



ACADEMIC APPROVALS HANDBOOK

This handbook is one of three handbooks that cover quality assurance in learning and teaching at Victoria University of Wellington. The other handbooks cover assessment, and programme and course design. Reviews are now covered under the Reviews and Monitoring Policy.

Academic Office

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This version was updated in November 2020 to reflect changes to the Special Topic and Directed Individual Study process approved by Academic Board.

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1 Introduction

Quality assurance of academic programmes and courses ensures that the University's programmes are, and continue to be, of high quality. All programmes must be designed to provide students with a coherent pathway of study so that they are able to meet the associated graduate outcomes. The design requires careful attention to several matters including the programme's overall structure, the associated regulations and the resources needed to deliver them.

Although this handbook provides guidance on the development of programmes and courses, it is mainly focused on outlining the internal and external quality assurance processes used.

No new programmes and courses or changes to programmes and courses can proceed until the appropriate level of approval has been granted. Approval from the Committee on University Academic Programmes (CUAP), a committee of Universities New Zealand – Te Pōkai Tara, is required for all new programmes and a range of other changes.

A reference list of resources and contacts that are available to assist with proposal development can be found in [Appendix 4](#).

2 Academic governance committees and quality assurance

The Te Herenga Waka—Victoria University of Wellington Council is the governing body of the University. It delegates much of its responsibility to the Vice-Chancellor, the Academic Board and to committees of Council.

The Delegation Statute schedule lists [specific delegations](#). You can search the schedule by category, subcategory, authority holder and keyword.

The University's academic governance committees have an important role in the quality assurance processes which are strongly anchored on the principles of peer review.

Academic Board: The University Academic Board is established by the University Council as required by the [Education Act 1989](#). Its role is to advise the Council on matters relating to courses of study, awards, and other academic matters.

The Council has delegated to the Academic Board the responsibility to approve:

- Regulations
- Academic policies and procedures
- New or amended or deletions of qualifications, subjects, courses, majors, specialisations, minors and special topic slots. CUAP approval or notification may be required.

University Academic Committee: The role of the Academic Committee is to review and make recommendations to the Academic Board on proposals for new academic programmes and courses and changes to, or deletion of, existing programmes and courses.

Academic Committee has the delegated responsibility to approve:

- changes to course prerequisites, corequisites, and restrictions
- significant changes to a course

Faculty Boards: Each Faculty Board is a sub-committee of Academic Board and has delegated responsibility. They are the highest academic approval body within a faculty.

Faculty Boards must endorse a proposal before it is submitted to the University Academic Committee. Each will have its own processes to discuss and receive input into the development of programmes and courses. These would normally include ensuring that the proposal is supported by the programme director, head of school, Faculty Academic Committee and/or Faculty Teaching and Learning Committee (or equivalent).

2.1 External quality assurance

2.1.1 Universities NZ – Te Pōkai Tara

Under New Zealand legislation, the New Zealand Vice-Chancellors Committee (operating as Universities NZ – Te Pōkai Tara), exercises the powers for the tertiary education sector with respect to programmes and accreditation that are held by the New Zealand Qualifications Authority (NZQA). Under the Education Act 1989, they have statutory authority for the quality assurance of academic programmes.

2.1.2 Committee on University Academic Programmes

Universities NZ (UNZ) has delegated its powers regarding programme approval and accreditation functions to the Committee on University Academic Programmes (CUAP).

CUAP comprises a representative from each of the universities, a Chair and Deputy Chair appointed by Universities NZ, and a student representative.

CUAP considers academic matters across all eight universities, including programme approval and moderation procedures and advice on academic developments. Detailed requirements for CUAP approval and accreditation are set out in the CUAP Handbook, available on the Universities New Zealand website (<https://www.universitiesnz.ac.nz/quality-assurance>). CUAP policies and practices for approval and accreditation must adhere to the rules set by NZQA for both the university and non-university sectors.

2.1.3 New Zealand Qualification Authority and Framework

It is a legislative requirement that the New Zealand Qualifications Authority (NZQA) maintains the [New Zealand Qualifications Framework](#) (NZQF) and it is the responsibility of universities to provide NZQA with correct and up-to-date information about their degrees, diplomas and certificates. The framework is considered the definitive source for accurate information about all quality assured qualifications, covering senior secondary school and tertiary education.

3 Proposal development

Faculties differ in the way they approach programme and course development. Guidance can be found in the [Programme and Course Design Handbook](#) or on the Centre for Academic Development (CAD) Website. Associate Deans, staff in CAD, and the Academic Office can also assist. It is strongly recommended that you access this support during the development phase and that you respond appropriately to advice provided.

The University uses acronyms and specialised terms. A glossary of these have been provided in [Appendices 10 and 11](#).

3.1 Templates and forms

[PEAC](#) (Proposal Engagement and Collaboration) is an on-line collaboration platform designed to assist staff by providing the correct templates as well as guidance on proposal development. PEAC is also used to assist the University Academic Committee members peer review and give initial feedback on proposals that have been submitted for approval and/or endorsement.

It is simple to use and allows proposers to:

- Access the correct template and appropriate guidance
- Create a new programme or course proposal
- Share, track versions, and collaboratively work on a proposal throughout its development
- Record sign-offs
- Find and filter existing proposals and course descriptions

Proposals must be in the PEAC system to be included in the peer review process. PEAC may also be used for proposals that only require approval at school or faculty level, as this enables consistency and version control.

A detailed [training manual](#) is available on the site and you can contact the Academic Office for advice and support.

3.2 Qualification development processes

It is important to check the proposal aligns with the CUAP approved qualification structures. The [CUAP Handbook](#) contains minimum and maximum point requirements, the required number of points at each level of study, exceptions and appropriate descriptor levels.

When developing either a new qualification or course, consideration should be given to an appropriate name, how it will be abbreviated and the codes to be used.¹ For new qualification names and codes, consultation with the Academic Office and the Manager, Course Administration and Timetabling is required.

The ‘Outcome Statement’ on the Qualification Set-Up Form forms the basis of the statement that will appear on the NZQF. That statement must include:

- A graduate profile – referring to what graduates will be able to do: “Graduates will be able to...”

¹ Further information and examples of naming and codes can be found in Appendix 5.

- Education pathways – which further qualification(s) the pathway may lead to.
- Employment pathways – identify which field(s) the graduates will be qualified to work in or, if appropriate, what job titles are applicable.

Examples to assist with completion of the form can be found on the [NZQF website](#). Enter a qualification name e.g. Bachelor of Communication into the search engine to see all the options for this degree within New Zealand. Click on the links to see information related to each offering.

Note: If changing a current qualification, information contained on the NZQF must be checked and updated if required. Universities New Zealand updates this information for us on request.

3.3 Consultation

3.3.1 University-wide consultation

Developing new programmes, courses or changing current offerings, may cause flow-on effects to other parts of the University. For this reason you should consult with key people identified in this handbook during the development stage. This includes other programmes, school or faculty staff that may be affected by the change.

Proposals might also need to be approved by more than one Faculty Board. There is a cover sheet provided in the [PEAC](#) (Proposal Engagement and Collaboration) system that will assist with identifying who to consult with. The cover sheet is a starting point, and additional references to consultation can be added. This must be attached to the proposal when it is submitted to the Academic Committee.

Please note that consultation with Wellington University International (WUI) is encouraged when developing new or amending existing programmes, as WUI have unique requirements including marketing deadlines, fees and visas. Contact them early in the process if the programme is considered to be one of interest to the international market.

3.3.2 Student consultation

Student consultation is an integral part of the proposal process. Student delegates are appointed to each faculty board by the Victoria University of Wellington Students' Association (VUWSA). Delegates perform a vital role in ensuring that students have a voice on course and programme proposals and decisions that impact them. Student delegates are given the opportunity to have input into proposals at faculty level. They can also signal their support or any concerns they have to the student members on the university Academic Committee and Academic Board.

Sometimes proposals need to be considered by more than one faculty board. Student representatives on all interested faculty boards should have the opportunity to comment. Substantial proposals that will result in multiple changes for students should involve students early in the process to ensure robust and considered input. Contact the Student Representation Coordinator at VUWSA for advice on src@vuwsa.org.nz.

Proposals affecting postgraduate students should also be sent to Postgraduate Students' Association (PGSA) on pgsa@vuw.ac.nz for feedback.

3.3.3 External consultation

Requests for academic approval from CUAP should be accompanied by evidence of consultation with appropriate external stakeholders, where appropriate. This includes relevant professional registration or licensing bodies. Where the programme is (or is intended to be) professionally accredited, comments from the professional body or notice of approval must be provided to CUAP as part of the proposal.

An application process for such approval may overlap with aspects of CUAP processes (e.g. evaluation of content related to clinical practice), but the two are separate review and approval processes. A university seeking to make changes to its offerings in a professional area is responsible for obtaining agreement from the professional registration or licensing body concerned and advising CUAP if the proposed changes are acceptable.

4 Developing new programmes

A new programme may include one or more:

- qualifications or suite of qualifications (nested diplomas, certificates etc)
- majors
- subjects
- minors
- specialisations

4.1 Concept Proposal

Before any significant work is undertaken in developing new programmes, a Concept Proposal must be approved by the Provost who may seek the advice of the Senior Leadership Team (SLT). There is no guarantee that any concept proposal submitted to the Provost will be accepted for further development.

Early each year PaMI will develop a paper that provides a gap analysis and signalling possible priority areas for development i.e aiming for full proposals to be submitted for CUAP Round 1 in the following year. This paper will include information provided from across the University. If you have any ideas for new programmes you should raise these with your Dean/Associate Dean (Academic) early in the year (January-February), so they can feed into PaMI research. Decisions on priority areas for development and marketing will be made by SLT.

Staff will also be able to raise ideas as has previously been the case. However, requests for information from PaMI should be made as early as possible but please be aware that PaMI will be prioritising their workload appropriately. Please also be aware that such proposals are unlikely to be included in any central marketing campaign. Any concept proposals emanating this way will need to be ready for the September meeting.

A Concept Proposal² includes high-level details about the academic foundations of the programme, an environmental scan and predicted programme EFTs. The EFTs

² A flow chart showing the concept development and approval levels can be found in Appendix 1

predictions are based on an analysis by the Planning and Management Information Team (PaMI). To start the analysis, PaMI will require information from the Faculty, including an initial “environmental scan” (Section 5 of the concept proposal template). There may be other information that contributes to a decision to continue developing a Concept Proposal including such factors as market research (national and/or international) and the emergence of new disciplines.

It is important to get the support of the relevant Pro-Vice-Chancellor (PVC), Dean and Associate Dean (Academic). The PVC must be consulted on the concept proposal, and signal their support for it going forward. The PVC may discuss it with the FMT and/or other faculty committees before allowing it to proceed.

The Concept Proposal is then submitted to the Academic Office for forwarding to the Provost for approval. Once approved, work can begin on a Full Proposal and Business Case. Approval of a Concept Proposal does not guarantee that the resulting full proposal will be endorsed by SLT, or that Academic Board will endorse submitting the proposal to CUAP for approval.

Concept Proposals will be uploaded into PEAC for Academic Committee members to provide feedback to assist in the development of the full proposal. Only if significant issues are raised will the proposal be discussed at a full Academic Committee meeting.

The template for Concept Proposals can be found in PEAC and full details of timelines etc. will be published annually on the web-site <https://intranet.wgtn.ac.nz/staff/learning-teaching/academic-proposals> *

4.2 Full Academic Proposal and Business Case

Once the concept proposal has been endorsed, a full academic proposal and associated business case can be developed.

The templates and instructions³ for the development of the full proposal can be found on PEAC. The Business Case template is on the intranet under the Central Services/ finance/ budget/ funding investments pathway.

There are two parts to a full academic proposal:

Part A includes the justification for the new programme, its goals, graduate profile, programme overview, regulations, prescription for courses etc. Programmes that have affiliations with professional bodies must consult with, act on, and reference any feedback from these external organisations.

Part B includes course descriptors (learning objectives and assessment) and the availability of resource requirements etc.

Parts A and B are submitted to the relevant faculty board(s) and then the University Academic Committee for endorsement prior to being submitted to the Academic Board for internal approval. Part A is submitted to CUAP for external approval, Part B may be requested by other universities as part of the peer review process.

³ A flow chart showing the full proposal development and approval levels can be found in Appendix 2

4.2.1 Business Case

Proposals for new programmes must be both academically sound and financially viable. CUAP rules require the university to ensure that it has “...*the capacity and capability to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.*”

It is therefore important for a full business case to be approved by the Senior Leadership Team prior to any proposal being approved by Academic Board.

The Business Case is an internal document and does not go to CUAP, however, there must be good alignment with the full proposal.

Contact the Finance Business Partner (FBP) in your faculty early in the development stage who will be able to assist with the financial details.

Things to consider:

- The PVC must approve the Business Case, *before* it is submitted with the full proposal to the Academic Office.
- The timing of the proposal, as the FBP must submit the Business Case to the Manager, Financial Reporting and Analysis for review before it is submitted to the Academic Office.
- The Business Case is a confidential document and must on no account be distributed outside the University.

The Academic Office arranges for the full proposal and Business Case to be presented to SLT for consideration.

4.3 Endorsement and approval process

Once SLT have considered the full proposal and Business Case, they will either endorse the proposal to move forward, or send it back to the faculty with feedback. If endorsed, the proposal (only) will then move through the following steps:

- University Academic Committee for endorsement
- Academic Board for internal approval
- CUAP for external approval

4.4 CUAP Process

If a proposal is endorsed by Academic Board for submission to CUAP, it enters an external peer review round. Depending on the timing, it will either be in Round 1 or Round 2.

Note: Round 1 starts May 1 and Round 2 starts August 1

Academic Office will prepare the approved proposal for submission into the CUAP Proposal Management System. Universities have four weeks from opening of the round to provide initial feedback on the other universities' proposals. Once this peer review period has finished, we are able to see comments that other universities have made on our proposals, and respond appropriately. Proposals must be signed off by all universities by the closing date – usually in another four weeks.

Proposals are considered “CUAP Approved” when all eight universities have signed off and the proposal is formally approved by the Chair (under delegation from the Committee).

Once we have sign off, the following areas are notified:

- Proposer
- Faculty
- Appropriate Central Service Units

If a proposal doesn't have approval from all 8 universities, it is flagged for discussion at the next CUAP meeting. This is the forum where our representative, the Vice-Provost (Academic), answers any questions and concerns raised from the other universities. Proposers need to be available (usually by phone) to answer questions. CUAP meeting dates can be obtained from the Academic Office.

4.5 Internal set-up of new qualifications

After CUAP approval, the new qualification must be set up in the student management system (Banner), the degree audit system (MyDegree), and the TEC Database (STEO). Information for every new qualification, whether part of a suite of qualifications or not, must be included on the Qualification Set up Form. The tables must be completed with reference to, and include information from, the original proposal. The form can be completed by a professional staff member, and must be checked by the proposer, associate dean or other appropriate academic staff member.

Things to consider:

- The form should be started at the same time as the other sections and forms. The Academic Programme Coordinator (APC) can start the process within PEAC and then advise Academic Office and PaMI that it is ready for checking.
- Any new qualifications should be included. This includes any PGDips and or PGCerts associated with the proposal.
- Each new course requires the creation of a new course set up form by the proposer (or APC).
- Discuss with your APC and PaMI to access the correct codes referred to on the template. Any new qualification will need a separate table for codes within the set-up form.
- Course Administration and Timetabling inputs the information into Banner and PaMI enters the information into STEO.
- Once the information is entered into Banner, APC's can make minor amendments to course information as allowed by Course Administration.

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 should be asked to review the publicly-available information about the qualification and to provide amendments if appropriate. If a programme is adding or deleting a subject, they will need to amend the Outcome Statement on the NZQF.

Format:	Qualification Set up Form(s) within the PEAC system.
Steps:	Academic Office, for guidance on the descriptive information about the qualification, <i>before</i> 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 May for Round One proposals; by 1 August for Round Two proposals.

4.6 Graduating Year Reviews

All new qualifications and new parts of qualifications that make up at least 40% of that qualification are required by CUAP to undergo a Graduating Year Review to ensure that programmes are meeting their original objectives.

Procedures for the review and evaluation of new and existing programmes are outlined in the [Academic Reviews and Monitoring Policy](#).

5 Changes to existing programmes – what goes to CUAP?

As programmes and courses develop, changes may be required. Different levels of approval are required for these changes depending on how they affect the programme or course. While some changes can be made at school level, some require faculty board approval and others must be approved by the University’s academic governance committees. Some major changes also require approval by CUAP.

Final approval levels are noted below in **red**.

5.1 Amendments requiring CUAP approval

Changes that require CUAP approval. For a more details, refer to Section 6 of the [CUAP Handbook](#). Please note on the proposal which of the CUAP categories (6.1.?) the proposal is being submitted under.

6.1.1	The introduction of a new academic qualification, including any that are the property of an overseas institution.
6.1.2	The introduction of a new subject or major.
6.1.3	The introduction of a new minor without a corresponding major.
6.1.4	Introduction of endorsement that is 40% or greater of the qualification and is included on the Graduation Certificate.
6.1.5	The introduction of a new conjoint programme.
6.1.6	Extensive changes to the duration or credit value of a programme, name of major, balance of levels and extensive changes to the papers that comprise a programme.
6.1.7	Changes lowering the minimum entry requirements for a programme or to regulations relating to admission to the university (e.g. for school leavers, holders of non-university qualifications or for work experience).

6.1.8	A change in the name of a qualification or subject.
6.1.9	Transfer of credit, cross-crediting or exemption arrangements falling outside regulations currently in place.
6.1.10	Qualifications with significant contributions from overseas and/or delivered offshore (refer to Section 7 in this Handbook and Appendix G in the CUAP Handbook)

- Format:** For guidance on development steps see the *Summary Guide to Approval Processes* (Section 13)
- Steps:** Faculty Board (or Dean with Board delegation)
Provost/SLT (for concept and full proposals only)
University Academic Committee
Academic Board
CUAP (approval)
- Note:** New programmes can be advertised ‘subject to regulatory approval’ after the proposal has been endorsed at Academic Board.

5.2 Amendments requiring CUAP notification

The changes below do not need CUAP approval but must be *reported* to CUAP:

1. 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.
2. 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.
3. 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.
4. The introduction of an endorsement in an undergraduate, graduate or postgraduate qualification when the concentration of study in the area of the endorsement comprises less than 40% of the qualification and when the endorsement is not stated on the graduate certificate.
5. The deletion of entire programmes or subjects (refer to Section 9.3).

Note: talk to the AO to determine whether the introduction of a specialisation will require CUAP approval or not.

- Format:** Numbers 1, 2, 3, 4 require a Programme Amendment available in PEAC. The Academic Office will prepare a CUAP notification memo following Academic Board approval.
Number 5 requires a Deletion Form available on the intranet.
- Steps:** Faculty Board (or Dean with Board delegation)
University Academic Committee
Academic Board (approval)
CUAP (notification)

6 Inter-institutional arrangements

Proposals involving collaboration with another institution are subject to the [Academic Agreements Policy](#), accessible on the [University policy website](#). All academic agreements must be approved by the Vice-Chancellor or their delegate.

The University has standard templates for academic agreements including Memoranda of Understanding. Please consult with Legal Services and, in the case of international arrangements, the International office to ensure the correct agreement and coverage of all relevant information.

Agreements including credit arrangements should be discussed with the Academic Office to ensure compliance with University and CUAP requirements.

Any arrangement relating to the delivery of a qualification that will be

- jointly taught or jointly awarded with a New Zealand tertiary institution, *or*
- include significant contributions from an overseas institution and/or be delivered offshore

must also comply with CUAP requirements and may need to be submitted to CUAP for approval. Proposers should consult with the Academic Office at an early stage in the development of any such agreements.

7 International and off-shore delivery

Qualifications with significant contributions⁴ from overseas institutions and/or that are delivered offshore by New Zealand universities, (in part or in whole), must meet CUAP requirements consistent with NZQF Offshore Programme Delivery Rules.

These requirements do not apply to programmes offered by distance delivery to students outside New Zealand.

CUAP approval will be required in the following circumstances;

- A university develops a new qualification and wishes to award it jointly with an overseas institution or institutions.
- A university wishes to award an existing qualification jointly with an overseas institution or institutions.
- A university develops a new qualification which will be taught wholly or in part by an overseas institution or institutions or delivered offshore by the university itself.
- A university makes arrangements for an existing qualification to be taught wholly or in part by an overseas institution or institutions.
- A university decides to deliver an existing qualification offshore by itself.

Proposals for existing programmes (already approved by CUAP), to be offered offshore, may be submitted at any time for consideration by a subcommittee.

⁴ A significant contribution is one in which the overseas institution contributes one or more of the following: the core of a programme, an entire major subject, more than 60 credits (0.5 EFTS).

Proposals for new programmes to be offered offshore will be considered under normal CUAP processes and timelines.

In all cases where an overseas institution is involved in the delivery of the qualification, an agreement must be drawn up and signed by all institutions making a significant contribution to the delivery. CUAP requirements include a checklist of issues that must be addressed in underlying academic agreements, such as how academic standards will be met, how student interests are considered, financial stability, oversight of the agreement and provisions for the management of students should the arrangement cease.

In the case of new qualifications, the agreement must be submitted to CUAP as part of the proposals for those qualifications.

In the case of qualifications that have already been approved by CUAP, the agreement must be submitted to CUAP for review prior to the commencement of the offshore delivery. This review process can occur outside of standard CUAP round timing and normally takes approximately 3 – 4 weeks.

Proposers should consult with the Academic Office at an early stage in the development of any agreements concerning international and offshore delivery to ensure that the academic agreements cover all relevant CUAP requirements, to determine the appropriate template (these are not available in PEAC due to the complexities of approval) and to discuss the process and timings for CUAP approval processes.

Format and Steps: The format varies depending on the arrangement. Talk to the Academic Office and refer to the *Summary Guide to Approval Processes* (Section 13)

8 Non-CUAP changes

Any type of change to a qualification regulation not listed in Section 5, follows the process outlined within the PEAC system and detailed in the *Summary Guide* (Section 13). The process and format are the same as for CUAP proposals, except that the highest approval body is Academic Board.

These changes can include:

- Adding and deleting courses within programmes
- Adding, amending and deleting prerequisites/corequisites to individual courses
- Amending the wording of both titles and prescriptions
- Minor adjustments to regulations
- New Special Topic Slot. (Section 12.1).

9 Cancelling, closing or deleting programmes

The appropriate process depends on the circumstances:

- Cancelling a programme intake (Section 9.1): applies if there is a late decision to not allow students into a programme that has been advertised as being available, and may even have students already enrolled. This is a one-off temporary way of addressing an urgent situation.

- Closing a programme (Section 9.2): applies when a programme is being phased out. No new students may enrol, but the programme is still offered for existing students, allowing them to complete within a specified timeframe.
- Deleting a programme (Section 9.3): This is permanent and final. The University is no longer accredited to offer the programme and neither the university nor any enrolled students can access government funding in relation to it.

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.

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.

9.1 Cancellation of programme intakes

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

The Dean must consult with the relevant Head of School to consider possible arrangements that could allow the programme to be offer as advertised. If no such arrangements can be made, the Dean makes a recommendation of cancellation to the Vice-Provost (Academic)

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

Information on [cancellation of course offerings](#) can be found in section 11.3.

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) makes a decision on the cancellation and advises the Dean.

9.2 Closure of a programme

Closure indicates that the programme is closed to *new* students for the foreseeable future. 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 Regulations, 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 must be added to the *Calendar* and other relevant publications, advising that there will be no further intake.

Proposals should contain a clear summary of what is required in the proposal's purpose, with further information included in the body of the proposal as needed.

Course Administration and Timetabling need to know;

- date the programme is closing,
- if the programme is to be closed immediately,
- any transition arrangements,
- which courses remain open, and
- which courses are to be closed.

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 form need be submitted.

The Closure and Deletion Form is found on the intranet with the link under *New Programmes, Courses and Changes*.

Format:	Closure or Deletion Form
Steps:	Faculty Board University Academic Committee (approval)
Timing:	Anytime

9.3 Deletion of a programme

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.

If a programme has not been offered, or has attracted no enrolments, in any 5-year period following its introduction, and a University wishes to continue to offer it, the programme should be submitted to CUAP for re-evaluation.

The timing of deletion depends on circumstances. 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.

Deletion of entire qualifications, major subjects or minor subjects (where there is no established major subject) must be approved by the Academic Board and notified to CUAP.

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.

The Closure and Deletion Form is found on the intranet with the link under *New Programmes, Courses and Changes*.

Deletion:	Closure or Deletion Form
Steps:	Faculty Board Academic Committee Academic Board (approval) CUAP (notification)
Timing:	Round One or Round Two
Notes:	Programme 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 and do not need a separate form.

10 Developing new courses

The introduction of a new, credit-bearing course requires the completion of a Programme Amendment Form and the approval of the Academic Board, but does not need to be submitted to CUAP, unless the new course is associated with a significant change to the qualification regulations, in which case refer to Section 4.

10.1 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 offered by this university.

It is understood that when developing a new qualification, course descriptions may only be indicative and that some course details may change before it is introduced.

Courses containing Work Integrated Learning (WIL); placements and internships, require a signed agreement between the University and the external partner. Legal Services have developed templates for both voluntary and paid placements. See the [Assessment Handbook](#) for further information.

Guidance on designing student-focused programmes and courses, including a step-by-step guide for curriculum design teams can be found in the [Programme and Course Design Handbook](#) and on the [CAD Website](#). The Assessment Handbook provides detailed guidance on structuring assessment.

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

10.2 Development process for new courses

The following are considered proposals for new courses:

The following are considered proposals for new courses:

- Converting a Special Topic into a permanent course.
- Changing the title *and* the prescription of a course, unless the changes are considered editorial and the meaning remains the same.

- Changing the course points value by more than 5 points (either up or down) is considered a new course and requires a new course code.
- Changing a course code.

Format:	PEAC for Programme Amendment and Course Description forms
Steps:	Faculty Board University Academic Committee Academic Board (approval)
Timing:	To appear in the <i>Calendar</i> the proposal must reach the September meeting of the Academic 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 Academic Board.
Notes:	<ol style="list-style-type: none"> 1. A proposal for more than one new course must include a Course Description for every new course (refer to Section 10.4 below). 2. When converting a Special Topic into a permanent course, a restriction is applied against the new course code for the years it was a special topic unless otherwise advised. 3 Approvals of new courses (including slots) for T3 should be considered early to ensure time to set up the course in all systems. 4. While only a change in points value of greater than 5 points necessitates a new course, no points value change should be undertaken within the same Calendar year of an offering at the existing points value, including T3. 5. Information on Course Outlines, including changes that can be made after the course has started, can be found in the Assessment Handbook.

10.3 Course prescription

The course prescription is a brief statement that describes the purpose and content of the course in about 50 (and no more than 100) words. This statement appears in the Course Finder and helps students to make informed choices. (See Appendix 6 for examples).

10.4 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. This information also forms the basis of the course outline provided to students each time the course is offered. For further information on course outlines, consult the Assessment Handbook.

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 (Form 10 on the intranet under Forms and Proposal Templates.), which need not

be submitted to the Academic Committee. Note that a Special Topic *slot* is considered a new course, and will need to be submitted as above but without a course description form. Flexible content courses are covered in Section 12.

Where changes are proposed to existing courses the course description should be completed as for the *new* version of the course with tracked changes.

10.5 Internal set-up of new courses

After Academic Board approval, the new course needs to be set up in the University's student administration database (Banner). For every new course, a Course Set-up Form (held in PEAC) should 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: Course Set-up Form within the PEAC system.

Approval agents: APC's usually complete the form and check the TEC coding details with PAMI before sending to Course Administration and Timetabling

Timing: ASAP after approval, but 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: Special Topics have their own form (10) within PEAC.

11 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 and must be notified to, or in some cases approved by, the Academic Committee.

Faculties and Schools need to ensure they have undertaken adequate consultation and/or advised all other affected schools and faculties. This is to ensure that any changes to a course contained in another faculty's major or programme are appropriately considered. Each faculty that is listed in the degree regulation schedule will need to be advised/consulted.

11.1 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 (up or down) up to 5 points.

Format: PEAC - Course Amendment and Course Description form (s)

Steps: Faculty Board

University Academic Committee (Approval)

- 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 Appendix 8.

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

- significant changes to assessment, such as 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, or significantly changing the timeframe over which it is taught.

Internal Steps: Faculty Academic Committee or Associate Dean (Approval)

Timing: To appear in the *Calendar*, changes must be submitted to the Academic Committee in time for its September meeting.

- Note:**
1. Course Administration and Timetabling need to be advised.
 2. Minor amendments can be made to a course and to the course outline during the first two weeks of a course with the appropriate approval. See the *Assessment Handbook* for further information

11.2 Minor changes to existing courses

A change to any *one* of the following is generally considered a minor change and is usually approved by the relevant programme director and faculty academic committee, however check with your faculty's Assessment and Moderation requirements and check the summary guide in Section 13. Any change must be notified to the Academic Office:

- minor change of course title, e.g. from *Religion and Disenchantment: Politics, Power and the Sacred* to *Religion and Disenchantment: Politics, Society and the Sacred*. However, a change from, for example, *Neuropsychology* to *Cognitive and Behavioural Neuroscience* 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: Memo to Academic Office, and Course Administration and Timetabling.

Steps: In accordance with your faculty's Assessment and Moderation Policy, but usually Faculty Academic Committee or Associate Dean (Approval)

Timing: The online Course Finder for the following year is made available in August. To appear in the following year's *Calendar*, any

changes must be submitted to the Academic Office by the end of September.

Notes:

1. Refer to the *Assessment Handbook* for further information.
2. The prescription in the Online Course Finder must be identical to that in the course outline.

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
- minor change to assessment, e.g. 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, i.e. the online Course Finder, *Guide to Undergraduate Study* (if applicable) and course outlines.

If more than one of the above were 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 10). If in doubt, contact the Academic Office for advice.

11.3 Cancellation of course offerings

The University reserves the right to cancel intakes into 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 SLT and Faculty
- other unforeseen circumstances which make it impossible to accept new students into the course.

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 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 the intended subject.

11.4 Closure of a course

Details on closing courses can be found in the *Course Scheduling and Constraints Policy*.

11.5 Deletion of a course

A course may be deleted for various reasons, such as ongoing low enrolment numbers, a shift in priority or focus, or as part of broader changes to the structure of a programme. If a course has not been offered for several years, consideration should be

given to deleting it. To assist with this process, the Academic Office undertakes an annual review of courses that have not been offered or had enrolments in the last 5 years.

Deletion of a course is often associated with the introduction of a new course, in which case they are likely to form part of a programme amendment and must be referred to in the purpose statement of the programme amendment form (refer to Section 10). It is important in the proposal to make clear whether the intention is to delete a course permanently, in which it will never be offered again unless there is a proposal to reintroduce it as a new course

If the deletion is a stand-alone request, it must be endorsed by the Faculty, and a notification memo sent to the Academic Office and Course Administration and Timetabling who will verify that deleting the course will not affect any regulations. It is important in either the memo or proposal to make clear the effective date that the course is to be deleted.

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 notification memo.

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: Approach Academic Office for advice if a notification memo would be sufficient or if it requires a Programme Amendment form due to possible impact on the qualification regulations and other faculties.

Timing: September meeting for deletion from next year's *Calendar*.

Notes:

1. A course cannot be deleted within an academic year in which it has been offered, but it can be cancelled and a deletion set in motion for the following year.
2. If a notification memo only is needed, it will need to be sent to both the Academic Office, and Course Administration and Timetabling who will advise PaMI and the web team.
3. If a programme amendment is required, it will need to go to the University Academic Committee and Academic Board.

12 Flexible content courses

12.1 Special Topic slots and courses

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

Creating a new Special Topic *slot* (but not prescribing of content for a Special Topic course) requires a memo from the relevant faculty Associate Dean (AD) in consultation with the Head of School. The memo should contain the proposed course code, which schedule it is to be attached to and a justification to create a new slot.

The Academic Programmes Coordinator, on behalf of the AD, sends it to academic-office@vuw.ac.nz for checking and forwarding to the Vice-Provost (Academic)

(VP(A)) for approval. The Academic Office will advise the School of the VP(A)'s decision.

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 for content is based around the course description, but also includes information for setting up the course expeditiously in Banner.

It can be problematic to set up a Special Topic slot with prerequisites, unless they are broad enough to work for any course that may use that slot – e.g. (P) 40 200-level points (see Appendix 8). Prerequisites may be specified when defining the content for a particular offering of the special topic.

Approving new content within a Special Topic slot is an internal faculty process but usually entails the steps outlined below. The Special Topic template is found on the intranet under Forms and Proposal Templates.

Once the content has been approved, the form is sent to the Academic Office who will add to the next Academic Committee meeting agenda under Part B for noting, and Course Administration who will load the information on Banner.

Requirement: Creating a Special Topic Slot

Format: Memo containing:

- Proposed course code,
- Justification for new slot,
- Points
- Schedule(s) to attach code.

Steps: Faculty Board or at discretion of Dean, the Head of School in consultation with the Associate Dean.

Academic Office

Vice-Provost (Academic) (Approval)

Notes: A memo for a new Special Topic *slot* does not require a Course Description (although one may be enclosed if available)

Requirement: Prescribing specific content for a Special Topic Slot

Format: Internal faculty process comprising of Special Topic Form (10) with notification to Course Administration and Timetabling, and Academic Office.

Steps: Programme Director

Head of School

Faculty Board or at discretion of Dean, the Head of School in consultation with the Associate Dean.

Academic Committee for noting and Course Administration for loading onto Banner.

Notes: 1. A Special Topic *slot* can only be used for one specific course content per year. This includes Trimester 3 January-February.

2. There may be rare occasions when the addition of a slot could require a change to regulations, not just schedules. On these occasions the memo should be sent to Academic Committee for approval.

12.2 Converting a Special Topic into a permanent offering

If a Special Topic has been offered three times, and if the head of school and programme director determines that the course should be offered a fourth time, a new course proposal should be submitted, as described in Section 10. The existing special topic course code generally cannot be used for a permanent offering, so the proposer or delegate should consult Timetabling and Course Administration for advice on new course codes.

The proposal should make clear whether the Special Topic course code is to be retained as a Special Topic Slot.

12.3 ‘Topic in’ slots and offerings

‘Topic in’ courses are like Special Topics, but are more focused and are not required to convert to a permanent course after 3 offerings of the same content. They are used when the School anticipates a regular need for new content but wishes to give a generic definition of the type of content that signals its role in the programme. Individual offerings may address the generic definition in different ways.

Examples of title styles for different publications are given in [Appendix 7](#).

12.4 Directed Individual Study courses

A Directed Individual Study course is a permanent “shell” course that may be offered to individual students as required. Normally each student who enrolls will have different content, different requirements and be taught or supervised by a different staff member.

A Directed Individual Study course is usually used for students wishing to undertake a more in-depth and comprehensive study of a specific topic.

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; the specific title of the course; a description of the content and learning objectives; the assessment requirements and the name of the academic responsible. Completing a Course Description Form with all the above information could be considered an appropriate way to keep a record, attaching it as a file to the CRM as students and/or employers can ask for details of the course in later years.

The course title can be amended in Banner to describe the specific content once a grade has been entered. The amended title will show on the student’s transcript and avoids confusion if a student has completed more than one Directed Individual Study course.

Enrolment in a Directed Individual Study course normally requires permission of the Head of School or Programme Director, and prerequisites should be framed accordingly.

If a programme does not have a Directed Individual Study course on the qualification schedule, one can be introduced using the process for introducing a new course, although a cover sheet may not be needed.

Requirement: Creating a Directed Individual Study slot

Format: Memo

Steps: Faculty Board

Academic Office

Vice-Provost (Academic) (Approval)

Requirement: Prescribing content for a Directed Individual Study slot

Steps: Internal faculty process

13 Summary guide to approval processes, authorities and notification requirements

13.1 For proposals that require input and approval beyond Faculty level:

Key: FB (Faculty Board), PVC (Pro-Vice-Chancellor), SLT (Senior Leadership Team), AC (Academic Committee), CA (Course Administration), CUAP (Committee on University Academic Programmes)

 = ultimate approval body, ✓ = advice and endorsement

Detailed information on proposal types are contained in the specified Handbook Sections (noted in red).

Note: A Full A3 extended version is available on the intranet under New Programmes, courses, and changes

Proposal type	Forms – PEAC System All approvals required are indicated on the relevant forms within the PEAC System	FB	PVC	SLT	AC	AB	CUAP
New qualification(s) New major / subject	Phase 1. Concept proposal	✓	✓		✓		
New second-level specialisation (i.e. appears on the graduation certificate) Section 4	Phase 2. (a) Full proposal with course descriptions and consultation appendix.	✓	✓	✓	✓	✓	
	(b) Business case (c) Qual. set up form	✓	✓	✓			
New minor without corresponding major Section 5	Full proposal with course descriptions	✓	Notify	✓	✓	✓	
New qualification to be taught overseas Section 7	As per new qualification(s) above, <u>plus</u> : (a) CUAP offshore report template (b) Agreement / Memorandum of understanding	✓	✓	✓	✓	✓	
Existing qualification to be taught overseas Section 7	(a) CUAP offshore report template (b) Agreement/ Memorandum of understanding	✓	✓		✓	✓	 (out of round)
Deletion of qualification Section 9	Closure/deletion form	✓	✓		✓	✓	Notify

Proposal type	Forms – PEAC System All approvals required are indicated on the relevant forms within the PEAC System	FB	PVC	SLT	AC	AB	CUAP
Significant change: change to the minimum entry requirements, balance of levels, duration, name, EFTS, name of major Section 5	Programme amendment with course descriptions if applicable (which is almost always the case)	✓			✓	✓	✓
Change regulations (less significant) Section 5	Programme amendment, with course descriptions if applicable	✓			✓	✓	
New course Section 10	(a) Programme amendment, with course description(s) (b) Course set-up form	✓			✓	✓	
New Micro-Credential Section 14	Micro-Credential Descriptor Template	✓				✓	
Change course points value 5pts or less. Section 11	Programme amendment with course description(s)	✓			✓	✓	
New special topic slot Section 12	Memo to Academic Office for approval by VP(A)	✓			VP(A)		
Permanent deletion of course (stand-alone) Section 11	Memo to Academic Office and Course Admin	✓			✓		
Closure of qualification Section 9	Memo	✓			✓		
Change prerequisites, co-requisites, restrictions Section 11	Course amendment with course description(s)	✓			✓		
Title AND prescription Section 11	Programme amendment with course description(s)	✓			✓		

13.2 For proposals that may be approved within Faculties:

Key: PD (Programme Director), HoS (Head of School), FAC (Faculty Academic Committee), AD (Associate Dean), FB (Faculty Board), AO (Academic Office), CA (Course Administration)

✓ = ultimate approval body, ✓ = advice and endorsement

Detailed information on proposal types are contained in the specified Handbook Sections (noted in red).

Proposal type	Forms – PEAC System Faculty level approvals can vary by faculty (check with Academic Programme Manager/Co-ordinator)	PD	HoS	FAC or AD*	FB or Dean	AO	CA
Course title change only <i>Section 11</i>	Course Amendment Form or memo, depending on faculty requirement	✓	✓	✓		Notify	Notify
Significant change to teaching format, e.g. classroom only to fully online or vice versa <i>Section 11</i>	Course Amendment Form or memo, depending on faculty requirement	✓	✓	✓ (varies by faculty)		Notify	Notify
Significant change to assessment, e.g. all internal assessment to examination or vice versa <i>Section 11</i>	Course Amendment Form or memo, depending on faculty requirement	✓	✓	✓ (varies by faculty)			Notify
Significant change to timing, e.g. reducing a full-year course to one trimester etc. <i>Section 11</i>	Course Amendment Form or memo, depending on faculty requirement	✓	✓	✓ (varies by faculty)			Notify
Course learning objectives <i>Section 11</i>	Approval can be by Programme Director or Faculty Academic Committee	✓	✓	✓			
Minor change to assessment <i>Section 11.2</i>	Faculty needs to keep a record of the changes	✓	✓	✓			
Minor change to prescription <i>Section 11.2</i>	Course Amendment Form or memo, depending on faculty requirement	✓	✓	✓		Notify	Notify

*in accordance with your faculty's Assessment and Moderation Policy

Proposal type	Forms – PEAC System Faculty level approvals can vary by faculty (check with Academic Programme Manager/Co-ordinator)	PD	HoS	FAC or AD*	FB or Dean	AO	CA
Minor change to teaching format <i>Section 11.2</i>	Faculty needs to keep a record of the changes	✓					Notify
Minor change to course title <i>Section 11.2</i>	Form varies by faculty. Approval is by Programme Director or AD or Faculty Academic Committee	✓	✓	✓		Notify	Notify
Set up special topic in existing slot <i>Section 12</i>	Special Topic Form	✓	✓		✓ Can be HoS/AD	Notify AC Part B	Notify
Set up content in Directed Individual Study slot <i>Section 12.4</i>	Faculty needs to keep a record. Approval varies by faculty.	✓	✓				
Undergrad non-standard T3 teaching period (for pedagogical reasons)	Course Description Form	✓	✓			VP(A)	Notify
Cancel course until Friday prior to start of teaching date	Email or memo. <i>See the Course Scheduling and Constraints Policy.</i>	✓	✓	Notify	Dean	Notify	Notify
Cancel course after the Friday prior to start teaching date	Email or memo. <i>See the Course Scheduling and Constraints Policy.</i>	✓	✓	Notify	Dean	VP(A)	Notify

*in accordance with your faculty's Assessment and Moderation Policy

14 Non-degree Teaching

14.1 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 (SLSS) also offer non-credit-bearing courses. Enquiries about approval processes may be directed to student-learning@vuw.ac.nz.

14.2 Micro-credentials

Micro-credentials were introduced to the tertiary education system to provide an alternative to degrees and diplomas. A micro-credential will normally certify achievement of a range of assessable learning outcomes of between 5 and 40 points at a specified level. They are smaller than a qualification and focus on skill development not otherwise catered for in the tertiary education system. When considering offering a micro-credential, it is advisable to check both the university [Micro-credentials Policy](#) which outlines our approach to the development, quality assurance and granting of these units of study and also the [NZQA](#) expectations and development information.

Format: PEAC for the Micro-credential descriptor form

Steps: Faculty Board

University Academic Committee

Academic Board (Approval)

Note: Once approved, a course set up form needs to be completed for entering the information into Banner.

14.3 MOOCs (Massive open online course)

MOOCs are online courses that are available for anyone to enrol as there is no admission process. MOOCs provide an opportunity to learn new skills or explore areas of personal interest. MOOCs can include all or any of the following; video lessons, readings, assessments, and discussion forums. The University offers MOOCs under partnership with the online provider EdX, as VictoriaX. If considering offering an MOOC, contact the Centre for Academic Development.

15 Limitations on courses and programmes

The University is able to limit enrolments in courses and programmes for staffing, room capacity or other resource reasons, as specified in the [Course Scheduling and Constraints Policy](#).

16 Changes to the name of an administrative unit

Changes to the name of an academic entity (faculties, programmes, schools, research centres and institutes) must be approved by the University Council under the [Naming](#)

[Rights Statute](#). The University Council must also approve changes to the name of buildings, major spaces within buildings, roads and outdoor spaces. The Vice-Chancellor must approve changes to any other name.

17 Co-teaching courses

Faculties can set up courses that are co-taught with a related course which may be at the same level or at a higher or lower level. This is sometimes required to enable the best use of resources and teaching staff for smaller specialty courses. It is a faculty decision to co-teach courses and a separate Course Outline should be produced for each course level with appropriate levels of assessment and Course Learning Objectives.

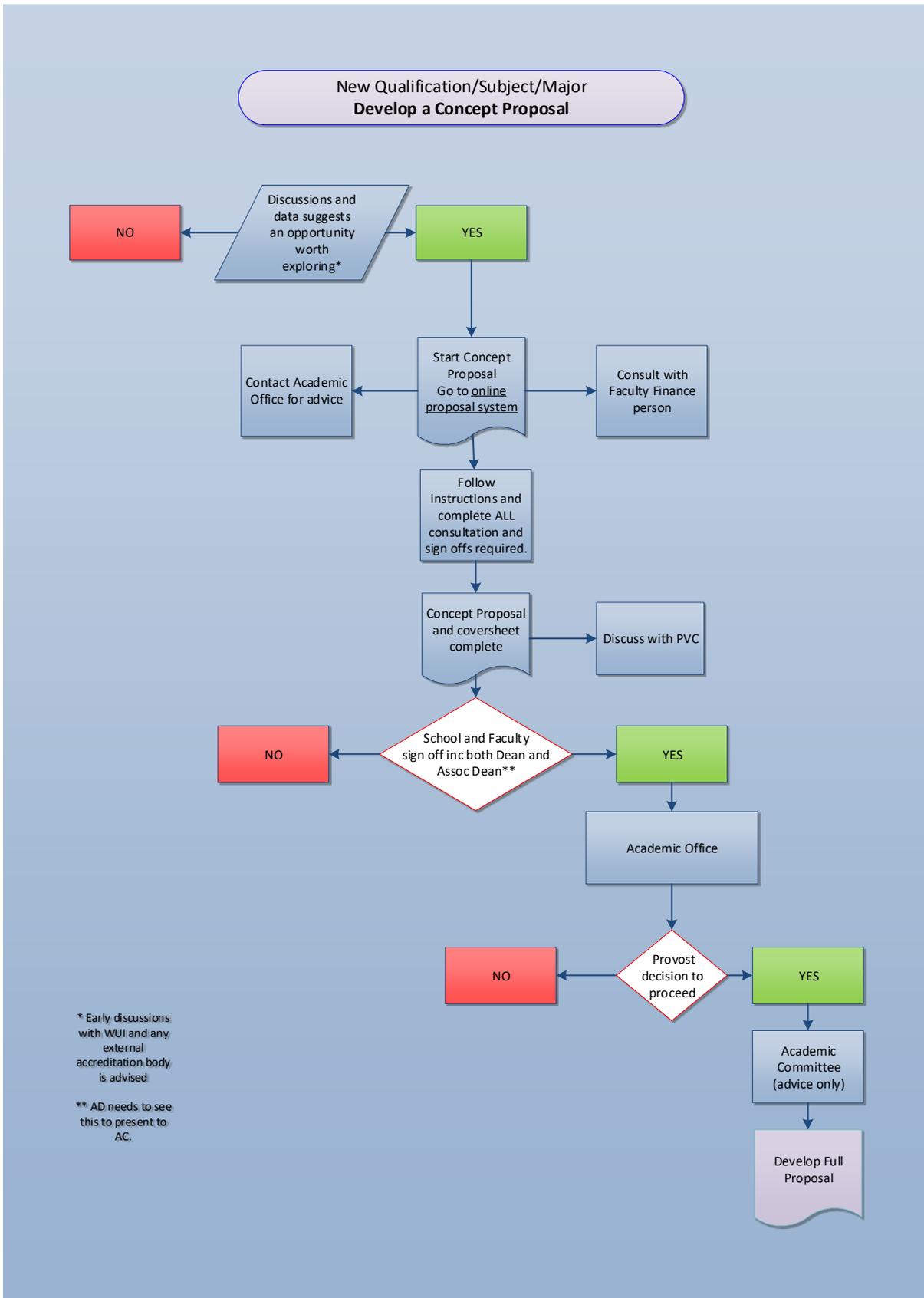
18 Proposal Timeline

The timeline below is a guide for when to start thinking about changes to courses and programmes. For specific dates and committee meeting times, see the intranet.victoria.ac.nz/staff/learning-teaching/academic-proposals for further information.

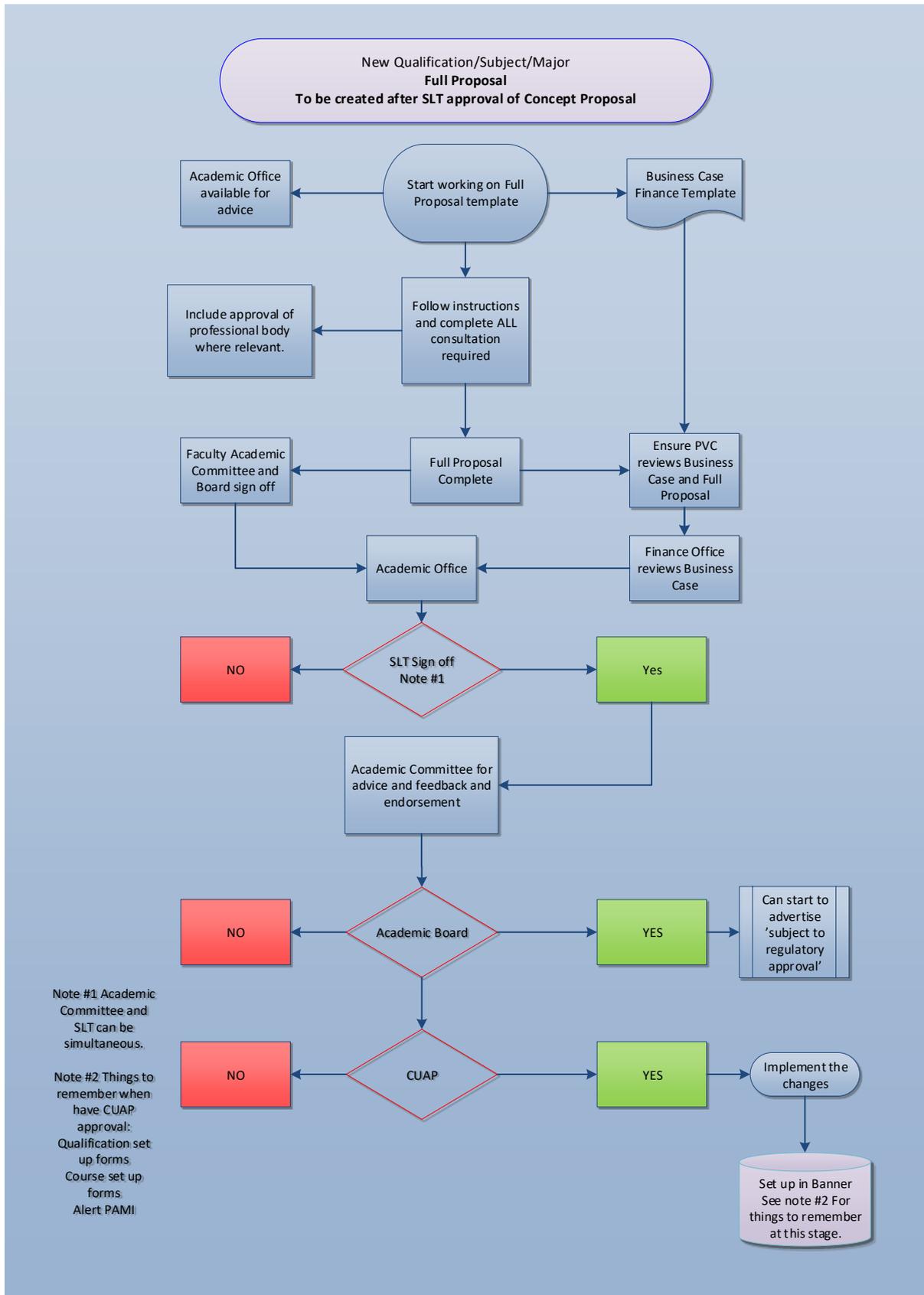
Month	Consider
January	<ul style="list-style-type: none"> • Staff considering concept proposal ideas should discuss them with their Deans/Associate Deans. • A good time to consider any tidy ups and minor changes to courses, including prerequisites etc.
February	<ul style="list-style-type: none"> • CUAP R1 Full Proposals should aim to be submitted to the February University Academic Committee meeting, allowing a further meeting if the committee requires changes. • Final approvals within Faculties for T1 Course Outlines
March	<ul style="list-style-type: none"> • Consideration of PaMI Gap Analysis for future concept proposals by SLT • CUAP R2 Business Case and Proposal development. • Last chance for CUAP R1 University Academic Committee approval for current year. • Last chance for CUAP R1 programme deletions.
April	<ul style="list-style-type: none"> • Faculties decide on appropriate concept developments and start working on templates. • CUAP R1 proposals for current year must be ready for submission to Academic Board meeting. • Programme Deletion memos to be ready for CUAP R1 notification • New undergraduate courses need to have been approved for inclusion in the Undergraduate Course Handbook for the following year.

May	<ul style="list-style-type: none"> • Faculties request PaMI analyses for Concept Proposals and continue working on the Concept Proposal template. • CUAP R2 proposals should aim to be submitted for May Academic Committee approval and review. • Final approvals in faculties for T2 Course Outlines
June	<ul style="list-style-type: none"> • Course changes for next year to be approved if wish to have on offer on Course Finder when livened. • Last chance for CUAP R2 programme deletions
July	<ul style="list-style-type: none"> • Concept Proposals to be finalised and forwarded to Academic Office by Friday 31 July (<i>there is only one opportunity for concept proposals to be considered each year</i>) • CUAP R2 proposals must be ready for submission to Academic Board meeting. • Programme Closure and Deletion memos to be ready for CUAP R2 notification.
August	<ul style="list-style-type: none"> • New qualification set up forms to be with Course Admin by 1 August for setting up for following year. R2 qualification set up forms should be submitted ASAP.
September	<ul style="list-style-type: none"> • Concept proposals to be considered by SLT at the first available meeting in September. • Any changes to courses or programmes must be approved by the end of this month to be added to the Calendar for the following year.
October	<ul style="list-style-type: none"> • Online Enrolment opens 1 October
November	<ul style="list-style-type: none"> • Working on Full Proposal Business Cases for CUAP R1
December	

Appendix 1: Development process for a Concept Proposal



Appendix 2: Development process for a Full Proposal



Appendix 3: Preparing proposals

While PEAC guides the proposer through the development of a proposal, this section contains advice on best practise and the reasoning behind our templates.

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, e.g. ACCY 111 <i>Accounting</i> .
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, e.g.: <ul style="list-style-type: none"> ✓ To introduce a new course: MDIA 312 <i>Media, Polity and Economy</i>—and to delete an existing course—MDIA 311 <i>Content Analysis</i>. ✗ MDIA 312: “Media, Polity and Economy”
CUAP prefix	For those proposals that require CUAP approval, the Academic Office adds a preceding number in brackets. The following would be the sixth of our proposals in 2019: 06-VUW/19-BSc(Hons)/2 For CUAP correspondence, when commenting on other universities’ proposals, the subject line of the email must include the reference number as per the example above.
Deletions	Whenever applicable the purpose statement must include a reference to any associated deletions of courses or qualifications, e.g.: <ul style="list-style-type: none"> ✓ 1. To delete CUST 312, TEAP 215 and EDUC 356. ✓ To introduce a Bachelor of Architectural Studies and delete the Bachelor of Architecture. <p>Merely mentioning deletions of courses or programmes in the body of a lengthy proposal, rather than in the purpose statement, is not sufficient as it can cause considerable confusion several years hence.</p>
Font	Proposals are usually 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.
Header	<ul style="list-style-type: none"> ✓ VUW/19- BEd/, MEd/3 (Education) <p>For ease of filing and locating proposals it is important to complete the header. The header should include all qualifications that are being amended in the proposal. The format and right-aligned placement of the proposal number is prescribed by CUAP.</p>

Listing information	When listing information, it is acceptable to use either Arabic or Roman numerals, but it should be consistent within the programme, and ideally the school.
Nomenclature	Use ‘course’ not ‘paper’.
Purpose Statements	<p>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 provides a checklist signalling the changes to be made. Except where a large number of courses would need to be listed, it is helpful to include relevant course codes in the purpose.</p> <p>It is usually appropriate to start the proposal with ‘To ...’ and bullet points or numbering is helpful. Example:</p> <p>✓ Purpose of Proposal</p> <ol style="list-style-type: none"> 1. To introduce a new course: ACCY 130 <i>Accounting for Decision Making</i>; 2. To modify the requirements of the BCA, BBIS and BTM degrees and the CertMBus; and 3. To modify the prescription for ACCY 111 <i>Accounting</i>. <p>Be specific and avoid vague Purpose statements such as:</p> <p>✗ To make minor changes to ...</p> <p>✗ To change the <i>Calendar</i> entry for ...</p>
Reference numbers for major proposals	<p>The referencing system at this university is derived from the CUAP system. The correct reference for any proposal submitted to the Academic Committee for <i>approval</i> (or beyond) is: VUW/[year] hyphen [qualification]/[proposal number].</p> <p>Example: the second proposal concerning the BSc(Hons) at Victoria University in 2019 might be:</p> <p style="text-align: center;">VUW/19 – BSc(Hons)/2, MSc/1</p> <p>Note that there must be no space between ‘BSc’ and ‘(Hons)’ and the convention of space-dash-space after VUW/19. Each reference is separated by a comma and a space.</p>
Reference numbers for minor proposals	<p>Unless the changes affect more than one faculty, Special Topics (refer to Section 12) and minor changes, such as those described in Section 11, do not need a pan-University reference number. They can be referenced thus:</p> <p style="text-align: center;">VUW/19 – HRIR 308</p>

Schedule Amendments	<p>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 <i>Calendar</i> format, but with borders displayed and a header row:</p> <table border="1" data-bbox="555 349 1385 539"> <thead> <tr> <th data-bbox="563 360 715 405">Course</th> <th data-bbox="715 360 986 405">Title</th> <th data-bbox="986 360 1050 405">Pts</th> <th data-bbox="1050 360 1209 405">P, C, D, X</th> <th data-bbox="1209 360 1377 405">Degree</th> </tr> </thead> <tbody> <tr> <td data-bbox="563 405 715 528">ITAL 206</td> <td data-bbox="715 405 986 528">Italy through Fiction and Drama</td> <td data-bbox="986 405 1050 528">20</td> <td data-bbox="1050 405 1209 528">P ITAL 115; C ITAL 215</td> <td data-bbox="1209 405 1377 528">BA(A)</td> </tr> </tbody> </table>	Course	Title	Pts	P, C, D, X	Degree	ITAL 206	Italy through Fiction and Drama	20	P ITAL 115; C ITAL 215	BA(A)
Course	Title	Pts	P, C, D, X	Degree							
ITAL 206	Italy through Fiction and Drama	20	P ITAL 115; C ITAL 215	BA(A)							
Space between codes	<p>There must be a single space between the Subject Code and the Course Code:</p> <p>✓ ACCY 111 ✗ ACCY111</p>										
Special Topics	<p>The letters ‘ST’, followed by a colon and a space before the main title are part of the Special Topic title.</p> <p>✓ LAWS 454 <i>ST: Law of the Sea</i></p> <p>✗ Special Topic LAWS 454 <i>Law of the Sea</i></p>										

Appendix 4: Assistance with proposal development

Academic Programme Coordinator (APC or APM): Faculty person for the development of proposals, including the PEAC system, assistance with course codes and faculty tracking for proposals, giving guidance on development and approval processes.

Associate Dean (Academic/Development): Assists with the development of home faculty proposals, chairs the Faculty Academic Committee and presents appropriate level faculty proposals to the University Academic Committee; gives feedback and guidance on proposals within the PEAC system.

Finance Business Partner: Your faculty finance person provides support with the preparation of business cases for new programmes and qualifications.

Student Representatives: Faculty Board student representatives should be the first point of contact for consultation on proposals. Postgraduate proposals should also go to the PGSA.

Centre for Academic Development (CAD): Provides guidance on practical matters such as designing programmes and courses; impact of digital technology; preparing course learning objectives (CLOs); linking CLOs with assessment and with University graduate profile and programme attributes; mandatory course requirements and other key features of courses and programmes.

Academic Office: Assists with regulation writing, statute checking, review and feedback on proposals, guidance on wording and CUAP requirements. Provides the conduit with SLT for concept proposals and business cases.

Course Administration: Advises on code and name allocation for new or changing courses and programmes, timetabling, feedback on proposals in PEAC and at Academic Committee.

Sets up new course and programmes with the Banner (student management system) and myDegree (degree audit system).

Planning and Management Information (PaMI): Analyses external and internal data to assist with new qualification need and development. Maintains the course and qualification data in STEO which is reflected on the NZQF, and in internal and external reporting.

Appendix 5: Course and Qualification Naming, Abbreviating and Code process

When naming a qualification or course, the proposer should contact the Manager, Course Administration and Timetabling for advice. In addition, the following should be considered:

Names and abbreviations

1. Bachelor's, Master's and doctoral degrees take 'of', e.g. 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)', e.g. the Bachelor of Arts with Honours is abbreviated as BA(Hons).
3. Certificates and diplomas take 'in', not 'of', e.g. Postgraduate Diploma in Health Care, and must be abbreviated as PGDip, GDip, PGCert, GCert etc., e.g. PGDipHC.
4. Some qualifications include an additional word in parentheses, e.g. 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.
5. Some Faculties use both English and Te Reo for their course names. Contact the office of the DVC (Māori) for guidance in this area.

Subject, major and course codes

The University 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, e.g. CHEM, LAWS, MGMT.

When linked with a three-digit number, a subject or major code is known as a course code, e.g. HIST 111. A course code is the identifying code within Banner and carries the subject information with it.

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.

Using the degree level i.e. Master's, as the first part of the identifier when creating major and minor codes e.g. MMBA, MMPA is discouraged.

A proposal changing a subject/major/specialisation name, without including a change of code in the proposal changes the historical record in Banner and so is to be discouraged. If this does occur, it will require the future submission of a programme amendment.

The reintroduction of an earlier subject, major or specialisation requires the re-use of its earlier code.

New codes can be approved by 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*.

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, e.g. PHYS 690 *Physics for PhD*, although there are some variations, such as PHYS 691 *Applied Physics for PhD*.

Appendix 6: Examples of course prescriptions

ESCI 203 *Earth's Structures and Deformation*

An introduction to the fields of structural geology, tectonics and solid earth geophysics with the goal of describing the structure of the earth and the mechanisms by which it deforms. The laboratory component emphasises modern field-based methods of collecting, processing and analysing geological and geophysical data.

FILM 101 *Introduction to Film*

This course examines how cinema creates meaning through formal elements such as narrative, mise-en-scene, cinematography, sound and editing. It introduces students to key concepts and terms in Film Studies. It develops their textual analysis skills and explores different practices of interpretation.

INTP 445 *Global Civil Society*

This course explores the relationship of civil society (including NGOs and social movements) to aspects of development both within countries and at the global level. It considers contrasting theoretical views, examines case studies, and stresses the necessity of incorporating political considerations into analysis and action.

MARK 301 *Marketing Communications*

This course examines the range of communications tools and options available for marketers. It integrates traditional and digital media with the promotional mix to plan and deliver marketing communications that build equity for brands.

COMP 112 *Introduction to Computer Science*

This course introduces a range of important concepts and topics across Computer Science, Software Engineering and Network Engineering. Students will also gain a solid foundation of programming skills in object oriented programming. The course is an entry point to the BE(Hons) and BSc in Computer Science for students who already have basic programming skills.

Appendix 7: Examples of Flexible Content Titles

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/on:	Syntax	Examples
Calendar:	<i>Special Topic</i> or <i>A Topic in X</i> or <i>Topics in X</i> . The variable part of the title is not stated.	✓ ARTH 455 <i>Special Topic</i> ✓ CLAS 404 <i>Topic in History and Historiography</i>
Course Finder:	<i>A Topic in X:Y</i> or <i>Topics in X:Y</i> etc., i.e. the entire title in the particular year that the course is offered.	✗ ARTH 455 <i>Special Topic</i> ✓ ARTH 455 <i>Special Topic: Photography Exhibition</i> ✗ CLAS 404 <i>Topic in History and Historiography</i> ✓ CLAS 404 <i>Topic in History and Historiography: The Age of Augustus</i>
Academic transcript:	<i>X:Y</i> ., i.e. <i>A Topic in</i> or <i>Topics in</i> is not required (to save space).	✓ ARTH 455 <i>History of Photography</i> ✓ CLAS 404 <i>The Age of Augustus</i> or other appropriate abbreviation.

Appendix 8: Prerequisites, corequisites, restrictions and double-labelling syntax

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.

<p>Subject codes</p> <p>No need to repeat the same subject codes.</p>	<p>✓ P ECON 130, 202</p> <p>✗ P ECON 130, ECON 202.</p>
<p>Combinations of prerequisites, corequisites, restrictions and double-labelling</p> <p>Where prerequisites and corequisites and restrictions and double-labelling apply they should be separated by semicolons. For example.</p>	<p>✓ P BIOL 111; X BMSC 211; D BMSC 244</p>
<p>Alphabetical then numerical order</p> <p>Alphabetical order normally takes precedence, followed by numerical order. Except where shades of meaning are required, use alphabetical then increasing numerical order.</p>	<p>✓ P EPOL 211, 212, 213, 214, EPSY 211, KURA 211</p>
<p>Exceptions to alphabetical and numerical order</p> <p>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.</p>	<p>Example 1: ✓ P INFO 232 (or 222)</p> <p>Example 1 has INFO 222 appearing 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.</p> <p>Example 2: ✓ P INFO 102 (or COMP 103)</p> <p>Example 2 has COMP 103 appearing 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.</p>

<p>Complex prerequisite options</p>	<p>Example 3: ✓ ECON 335: P ECON 140, 15 200-level ACCY, ECON or MOFI pts (or PUBL 203)</p> <p>Brackets are used 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’.</p> <p>Example 4: ✓ ECON 201: P ECON 140, QUAN 111 (or MATH 141/142, 151)</p> <p>Example 4 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: <i>either</i> MATH 141 and 151 <i>or</i> MATH 142 and 151. Brackets are used to signal that the MATH route is secondary and also to prevent any ambiguity.</p>
<p>Two or more prerequisites/corequisites</p> <p>Use commas in lists of courses and do not use the word ‘and’ before the last item.</p>	<p>✓ ‘P ANTH 116, POLS 113, SOSC 201’, meaning that <i>all three courses</i> are prerequisites.</p>
<p>Alternative prerequisites/corequisites:</p> <p>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.</p>	<p>✓ P ECON 130 or POLS 111 or PUBL 113, rather than</p> <p>✗ P ECON 130, POLS 111 or PUBL 113.</p> <p>The latter might be taken to mean that ECON 130 is compulsory rather than one possibility.</p> <p>An acceptable alternative is:</p> <p>✓ P one course from (ECON 130, POLS 111, PUBL 113)</p>
<p>2. Two variations of alternative prerequisites as part of a sequence are:</p>	<p>✓ P either MAOR 112 or 121, one of MAOR 122, 123, 124</p> <p>✓ P MAOR 112 (or 121), one of MAOR 122, 123, 124</p> <p>The latter indicates that MAOR 112 is the usual option. If desired, the separation of the</p>

	first and second sets can be emphasised by using a semi-colon instead of a comma.
3. Use semicolons (rather than commas) to separate alternative groups of prerequisites (or corequisites) from anything that follows.	<p>✓ P ANTH 102 or PSYC 121; SOSC 120</p> <p>This indicates that SOSC 120 is required <i>as well as</i> either ANTH 102 or PSYC 121.</p>
4. 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.	<p>✓ P one course from (ECON 130, SPAN 111, WRIT 151); LATI 332</p> <p>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> <p>✗ P one course from ECON 130, SPAN 111, WRIT 151; LATI 332</p> <p>with the reader concluding that LATI 332 was one of four options when in fact it is required.</p> <p>Also acceptable:</p> <p>P LATI 332, one course from (ECON 130, SPAN 111, WRIT 151)</p>
<p>Single and paired restrictions</p> <p>In the case of restrictions against several courses, a comma is used to indicate a restriction against courses singly, whereas ‘the pair (ABCD 101, EFGH 101)’ is used to indicate that a restriction is only against a combination of courses.</p>	<p>The example below signifies that ECEN 202 is restricted against ELEN 202 and <i>also</i> against PHYS 235:</p> <p>✓ ECEN 202: X ELEN 202, PHYS 235</p> <p>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:</p> <p>✓ ECEN 202: X the pair (ELEN 202, PHYS 235)</p> <p>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</p>

	manually to see if the other course has also been passed.
<p>Permission required</p> <p>When referring to the permission of the Associate Dean in a statute, it is preferable to record the full title at the first instance, e.g. Associate Dean (Students).</p> <p>The word ‘permission’ is preferable to ‘approval’.</p>	<p>Where all students must obtain the permission of the Head of School or other authority the pre-requisite should be written as:</p> <ul style="list-style-type: none"> ✓ P permission of Head of School ✓ P permission of Associate Dean
<p>Approved points/courses</p>	<p>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.</p>
<p>Repetition</p> <p>To avoid repeating lengthy specifications it is possible to refer in the <i>Calendar</i> (only) to an earlier specification:</p> <p>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.</p>	<p style="text-align: center;">THEA 301 P THEA 203 or 204</p> <p><u>For Calendar:</u></p> <ul style="list-style-type: none"> ✓ THEA 302 P as for THEA 301 <p><u>For Course Finder:</u></p> <ul style="list-style-type: none"> ✓ THEA 302 P THEA 203 or 204
<p>Specified time periods</p> <p>Sometimes a change in course content that makes it similar to another course within a specific date range makes a relevant stipulation appropriate.</p> <p>In the 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>	<ul style="list-style-type: none"> ✓ P 20 300-level TOUR pts; X TOUR 411 in 2009–2011

<p>Specified achievement for entry</p> <p>Although the preferred method for specifying entry requirements to a <i>programme</i> is via the statute rather than the schedule, the example is also acceptable:</p>	<p>✓ P B+ or better in EPSY 501 or EDUC 532</p>
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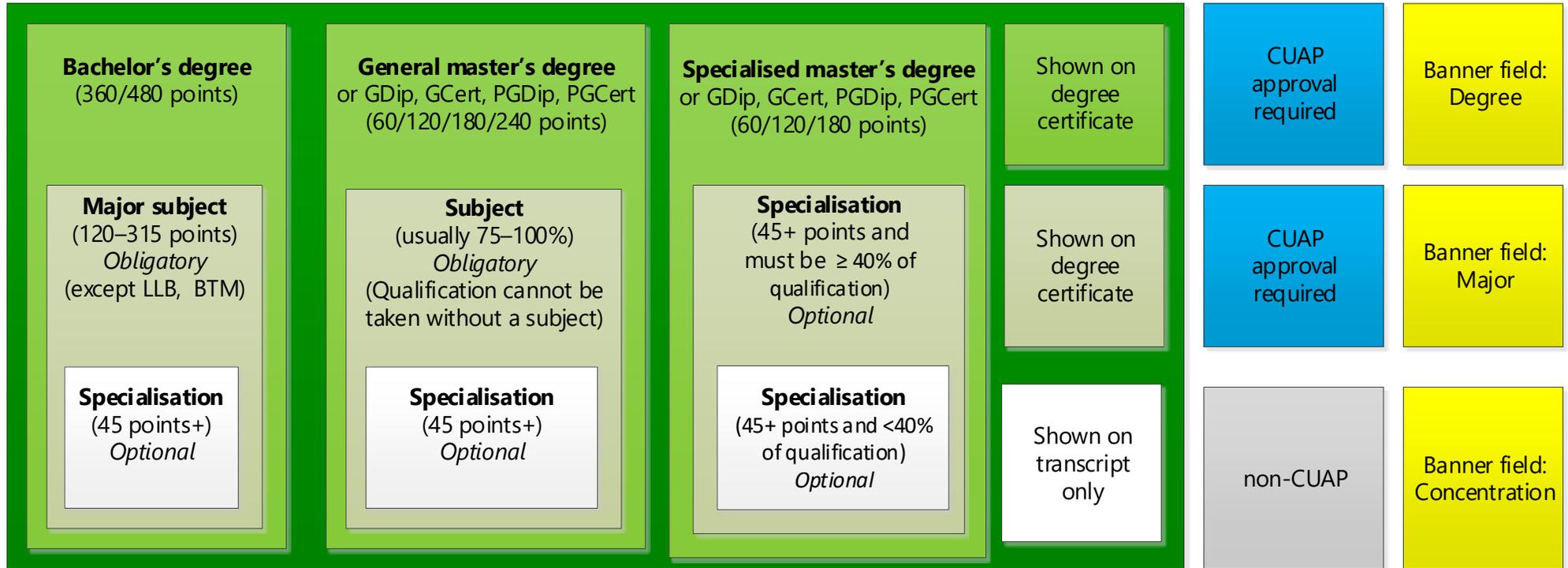
Further examples

The following examples 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-Labeling (D)
INTA 211	Interior Architecture Design	15	P BAS Part 1; X ITDN 211
CCDN 231	Experimental Design Ideas	20	P DSDN 171 and a further 45 100-level DSDN pts
ACCY 306	Financial Statement Analysis	15	P ACCY 231, FINA 201 (or 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)
QUAN 111	Mathematics for Economics and Finance	15	X (MATH 141/142) and 151
ECON 433	Labour Economics	15	P ECON 333
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
CYBR 472	Digital Forensics	15	P CYBR 271, 371, 30 further 300-level pts from (CYBR 301–379, NWEN 301–379, SWEN 324, 326)
NWEN 404	Mobile Computing	15	P NWEN 302, 30 further 300-level pts from (COMP, ECEN, NWEN, SWEN)
ASIA 208	Chinese Society and Culture through Film	20	P 40 pts including one of ASIA 101, CHIN 112 or FILM 101
OPRE 355	Operations Research Applications	15	P COMP 102 or 112; MATH 353 or OPRE 253; one course from (MATH 177, 277, STAT 292)
CHIN 101	Chinese Language 1A	20	X prior knowledge as determined by the academic teaching staff in Chinese
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 CHEM 113 or 18 Achievement Standard credits at NCEA Level 3 in Chemistry, including: AS91390, AS91391 and AS91392 or equivalent background in Chemistry; 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 and 452 and permission of the Programme Director
EDUC 582	Advanced Quantitative Research and Analysis in Education and Psychology	30	P permission of relevant Associate Dean (Research), EDUC 503 (or EPSY 501) or PSYC 325 or approved alternative; X EPSY 511, FEDU 511, PSYC 511
GOVT 690	Thesis	240	P completion of Part 1, acceptance into Part 2 by Associate Dean (PGR)
CGRA 408	Computer Graphics Rendering	15	P CGRA 350 or COMP 308 or at least B– in CGRA 401 and 402 (or COMP 471 and 472 in 2014–2015); X COMP 408
CMPO 210	Electronic Music and Experimental Sound Design	15	P One of CMPO 101, 181, 186, or entry by portfolio
NZSM 411	Classical Performance (Solo)	60	P audition; X PERF 411–414

Appendix 9: Degrees, majors/subjects and specialisations



Appendix 10: Acronyms

Code	Title
AB	Academic Board
AC	Academic Committee
AD	Associate Dean
AO	Academic Office
APC/APM	Academic Programme Coordinator/Manager
AQA	Academic Quality Agency (external body)
CA	Course Administration and Timetabling
CAD	Centre for Academic Development
CLO	Course Learning Objectives
CSU	Central Services Unit
CUAP	Committee on University Academic Programmes (external body)
EFTS	Equivalent Full Time Student
FB	Faculty Board
FBP	Finance Business Partner (Faculty financial advisor)
FHSS	Faculty of Humanities and Social Sciences
MCR	Mandatory Course Requirement
MOOC	Massive Open On-line Course
NZQA	New Zealand Qualifications Authority (external body)
NZQF	New Zealand Qualifications Framework (external body)
PAMI	Planning and Management Information (office)
PCSR	Personal Courses of Study Regulations (located in <i>Calendar</i>)
PEAC	Proposal Engagement and Collaboration (system)
PGSA	Postgraduate Students Association
PVC	Pro Vice-Chancellor
SEAD	Combined Science, Engineering, Architecture and Design Innovation
SLT	Senior Leadership Team
STEO	Services Tertiary Education Organisation (external database)
TEC	Tertiary Education Commission (external body)
UNZ	Universities New Zealand – Te Pōkai Tara (NZVCC)
VUWSA	Victoria University of Wellington Students' Association
WSBG	Wellington School of Business and Government
WUI	Wellington University International (previously Victoria International)

Appendix 11: Glossary

Bachelor's degree	A course of study that has a total value of not less than 360 points and contains a minimum of 72 points at 300-level.
Corequisite	An additional course that must be studied concurrently (if not already passed) in order for enrolment in a particular course to be approved.
Course	An individual unit of study towards a qualification, identified by a course code and title carrying a specified point value.
Course of Study	A set of courses undertaken by a student towards a qualification and the requirements a student must comply with to gain that qualification.
Course learning objectives (CLOs)	Statements of the expectations for student achievement in the course; they describe the skills, knowledge or dispositions that students will achieve or demonstrate upon successful completion of the course.
Curriculum alignment	Curriculum design which ensures that both the learning activities and the assessment tasks support students to achieve the CLOs for the course and the graduate profile of the programme and University.
Diploma	A qualification at undergraduate or pre-degree level with a total value of not fewer than 120 points.
Graduate Attributes	Graduate attributes are learning goals that are made up of things graduates of a programme or major should be able to know, do, achieve or be and are linked to higher level generic University graduate attributes.
Graduate Diploma	A qualification open to graduates or those with approved experience and has a total value of not fewer than 120 points, 72 of which must be at 300-level or above.
Higher Degree	There are five higher degrees: Doctor of Literature (LitD); Doctor of Music (DMus); Doctor of Science (DSc); Doctor of Laws (LLD); and Doctor of Commerce (DCom). The degrees are awarded to graduates of Victoria University of Wellington for substantial published work that has made an original contribution of special excellence in their specified field.
Honours Degree	An Honours degree recognises distinguished study at an advanced level, and may either be a: Undergraduate degree awarded with Honours: Usually a 480-credit bachelor's degree that requires a particular level of achievement. Postgraduate Honours: A discrete 120-credit degree following a bachelor's degree.
Master's Degree	An advance degree taken by a student who already holds a Bachelor's degree. The degree may be a thesis or completed by coursework. Master's degrees usually have a value of 240- or 180-points.
Major	A substantial component of an undergraduate degree consisting of courses normally worth at least 120 points in a recognised subject area and including at least 40 points at 300-level or above. For a general undergraduate degree, a major shall not require more than 140 points at 200-level and above.
Minor	A component of an undergraduate degree, consisting of courses at 200-level or above in a recognised subject, or subject area, worth at least 60 points, and including at least 15 points at 300-level

Postgraduate Diploma	A qualification that builds on a prior degree in the area, or those with approved prior experience and contains a total value of no fewer than 120 points which must be at 400-level or above.
Prerequisite	Any course that must have already been passed, or any other condition that is required, before enrolment in a particular course can be approved without special permission.
Prescription	A brief description of the content of a course. Prescriptions are published in the Course Catalogue and Course Outlines.
Programme	An academic unit responsible for the teaching of a particular discipline (e.g. history, chemistry)
Programme/major graduate profile	A statement of the attributes that graduates should achieve through the completion of a specific programme or major.
Qualification	A degree, diploma or certificate.
Restriction	A course may be restricted against another course with similar content. If a student has passed one course, they cannot also gain credit for a course that is restricted against it.
Specialisation	An optional area of focus within a major, a subject or a specialised graduate or postgraduate qualification. A specialisation shall require at least 45 points of directly relevant courses at 200 level or above, including at least one course above 200 level. For a specialisation to be recorded on the Qualification Certificate, it must comprise at least 40% of the qualification and must not be a subsidiary component of a major or subject. See Academic Transcript and Certificate Policy.
Subject	A particular academic discipline offered through courses at various levels. This does not include Master's by thesis. At the undergraduate level: a collection of courses 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 courses 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
Universities New Zealand	A statutory body that represents the interests the New Zealand universities. Formally called the New Zealand Vice-Chancellors Committee.
Victoria University of Wellington graduate profile	A statement of the attributes that graduates should achieve through formal and informal learning opportunities during their study at University.

Appendix 12: Checklist

COVERSHEET

- Ensure the proposal reference contains all the qualifications amended within the proposal.
- Check the consultation summary is up-to-date.
- Confirm the approval table is up-to-date (e.g. Faculty Board approval recorded) – or more than one faculty board if relevant.
- Check if there is anyone else that should have been consulted, even if they're not on the standard list. e.g. International, fees, other affected faculties. If the programme has large numbers of international students (or could have), consult widely with International re fees, structure, admission, marketing, name etc... and particularly anything that might affect visa eligibility.

PROPOSAL

- Ensure the complete reference number is in the header at the top right; ask other faculties for their numbers if the proposal is across faculties.
- Use correct abbreviations, eg. GDipDI not GradDipDI
- Always include course titles at the first instance of use. *ABCD Title*.
- Provide a succinct Purpose statement.
- Check that everything listed in the Purpose is covered in the Justification (and vice versa)
- A3 – check the Calendar page number is listed
- A3 – check that the Calendar entry is actually from the Calendar (cut and paste) in the format of the current Calendar.
- A4 – check if “N/A” is really appropriate in terms of implications and resources.
- A4 – check that the statements made are consistent with those in the justification.
- Be aware that although limitations might be stated in the proposal, there is a separate limitations approvals process.
- Website/marketing – be aware that international have their own team and processes.
- Transition arrangements – be clear about when it is proposed that the amendment comes into effect and whether students can complete under old regulations (including thinking about whether the courses will be available for them to take next year).
- Funding for international fieldtrips requires it to be core to the programme – talk to PAMI.
- Fees – may need to talk to Student Finance. Also think about international fees.
- A5 Treaty of Waitangi – consider wording carefully, don't be afraid to ask for assistance from the Associate Professor Megan Hall. “N/A” not acceptable.
- A6 – Never “N/A”. Refer to the internal coversheet and include any external consultation.

COURSE DESCRIPTIONS

- Ensure that the short title makes sense.
- Check prerequisites, restrictions etc. match what is in the main proposal form.
- Establish if any restrictions are out-of-date and could now be removed.
- Confirm qualifications listed in the Qualification Schedule row.
- Make sure that an estimate of workload is included for assessment items.
- Check that the assessment weighting adds up to 100%.
- Ensure that all the CLOs are covered by the assessment items.
- Check that Mandatory Requirements have an appropriate justification.

GENERAL

- Check if amendments affect any other programmes (both inside and outside the faculty). “Find All” in the Calendar is a useful tool.
- Look at Course Finder to check against currently published information.
- State the year that the changes are to take effect.
- Check font/style are consistent.
- Specify in justification if proposal is linked to any other proposals currently underway.