

New Course Proposal Checklist

The University Learning & Teaching Committee has delegated the responsibility of scrutinising new courses and significant amendments to courses to the Course Proposals Sub-committee.

The following checklist will be used by the Course Proposals Sub-Committee in its consideration of the course proposal.

1. Course nomenclature

Does the proposed name comply with the University's policy on Course Nomenclature and Australian Qualifications Framework (AQF) requirements?

Does the proposed abbreviation comply with the University's policy on Course Nomenclature (see Appendix A)?

2. Rationale and demand

Has the rationale for the course and the demand been established and described adequately?

Has there been adequate external and peer involvement in the course development process?

3. Aims and structure of the course?

4. Given the rationale of the course:

Are the aims of the course clear, concise and achievable?

Is the course structure articulated clearly and in congruence with the stated aims?

Are the generic attributes expected of University of Tasmania graduates developed explicitly in the course?

5. Has assurance been received that the following are appropriate to the level of the course:

the admission requirements

the breadth, depth and balance in the units involved together with the amount of intellectual effort required. That is – are the objectives of the units clear and concise? Do the objectives align with the content, learning experiences (including prescribed texts and references) and assessment criteria?

the relative emphasis on the teaching skills in relation to the study of the discipline

the arrangements, if any, for practical training/experience?

6. Professional Recognition and Career Opportunities

Has assurance been received on the likelihood of professional recognition (if appropriate)?

Are there adequate career opportunities for graduates?

Has the Faculty availed itself of the opportunity to seek input from professional associations/employers?

7. Course Evaluation

Are processes in place to ensure on-going evaluation of the course? If so, are they adequately described?

In the case of combined degrees offered by two Faculties, have both Faculties established a process for joint consultation (especially when changes are proposed)?

8. Use of existing units and service units

Has appropriate use been made of existing units/service units?

In the case of service units, have the relevant Faculties and Schools been fully consulted?

9. Strategic Plan and Resources

Does the course proposal accord with the Strategic Plan for the Faculty and the University?

Is the course feasible? That is, can its quality be assured through the availability of adequate and appropriate resources? (Staff, library, computing, equipment, space).

Has the support of the Dean and Executive Committee been sought and received?

In the case of combined degrees offered by two Faculties: Do both Deans support the proposal? Have timetable arrangements been discussed?

Please Note:

In 2010, standard course structures for undergraduate degrees were introduced at the University of Tasmania. The **New Course Proposal Template for undergraduate courses** is available at <http://www.utas.edu.au/pvc-students-education/teaching-and-learning-quality-assurance-manual>

The **New Course Proposal Template for postgraduate and honours courses** is available at <http://www.utas.edu.au/pvc-students-education/teaching-and-learning-quality-assurance-manual>

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