



ACADEMIC APPROVALS HANDBOOK

This handbook is one of three handbooks that cover quality assurance in learning and teaching at Te Herenga Waka—Victoria University of Wellington. The other handbooks cover assessment, and programme and course design.

Academic Office

June 2025

This version was updated in June 2025. It incorporates the principles guiding academic programme approvals, reflects revised approval processes and organisational changes affecting approval pathways, aligns with the CUAP (Committee on University Academic Programmes) Handbook, and includes clarifications to support a more consistent experience for proposers and approvers. It also reflects the first integrations with the University's new curriculum management system (Mata).

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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 highest 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 qualifications 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.

2 Iteration Notice

This iteration of the Academic Approvals Handbook has been updated to accommodate overlapping processes as Mata, our new curriculum management system (CMS) is introduced. At the time at which all faculties have migrated to using Mata, this handbook will be further updated to remove outdated process information.

3 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 and Training Act 2020. The role of the Board 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, majors, specialisations, minors and special topic slots. CUAP approval or notification may also be required.
- The approval of new courses – The Academic Board has sub-delegated this to the Academic Programmes Committee.

Academic Programmes Committee: The University's Academic Programmes Committee reviews and makes recommendations to the Academic Board on proposals

for new academic programmes and changes to, or deletion of, existing programmes and courses.

Academic Programmes Committee has the delegated responsibility to approve:

- changes to course prerequisites, corequisites, and restrictions
- new courses and significant changes to a course
- micro-credentials

Faculty Boards: Each Faculty Board is a sub-committee of the Academic Board and serves as the highest academic governance body within its faculty. Faculty Boards must endorse proposals before they are submitted to the Academic Programmes Committee. Each Faculty has its own process for reviewing proposals, which typically includes input and support from the programme director, Head of School, Faculty Academic Committee and/or Faculty Teaching and Learning Committee (or equivalent).

3.1 External quality assurance

3.1.1 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 and Training Act 2020, they have statutory authority for the quality assurance of academic programmes.

3.1.2 Committee on University Academic Programmes

Universities New Zealand (UNZ) delegates programme approval and accreditation functions to the Committee on University Academic Programmes (CUAP). CUAP includes one representative from each university, a Chair and Deputy Chair appointed by UNZ, 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.

3.1.3 New Zealand Qualifications Authority and Framework

It is a legislative requirement that the New Zealand Qualifications Authority (NZQA) maintains the [New Zealand Qualifications and Credentials Framework](#) (NZQCF) 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.

4 Proposal development principles and guidance

The following principles underpin the University's academic programme approval process. They reflect a commitment to high-quality, future-focused curriculum development that supports strategic alignment, academic integrity, and student success. The academic programme approval process needs to function in a way that:

1. Assists our University in making the best decisions possible about curricula, that is, it is not simply a bureaucratic process.
2. Builds in rigorous academic scrutiny to ensure that our programmes offer students a world-class university experience of the highest quality.
3. Ensures decisions are informed by the highest quality strategic, planning and business intelligence to provide the University with confidence that our programmes can be supported from the outset and be financially sustainable going forward.
4. Helps us to anticipate and carefully assess the significant risks and benefits of proposals.
5. Ensures roles and responsibilities of individuals, schools, faculties, and CSUs in programme development are clear.
6. Lines up the many moving parts and considers the ripple effects of different approvals to avoid unnecessary increases in the workloads of academic and professional staff.
7. Offers clear guidance and expectations around the timing of different parts of the process. The process needs to be agile, responsive and timely.
8. Demonstrates trust in staff's disciplinary expertise and facilitates transdisciplinary collaboration.
9. Enables us to develop curricula that are informed by Te Tiriti, future-orientated, research-led, and responsive to core and changing student and societal needs, especially in relation to employment.
10. Enables us to develop curricula that support all students to acquire the overarching graduate attributes of a Te Herenga Waka—Victoria University of Wellington qualification.

Faculties approach programme and course development differently. Guidance is available in the [Programme and Course Design Handbook](#) and on the [Centre for Academic Development \(CAD\)](#) website. Associate Deans (Academic), staff in CAD, and the Academic Office also support development. It is strongly recommended that you access this support during the development phase and that you respond appropriately to advice.

A glossary of University acronyms and specialised terms is provided in [Appendices 10 and 11](#). A reference list of resources and contacts to assist with proposal development is provided in [Appendix 4](#).

4.1 Curriculum management

4.1.1 Mata

At time of writing, all information related to courses is held in Mata, which has also replaced the Course Outline Editor system. Information for qualifications including

majors, minors, and specialisations will be added during 2025). Academic Programme Advisers can provide further information about this system and its use.

4.1.2 PEAC

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

PEAC will be phased out during 2025 as the University transitions to Mata for proposal development.

4.1.3 Qualification development processes

When developing a new proposal, it is important to check that it aligns with the CUAP approved qualification structures and the General Programme of Study Regulations (found in the [Calendar](#)). The [CUAP Handbook](#) contains minimum and maximum point requirements, the required number of points at each level of study, exceptions and appropriate descriptor levels.

Academic Programme Advisers (APA) will assist with generating a new proposal and guiding it through faculty-level committees.

For any new qualifications, major subjects or courses, consideration should be given to an appropriate name, how it will be abbreviated, and the codes to be used. The Manager, Course Administration and Timetabling has final approval of all codes. Guidance is provided in Appendix 5.

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

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

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

4.2 Consultation

4.2.1 University-wide consultation

Developing new programmes and courses, or changing current offerings, will impact other parts of the University, so consultation with key people identified in this handbook is important 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. Each proposal requires a cover sheet (currently in [PEAC](#)) that assists in identifying staff who should be consulted and confirms that consultation has taken place. 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 Programmes Committee.

4.2.2 Student consultation

Student consultation is an integral part of the proposal process. Student representatives are appointed to each faculty board by the Victoria University of Wellington Students' Association (VUWSA), Postgraduate Students' Association (PGSA) and Ngāi Taurira—the Māori students' association. They have the opportunity to have input into proposals at faculty level and perform a vital role in ensuring that students have a voice on course and programme proposals and decisions that impact them. They can also signal their support or any concerns they have to the student members on the Academic Programmes 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. The Student Representation Coordinator at VUWSA can be contacted for advice at src@vuwsa.org.nz.

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

4.2.3 External consultation

Proposals requiring approval from CUAP should be accompanied by evidence of consultation with appropriate external stakeholders. This includes relevant professional registration or licensing bodies. If the programme is or will be professionally accredited, comments from the professional body or proof of approval must be included in the proposal submitted to CUAP. CUAP cannot approve any qualification or major that requires accreditation until this is complete.

An application process for such accreditation 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.

5 Developing new programmes

A new programme may include one or more:

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

The introduction of a new qualification or major is a four-step process:

Step 1—Initial Pitch

Purpose: To ensure alignment with the University’s strategic vision and financial viability before significant effort is invested.

1. Development: Dean (or nominee) submits a completed Initial Pitch (template linked at <https://intranet.wgtn.ac.nz/staff/learning-teaching/academic-proposals>) to the Deputy Vice-Chancellor (Academic) with:

- A brief justification for the proposal, outlining its value to the University.
- A high-level description of the proposed programme or changes, following the template headings provided.
- *Not required:* Detailed EFTS analysis or business case.

2. Approval: Provost and Deputy Vice-Chancellor (Academic) (DVC(A)).

- Consult relevant stakeholders as needed (e.g., Deans, Associate Deans, Academic Office) to align the proposal with ongoing initiatives.
- The Provost and DVC(A) commit to a 1–2-week turnaround on decisions.

Outcome: The Dean (or nominee) is advised to either proceed with a concept proposal or is informed that the proposal does not align strategically or is unlikely to be financially viable.

Step 2—Brief Concept Proposal

Purpose: To develop a high-level concept proposal while minimising unnecessary effort at an early stage.

1. Development: Proposer working with Associate Dean (Academic) (AD(A)) creates a brief concept proposal (currently in [PEAC](#)), including:

- High-level academic details of the programme.
- An environmental scan.
- Predicted programme EFTS (input from PaMI).

2. Consultation: Proposer meets with key stakeholders, such as:

- Schools, faculties, DVC Māori Office, AVC Māori Office, Future Students, Wellington University International, student representatives, Enrolments, Marketing, CAD, HR, Academic Office, Digital Solutions, Property Services, Finance, PaMI, Tītoko, research unit staff.

- If scheduling a single meeting is impractical, alternative methods (e.g., individual consultations) are acceptable, recorded in the concept proposal.
- The Senior Adviser, Curriculum Development, will support this process.

3. Approval: Te Hiwa at regularly scheduled meeting.

Outcome: Proposer advised of Te Hiwa decision by the Provost/DVC(A). If approved, the proposer moves to the full proposal and business case stage.

Step 3—Full Proposal and Business Case (see 5.1 for details)

Purpose: To rigorously evaluate and refine a proposal’s academic quality, strategic alignment, and feasibility.

1. Development: Proposer with Associate Dean (Academic) prepares:

- A full academic proposal
- A business case (input from **Faculty Business Partner (FBP)**) [[template on Finance website](#)].

2. Approvals or endorsements:

- **Faculty board(s):** Full academic proposal is endorsed by relevant faculty board(s) and forwarded to Academic Office.
- **Academic Programmes Committee:** Full academic proposal reviewed and endorsed.
- **Te Hiwa:** Full academic proposal and business case are reviewed by Te Hiwa at a regularly scheduled meeting.
 - Proposers (e.g., Dean, AD(A), or Programme Director) may be invited to answer questions during review.
- *Note: The full proposal and business case must be approved by Te Hiwa before the full proposal is submitted to Academic Board.*
- **Academic Board:** Full academic proposal reviewed and internally approved.

Outcome: Proposer advised by Academic Office. If approved by Academic Board, the proposal is submitted to CUAP for external approval.

Note: Programmes may be marketed after Academic Board approval but must include the phrase “subject to regulatory approval.” This phrase can be removed when the proposal receives CUAP approval *and* TEC funding approval.

Step 4: CUAP submission (see 5.3 for details)

Purpose: To receive CUAP approval, based on the proposal meeting nationally consistent quality standards. Te Hiwa would not need to review the full proposal and business case again once approved in Step 3, unless the Dean determines that after having been reviewed by the Academic Programmes Committee, and Academic Board, it is substantially different from what Te Hiwa initially saw (and this would likely be unusual).

1. Submission:

- Academic Office submits the full proposal to CUAP for external peer review and comment by other universities.

2. Approval:

- Other universities review and provide feedback online, which must be responded to appropriately and resolved, or progress to a CUAP meeting for further discussion.

Outcome: Academic Office advises AD(A) and others if the proposal is approved or declined.

5.1 Full Academic Proposal and Business Case

5.1.1 Initial Pitch and Concept Proposal

Before a full academic proposal is developed, all proposals for new programmes or major subjects must go through two early-stage steps: the Initial Pitch and the Concept Proposal. These stages are designed to ensure strategic alignment and reduce unnecessary work early in the development process.

For concept proposals, proposers must request a market analysis from Planning and Management Information (PaMI) for predicted enrolments, and a financial overview from their Faculty Finance Business Partner.

Templates and guidance for both processes are available at [New qualifications, major subjects, courses, and changes | Staff intranet | Victoria University of Wellington](#)

5.1.2 Full Academic Proposal

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

The templates and instructions for the development of the full proposal can be found on PEAC. There are two parts to a full CUAP academic proposal:

Part A – Academic and Strategic Case

This is the formal proposal submitted to CUAP for external review and approval. It outlines the purpose, structure, and rationale for the new programme and includes:

- Strategic justification and alignment
- Graduate profile and learning outcomes
- Programme structure and regulations
- Admission requirements
- Evidence of demand and sustainability
- Summary of consultation (full details may be provided in an appendix)

Part B – Course Descriptions and Delivery Detail

Part B provides supporting detail about the courses within the programme. It includes:

- Course codes, titles, and levels
- Learning objectives and assessment methods
- Delivery modes and staff resourcing
- Timetabling and student workload

Part B **may be submitted with the initial CUAP proposal**, but if not, it must be made available upon request during the peer review process.

5.1.3 Business Case

Proposals for new programmes must be academically robust and financially sustainable. CUAP requires the university to demonstrate it has the capacity and capability to deliver the programme—this includes appropriate staffing, facilities, resources, and support services.

To meet this requirement, a full business case must be approved by Te Hiwa before the proposal can proceed to Academic Board. While the business case is an internal document and is not submitted to CUAP, it must align closely with the academic proposal.

Proposers must contact their [Finance Business Partner](#) early in the process to begin work on the business case. The template is available on the [Finance website](#).

Things to consider:

- The Dean must approve the Business Case *before* it is submitted with the full proposal to the Academic Office.
- The timing of the proposal, as Finance must have sufficient time to finalise the Business Case and complete Finance review before it is approved by the Dean and proposer and submitted to the Academic Office for consideration by Te Hiwa.
- 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 Te Hiwa for consideration.

5.2 Endorsement and approval process

Once Te Hiwa have approved the full proposal and Business Case, the proposal (only) will then move through the following steps:

- Academic Programmes Committee for endorsement
- Academic Board for internal approval
- CUAP for external approval.

In some cases, Te Hiwa may review the full proposal and business case at the same time as the Academic Programmes Committee reviews the full proposal, provided the necessary documentation is available to both committees.

5.3 CUAP Process

Once a proposal is endorsed by Academic Board for submission to CUAP, it enters an external peer review round. Depending on timing, this will be Round 1 (opens 1 March), Round 2 (1 May), or Round 3 (1 August). The Academic Office will submit the approved proposal into the CUAP Proposal Management System.

Universities have four weeks from the round opening to provide initial feedback on other institutions' proposals. Once this peer review period ends, we can view comments on our proposals and submit responses.

Proposals must be signed off by all universities by the final closing date, typically four weeks later.

A proposal is considered “CUAP Approved” when all eight universities have signed off and the Chair (under delegation from the Committee) gives formal approval.

If a qualification also requires approval from an accreditation body, CUAP will not give final sign-off until written approval from that body is received.

Once CUAP approval is confirmed, Academic Office notifies:

- The proposer/s
- The relevant faculty’s Associate Dean (Academic) and Academic Programmes Adviser (APA)
- Relevant central service units

The approval proposal information may be entered into Banner following CUAP approval (see 5.4).

Note: a TEC funding application cannot be submitted until the qualification is in Banner.

If a proposal is not approved by all eight universities, it is flagged for discussion at the next CUAP meeting. Our Deputy Vice-Chancellor (Academic) attends this meeting and responds to questions on our behalf. Proposers must be available (usually by phone) to answer any academic or programme-specific queries. CUAP meeting dates are available from the Academic Office.

5.4 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), the TEC Database (STEO), and the curriculum management system (Mata). Information for every new qualification, whether part of a suite of qualifications or not, must be included in 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 setup should be started at the same time as the other sections and forms. The Academic Programme Adviser (APA) can start the process within PEAC and will advise Academic Office and PaMI when it is ready for checking.
- All new qualifications should be included. This includes any PGDips and or PGCerts associated with the proposal.
- New courses are set up by the proposer (or APA) directly into Mata.
- The APA and PaMI can advise on the correct Ministry of Education codes referred to on the template.
- Course Administration and Timetabling inputs the information into Banner and PaMI enters the information into STEO.
- Once the information is entered into Banner, APAs 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 proposer should be asked to review the publicly available information about the qualification and to provide amendments if appropriate. When adding or deleting a subject, the Outcome Statement on the NZQCF should also be updated.

- Format:** Qualification Set up Form(s) within the **PEAC** system.
- Steps:** Academic Office, for guidance on the descriptive information about the qualification, *before* the information is entered into the databases.
 Planning and Management Information unit, for approval of information related to Tertiary Education Commission funding.
- Timing:** By 1 March for Round One proposals; by 1 May for Round Two proposals; by 1 August for Round Three proposals.

5.5 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](#).

6 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**.

6.1 Amendments requiring CUAP approval

Changes that require CUAP approval. For further information, refer to section 6 of the [CUAP Handbook](#). Please note on the proposal which CUAP category applies:

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 subject when there is no established major in the subject.
6.1.4 The introduction of an endorsement when the concentration of study is 40% or greater and the endorsement is stated on the graduation certificate.
6.1.5 The introduction of a new conjoint programme or a new programme consisting of existing qualification or subjects.

6.1.6 Substantial changes to the structure of a qualification such as changes to the duration or credit/EFTS value of a programme and extensive changes to the courses that comprise the programme.
6.1.7 Changes lowering the minimum entry requirements for a programme.
6.1.8 A change in the name of a qualification or subject.
6.1.9 Transfer of credit, cross-crediting or exemption regulations falling outside regulations currently in place.
6.1.10 Qualifications with significant contributions from overseas and/or delivered offshore may need to be submitted to the committee (refer to sections 7-8 in this Handbook and Appendix G in the CUAP Handbook)

Format: For guidance on development steps see the *Summary Guide to Approval Processes* (section 14)

Steps: Faculty Board (or Dean with Board delegation)
Te Hiwa (for concept and full proposals only)
Academic Programmes Committee
Academic Board
CUAP (approval)

6.2 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, only when the university already has an established bachelor's, honours or master's programme in the subject and the new qualification draws on existing courses. This would include the introduction of a certificate where there is an established diploma.
2. The introduction of an undergraduate diploma or a certificate, only when the university already has an established bachelor's degree in the subject and the new qualification draws on existing courses.
3. The introduction of a minor subject in an undergraduate degree only 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 deletion of entire qualifications, major subjects, minor subjects where there is no established major subject, or endorsements (referred to as specialisations at this University) (refer to section 10).

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

Format: Numbers 1, 2, 3 require a Programme Amendment available in PEAC. The Academic Office will prepare a CUAP notification memo following Academic Board approval.

Number 4 requires a Deletion Form available on PEAC.

Steps: Faculty Board (or Dean with Board delegation)
Academic Programmes Committee

Academic Board (approval)

CUAP (notification)

7 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, Wellington University International 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 must consult with the Academic Office and other relevant Central Service Units at an early stage in the development of any such agreements to ensure arrangements for enrolling and progressing students are considered.

8 International and offshore delivery

Qualifications with significant contributions from overseas institutions and/or that are delivered offshore by New Zealand universities, (in part or in whole), must meet CUAP requirements consistent with NZQCF 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.

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 14)

9 Non-CUAP changes

Any type of change to a qualification regulation not listed in section 6, follows the process outlined within the PEAC system and detailed in the *Summary Guide* (section 14). The process and format are the same as for CUAP proposals, except that the highest approval body is either Academic Programmes Committee or Academic Board.

These changes can include:

- Non-CUAP amendments to regulations
- Adding and deleting courses within programmes
- Adding, amending and deleting prerequisites/corequisites/restrictions for individual courses
- Amending the wording of both titles and prescriptions
- Amendments to points values of a course

10 Cancelling, closing or deleting programmes

The appropriate process depends on the circumstances:

- Cancelling a programme intake (section 10.1): applies if there is a late decision to cancel delivery of 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 10.2): 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 (refer to section 5.2 of the General Programmes of Study Regulations).
- Deleting a programme (section 10.3): 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.

10.1 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 offered as advertised. If no such arrangements can be made, the Dean makes a recommendation of cancellation to the Deputy Vice-Chancellor (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.

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 Deputy Vice-Chancellor (Academic) decides on the cancellation and advises the Dean.

10.2 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 (refer to section 5.2 of the General Programmes of Study Regulations)). 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.

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. 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.

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 Closure and Deletion Form is found on PEAC.

Format:	Closure or Deletion Form
Steps:	Faculty Board Academic Programmes Committee (approval)
Timing:	Anytime
Notes:	The information on the NZQCF website stays until the programme is deleted.

10.3 Deletion of a programme

Deletion is permanent and must be implemented only when it is 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 NZQCF, *Calendar* and other publications. Students who have completed the qualification may continue to request transcripts with the deleted qualification retrospectively.

The timing of a deletion depends on the circumstances. For example, even if a programme hasn't been formally closed, declining enrolments may warrant submitting a deletion proposal to CUAP after a few years.

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 liaise with the programme director or other appropriate academic staff member to ensure the information on the NZQCF is accurate.

The Closure and Deletion Form is in PEAC.

Deletion:	Closure or Deletion Form
Steps:	Faculty Board

Academic Programmes Committee

Academic Board (approval)

CUAP (notification)

Timing: May be submitted to CUAP at any time

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.

11 Developing new courses

The introduction of a new, credit-bearing course requires setting up in Mata ready for endorsement of the Academic Programmes Committee and the approval of the Academic Board. New courses do not require CUAP approval unless the new course is associated with a significant change to the qualification regulations, in which case refer to section 4.

11.1 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.

For advice on course design, the proposer should contact the Centre for Academic Development as soon as course design commences.

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.

11.2 Development process for new courses

The following are considered proposals for new courses:

- Creating a new Special Topic *slot* (but not the prescribing of content for a Special Topic course) (see section 13).
- 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 Academic Programmes Committee (approval)
Timing:	To appear in the <i>Calendar</i> the proposal must reach the August meeting of the Academic Programmes Committee. For a 100-level course to appear in the Guide to Undergraduate Study (other than as ‘subject to approval’) the proposal must reach the March meeting of the Academic Programmes Committee.
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 11.4 below). 2. A proposal for a new Special Topic slot does not require a Course Description (although one may be enclosed if available). 3. It is not advised to set up a Special Topic slot with prerequisites. Prerequisites may be specified when defining the content for a particular offering of the special topic. 4. 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. 5. Information on Course Outlines, including changes that can be made after the course has started, can be found in the Assessment Handbook.

11.3 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 outline and helps students to make informed choices. (See Appendix 6 for examples).

11.4 Course description

The course description is designed to provide academic staff in any discipline with a one-page snapshot of a course, 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 new course proposal submitted to the Academic Programmes Committee must include a course description.

While Special Topic slots are approved via memo by the DVC(A), new content requires approval by the Academic Programmes Committee and should be submitted in Mata or using Form 10 which can be found on PEAC until transition to Mata is completed. Flexible content courses are covered in section 13.

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

11.5 Internal set-up of new courses

After Academic Programmes Committee approval, the new course needs to be set up in Mata and in Banner. Once the course is set up in Mata, PaMI, Student Finance and the Course Administration and Timetabling teams will check details and approve, then the course is created in Banner.

Format: Within Mata.

Approval agents: APAs usually set up in Mata and check the TEC coding details with PaMI and the fees with Student Finance before requesting approval from Course Administration and Timetabling.

Timing: As soon as possible after approval, but by August if the course is to appear online and be available at the start of online enrolment.

12 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 affect a student's course of study is considered significant and must be notified to, or in some cases approved by, the Academic Programmes 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.

12.1 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 Programmes Committee.

- change to prerequisites, corequisites or restrictions
- change in points value (up or down) up to 5 points.
- Changing the title *and* the prescription of a course, unless the changes are considered editorial and the meaning remains the same.

Format: Significant change workflow in Mata *or* PEAC - Course Amendment and Course Description form(s)

Steps: Faculty Board

Academic Programmes Committee (Approval)

Timing: To appear in the *Calendar*, changes must be submitted to the Academic Programmes Committee in time for its August 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 Academic Programmes 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 equivalent) or Associate Dean (Approval)

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

12.2 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 (or equivalent), however, check with your faculty's Assessment and Moderation requirements and check the summary guide in section 14. 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 Programmes Committee.

Format: Minor change workflow in Mata

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

Timing: By August to ensure the course is correct at the opening of online enrolment. 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.

The following types of minor change must be approved by the Faculty Academic Committee (or equivalent) or **Associate Dean (Academic)**, 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 11). If in doubt, contact the Academic Office for advice.

12.3 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 (e.g. staff illness, lack of tutors, budget constraints)
- student demand does not meet the minimum student enrolment number set by Te Hiwa 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.

For approvals processes for cancelling courses refer to the [Academic Year Dates and Scheduling Regulation](#).

12.4 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.

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: Anytime.

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 Academic Programmes Committee and Academic Board.

13 Flexible content courses

13.1 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.

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 is not recommended 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.

Ensure the funding category of a Special Topic slot aligns with its proposed content. Contact PaMI if a change may be needed.

Approving the content within a Special Topic slot is an internal faculty process but usually entails the following steps outlined below. The information required on the template mirrors that of a new course. The Special Topic template is on PEAC.

Once the content has been approved, the APA will update the course outline in Mata and relevant fields in Banner.

Format:	Special Topic Form (10) with notification to Course Administration and Timetabling and Academic Office.
Steps:	Programme Director Head of School Faculty Academic Committee (or equivalent) or Associate Dean (Academic) Faculty Board (varies by Faculty) Academic Programmes Committee (notification)

13.2 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 11. The existing special topic course code generally cannot be used for a permanent offering. The proposer or APA 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.

13.3 ‘Topic in’ slots and offerings

‘Topic in’ courses are like Special Topics but are more focused and not required to convert to a permanent course after three 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](#).

13.4 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: Filling an existing slot

Steps: **Internal faculty process**

Requirement: Create a new slot

Format: Creation of new slot workflow in Mata

Steps: Faculty Board

DVC(A)

14 Summary guide to approval processes, authorities and notification requirements

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

✓ = ultimate approval body, ✓ = advice and endorsement

Detailed information on proposal types is contained in the specified handbook sections (noted in red).

Note: These tables are also available as a single pdf file on the intranet under [New Qualifications, courses, and changes](#)

Proposal type	Forms – PEAC System All approvals required are indicated on the relevant forms within the PEAC System	Prog. Dir.	Head of School	FAC or Assoc. Dean	Faculty Board or Dean	Academic Office	Provost & DVC(A)	Te Hiwa	Academic Programmes Committee	Academic Board	CUAP	Course Admin
New qualification(s) New major / subject	1. Initial Pitch 2. Concept Proposal	✓	✓	✓	✓	Advice	✓	✓				Advice
New second-level specialisation (i.e., appears on the graduation certificate) <i>Section 5</i>	3. Full proposal with course descriptions and consultation appendix	✓	✓	✓	✓	Advice		✓	✓	✓	✓	Advice
	4. Business case	✓	✓		✓			✓				
	5. Banner/STEO form	✓	✓									Action
New minor without a corresponding major <i>Section 6</i>	Full proposal with course descriptions	✓	✓	✓	✓	Advice		✓	✓	✓	✓	Action
New qualification to be taught overseas * <i>Sections 7-8</i>	As per new qualification(s) above, plus: (a) CUAP offshore report template (b) Agreement/Memorandum of understanding	✓	✓	✓	✓	Advice		✓	✓	✓	✓	Action
Existing qualification to be taught overseas * <i>Sections 7-8</i>	(a) CUAP offshore report template Agreement/Memorandum of understanding	✓	✓	✓	✓	Advice			✓	✓	✓ (out of round)	Action
Deletion of qualification <i>Section 10</i>	Closure/deletion form	✓	✓	✓	✓	Notify			✓	✓	Notify	Action
Significant change to minimum entry requirements, total credits, duration, qualification or major name, or the structure of the qualification (e.g., the distribution of credits across levels) <i>Section 6</i>	Programme amendment, including course descriptions where applicable (which is almost always required)	✓	✓	✓	✓	Advice			✓	✓	✓	Action
Change regulations (less significant) <i>Section 9</i>	Programme amendment, with course descriptions where applicable	✓	✓	✓	✓	Advice			✓	✓		Action

Proposal type	Forms – PEAC System All approvals required are indicated on the relevant forms within the PEAC System	Prog. Dir.	Head of School	FAC or Assoc. Dean	Faculty Board or Dean	Academic Office	Provost & DVC(A)	Te Hiwa	Academic Programmes Committee	Academic Board	CUAP	Course Admin
New course (includes ST to permanent) Section 11	(a) Programme amendment, with course description(s) (b) Course set-up form	✓	✓	✓	✓	Advice			✓			Action
New special topic or DIS slot Section 13	Memo to Deputy Vice-Chancellor (Academic)	✓	✓	✓	✓	Advice			✓ (for noting)			Action
Change course points value Section 12	Programme amendment with course description(s)	✓	✓	✓	✓	Advice			✓	✓		Action
Permanent deletion of course Section 12	Memo to Academic Office and Course Admin	✓	✓	✓	✓	Notify			✓			Action
Closure of qualification Section 10	Memo	✓	✓	✓	✓	Notify			✓			Action
Change prerequisites, co-requisites, restrictions Section 12	Course amendment with course description(s)	✓	✓	✓	✓	Advice			✓			Action
Title and prescription Section 12	Course amendment with course description(s)	✓	✓	✓	✓	Notify/ advice			✓			Notify

14.2 For proposals that may be approved within Faculties:

✓ = ultimate approval body, ✓ = advice and endorsement

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

Proposal type	Forms – minimum requirement Note: Faculty-level approval processes, required forms, and the appropriate authorising committee or individual may vary between faculties. Contact your Academic Programmes Adviser for guidance.	Programme Director	Head of School	Faculty Academic Committee or Assoc. Dean	Faculty Board or Dean	Academic Office	Course Administration
Course title change only Section 12	Relevant change workflow in Mata or Course Amendment Form/memo, depending on faculty requirement	✓	✓	✓		Notify	Notify
Significant change to teaching format, e.g., classroom only to fully online Section 12	Relevant change workflow in Mata or 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 Section 12	Relevant change workflow in Mata or Course Amendment Form or memo, depending on faculty requirement	✓	✓	✓ (varies by faculty)			Notify
Significant change to timing, e.g., changing a full-year course to one trimester	Course Amendment Form or memo, depending on faculty requirement	✓	✓	✓ (varies by faculty)			Notify
Course learning objectives Section 12	Relevant change workflow in Mata or Approval can be by Programme Director or Faculty Academic Committee (or equivalent)	✓	✓	✓			
Minor change to prescription Section 12	Relevant change workflow in Mata or Faculty needs to keep a record of the changes	✓	✓	✓		Notify	Notify
Minor change to assessment	Relevant change workflow in Mata or Faculty needs to keep a record of the changes	✓	✓				
Minor change to teaching format	Faculty needs to keep a record of the changes	✓					Notify
Set up special topic in existing slot Section 13	Special Topic Form (also applies to flexible content courses)	✓	✓	✓ (varies by faculty)	✓ (varies by faculty)	Notify	Notify
Undergrad non-standard T3 teaching period (for pedagogical reasons)	Course Description Form	✓	✓			DVC(A) approval	Notify
Cancel course until Friday prior to start of teaching date Section 12	Email or memo. For approvals process see https://www.wgtn.ac.nz/documents/policy/academic/academic-year-dates-and-scheduling-regulation.pdf for	✓	✓	Notify	Dean approval	Notify	Notify
Cancel course after the Friday prior to start teaching date Section 12	Email or memo. As above	✓	✓	Notify	Dean approval	DVC(A) approval	Notify

Email addresses for “notification” (please include all relevant details and confirm that the appropriate authority has approved the decision): academic-office@vuw.ac.nz, course-administration@vuw.ac.nz

15 Non-degree Teaching

15.1 Non-credit-bearing courses

Kāpuhipuhi Wellington Uni-Professional (WUPL) offers non-credit-bearing courses and micro-credentials (see 15.2), developed in consultation with schools and faculties where appropriate. Enquiries may be directed to profdev@vuw.ac.nz.

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

15.2 Micro-credentials

Requirements for micro-credentials are provided in Section 3.9 of the General Programmes of Study Regulations in the *Calendar*.

Micro-credentials are developed and delivered by Wellington Uni-Professional.

The Academic Board has sub-delegated the approval of micro-credentials to the Academic Programmes Committee.

Approval is for two years, after which re-approval must be sought.

Format	Micro-credential descriptor form
Steps:	Wellington Uni-Professional (WUPL) Academic Programmes Committee (Approval)

16 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 [Academic Year Dates and Scheduling Regulation](#).

17 Changes to the name of an administrative unit

Changes to the name of an academic entity (faculties, schools, research centres and institutes) must be approved by the University Council under the [Naming Rights Statute](#). The Dean of the Faculty should discuss the proposed name change with the Vice-Chancellor and then send a memo to Council requesting approval. 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 names, including programmes.

18 Co-taught 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.

Note: Co-teaching is distinct from double labelling, which is no longer permitted following a ruling by Academic Board.

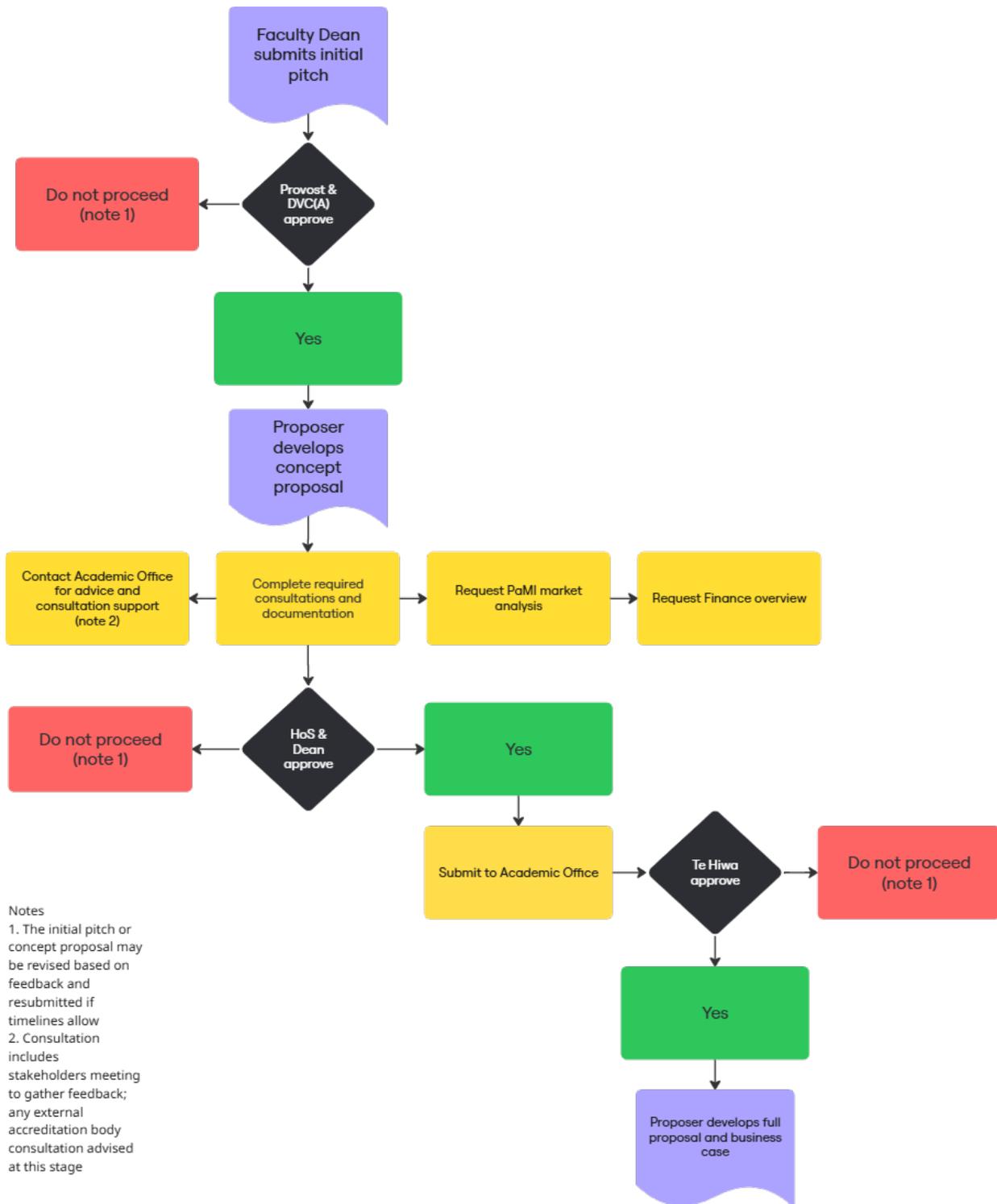
19 Proposals timeline

The timeline below provides general guidance on when to begin planning changes to courses and programmes. For specific deadlines and committee meeting dates, visit <https://intranet.wgtn.ac.nz/staff/your-university/boards-committees>. Please note that Initial Pitches and Concept Proposals can be submitted at any time.

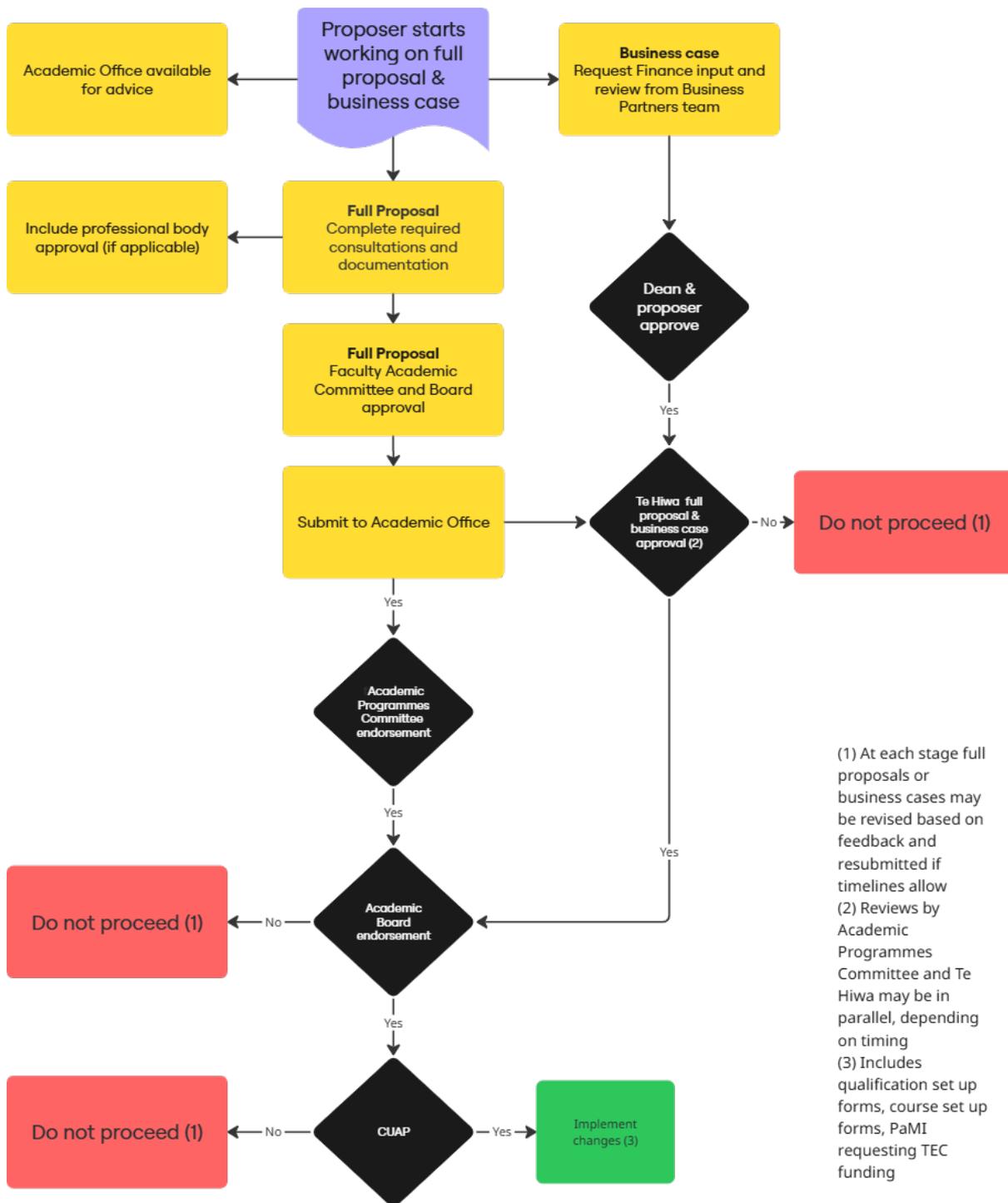
Month	Consider
January	<ul style="list-style-type: none"> • A good time to consider tidy ups and minor course changes (e.g., prerequisites). • CUAP Round 1 proposals should be approved by Faculty Boards, if not approved the previous year. • CUAP Round 1 proposals should be submitted to APC for an early February meeting. • Business cases for CUAP Round 1 proposals should be finalised for Te Hiwa review. • Work on business cases for CUAP Round 2 proposals.
February	<ul style="list-style-type: none"> • Begin early preparation for CUAP Round 3 proposals. • Final approvals within Faculties for T1 Course Outlines.
March	<ul style="list-style-type: none"> • CUAP Round 1 proposals submitted. • Last opportunity for APC approval of CUAP Round 2 proposals. • Business cases for CUAP Round 2 proposals should be finalised for Te Hiwa review. • Begin development of CUAP Round 3 proposals and associated business cases.
April	<ul style="list-style-type: none"> • CUAP Round 2 proposals for must be approved by Academic Board for 1 May submission. • 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"> • CUAP Round 2 proposals submitted. • CUAP Round 3 proposals should be approved by Faculty Boards. • CUAP Round 3 proposals should be submitted to the May APC meeting. • Business cases for CUAP Round 3 proposals should be finalised for Te Hiwa 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 opportunity for APC approval of CUAP Round 3 proposals for submission this year.
July	<ul style="list-style-type: none"> • CUAP Round 3 proposals must be approved by Academic Board for 1 August submission. • Course outlines for the following year should be updated ready for online enrolment opening.
August	<ul style="list-style-type: none"> • CUAP Round 3 proposals submitted.

	<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. • CUAP Round 3 qualification set up forms should be submitted as soon as approved (may occur in September).
September	<ul style="list-style-type: none"> • Any changes to courses or programmes must be approved by the end of this month to be added to the <i>Calendar</i> for the following year. • Online Enrolment opens mid-September.
October	<ul style="list-style-type: none"> • Begin development of CUAP Round 1 proposals and associated business cases.
November	<ul style="list-style-type: none"> • Begin work on business cases for CUAP Round 1 for the next year. • Continue development of CUAP Round 1 proposals and business cases for submission early the following year.
December	<ul style="list-style-type: none"> • CUAP Round 1 proposals for the next year should be approved by Faculty Boards.

Appendix 1: Development process for a Concept Proposal



Appendix 2: Development process for a Full Proposal



Appendix 3: Preparing proposals

This section contains advice on best practice 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 2025: 06-VUW/25-BSc(Hons)/2
Deletions	Whenever a course or qualifications are being deleted, this must be made clear in the purpose statement 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.
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	✓ VUW/25- BEd/, MEd/3 (Education)
	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.
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	Purpose statements should be clear and concise. They must outline the key changes that will occur if the proposal is approved and include any relevant course codes.

	<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>. Be specific and avoid vague Purpose statements such as: <p>✗ To make minor changes to ...</p> <p>✗ To change the <i>Calendar</i> entry for ...</p>
<p>Reference numbers for major proposals</p>	<p>The referencing system at this university is derived from the CUAP system. The correct reference for any proposal submitted to the Academic Programmes 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/25 – 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/25. Each reference is separated by a comma and a space.</p>
<p>Reference numbers for minor proposals</p>	<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/25 – 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 674"> <thead> <tr> <th>Course</th> <th>Title</th> <th>Pts</th> <th>P, C, X</th> <th>Degree</th> </tr> </thead> <tbody> <tr> <td>CRIM 111</td> <td>Introduction to Criminology</td> <td>20</td> <td>20 pts from Part A of the BA Schedule, LAWS, or 15 PSYC pts</td> <td>BA(A)</td> </tr> </tbody> </table> <p>Additions and changes to the Schedule should be in red, deletions red with strikethrough.</p>	Course	Title	Pts	P, C, X	Degree	CRIM 111	Introduction to Criminology	20	20 pts from Part A of the BA Schedule, LAWS, or 15 PSYC pts	BA(A)
Course	Title	Pts	P, C, X	Degree							
CRIM 111	Introduction to Criminology	20	20 pts from Part A of the BA Schedule, LAWS, or 15 PSYC pts	BA(A)							
Space between codes	<p>There must be a single space between the Subject Code and the Course Code:</p> <p style="text-align: center;">✓ ACCY 111 ✗ ACCY111</p>										
Special Topics	<p>The full Banner title for a Special Topic must begin with ‘Special Topic’ followed by a colon and a space before the content-specific title. The short title in Banner should start with the letters ‘ST’, followed by a colon and a space. ✓</p> <p>LAWS 454 <i>Special Topic: Law of the Sea</i> or 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 Adviser (APA): Each faculty has an **Academic Programmes Adviser** who provides guidance on using **Mata** to set up new courses or qualifications for approval and related processes.

Associate Dean (Academic/Development): Assists with the development of faculty proposals, chairs the Faculty Academic Committee (or equivalent) and presents proposals to the Academic Programmes Committee; gives feedback and guidance on proposal development.

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 the University graduate profile and programme attributes; mandatory course requirements and other key features of courses and programmes.

Academic Office: Assists with regulation writing, review and feedback on proposals, guidance on wording and CUAP requirements. Provides the conduit with Deputy Vice-Chancellor (Academic) and Te Hiwa for Initial Pitches, Concept Proposals and business cases.

Course Administration: Approves code and name allocation for new or changing courses and programmes, timetabling, feedback on proposals in Mata and at Academic Programmes 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 NZQCF, and in internal and external reporting.

Appendix 5: Course codes, naming courses and qualifications and abbreviations

The Manager, Course Administration and Timetabling, has the responsibility for approving all codes.

Codes are primarily an administrative device used to identify courses, majors and subjects within our systems.

The University uses a four-letter system for subject, major and specialisation codes and has more than 350 four-letter codes for these, 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 university systems including Mata (curriculum management system) and Banner (student management system). Each code carries information with it and should have a space between the four-letter code and the number.

Subject, major and course codes

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 (with few exceptions) 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.

Changing codes will affect the historical information linked to a course in Mata.

Code changes can also cause considerable confusion for students as well as a very high administrative overhead that has little or no benefit. Therefore, codes changes are actively discouraged.

Changing a subject/major/specialisation name, without including a change of code in the proposal changes the historical record in Banner and so is also to be discouraged. If changes are absolutely necessary they will require the future submission of a programme amendment.

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 be 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*.

Naming new Qualifications

Qualification names must follow CUAP regulations outlined in the [CUAP Handbook](#). For guidance when developing new qualifications, contact the Academic Office.

The [University Style Guide](#) outlines conventions for naming and abbreviating qualifications (e.g. Bachelor of Science → BSc).

For Te Reo Māori names for courses, majors, or qualifications, seek advice from the Office of the Deputy Vice-Chancellor Māori.

Appendix 6: Examples of course prescriptions

HIST 117 *Revolutions, Empires and Peoples: The Americas, 1600-1865*

Pirates, spies, scoundrels, revolutionaries, witches and assassins! Welcome to the history of revolutions, empires and peoples in North, Central and South America. You will travel from the 1600s through to the US Civil War exploring important historical themes that shape the Americas today. You will gain skills in research, discussion and academic writing that provide a strong foundation for upper level study.

COMP 102 *Introduction to Computer Program Design*

Today, most problems are solved using computers. An understanding of programming is needed to harness the full potential of computers. This course serves as an introduction to the foundational principles of programming utilising the high-level object-oriented programming language Java. You will progressively enhance your programming abilities through the creation of computer programs tailored for various applications. This course establishes the fundamental groundwork for all subsequent computer science and software engineering courses, fostering the development of programming skills applicable to a wide range of academic disciplines.

RELI 253 *Special Topic: Wellbeing, Happiness and Healing*

Proponents of religion argue that it fosters hope and fulfilment, while its detractors assert that it limits true happiness. This course examines how religions cultivate human flourishing. Topics include religious healing traditions, spirituality and mental health, visions of the good life, and techniques for achieving vitality.

MARK 301 *Marketing Communications*

Every day consumers are exposed to a myriad of marketing messages. Students will apply the latest theory to traditional and digital techniques to connect businesses with consumers, and enable social or political change. Students will deliver marketing communications solutions for a real company that builds value for the brand.

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, and restrictions

Prerequisites and other restrictions must be presented in two formats:

- In the *Calendar* and relevant documents, where punctuation can convey nuance (e.g. indicating a preferred prerequisite among several options).
- On course web pages and other online systems, where prerequisites must be expressed in a format compatible with database logic, typically using straightforward 'OR' statements. These must still be understandable to readers.

Ideally, prerequisites and restrictions should work in both formats.

This section provides guidance on how to present them effectively.

<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>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—most 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 to prevent any ambiguity.</p>
<p>Two or more prerequisites/corequisites 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 first and second sets can be emphasised by using a semi-colon instead of a comma.</p>
<p>3. Use semicolons (rather than commas) to separate alternative</p>	<p>✓ P ANTH 102 or PSYC 121; SOSC 120</p>

<p>groups of prerequisites (or corequisites) from anything that follows.</p>	<p>This indicates that SOSC 120 is required <i>as well as</i> either ANTH 102 or PSYC 121.</p>
<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>✓ 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 manually to see if the other course has also been passed.</p>
<p>Permission required</p>	<p>Where all students must obtain the permission of the Head of School or other</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>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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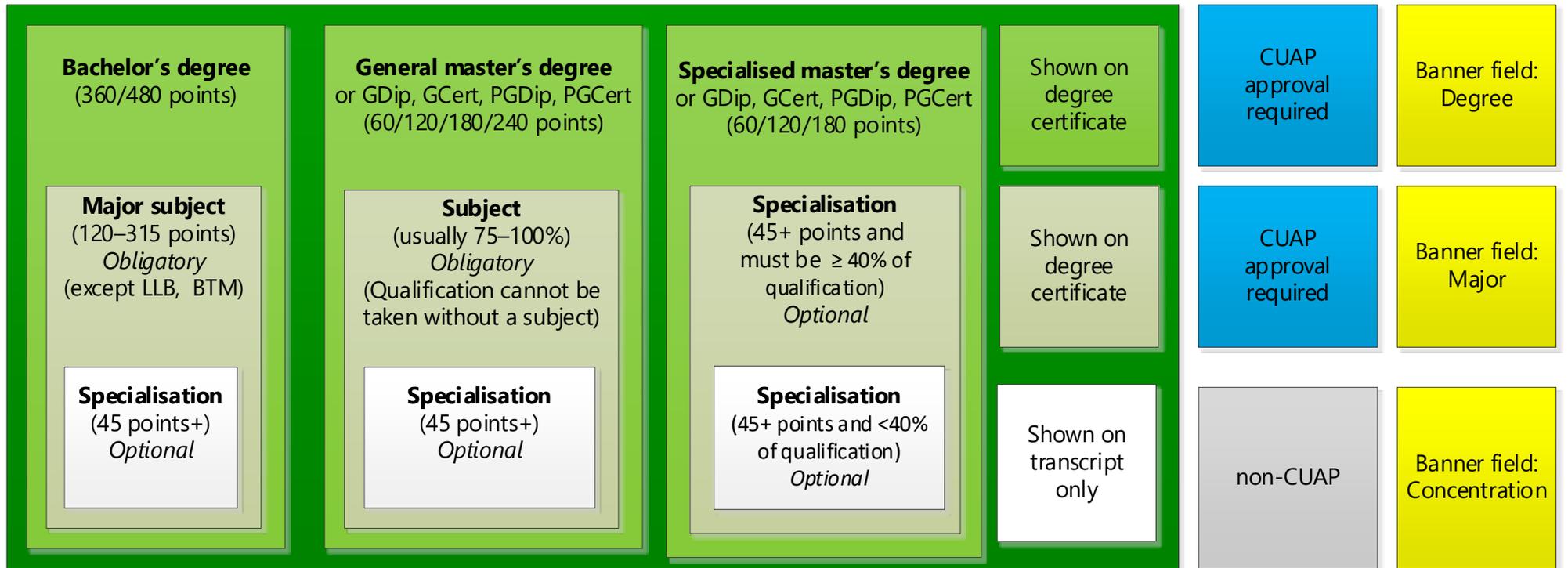
Further examples

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)
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
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
AD	Associate Dean
AO	Academic Office
APA	Academic Programmes Adviser
APC	Academic Programmes Committee
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)
DVC (A)	Deputy Vice-Chancellor Academic
EFTS	Equivalent Full Time Student
FB	Faculty Board
FBP	Finance Business Partner (Faculty financial advisor)
FEHPS	Te Pukenga Wai—Faculty of Education, Health, and Psychological Sciences
FHSS	Faculty of Humanities and Social Sciences
FOSE	Te Wāhanga a Manaia—Faculty of Science and Engineering
GCSR	General Courses of Study Regulations
MCR	Mandatory Course Requirement
NZQA	New Zealand Qualifications Authority (external body)
NZQCF	New Zealand Qualifications and Credential Framework
PAMI	Planning and Management Information (office)
PGSA	Postgraduate Students Association
PSQ	Programme specific questions
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.
Calendar	The Victoria University of Wellington Calendar is the official publication of academic regulations, courses, and programme requirements.
Corequisite	An additional course that must be studied concurrently (if not already passed) 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 Te Herenga Waka—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 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 WUI 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, e.g. 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* (copy 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 cover sheet 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.