEA Level 2 Māori or equivalent
PHIL 328	Ethics and Genetics	20	P 30 PHIL/BIOL pts, including 20 pts from PHIL 200–299; X PHIL 228
CHEM 114	Principles of Chemistry	15	P 14 AS credits at NCEA Level 3 Chemistry or CHEM 113 or equivalent; X CHEM 104
ESCI 203	Earth Structure and Deformation	20	P (ESCI 111, 112; 15 MATH, PHYS, QUAN or STAT pts or an approved equivalent) or (ESCI 112 (or 111), MATH 142)
PSYC 406	Gender, Media and Identity	15	P PSYC 326 or equivalent course from relevant discipline
BMSC 244	Introductory Biochemistry	20	P BIOL 111; CHEM 113 or 114; X BIOL/BMSC 239, 240, BIOL 244
PSYC 561	Practicum	60	P an A- grade or better in both PSYC 451 & 452 and permission of the Programme Director
FEDU 511	Advanced Quantitative Research and Analysis in Education and Psychology	30	P permission of Associate Dean (PGR), EPSY 501 (or EDUC 532) or PSYC 325 or approved alternative; X EPSY 511; D PSYC 511
GOVT 690	Thesis	240	P completion of Part 1, acceptance into Part 2 by Associate Dean (PGR)
CMPO 210	Sonic Arts 2: Form, Process and Materials	15	P B– or better in CMPO 101, one of CMPO 110 or 180–189, and application by portfolio submission; X NZSM 202, 204
NZSM 411	Classical Performance (Solo)	60	P audition; X PERF 411–414

Appendix 6: Presentation and organisation of statutes

The following headings, or appropriate selection or variation thereof, should be used when drafting qualification statutes:

- Entry requirements
- General requirements
- Major requirements/Subject requirements/Specialisations
- Minors
- Cross-crediting/Substitution of courses
- Award of Distinction or Merit/Award of Honours
- Conjoint requirements
- Schedule (or reference to another qualification statute)

Sections in each qualification statute are numbered consecutively but individual headings are left unnumbered.

Being of a temporary nature, explanations about transition from earlier regulations are best covered by a note rather than a separate heading.

References

- The *Academic Agreements Policy* specifies how agreements with other educational institutions should be developed, approved and recorded.
- The *Academic Quality Statute* gives effect to this Handbook.
- The *Academic Year Dates Policy* covers, among other matters, the rules about summer teaching.
- The *Assessment Handbook* sets out University assessment policy, including principles and design of assessment, marking, feedback, grades, aegrotats, reconsiderations and the management of examinations.
- The *CUAP Handbook* (available electronically at www.universitiesnz.ac.nz and click on 'Quality Assurance' or 'Academic Quality') provides more information about CUAP requirements and processes.
- The *Evaluation and Review Handbook* outlines the evaluation and review processes used by the University, including academic programme reviews, graduating year reviews and external assessment of Honours and taught Master's programmes.
- The *Fees Statute* is approved annually by Council in September. Proposers of new majors, subjects and qualifications need to consult with the Manager, Student Finance (Student Academic Services) about how to make sure their proposal is covered by the Fees Statute.
- The *Limitations on Courses and Programmes Statute* includes a schedule—approved annually by the University Council – that limits entry to certain courses and programmes.
- The *Programme and Course Design Handbook* sets out the University's expectations and gives guidance for good quality programme and course design.
- The *Qualifications Statute* lists all qualifications currently offered by the University, although it does not specify whether qualifications are current or expiring. Appended to the statute is a List of Codes (also available in the *Calendar*), which indicates whether a code is current or discontinued, and whether it applies to subjects, majors, postgraduate subjects etc.
- The *Student Charter*, developed by the Academic Office and the Victoria University of Wellington Students' Association (VUWSA), expresses the goals that students and the University should work towards. The Charter is available at www.victoria.ac.nz/home/viclife/student-charter.