

Teaching and Learning Quality Assurance Manual



Office of Pro Vice-Chancellor Teaching and Learning

Title:	New Course Proposals
Last Revised:	May 2008
Antecedents:	<p><i>Section BIII New Course Proposal; 2000 Quality Assurance Manual</i></p> <p><i>Appendix B3.1 Flowchart and Minimum Timeframe of the Approval of New Courses, 2000 Quality Assurance Manual</i></p> <p><i>Appendix B3.2 Format for New Course Proposal – Coursework Awards, 2000 Quality Assurance Manual</i></p> <p><i>Appendix B3.6 Generic Unit Description, 2000 Quality Assurance Manual</i></p> <p><i>Appendix B3.7 Course Specifications and Schedules, 2000 Quality Assurance Manual</i></p> <p><i>Appendix B3.8 Approval and Administration of Combined Degrees, 2000 Quality Assurance Manual, Academic Senate Feb 1999</i></p> <p><i>Appendix B3.9 Checklist for New Course Proposal 2000 Quality Assurance Manual</i></p>
Date Approved:	<p>Revision approved: University Teaching and Learning Committee, August 2006</p> <p>Revision to Resource Impact Statement approved: Planning & Resources Committee, April 2008.</p>
ADDITION:	<p>Request for New Unit form revision UT&LC 1/2004</p> <p>Transnational Education Programs - Checklist for Program Approval UT&LC 5/2005</p> <p>Course Profile Review Taskforce Academic Senate 2/2006</p>

New Course Proposals

Definition

A New Course Proposal is required when:

- a new award program is offered which expands laterally the offerings and area of responsibility of a School or,
- a program is upgraded vertically with respect to the level of teaching offered within a Faculty and within existing disciplines, eg offering a degree where only a diploma existed previously.

Timeline for Approval of New Coursework Courses

Each Faculty will attempt to ensure that all proposals for new courses/units and course/unit changes requiring Academic Senate approval for introduction in the following year are considered and recommendations submitted to the Academic Senate for finalisation by June.

The June deadline for approval allows for:

- handbook entries to be included in the following year's edition;
- adequate promotion prior to the admission cycle beginning in October;
- the University to include new courses in its Educational Profile for submission to DEST and to comply with the DEST census date reporting requirements under the Higher Education Support Act;
- Faculties to budget for adequate resources to support the new course; and
- Schools to plan the delivery of the course and put in place the necessary infrastructure.

In order to comply with Academic Senate approval in June, the latest that new course proposals for the following year can be considered by the University Teaching and Learning Committee (UT&LC) is at its May meeting.

Academic Senate has made provision for the submission of proposals – deemed as being strategic - later than this deadline to provide flexibility to respond to new opportunities.

Prior to detailed development of a new course proposal (or proposal for a new major/specialisation within an existing course), the Head of School is encouraged to discuss it with their Dean or Associate Dean (Teaching and Learning) who will in turn flag it to the Pro Vice-Chancellor (T&L). The proposal, in summary format (one to one and a half pages) will be considered by the Course Profile Review Taskforce, which will provide initial advice on the potential viability, resource issues and fit within the Academic Planning Process.

Prior to submission to the University Teaching and Learning Committee, proposals will have been considered and approved by the Faculty Teaching and Learning Committee and Faculty Executive. Proposals are to be submitted through the Dean who will provide the formal sign off. Academic Senate policies require that proposals for new courses and significant amendments to existing courses be approved by the Faculty concerned and that the Dean provide written confirmation that the proposal is consistent with School, Faculty and [University plans](#) and has been supported for expenditure within the Faculty (that is, that resources are available to support its offering). The guidelines also highlight the need to consult with all other relevant Schools and Faculties.

Course proposals submitted to the University Teaching and Learning Committee will be discussed by a Sub-Committee on course proposals comprising Associate Deans, the Director of the Graduate School and the Academic Registrar, chaired by the Pro Vice-Chancellor (T&L). Feedback on the proposal from this group will then be considered by the Faculty and revisions made to the course proposal before it is submitted to the University Teaching and Learning Committee. If feedback from

the Sub-Committee has been addressed in the revised proposal, it will appear as an unstarred item on the University Teaching and Learning Committee agenda.

Approval by UT&LC and Academic Senate will be subject to approval by Planning and Resources Committee of a Resource Impact Statement. Faculties are responsible for submitting the Resource Impact Statement to the Planning and Resources Committee.

Faculties are advised to submit a preliminary analysis of resource impact to the Executive Director, Planning and Development well in advance of developing a course proposal to gain initial approval to plan the course fully. At this stage, advice will be provided about the level of detail required for the final Resource Impact Statement.

Figure 3 is a flow chart and approximate timeframe for full approval of a new course by Academic Senate and the Planning and Resources Committee.

Figure 3: New Course Planning, Approval and Implementation Process

(first enrolments in Summer School or Semester 1)

**STAGE I
PLANNING**

Dean or Assoc Dean (T&L) flags new course initiative to PVC (T&L)

Course Profile Review Taskforce provides initial advice on potential viability, resource issues and fit within Academic Planning Process

Input from Course Advisory Committee

Consultation with other Schools and Faculties

An initial assessment of market viability to be provided to Director, Graduate School (PG c'work courses) or PVC (T&L) (UG courses)

New course proposal developed and built into Academic Plan

Load planning and resource planning initiated with Exec Director, Planning and Development

Faculty Teaching and Learning Committee and Faculty Executive endorse new course

Development of resource impact statement

Submit proposal to the sub-committee of the Academic Senate's Teaching and Learning Committee

**STAGE II
APPROVAL**

Feedback to Faculty for consideration and further refinement

Timeframe

18 months prior to first enrolment

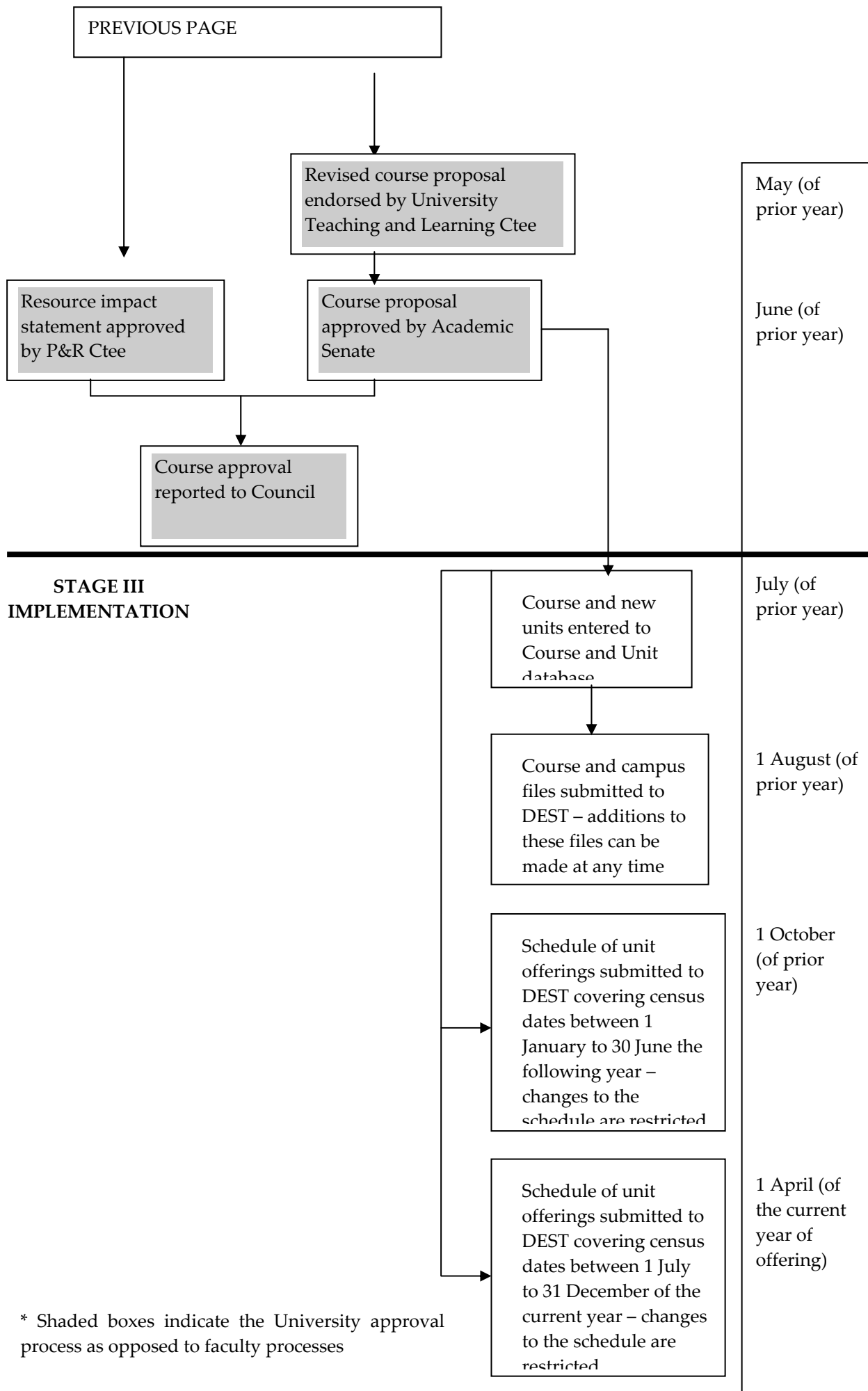
15 –18 months prior to first enrolment

15 months prior to first enrolment

10 months prior to first enrolment (February of prior year)

February/ March (of prior year)

March/ April (of prior year)



Combined Degrees

Combined degrees are an important recognition of the need for graduates to have expertise across at least two distinct fields of study. Combined degrees acknowledge that different degrees have some common areas of study and that by undertaking study of those awards concurrently, there is an opportunity to complete the requirements of both degrees in a shorter time than by doing them separately.

Academic Senate in 1999, when it approved the introduction of combined degrees, reinforced the idea that a combined degree within the University of Tasmania is to be considered as a single award but that the general standards/requirements of each award must be met. However, the notion of a combined degree is that a student can complete the award in a shorter time than the two separate components, so some compromise is required by both parties.

The time-saving aspect of a combined degree is to be achieved by looking for common elements in both awards and by a recognition that study in one award can contribute to study in another award.

The guiding principle for the procedures below is that a combined degree is a separate entity from the component parts.

Planning a Combined Degree

1. There cannot be a simple, formulaic approach to the design of combined degrees. While the overall length of each single degree should be used as a starting point to determine the weighting given to each component within the combined degree, there may be exceptions to this rule and discussions between the Faculties involved should focus on removing overlap and identifying areas for collaborative approaches to teaching within the combined degree.
2. All Faculties involved in the combined degree should be involved in the planning of and discussion about the design of the combined degree. One Faculty/School may take a 'lead role' in co-ordinating the planning of the combined degree, but the other Schools/Faculties need to be seen as important contributors to the final design of the combined degree. If agreement on the design of a combined degree cannot be reached, the PVC(T&L) may be called upon to mediate.
3. A separate Course Advisory Committee should be established for the combined degree. This may be achieved by bringing together the Course Advisory Committees for each component in the combined degree into a single new Course Advisory Committee for the combined degree. In other cases, an entirely new Course Advisory Committee may have to be established.
4. Issues such as student demand and resource impacts should be considered for the combined degree as a separate entity, not just in relation to the component degrees.

Management of the Combined Degree

1. Each Faculty involved in a combined degree should have a contact point or person nominated to manage aspects of that combined degree. If the Faculty is involved in several small combined degrees, one person may be the contact point for more than one combined degree.

2. The nominated person for a combined degree should work with those nominated by other Faculties involved in the combined degree to ensure that the degree is managed effectively – including timetabling, course advice, assessment, monitoring and review.

Reviews of Combined Degrees

1. Combined degrees must be reviewed as specific entities rather than merely relying on the review of the component degrees to satisfy QA review requirements. For small combined degrees, this may mean that they need to be mentioned within the terms of reference for other degrees. For large combined degrees, separate reviews may need to be planned.

New Course Proposal Format

Academic Senate has adopted a standard format in which new undergraduate and postgraduate coursework proposals are to be submitted for its consideration. Comments and examples have been provided below, where appropriate, under each heading. A checklist detailing specific issues that the UT&LC and the Faculty Teaching and Learning Committee should address in relation to new course proposals and significant amendments is also provided.

- Proposals for combined degrees require the approval of both Faculties.
- Proposals for new honours courses - see also Appendix C: Honours Criteria and Standards.
- To assist Faculties, an electronic template for new (onshore) course proposals is provided at <http://www.utas.edu.au/tlqam/>. Please complete Sections A and B and Section C when CRICOS registration is sought.
- Proposals for new Transnational Education Programs or delivery of an existing program at a TNE approved site – refer to the TNE Checklist for Program Approval. Template at: <http://www.utas.edu.au/tlqam/>
- Note: In the case of a proposal for an articulated sequence of awards (e.g. Graduate Certificate, Graduate Diploma, Master), one course proposal may be submitted provided that it clearly identifies specific educational objectives, length, course structure, generic attributes, admission requirements and course specifications and schedule for each respective program.

Instructions for Completion of New Course Proposal Template

1. Proposed name of course

The proposed name should comply with the University's policy on Course Nomenclature and Australian Qualifications Framework (AQF) requirements (see Appendix A).

2. Proposed abbreviation of course name

The proposed abbreviation should comply with the University's policy on Course Nomenclature (see Appendix A).

3. Field of study/subject area

Where possible the field of study/subject area should reflect DEST classifications (see Appendix B).

4. Proposed year and semester of introduction

5. School(s) which will teach the course

6. Campus(es) on which course will be taught

7. Course Advisory Committee

A course advisory committee must be involved in the development of the course proposal and in the on-going monitoring of the course. Details of membership must be provided, including names and roles of external representatives from business, industry, the community, professional associations or other universities. Proposals providing for TAFE/VET sector articulation should involve the membership of a relevant representative from the VET sector.

8. Reason(s) for seeking to introduce the course

The extent to which student, employer, professional body or societal demand and support for such a course must be detailed. Projected intakes and total enrolments must be indicated and justified. If the proposed new course supersedes an existing course, then you should detail why it was believed necessary to revise this existing course. Details should be provided of teaching commitments which will be discontinued to free up resources to introduce the new course.

9. Educational objectives of the course

These may be general, for instance - to develop in students a commitment to lifetime study and self-development...; be indicative of a vocational orientation, for instance - to equip students with the fundamental knowledge, skills, capabilities and awareness which are necessary for a graduate to practice architecture...; be curriculum specific, for instance - to develop an understanding of the basic concepts involved in the creation, storage and maintenance of data...; or relate to opportunities to further develop the range of courses in a discipline, for instance - to provide an opportunity for students to undertake research in the discipline and upon successful completion to undertake research higher degree study.

10. Length of course and maximum time for completion

For example, three (3) years F/T, six (6) years P/T. Maximum time for completion eg 8 years.

11. Teaching mode/delivery

The main teaching approaches to be used should be detailed here.

12. Course structure

Course structures must be described in terms of unit weights expressed as percentages of annual course requirements. All undergraduate units will be one semester in length and based on standard 12.5% - or a multiple of 12.5% - weighting unless a particular case is made for an exemption that clearly demonstrates that students would not be disadvantaged. For example, a full-time load of 8x12.5% units.

13. Generic attributes

Provide details of how the course meets the requirements of the [Policy on the Generic Attributes of Graduates of the University of Tasmania](#). Outline how each of the attributes will be developed, taught and assessed within the course.

- knowledge
- communication skills
- problem-solving skills
- global perspective
- social responsibility.

14. Admission requirements

Provide details of admission requirements which are different from the standard minimum University entrance requirements for undergraduate courses (available on the web at: <http://www.prospective.utas.edu.au/howqualify.php?section=2>). Identify any required subject prerequisites. Give a full description of admission requirements for postgraduate coursework courses. In the case of international students, please refer to English Language requirements (available on the web at:

<http://www.international.utas.edu.au/static/admissionRequirements.php>)

15. Articulation with other courses

Articulation with other courses, and in particular relevant TAFE courses, should be considered as a part of the course development process in order that the possibility of such articulation is maximised and students are able to minimise the time taken to complete a sequence of awards. Details of proposed credit transfer or full articulation arrangements should be provided. (See also [Rule 112 - Student Progress](#)).

16. Other related courses offered by this University

Provide details of existing courses and units which relate to the proposed course where, for example, an existing course or units will be deleted, or the new proposal competes directly with another course or part of a course. Outline details about the consultation that has occurred with the School(s) or Faculty(ies) offering the related course or units.

17. Anticipated professional recognition

Provide details of any formal arrangements for professional recognition which have been made or are anticipated.

18. Mechanism for monitoring/evaluating the course

For example regular review by School/Faculty Teaching and Learning Committee/professional association/course advisory committee.

19. Attachments

The proposal must contain the following attachments:

a. Unit description

Provide a description of each unit in the format required for inclusion in the Course and Unit database. Requests for new unit or alteration to existing unit forms are available at <http://www.utas.edu.au/cu/> together with instructions on how to complete them.

b. Course specifications and schedules

Provide course specifications and schedules in the format required for inclusion in the Course and Unit database. Information on specifications and schedules is contained within this chapter. Templates are available at <http://www.utas.edu.au/tlqam>.

c. Staff qualifications and teaching/supervision responsibilities

List all staff who will be involved in teaching the course, detailing their qualifications and the unit(s) which they will teach.

d. Statement of Resource Impact (To be forwarded to Planning and Resources Committee for approval)

Provide written confirmation from the Dean of the Faculty that the proposal is consistent with School, Faculty and [University Plans](#) and has been supported for expenditure within the Faculty which has endorsed the Statement of Resource Impact.

Note: In the case of combined degrees involving more than one Faculty, the approval of both Deans is required. To attest to the fact that there has been joint agreement on:

- the structure of the combined degree and the contribution of each program;
- cross-crediting arrangements ;
- implications for professional accreditation;
- resourcing and staffing of the course;
- timetabling implications;
- arrangements for administering the course.

A detailed Resource Impact Statement must be submitted to the Planning and Resources Committee. To be completed by the Head of School or course coordinator and approved by the Dean. Attach additional details as required. Further guidelines on completing the Resource Impact Statement are contained within this chapter.

Course Specifications

Rule No 1 - [Rules Of Awards](#), is an umbrella set of rules governing all awards offered by the University except PhD and Masters by Research (which are covered by a separate set of rules) and higher doctorates. These Rules authorise Faculties to make specifications for each award under their control and to include a schedule of units which may or must be studied for that award. The relevant Faculty is authorised to amend this schedule from time to time, as long as issues of substance (such as a new teaching area) are reported to the Academic Senate.

The following general guidelines for drafting specifications suggest what needs and does not need to be included with the aim of making all specifications as simple and generic as possible so that they can be changed easily, are not too lengthy and are as 'user friendly' to the student as any set of rules can be.

Undergraduate Associate Degrees and Degrees

What to include:

- Name of Faculty offering award
- Title of Award
- Abbreviation of award
- Minimum and maximum time allowed to complete the award
- Brief statement on course structure requirements making reference to accompanying (detailed) schedule
- rider to the effect that students previously enrolled for the award will not be disadvantaged by any changes

What not to include:

- lengthy definitions of terms
- details of the University general undergraduate entrance requirements (unless substantially different from the norm, e.g. Music or in the case of an Associate Degree if different from the general entrance requirements)
- detailed statements on progress (eg exclusion after two attempts at a unit; definitions of terminating or Faculty passes)
- detailed statements on credit granted
- overly complicated course structure statements and GPA calculations
- detailed statements on Faculty reserving the right to change the specifications and the approval procedures required
- statements such as Faculty reserving the right not to teach a particular unit in any given year.

What do we end up with?

A generic model such as that shown at http://www.utas.edu.au/tlqam/docs/course_spec_template.doc. In theory this simply requires us to fill in the blanks. However it assumes that students are provided with detailed accompanying schedules explaining the course and have access to course details in the Course and Unit Database, Admissions Guide and School/Faculty guides to students (all of which outline admission requirements), the Rule of Academic Assessment and the Rule of Admission and Student Progress (the latter covering credit, progress and assessment).

Honours and Postgraduate Awards

The recommended format for Honours and Postgraduate awards specifications is similar to the Undergraduate Diploma and Degree specifications above. The Honours and Postgraduate awards specifications should also include specific admission requirements.

Example of a Course Specification

A Course Specification template is available at
http://www.utas.edu.au/tlqam/docs/course_spec_template.doc

New Course Specification

Faculty: [insert text here]
Award Type: [insert text here, e.g. Bachelor of Arts]
Award Abbreviation: [insert text here, e.g. BA]
Course Code: [insert text here]

Entry

1. Candidates for the degree of [insert text here] shall be qualified for entry [insert text here]. If an undergraduate associate degree or degree add: "in accordance with the provisions of the University's Rules of Admission". If an honours or postgraduate coursework award: list the specific admission requirements.
2. Candidates for the degree* shall complete the degree requirements, as hereinafter prescribed, in not less than three separate years of full-time study (or its equivalent) and not more than eight years, from the time of first enrolment.

Course Structure

3. To qualify for the degree¹, the candidate shall:

pass [insert text here] units comprising:
(a) a compulsory core of [insert text here] units;
(b) a major consisting of [insert text here] units offered within the Faculty;
(c) [insert text here] elective units
or
pass in units chosen as follows:
(a) 100% shall be from level 100 (Groups 1 and 1A),
(b) 100% shall be from level 200 (Groups 2 and 2A);
(c) 100% shall be from level 300 (Groups 3 and 3A).
as outlined in Schedule [insert text here].
As appropriate add:
and undertake such practical exercises/experience as may be required to satisfy the degree requirements.
4. The units which may be included in a course for the degree* shall, unless otherwise approved by the Dean, be in accordance with Schedules [insert text here] and [insert text here], accompanying these specifications.
5. Units may be counted towards the degree* only if they have been taken in accordance with prerequisites determined by the Faculty of [insert text here] and as summarised in Schedule [insert text here].
6. A candidate normally may not enrol in any year in units totalling more than 100% weighting ([insert text here] units), or if the candidate is in full-time employment during any given Semester, more than 50% ([insert text here] units) weighting.

¹* degree/associate degree/graduate certificate: insert appropriate award type

7. Where two or more units of the same name or content are offered within the University, only one may be counted towards the degree*.
8. In every case the candidate's choice of units and the order in which they are taken shall be subject to approval by the Dean in accordance with the requirements of paragraph 3.

Credit for Previous Studies

9. Passes in subjects or units in other courses (completed or otherwise) in this University or another approved tertiary institution (or other approved professional examining body) may be credited towards the degree, provided that the Faculty may specify what more a candidate so credited shall be required to do to qualify for the degree*.

Miscellaneous

10. The Faculty may from time to time make amendments to the Schedules to these specifications.
11. These specifications shall take effect on 1 January 200[insert text here] and shall apply to all candidates for the degree*, including those enrolling for the first time in that year and those enrolled subsequently. [In the case of significant amendments to an existing course ADD the following]: and to any candidates who, having commenced their studies for the Bachelor of [insert text here] prior to that date, have not passed in any units towards those degrees* by that date.
12. [In the case of significant amendments to an existing course ADD clauses 12 and 13] Candidates who have passed in appropriate units towards the [insert award title here] under the specifications in force prior to 1 January 200[insert text here] will be entitled to transfer to the [insert award title here] with full equivalent credit, or to graduate in accordance with those degree* specifications operating at the time of their admission to candidature.
13. Should any difficulty arise for a candidate previously enrolled because of any difference between course requirements (such as required majors) and units offered under these specifications and those previously in force, the Faculty shall ensure that the candidate is not materially disadvantaged by these specifications.
14. The approved abbreviation for the degree* of [insert award title here] shall be [insert text here].

Course Schedules

Schedules are an essential appendage to the specifications which may be of more use and value to a student than the specifications themselves. There is the added advantage that schedules can be amended and regularly updated and such amendments do not require the approval of the Academic Senate (unless the changes affect another Faculty or amount to a new teaching area).

A Course Schedule template is available at <http://www.utas.edu.au/tlqam>

A schedule provides a listing of all units offered by the Faculty or School which are required or elective units in the degree (ie for which a student should or could enrol). This schedule should as a minimum contain the following information:

- Year/level of unit
- Unit code
- Unit title
- Weight
- Prerequisites/co-requisites

These schedules are to be developed and submitted to the Faculty Teaching and Learning Committee and University Teaching and Learning Committee (together with the specifications) as an integral part of a new course proposal or proposal for significant amendment to an existing course. In addition these schedules (abbreviated if necessary) will appear in the Course and Unit database and contain the actual semester of offering in that given year. At the beginning of each semester, more detailed information should be provided to students in the form of a Unit Outline, as detailed in the [Code of Conduct for Teaching and Learning](#) and the [Policy on Assessment Practice](#). Assistance in preparing a Unit Outline is available at: <http://www.utas.edu.au/cu/>

Example of a Course Schedule

Bachelor of Education (Early Childhood)

[E3A]

Unit Enrolment Code(s)	Unit title		Semester	Weight	Campus	Prerequisites	Co requisites	Mutual Exclusions
	Year 1							
	Liberal studies unit(s)		sem 1	25%				
EPC150	Curriculum Studies 1		full year	12.5%	Launceston North West Centre (internal)		EPF150 EPT150	
EPF150	Education 1		full year	25%	Launceston North West Centre (internal)		EPT150	
	Liberal studies unit(s)		sem 2	25%				
EPT150	School Experience 1 (ECE/Primary)		full year	12.5%	Launceston North West Centre (internal)		EPC150 EPF150	
	Year 2							
	Liberal studies unit		sem 1	12.5%				
EPC250	Curriculum Studies 2A - - English, Mathematics, LOTE		full year	12.5%	Launceston (internal)	EPT150, EPC150, EPF150		
EPC251	Curriculum Studies 2B - -Science & Technology		full year	12.5%	Launceston (internal)	EPT150, EPC150, EPF150		
EPC252	Curriculum Studies 2C - - SOSE Physical & Health Education		full year	12.5%	Launceston (internal)	EPT150, EPC150, EPF150		
EPC253	EPC252 Curriculum Studies 2D - - Arts Education		full year	12.5%	Launceston (internal)	EPT150, EPC150, EPF150		

New Course Proposal Checklist

The following checklist will be used by the University Teaching and Learning 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 (see Appendix A)?
- 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?

New Course Proposal Template

IMPORTANT INFORMATION

- Prior to completion, please refer to the “Instructions for Completion of New Course Proposal Template” available within the New Course Proposals section of the Quality Assurance Manual at <http://www.utas.edu.au/tlqam>.
- Please complete Sections A and B and Section C when CRICOS registration is sought.
- Proposals for new Transnational Education Programs or delivery of an existing program at a TNE approved site – refer to the TNE Checklist for Program Approval at <http://www.utas.edu.au/tlqam/>.

SECTION A: Quality Assurance Approval

Faculty:

School:

1. Proposed name of course

2. Proposed abbreviation of course name

3. Field of study/subject area

4. Proposed year and semester of introduction

5. School(s) which will teach the course

6. Campus(es) on which course will be taught

7. Course Advisory Committee

8. Reason(s) for seeking to introduce the course

9. Educational objectives of the course

10. Length of course and maximum time for completion

11. Teaching mode/delivery

12. Course structure

13. Generic attributes

14. Admission requirements

15. Articulation with other courses

16. Other related courses offered by this University

17. Anticipated professional recognition

18. Mechanism for monitoring/evaluating the course

19. Attachments

- A Unit descriptions
- B Course specifications and schedules
- C Staff qualifications and teaching/supervision responsibilities
- D Statement of Resource Impact (*To be forwarded to Planning and Resources Committee for approval*)

SECTION B: Course and Unit System Details (Web site entry) and USRS Data – faculty officer to complete

If any of the required information has been previously provided as part of the T&LC QA process above please enter – ‘see above’. Remember this is the information that will appear on the Course and Unit website and in related publications.

Introduction

Admission & Prerequisites

Objectives

Career Outcomes

Majors and Specialisations

Articulation From

Articulation To

Professional Recognition

Miscellaneous

SECTION C: CRICOS Registration – faculty officer to complete in consultation with International Services

This additional information is required to gain CRICOS registration for new courses.

Is CRICOS registration required for this new course Yes/No?

If **Yes** complete the following:

1 Field of Education	See below *
2 Duration in Weeks	See below ^
3 Total Course Cost	Yearly fee multiplied by the duration of the course
4 Description of Course	Please summarise for International Students. Include information regarding course content, staff requirements (qualifications, experience), delivery and assessment methods, learning resources (equipment, facilities) etc.
5 English Language Requirements	If different from standard UG/PG requirements. See http://www.international.utas.edu.au/static/admissionRequirements.php
6 Academic or other entry requirements	If different for International Students from those listed above under Section A ‘Admission Requirements’ eg if an interview or portfolio is required how do International Students complete this requirement onshore/offshore?
7 Work-based Component	Does the course require students to complete work placements? If yes information is required regarding how it will be delivered and/or assessed in the workplace.

	Information required: <ul style="list-style-type: none"> • Specific unit name • Supervision • Delivery • Assessment arrangements
8 Other providers involved in delivery of course	Details regarding the agreement need to be provided: <ul style="list-style-type: none"> • Units • Place of delivery • How it will be assessed • Supervision of course

*** 1 CRICOS specific Field of Education**

Architecture and Building	Arts/Humanities and Social Science
Business Administration/Management	Computer Science/Information Systems
Dental Services	Economics
Education	Engineering/Surveying
ELICOS	Health/Community Services
Land & Marine Resources/Animal Husbandry	Language Studies
Law/Legal Studies	Life Sciences
Mathematics	Medical Science/Medicine
Multi-field Education	Nursing
Pharmacy	Physical Sciences
Science	Services/Hospitality/Transport
Veterinary Science	Visual Performing Arts

^ 2 CRICOS specific Course Duration in Weeks

1 Semester	22 weeks in total
1 Year Course	44 weeks in total
1 ½ Year Course	74 weeks in total
2 Year Course	96 weeks in total
3 Year Course	148 weeks in total
3 ½ Year Course	178 weeks in total
4 Year Course	200 weeks in total
PHD 4 Year Course	208 weeks in total
5 Year Course	252 weeks in total

Course Specification Template

Faculty:

Award Title:

Award Abbreviation:

Course Code:

Entry

1. Candidates for the [insert award title here] shall be qualified for entry [insert text here. If undergraduate associate degree or degree add: "in accordance with the provisions of the University's Rules of Admission". If honours or postgraduate coursework award: list the specific admission requirements.]
2. Candidates for the degree*² shall complete the degree* requirements, as hereinafter prescribed, in not less than [insert text here, e.g. three separate years of full-time study (or its equivalent)] and not more than [insert text here, e.g. eight years], from the time of first enrolment.

Course Structure

3. To qualify for the degree*, the candidate shall:
pass [insert text here] units comprising:
 - (a) a compulsory core of [insert text here] units;
 - (b) a major consisting of [insert text here] units offered within the Faculty;
 - (c) [insert text here] elective units

or

pass in units chosen as follows:

- (a) 100% shall be from level 100 (Groups 1 and 1A),
- (b) 100% shall be from level 200 (Groups 2 and 2A);
- (c) 100% shall be from level 300 (Groups 3 and 3A).

as outlined in Schedule [insert text here].

As appropriate add:

and undertake such practical exercises/experience as may be required to satisfy the degree requirements.

² *degree/associate degree/graduate certificate: insert appropriate award type

4. The units which may be included in a course for the degree* shall, unless otherwise approved by the Dean, be in accordance with Schedules [insert text here] and [insert text here], accompanying these specifications.
5. Units may be counted towards the degree* only if they have been taken in accordance with prerequisites determined by the Faculty of [insert text here] and as summarised in Schedule [insert text here].
6. A candidate normally may not enrol in any year in units totalling more than 100% weighting ([insert text here] units), or if the candidate is in full-time employment during any given Semester, more than 50% ([insert text here] units) weighting.
7. Where two or more units of the same name or content are offered within the University, only one may be counted towards the degree*.
8. In every case the candidate's choice of units and the order in which they are taken shall be subject to approval by the Dean in accordance with the requirements of paragraph 3.

Credit for Previous Studies

9. Passes in subjects or units in other courses (completed or otherwise) in this University or another approved tertiary institution (or other approved professional examining body) may be credited towards the degree, provided that the Faculty may specify what more a candidate so credited shall be required to do to qualify for the degree*.

Miscellaneous

10. The Faculty may from time to time make amendments to the Schedules to these specifications.
11. These specifications shall take effect on 1 January 200[insert text here] and shall apply to all candidates for the degree*, including those enrolling for the first time in that year and those enrolled subsequently.
[In the case of significant amendments to an existing course ADD the following]: and to any candidates who, having commenced their studies for the [insert title of award here] prior to that date, have not passed in any units towards these degrees* by that date.
[In the case of significant amendments to an existing course ADD the following clauses 12 and 13].
12. Candidates who have passed in appropriate units towards the [insert award title here] under the specifications in force prior to 1 January 200[insert text here] will be entitled to transfer to the [insert award title here] with full equivalent credit, or to graduate in accordance with those degree* specifications operating at the time of their admission to candidature.
13. Should any difficulty arise for a candidate previously enrolled because of any difference between course requirements (such as required majors) and units offered under these specifications and those previously in force, the Faculty shall ensure that the candidate is not materially disadvantaged by these specifications.
14. The approved abbreviation for the degree* of [insert award title here] shall be [insert text here].

Course Schedule Template

Faculty:

Award Type:

Award Abbreviation:

Course Code:

Unit Enrolment Code(s)	Unit title	Semester	Weight	Campus	Prerequisites	Co requisites	Mutual Exclusions
	Year 1						
	Year 2						
	Year 3						
	Year 4						

Unit Description

A copy of the Request for New Unit form can be downloaded from the New Course Proposals section of the Quality Assurance Manual homepage at

<https://usrs.utas.edu.au/forms/>

RESOURCE IMPACT STATEMENT - Guidelines

(To be read in conjunction with the template)

Preliminary resource impact statements for new course proposals should normally be provided, up to 14 months prior to the course's introduction. This allows sufficient time to develop detailed proposals to gain approval by the May UT&LC and June Senate meeting. Ad hoc proposals put forward outside the normal schedule will also be considered.

1. HIGH IMPACT/LOW IMPACT PROPOSALS

The real cost of most proposals is at the unit level, particularly where new units are being developed or where increased demand may involve changed delivery arrangements for existing units.

High impact proposals are those requiring new staff, involving new unit development, facilities/equipment, library resources and/or with limited evidence of demand. These need detailed scrutiny.

Low impact proposals make use of existing units and existing staff. These proposals still involve costs but these are usually around \$10,000 for course development, coordination and marketing. A course costing template is not necessary for a low impact proposal if all of the information is included in the statement. There is no harm in completing one, but it is not mandatory.

Note: In the case of proposals for course amendments involving no additional resources, a brief statement indicating this may be submitted instead of a Resource Impact Statement.

2. DOES THE PROGRAM USE EXISTING UNITS?

If new units are added, do they replace existing units in other courses? Will any new units be offered in existing programs? Will existing units be offered on new campuses? [This may help to support new program development and increase the efficiency of teaching. Where an existing unit in a core program does not suit the needs of a specialist program, consider whether the revised unit could be used in the core program.]

Specify new units and units replaced. Specify any new campuses for existing units.

Does the proposal involve service teaching?

Will service teaching be reduced as a result of proposed introduction/deletion of units?

3. CAN THE PROGRAM BE TAUGHT USING EXISTING STAFF AND INFRASTRUCTURE?

If yes, this can be regarded as a low impact proposal with limited risk, and therefore does not require a detailed business plan. Minor additional costs for casual staffing etc – up to \$20k – are acceptable as long as these can be tailored to actual intake levels.

4. DOES THE PROGRAM REQUIRE SPECIALISED TEACHING AND LEARNING FACILITIES OR SERVICES?

Specialised teaching and learning facilities may include *inter alia* establishment of satellite campuses, scientific labs, clinical labs, media equipped/computer labs, simulation labs, industry placements, or flexible learning spaces. Teaching and learning services could include video conferencing, video streaming, or flexible delivery via the University's learning management system.

If such facilities or services are required, provide details. Eg What arrangements have been made with Asset Management Services or Information Technology Resources? What are the financial implications? Are there intake restrictions for reasons such as limited practicum placement position availability or infrastructure limitations?

5. WHAT WAS THE BASIS FOR THE DECISION TO UNDERTAKE THE INITIATIVE?

(Eg School or course review; student feedback; employer/industry feedback; domestic or international demand)

6. HAS AN APPROPRIATE LEVEL OF MARKET RESEARCH/ASSESSMENT BEEN UNDERTAKEN?

This is less important in a low risk initiative, but critical if new units, additional staff or infrastructure costs are involved especially if there is limited evidence of demand. Briefly describe what level of market research has been undertaken. (Nevertheless for all cases there should be an assessment of likely demand and where that demand will be sourced. If it is likely that a new proposal will fragment demand for an existing course this should be mentioned).

7. HOW DOES THE PROPOSAL HELP IN MEETING THE UNIVERSITY'S STRATEGIC GOALS?

(Eg Growth in key areas; distinctive courses in theme areas; increasing student cohort quality; generating additional income; underpinning research strengths; responding to the State's skill needs; increasing level of postgraduate enrolments; improving efficiency of teaching; increased collaboration within and outside UTas etc.)

8. ARE THE PROJECTED ENROLMENTS REALISTIC?

This is critical for a high-risk proposal. Enrolment projections are required for the first three years of the course, including DEST funded, domestic fee-paying and FFPOS students. Projections should take account of the standard 25% attrition in year-to-year progression. A commencing enrolment of 80 drops to 60 in year 2 and 45 in year 3. Postgraduate programs taught as modules over 3 semesters should indicate likely progression rates from one module to the next.

9. WHAT IS THE SOURCE OF FUNDS FOR ENROLMENTS?

Income should be fully costed for high impact proposals. Low impact proposals using existing units and resources do not require detailed costings. The proposal needs to indicate whether increased income is expected and from where.

Costing of proposals to be supported from operating grant funds, must take account of actual Faculty/school target load. Increasing enrolments will not necessarily lead to increased funding as additional Commonwealth places are limited.

Proposals that will generate significant additional load, but will depend on increased targets need to have this issue considered up front.

Faculties and schools should consider the following questions:

A) Are relevant schools currently meeting or exceeding target load?

- Will the new proposal provide additional enrolments? If so, they may only qualify for marginal or negotiated rates. Will these rates cover costs?
- Will the proposal divert enrolments from other units delivered by the School/Faculty? What impact will this have? Will the diversion of enrolments make some existing units less efficient or unviable?
- Has the Faculty considered revision of school targets based on the likely changes to enrolment patterns?

B) Are relevant schools currently not meeting target? Additional enrolments may simply make the target more achievable, but not generate extra funding.

C) Are fee-paying domestic places being considered? Indicate main funding clusters. This option should be assessed for all programs, especially in low return funding clusters. Conversely, schools

should consider offering some operating grant Commonwealth supported places for both undergraduate and postgraduate courses in high return funding clusters.

D) Are international student places being offered? – compare proposed fee with Commonwealth funding levels. Provide justification if fee level is below domestic funding. Consider whether marketing to interstate students might produce similar numbers at higher funding levels.

10. INDICATIVE MINIMUM COSTINGS

The development of new programs involves some basic costs. For low impact proposals the following indicative minimum costs need to be taken into account. There is no need for a detailed costing of these elements, although if a particular proposal has higher costs, these should be identified.

- **Course development:** This figure takes account of the workload involved in developing proposals and gaining approval through Faculty and University committees etc. Indicative minimum \$2,000.
- **Course planning and ongoing maintenance:** Whilst most of the cost of new course proposals is at the unit level, there are ongoing costs of maintaining information on the course, quality assurance, professional recognition, handbook entries, degree rule maintenance, promotional material etc. Indicative minimum \$2,000 pa.
- **Course coordination and administration:** Indicative minimum \$1,000 + \$500/EFTSL.
- **Additional marginal costs for tutoring/marketing etc:** Indicative minimum \$800/EFTSL.
- Whilst expenditure on **capital and infrastructure** is likely to be limited for low impact proposals some indicative costs will exist for Library, IT, tutorial space etc even where there is no apparent cost. Indicative minimum \$1,000/EFTSL.
- **Administrative Services:** Should the proposal include a significant demand for new or increased service provision this should be identified. If there are expectations of student service provision, beyond existing arrangements these expectations should be identified and costed here.

Basic proposals must use at least these minimum costings. High impact proposals should identify real costs.

11. LIBRARY RESOURCES

The University Librarian must be involved in providing an estimate of actual costs and budget impact for all proposals. The School will then be required to provide the identified funds to the Library for the purchase of the additional Library materials. A draft course proposal must be forwarded to the University Librarian in order to obtain an estimate of actual Library costs. A response will be provided by the University Librarian in the form of a Library Impact Statement (allow ten working days) and must be appended to the Resource Impact Statement when it is forwarded to Planning and Resources Committee for final approval.

12. STARTUP THRESHOLDS, COMMITMENTS AND EXIT STRATEGIES

A) What is the minimum EFTSL necessary for the course to proceed? Proposals that involve additional staffing costs above \$20,000 per annum must indicate the minimum EFTSL required for the program to proceed. This figure should take account of normal attrition patterns and the longer-term commitments to students who enrol in a program.

B) What is the anticipated commitment in years? A three-year commitment to provide units to a small number of students can be quite costly if enrolments and pipeline are not maintained.

C) Is an exit strategy required? Students who choose to study part-time can significantly extend any teach out period. Options for teach out might include alternative pathways for students if particular units/programs become unviable; making it clear that progression through modules in postgraduate programs are subject to viable enrolments in each module. A Grad Cert, Grad Dip, Masters sequence may not be guaranteed.

The best approach is to set realistic start-up thresholds and simply not proceed with programs that do not reach the threshold. The best test of this threshold is to check on the financial viability of a program that achieves its start-up enrolments in the first year, but then fails to reach targets for its second intake. Is the course viable for a single cohort? Some judgement needs to be used in making this assessment, but high exposure programs with significant staffing costs need close scrutiny. Has a cost benefit analysis been conducted?

13. ANNUAL COSTINGS

- Costings should be provided over a 3-year period. (Apart from the course development cost, these should be regarded as ongoing costs of the program and should be taken into account in testing the viability of a new program).
- Course fees etc should be expressed as annual fees. Many three semester programs use full course costs and this can lead to confused income projections. A three semester program costing \$15,000 only generates \$10,000 in the first year. Where these costings are required they should be based on actual enrolment projections, including standard attrition, and taking account of other progression issues relevant to the program. For example, how many students actually intend to take all three modules of a postgraduate sequence?
- When using internal \$/EFTSL for operating grant students remember that routine off-the-top costs have already been taken out.
- Provide estimates for international student fees/numbers. International fees have 42% deducted for off-the-top costs.
- New fee-paying domestic programs may not have costs deducted for the first three years, but indicate planned off-the-top costs beyond three years – at least 10%. Bear in mind central resources for capital/infrastructure/services for fee-paying domestic programs are limited.
- Are staffing costs all related to the new program or will those staff undertake other teaching duties? Only cost proportion of workload in new program.
- Where staffing will be progressively increased in response to increasing enrolments, relevant thresholds need to be made clear. Eg Course requires a 0.5 Level B for initial 12 EFTSL, increased to full-time when load reaches 25 EFTSL. Casual staffing support to manage transition **etc.**

RESOURCE IMPACT STATEMENT - Template

To be forwarded to the Planning & Resources Committee for approval
(Please refer to the guidelines when completing this form)

To be completed by the Head of School or course coordinator and approved by the Dean. Attach additional details as required.

Faculty:

School:

Proposed name of course:

Teaching mode/delivery:

Campus(es) on which course will be taught:

1. IS THE NEW PROPOSAL HIGH OR LOW IMPACT?

(Provide an explanation to support your answer)

2. DOES THE PROGRAM USE EXISTING UNITS?

- If new units are added, do they replace existing units in other courses?
 - Will any new units be offered in existing programs?
 - Specify new units and units replaced.
 - Specify any new campuses for existing units.
-

3. CAN THE PROGRAM BE TAUGHT USING EXISTING STAFF AND INFRASTRUCTURE?

4. DOES THE PROGRAM REQUIRE SPECIALISED TEACHING AND LEARNING FACILITIES OR SERVICES?

(Specialised teaching and learning facilities may include *inter alia* establishment of satellite campuses, scientific labs, clinical labs, media equipped/computer labs, simulation labs, industry placements, or flexible learning spaces. Teaching and learning services could include video conferencing, video streaming, or flexible delivery via the University's learning management system.)

- If such facilities or services are required, what arrangements have been made with Asset Management Services or Information Technology Resources?
 - What are the financial implications?
 - What are the limitations/considerations for industry placements?
-

5. WHAT WAS THE BASIS OF THE INITIATIVE?

(e.g. school or course review; student feedback; employer/industry feedback)

6. HAS AN APPROPRIATE LEVEL OF MARKET RESEARCH/ ASSESSMENT BEEN UNDERTAKEN?

7. HOW DOES THE PROPOSAL HELP IN MEETING THE UNIVERSITY'S STRATEGIC GOALS?

8. ARE THE PROJECTED ENROLMENTS REALISTIC?

9. WHAT IS THE SOURCE OF FUNDS FOR ENROLMENTS?

- Operating grant – will the load fit within current target?
 - Indicate main funding clusters.
 - Are relevant schools currently meeting or exceeding target load?
 - Are relevant schools currently not meeting target?
 - International student places - compare proposed fee with Commonwealth funding levels. Provide justification if fee level is more than 10% below domestic funding.
 - Consider whether marketing to interstate students might produce similar numbers at higher funding levels.
-

10. INDICATIVE MINIMUM COSTINGS

- Course development:
 - Course planning and ongoing maintenance:
 - Course coordination and administration:
 - Additional marginal costs for tutoring/marketing etc:
 - Capital and infrastructure:
-

11. LIBRARY RESOURCES REQUIRED (Each RIS, whether high or low impact, must be accompanied by a Library Impact Statement, completed after consultation with the appropriate Liaison Librarian.)

12. STARTUP THRESHOLDS, COMMITMENTS AND EXIT STRATEGIES

13. ANNUAL COSTINGS

Statement by the Dean(s):

Please include a statement by the Dean(s) that the new course/significant amendments to the existing course have been approved by the Faculty Executive(s) which has(have) agreed to commit sufficient resources to implement the course.

Note: For combined courses ALL relevant Heads of School or course coordinators and Deans must sign.

Signed: Head of School or Course Coordinator	Date:
Signed: Dean	Date:

Transnational Education Programs - Checklist for Program Approval

Approval and quality assurance processes for courses and units delivered as TNE programs are essentially the same as for all other courses and units at the University of Tasmania. However, because TNE delivery presents some issues which are specific to that mode of delivery, additional questions need to be considered when offering TNE courses and units. When courses and units are being planned for TNE delivery, the following checklist should be used in conjunction with the normal approval procedures and templates as set out in this chapter of the Quality Assurance Manual.

The questions below should be answered within normal approval documentation to the University Teaching and Learning Committee before the program is offered.

The sequence to followed for TNE course approval is:

- Discussion with TNE Unit, Library, ITR and Student & Academic Services (see supporting checklists below)
- Checklist for program approval completed
- Submission of Checklist for program approval to University Teaching and Learning Committee and Academic Senate
- Preparation of Resource Impact Statement and submission to Planning and Resources Committee
- Further detailed discussion with ITR, FEU, Library and Student & Academic Services prior to course delivery to ensure administrative, support and infrastructure issues are resolved.

The questions posed under each heading in this checklist aim to alert proposers about the specific issues to be considered when delivering courses or units TNE. The checklist relates to all TNE programs, whether these are single units, study tour units, twinning arrangements, or whole courses offered TNE.

The questions below are the same as those in the template for new course approvals and for significant amendments to existing courses. For approval of new courses, Faculties/Schools should provide one set of documentation that answers these questions and that fulfils requirements for the approval of the new course and TNE delivery. If the course is already approved for onshore delivery and the approval process is specifically for TNE delivery, minimal details are required about the course itself and the focus should be on the specific arrangements and issues to be considered for TNE delivery.

Checklist for TNE Course Approval

1. Name of Course/ Award

Has the award nomenclature been modified for TNE delivery? Is this an adaptation of an existing award or a new award only for TNE delivery? Does the TNE arrangement include a pathway to other programs such as those offered onshore and, if so, are these existing programs or do they require approval?

2. Proposed abbreviation of course name

[comment only if changes proposed]

3. Field of study/subject area

[comment only if changes proposed]

4. Proposed year and semester of introduction

5. School/s and/or institutions that will teach the course

For TNE delivery partners, outline what steps have been taken to ensure that their reputation (educational and financial) is appropriate and that the resources, facilities and staff they have to support the course are of an appropriate standard?

6. Where the course will be taught

Provide details about where various components of the course will be taught.

7. Course Advisory Committee

Comment on role of Course Advisory Committee in providing input specifically to TNE delivery of the course. Outline involvement in the Course Advisory Committee of staff from TNE partners and staff from the International Office. The Course Advisory Committee should have a role in planning the course and in the ongoing monitoring of the course once implemented in the TNE context.

8. Reasons for introducing the course

[comment specifically on reasons for TNE delivery]

9. Educational objectives of the course

Are there any modifications to course objectives for TNE delivery?

10. Length of course and maximum duration time for completion

Provide details and justification of differences between course duration when offered TNE and onshore.

11. Teaching mode/delivery

Provide details about teaching mode and delivery for TNE students. How do these differ from teaching arrangements for onshore students and how is equivalence of outcomes maintained?

What arrangements are in place for ensuring that equivalence of assessment outcomes are maintained? What is the role of University of Tasmania staff in setting and marking assessment tasks?

How will students be supported:

- in their English language requirements?
- in developing academic study skills, information literacy skills, and IT literacy?

How will students be oriented to study in a UTAS course?

(see: <http://www.utas.edu.au/tl/transnational/index.html>)

How will students be supported if and when they make a transition to studying in Tasmania?

What special QA arrangements are in place if the course is not delivered in English?

12. Course structure

Has the course structure been modified for TNE delivery? If so, how has the integrity and standard of the course been maintained?

13. Generic attributes

[comment only if there are specific considerations for the TNE context]

14. Admission requirements

What are the TNE admission requirements and how do these compare with onshore admission requirements? How are student entry standards maintained?

15. Articulation with other courses

What credit is given to courses offered by other institutions and how does the standard of these courses compare with onshore credit arrangements?

16. Other related courses offered by this University

[comment only if there are specific TNE issues]

17. Anticipated professional recognition

Are there special requirements by TNE accreditation bodies and, if so, how will these be met?

18. Mechanism for monitoring/evaluating the course

Are there specific arrangements in place to evaluate the course and the experience of TNE students? How do TNE students provide feedback to the University of Tasmania on their experience and level of satisfaction? Who monitors this, to whom are reports submitted and how are improvements made? What is the process for student grievances?

19. Library Resources

A meeting with the Liaison Librarian is required to consider:

- Access to information resources, both print and electronic
- Library Services and support
- Resource implications

20. IT Access and Resources

A meeting with the Director of ITR or nominee is required to consider:

- Computer hardware and software
- Access to computing equipment
- Access to the University's network, including Vista and email
- IT training and support for staff and students
- Resource implications

21. Administrative Arrangements

A meeting with the TNE Unit and Student & Academic Services to consider:

- Administrative contracts and communication channels for the partner institution
- Proposed commencement timelines
- Semester timelines
- Whether the program has fixed schedules or electives
- Integration of assessment with standard UTAS examination schedules
- Details for academic transcripts and student records
- Enrolment status of students

22. Staffing Issues

How are TNE staff recruited and how are their qualifications assessed?

How are staff development and staff induction provided, both for UTAS teaching offshore and for locally employed staff?

How will locally employed staff be assisted to gain an understanding of relevant UTAS teaching policies and approaches?

(see: <http://www.utas.edu.au/tl/transnational/index.html>)

How will locally employed teaching and administrative staff gain access to UTAS electronic administrative and teaching resources?

23. Other resource issues

How will students and locally employed teaching staff gain access to textbooks?

What is the process for ensuring adequate equipment is available to students, including laboratories etc.?

NOTE: A Resource Impact Statement must be submitted by the Faculty to Planning and Resources Committee for each TNE program prior to final approval being granted.

Supporting Checklists (available at <http://www.utas.edu.au/tlqam/>):

- [TNE Program Library Impact Statement](#)
- [TNE Course IT Infrastructure Impact Statement](#)
- [Administrative Planning and Development Checklist for TNE Programs](#)