

Monash University Procedure

Procedure Title	Coursework Course Accreditation Procedures
Parent Policy	Coursework Course and Unit Accreditation Policy
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Procedure Owner	Deputy Vice-Chancellor (Education)
Category	Academic Quality and Standards
Version Number	3.2
Content Enquiries	policy-education@monash.edu
Scope	All coursework courses leading to an award of the University All Monash University non-award enabling programs approved as preparation for entry to a coursework award course. All campuses and locations
Purpose	To enable the University to fulfil its responsibility for accreditation of units and courses of study required for a degree or other award, as set out in Monash University (Council) Regulations , Part 5, Section 10, Clause 1(e).
PROCEDURE STATEMENT	

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PART A - RESPONSIBILITY FOR APPROVAL OF COURSE PROPOSAL

Course accreditation is a quality assurance process under which courses are evaluated to determine that Monash University academic and delivery standards are met. Accreditation by the Academic Board is a necessary condition in order for the University to offer a course and admit students to it.

Accreditation is not the same as a decision to offer a course. Such decisions are strategic/business decisions and are the responsibility of the executive arm of the University under the delegation of the Vice-Chancellor. As such, the Deputy Vice-Chancellor (Education) in consultation with the Dean of the managing faculty, determines whether and when an accredited course or amended accredited course will be available for admission.

1. Determining the responsibility for approval of course proposals

- 1.1. Academic Board has responsibility for the accreditation of courses and the approval of changes to accredited courses but may delegate the authority to approve certain changes to the Coursework Admissions and Programs Committee (CAPC) or the course owning faculty.
- 1.2. The principles for determining who is responsible for approving amendments to accredited courses are set out in the [Coursework Course and Unit Accreditation Policy](#). The Chair of CAPC has the responsibility to determine the necessary level of approval where an interpretation of the principles is required for a particular amendment.
- 1.3. Detailed advice on the application of the principles is documented in [CA Guidance 1 – Deciding who approves particular types of course proposals](#).

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2. Interfaculty consultation and approval of new offerings and amendments

- 2.1. A faculty must consider if a proposal for a new offering or amendment to an existing offering may impact on other faculties. Appropriate consultation with those faculties must take place:
- Where CAPC or Academic Board approval is required, prior to submission of the proposal; or
 - Where CAPC or Academic Board approval is not required, prior to the Dean (or delegate) approving amendments (including to entry eligibility and requirements). If another faculty objects to the amendment and no agreement can be reached between the parties, the course amendment must be submitted to CAPC for consideration for approval.
- 2.2. In addition to 2.1, a faculty planning to make amendments to a course (including to the sequencing or scheduling of units) that is offered in one or more double degree combinations must communicate the impact of changes to partner faculties in a timely way, including by demonstrating any impact on the Academic Course Information and/or indicative progression maps.
- Where CAPC or Academic Board approval is not required, any changes to Academic Course Information and/or indicative progression map/s must be agreed by partner faculties prior to the Dean (or delegate) approving changes.
 - Where CAPC or Academic Board approval is required, the proposing faculty should:
 - consult with all partner faculties;
 - submit one notice of planning for all associated double degree courses on behalf of all managing faculties;
 - gain agreement from partner faculties to any required changes to the Academic Course Information and indicative progression map/s prior to submitting the proposal;
 - submit one Executive summary on behalf of all managing faculties;
 - gain endorsement by Deans of partner degree faculties (or delegates) prior to approval.

3. Approval of courses offered at Monash University Malaysia

- 3.1. Proposals concerning courses offered at Monash University Malaysia must follow the University course accreditation process and the approval/endorsement process of the relevant faculty, and must comply with the Course Accreditation Business Rule for the campus.
- 3.2. The faculty must consult with the relevant Head of School, with a copy to the Director of Quality Assurance and Compliance (Monash University Malaysia), prior to the Dean (or delegate) endorsing/approving a proposal.
- 3.3. Proposals that require Academic Board or CAPC approval, and relate to courses offered at Monash University Malaysia, must be endorsed by the President and Pro-Vice Chancellor, Monash University Malaysia, or delegate, prior to submission to CAPC.
- 3.4. Following approval, the faculty must report the approval of the proposal to the relevant Head of School, with a copy to the Director of Quality Assurance and Compliance.

PART B - PROPOSAL DEVELOPMENT AND APPROVAL STAGES

All course proposals require documentation of an academic case for a new course, or change to the academic case for an existing course. Course proposals submitted to CAPC or Academic Board *may* also require endorsement from the Deputy Vice-Chancellor (Education) (or delegate) to say that there is a sound business case for it with the understanding that this means the resources will be available to deliver it sustainably at the University's high quality standards. The business case is considered by the Deputy Vice-Chancellor

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(Education) (or delegate), in parallel with the development and assessment of the academic case, the process being determined by the Deputy Vice-Chancellor (Education). If satisfied, the Deputy Vice-Chancellor (or delegate) provides the required endorsement for inclusion in the documentation presented to CAPC and Academic Board.

Academic Board does not expect to see a “Business Case”, the Deputy Vice-Chancellor (Education) decides what is required for a particular case. A brief one-page memo explaining the rationale, benefits and risks of a relatively low risk proposal may be all that is required. For a more substantial, high risk or less obvious proposal, a business case may be developed iteratively, with arguments and evidence (such as market research or a library impact statement) provided both orally and through reports.

4. Components of a coursework course proposal

4.1. A proposal for coursework course accreditation, certain amendments or re-accreditation will require an academic case to be made to Academic Board or its delegates and may require a business case to be made to the Deputy Vice-Chancellor (Education) (or delegates) depending on the type of proposal. The two inform each other and take place in parallel.

4.2. In developing the Academic Case, the proposer is expected to:

- Design the curriculum including course outcomes, course structure, course requirements, unit synopses, learning and teaching approach, assessment regime, prerequisites, entry levels and pathways, and indicative progression maps.
- Obtain and consider input from relevant academic areas, students and graduates, employers and professional bodies (if applicable), and other external stakeholders.
- Ensure that resource requirements are well understood and inform the business case so as to ensure required resources will be in place for implementation of the proposal.
- Document the Academic Case in sufficient detail to (a) enable reviewers to assess proposals against the criteria set out in the Coursework Courses and Unit Accreditation Policy and (b) ensure a full and accurate record of approved offerings is maintained.
- Ensure that the Academic Case is available in *Courseloop* (along with necessary endorsements) for assessment by Academic Board or its delegates which may be CAPC or the faculty.

4.3. In developing a “Business Case”, the proposer is expected to consider the following:

- Strategic positioning within the University’s complete course portfolio;
- Load projections and where relevant the market intelligence (needed) to support them;
- Profitability projections;
- University resources/infrastructure/staffing demands;
- Evidence of the quality of the current offering (where the course already exists); and
- Any other risks/benefits

The relative attention to each will depend upon the scale and scope of the proposed offering or change.

4.4. For proposed new offerings, or amendments that could affect the business case, the Dean (or delegate) should contact the Education Programs Office (for undergraduate or vertical double courses) or the Graduate Education Office (for graduate courses) at an early stage to discuss what the Deputy Vice-Chancellor (Education) (or delegate) will require. For significant new offerings this may be an iterative process with evidence becoming available over a period of time. Academic Board does not determine the soundness of the business case or require that a written “Business Case” be submitted with the proposal, rather it requires confirmation from the Deputy Vice-Chancellor (Education) (or delegate) that there is a sound strategic/business argument for the proposal and that therefore the resources will be available to sustain the course at the University’s high quality standards. The Dean

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(or delegate) should confirm with the Deputy Vice-Chancellor (Education) (or delegate) that endorsement will be forthcoming prior to consideration by CAPC/Academic Board. [CA Guidance 2 – Developing a business case and seeking endorsement](#) has advice and a template to assist with this.

- 4.5. Other proposals for amendment to an existing offering that require either CAPC or Academic Board approval generally also require endorsement that there is a sound business case but not all the items in 4.3 may be required.
- 4.6. The Chair of CAPC may grant an exemption from the endorsement of a business case or a Notice of Planning or the CPEG review, as appropriate, for:
 - a change to a course title or an award title where there are no variations to the course requirements or learning outcomes, and
 - the addition of a zero credit point unit to a course.The proposed change is submitted through *Courseloop* in the usual way.
- 4.7. A change of course code required due to changes to the administrative requirements of a course (such as changes to the funding/scholarship arrangements or to ensure compliance with internal requirements) is considered a management decision and does not follow the procedures set out elsewhere in these procedures. In such cases, the faculty may submit a request to the Deputy Vice-Chancellor (Education) (or delegate) in the form of a memorandum outlining the proposed change, the reasons for and any implications of the change. The memorandum must be signed by the Dean (or delegate) and submitted through *Courseloop*. The Education Programs Office will report such course code changes to CAPC.

5. Notice of planning stage

- 5.1. For new offerings or amendments that require Deputy Vice-Chancellor (Education), Academic Board or CAPC approval, or that may impact on another faculty, faculties must circulate a notice of planning before submitting the proposal for approval. The purpose of the notice of planning is to allow stakeholders across the University to raise and resolve any concerns early in the process.
- 5.2. A notice of planning may only be sent by the Dean of a faculty or the person to whom the Dean has delegated responsibility with regards to the course proposal. Advice on preparing and distributing notices of planning are available at [CA Guidance 3 – Notice of Planning](#).
- 5.3. Faculties should nominate one academic and one senior professional staff member to receive notices of planning (typically the Associate/Deputy Dean (Education) and the Faculty Manager/Academic Manager). Other relevant areas, as determined by the Chair of CAPC, nominate one staff member. Nominated recipients should be persons with a broad overview of the area and who are able to identify issues that may affect the faculty, campus or area, including academic, business and governance issues.
- 5.4. Recipients must review notices received and alert the proposing faculty to any concerns the faculty, campus or area may have. Recipients of notices of planning have seven working days to respond.
- 5.5. If any issues are raised, the proposing faculty should seek to address these prior to finalising the proposal. See also 2.1 and 2.2 above.

6. Faculty and campus approval stage

- 6.1. Prior to submission for university level approval, a course proposal must have all the required endorsements, including that of the Dean of the degree faculty (or delegate) and, if applicable, Deans (or delegates) of partner faculties (for double degrees) and the President and Pro-Vice Chancellor Monash University Malaysia (for courses offered at Monash University Malaysia).
- 6.2. Campus endorsement for Monash University Malaysia ensures that the proposal aligns with campus strategic priorities, government and professional accreditation requirements of the country and the campus resource strategy.

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- 6.3. Deans (or delegates) have responsibility for ensuring that all proposals align with University and faculty educational priorities, academic standards as expressed in University policy, professional accreditation requirements and the faculty resource strategy.

7. CAPC or Academic Board approval stage

- 7.1. Submission of course proposals that require CAPC or Academic Board approval and applications for re-accreditation of existing courses are submitted in *Courseloop*.
- 7.2. Proposals must include all the required components including the Academic Case, faculty and campus sign off (as applicable) and, where required, the Deputy Vice-Chancellor (Education)'s (or delegate's) endorsement.
- 7.3. The Academic Case comprises the following parts submitted in *Courseloop*:
- **Executive Summary:** Brief summary of the proposal (one page) to enable reviewers to rapidly become acquainted with its key features and supporting case prior to reading the full proposal. For applications for reaccreditation, it also includes a brief summary of key outcomes and recommendations of the Review Panel Report and the Faculty's response.
 - **Academic Course Information:** The academic information about a course including the handbook description, the eligibility requirements for admission, pathways, and AHEGS statement.
 - **Design Compliance:** The demonstration that the course is compliant with the University's policy framework, in particular, the Monash Course Design Policy and associated Procedures, Assessment Policy and Procedures, and Credit Policy and Procedures, and that the course can be completed in the standard duration with a reasonable and balanced student load.
 - **Course Governance:** A brief explanation of how the course, including collaborative or third party arrangements, will be governed and overseen, and quality and sustainability assured.
 - **Implementation Plan:** Assurance that staffing and other infrastructure and service resources will be available for quality delivery of the offering in the proposed location and at the proposed time and that due consideration has been given to timely roll out of the course, its marketing and publications and other risk factors for implementation.
- 7.4. The Academic Case is provided to the Course Proposal Evaluation Group (CPEG) one week before the CAPC submission deadline. CPEG advises CAPC on matters of curriculum design, academic standards and compliance with the University's policy framework, but does not make a determination on whether to recommend accreditation, re-accreditation or approval of course amendments. Advice to CPEG reviewers is available at [CA Guidance 4 – For Course Proposal Evaluation Group \(CPEG\) reviewers](#).
- 7.5. CPEG will notify the proposing faculty of any issues identified through its assessment of a proposal. The faculty will be given an opportunity to respond and/or amend the proposal before it is considered by CAPC and Academic Board. Any revised documentation will normally be available by the CAPC submission deadline.
- 7.6. The proposal is then considered by CAPC during its scheduled meeting cycle. If in favour of the proposal, CAPC may, in accordance with the principles for determining the level of approval as set out in the policy:
- approve the proposed course amendment; or
 - endorse the proposal for submission to Academic Board for approval, recommending an accreditation period.

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PART C - IMPLEMENTATION OF NEW COURSES AND COURSE AMENDMENTS

The responsibility for managing the implementation of a course resides with the managing faculty. That a course has been accredited, or an amendment approved by Academic Board or its delegates, does not necessarily mean that the amended version of the course will become available immediately. The timing of implementation resides with the Office of the Deputy Vice-Chancellor (Education), typically delegated to the managing faculty. It is the responsibility of the managing faculty, however, to ensure that those responsible for publications and systems, and other key stakeholders, are fully informed with sufficient forward notice so that they can undertake their responsibilities in a timely way.

Note that In Monash Malaysia, a new course and some course amendments approved by Academic Board must also be approved for implementation by the Malaysian government. Prior to proposing changes that may affect a Monash University Malaysia course, the faculty should contact the Quality Assurance and Compliance Unit at MUM to check whether such approval will be required and the implications for the timing of implementation.

8. Implementation

- 8.1. All courses are assigned a managing faculty, which has principal rights and responsibilities for the management of the course. The managing faculty will ensure that:
 - The course has a coordinator and a management committee.
 - There is provision for dispute resolution and participation in relevant decision-making bodies by other faculties with significant teaching involvement.
 - Delivery, monitoring and review of the course are undertaken in alignment with University statutes, regulations, policies, procedures and timelines.
- 8.2. A course can only have one managing faculty. For most single degree or award courses the degree awarding faculty will be the managing faculty. Double degree courses that deliver degrees from different faculties are assigned one managing faculty and horizontal double degree are named with the first named degree that of the managing faculty; for example, the Bachelor of Laws (Honours)/Bachelor of Arts is managed by the Faculty of Law.
- 8.3. Once a course has been accredited or a revised version of an accredited course approved, the course must be published in the University Handbook, the course description as it is in the accredited course information in *Courseloop*. Other publications and systems also need to be updated in a timely way and administrative areas and other stakeholders advised.
- 8.4. The date of implementation of a new offering or an amendment to an offering is determined by the managing faculty (although the Deputy Vice-Chancellor (Education) has the final authority over the course portfolio) and the implementation date then determines when the various publications and systems should be updated, the course version reported to government and the course version published for admission. The managing faculty should consult with campuses, locations of offering and affected faculties in scheduling implementation.
- 8.5. Where a course amendment affects currently enrolled or deferred students, the managing faculty must notify students of the amendment, the options available to students and any transitional arrangements that will be put in place.
- 8.6. Accreditation of courses by professional bodies is the responsibility of the degree faculty. Where a major, specialisation or unit sequence within a course is professionally accredited the teaching faculty of the major/specialisation/sequence is responsible for assuring the professional accreditation.

PART D - RE-ACCREDITATION OF COURSES

- 8.7. Re-accreditation of courses requires the same level of scrutiny of the Academic Case as the earlier accreditation. It is expected that courses will be regularly renewed to reflect feedback from students

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and colleagues as well as current discipline knowledge and professional practice, appropriate skills sets, pedagogical principles and possibilities, effective assessment, technologies and contexts.

- 8.8. Course features that may have been appropriate in an earlier period may no longer be; this is why accreditation is for a fixed period. A course presented for re-accreditation will be judged by current standards and expectations; if presented unchanged since its earlier accreditation, it may or may not be re-accredited.

9. Applications for re-accreditation

- 9.1. When Academic Board accredits a course, it will also determine the period of accreditation, up to seven years. Prior to the expiration of the accreditation period, the managing faculty must apply for re-accreditation in order to continue offering the course. Applications for re-accreditation must be submitted in a timely manner so that the full process can be completed and Academic Board re-accredit before the current accreditation period expires. See [CA Guidance 5 – Applying for re-accreditation](#) for further advice.
- 9.2. A re-accreditation application must include:
- The review panel report from a course review conducted within the last two years;
 - The faculty response report;
 - The academic case for re-accreditation; and
 - Endorsement by the Deputy Vice-Chancellor (Education) (or delegate) that there is a sound strategic/business case for continuing to offer the course.
- 9.3. The Dean (or delegate) should contact the Deputy Vice-Chancellor (Education) (or delegate) at an early stage to initiate discussion on whether there is a sound business case for re-accreditation. In most cases, the Course Review will provide the evidence and all that will be required is that the Deputy Vice-Chancellor (Education) have sufficient forward notice to consider the Review Panel Report and faculty response. In such cases, the Dean should forward all necessary documentation to the Education Programs Office, in a timely way, along with a request that said endorsement be sought from the Deputy Vice-Chancellor (Education). Refer to the [Course Review Procedures](#), Section 9.
- 9.4. The Dean/s (or delegates) of the degree faculty/ies must endorse applications for re-accreditation prior to submission to CAPC.
- 9.5. After considering an application for re-accreditation Coursework Admissions and Programs Committee will recommend to Academic Board, either:
- to grant re-accreditation;
 - to grant re-accreditation, with conditions and/or a shorter accreditation period; or
 - to withdraw accreditation and recommend to the Deputy Vice-Chancellor (Education) that any new intake/commencing enrolments be ceased.
- 9.6. Re-accreditation of a double degree course is not automatic following the re-accreditation of the component courses but must be sought explicitly by the managing faculty typically in conjunction with the proposal for accreditation of the relevant single degree course in the managing faculty.
- 9.7. If a faculty decides not to apply for re-accreditation, the course and all of its double degree combinations must be disestablished in accordance with PART F of these Procedures.

10. Failure to conduct course review or apply for re-accreditation

- 10.1. If a course is not reviewed or an application for re-accreditation is not received by CAPC before the end of the accreditation period, and the course is not in teach-out mode, the managing faculty must provide a rationale to CAPC as to why the course's current accreditation term should be extended, explaining why the review and/or application has not been completed within the timeframe.

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- 10.2. CAPC will then propose a suitable course of action and make a recommendation to Academic Board accordingly. CAPC may recommend that Academic Board:
- Grant re-accreditation;
 - Grant re-accreditation with condition/s and/or a shorter accreditation period; or
 - Extend the current accreditation for a period sufficient to undertake the necessary review and/or application for re-accreditation; or
 - Withdraw accreditation and recommend to the Deputy Vice-Chancellor (Education) that any new intake/commencing enrolments be ceased.
- 10.3. If Academic Board does not accept the rationale for the failure to conduct a course review or apply for re-accreditation, Academic Board will determine that the accreditation is withdrawn and recommend to the Deputy Vice-Chancellor (Education) to cease any new intake/commencing enrolments into the course until the course has been re-accredited.

11. Maintaining oversight and reporting requirements

- 11.1. The Education Programs Office will initiate the annual reporting of academic course information by sending a request to faculties.
- 11.2. When requested, faculties must provide the current academic course information and report on all amendments made since the academic course information was last reported.
- 11.3. Prior to the academic course information being considered by CAPC, compliance with current University policy and legislation will be verified and accuracy of the information assessed. If changes are required, the faculty will be advised and may be required to amend the course and/or the academic course information prior to CAPC.

PART E - APPROVAL OF NON-AWARD ENABLING PROGRAMS

The approval of non-award enabling programs is a quality assurance process which evaluates whether an enabling program is designed so that successfully completing students will achieve learning outcomes equivalent to the academic and English language entrance requirements of the University.

12. Approval and oversight of non-award enabling programs

- 12.1. Proposals for new, amendments to and re-approval of non-award enabling programs are subject to the same approval processes and requirements as for courses of study (see Parts A-D above).
- 12.2. In addition, managing faculties are required to provide an annual report to CAPC, through Admission Pathways Expert Advisory Group (APEAG), that documents the outcomes of students and their progress to award and degree courses.

PART F - DISESTABLISHING COURSES OR OFFERING

Under the Vice-Chancellor's regulations, a decision about whether or not to offer a course is a strategic/business decision, the responsibility of the executive arm of the University under the delegation of the Vice-Chancellor. As such the Deputy Vice-Chancellor (Education), in consultation with the Dean of the managing faculty, decides whether and when a course will be disestablished or a major, specialisation or location of offering withdrawn. The strategic/business decision to withdraw an offering is based on similar considerations to those for introducing an offering. Where a course or offering currently has students enrolled, a teach-out process to implement the withdrawal will be required. The disestablishment decision is recorded in *Courseloop* through the same process as a course change and the teach-out plan entered in the Implementation Plan section.

While Academic Board has an interest in assuring that the interests of students enrolled in a course, and the reputation of the University, are protected, the Deputy Vice-Chancellor (Education) (or delegate) has

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responsibility for ensuring a suitable process and approving the teach-out period in consultation with the Dean of the managing faculty who will make any other necessary transitional arrangements.

Academic Board may also, from time to time, recommend to the Deputy Vice-Chancellor (Education) that a course of study be disestablished where it is of the opinion that academic quality standards are being breached or are not maintained systematically or if the accreditation of a course has lapsed and not been renewed.

13. Initiating the disestablishment of a course

13.1. Courses may be disestablished:

- at the direction of the Deputy Vice-Chancellor (Education) following discussion with the Dean of the managing faculty (or delegate); or
- at the initiation of the Dean of the managing faculty (with agreement of partner faculties), with approval of the Deputy Vice-Chancellor (Education); or
- at the direction of the Deputy Vice-Chancellor (Education), following a recommendation from the Academic Board that a course of study should be disestablished where:
 - it is of the opinion that academic quality standards are being breached or are not maintained systematically; or
 - an accreditation of a course has lapsed and not been renewed.

13.2. A proposal for disestablishment may be in response to a range of factors including:

- positioning within the Faculty's and/or University's course portfolio, including when undertaking renewal of the portfolio;
- current and projected load including relevant market intelligence;
- current and projected profitability;
- the availability of University resources/infrastructure/staffing to deliver the course at an appropriate standard, or to meet external accreditation requirements; and
- quality of the current offering.

In proposing to disestablish a course or offering, the Dean of the managing faculty should briefly explain the rationale, although this is generally only necessary where the course is still being offered. Where the course, specialisation, major or location is still being offered, stakeholder concern should be addressed, in particular any negative impacts of disestablishment including:

- possible effect on individual students and student cohorts currently enrolled in the course and students with an active offer of enrolment including through pathways;
- possible impact on other faculties, the location of offer or the University as a whole (such as capacity to deliver other courses, loss of scale and hence profitability, reputation); and
- any other risks/benefits
- although the requirements will depend upon the scale and scope of the disestablishment including the current level of activity of the course.

13.3. Where the disestablishment of a course of study may affect the strategic/business case of the University, or a campus or location of offering, at an early stage the Dean (or delegate) should contact the Education Programs Office (for undergraduate or vertical double courses) or the Graduate Education Office (for graduate courses) to discuss what the Deputy Vice-Chancellor (Education) (or delegate) will require in order to be prepared to approve the disestablishment. For significant disestablishments this may be an iterative process with evidence becoming available over a period of time.

13.4. Evidence of consultation and agreement with stakeholders (for example, Deans of partner faculties in the case of double degrees or the Pro Vice-Chancellor Monash University Malaysia in the case of offerings at the Malaysian campus) may be required. Consultation must occur where the course is active and

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- may affect the strategic/business case of a campus or location of offering; and/or
- students from other courses draw on the units; and/or
- other faculties are involved in teaching into the course.

This may be achieved through the circulation of a notice of planning (see section 5). Where a disestablishment will occur as part of a package to replace one course with another, the notice of planning for the new course may signal the proposed related disestablishments, in which case a separate process is not required.

14. Deputy Vice-Chancellor (Education) Approval

- 14.1. Once the business case for disestablishment has been developed, the Dean of the degree faculty may make a request to the Deputy Vice-Chancellor (Education) (or delegate) in *Courseloop* proposing that a course of study be disestablished, including a brief overview of the business case, a proposed teach-out plan (if required) and evidence of consultation of partner faculties or Monash University Malaysia (if required).
- 14.2. The Deputy Vice-Chancellor (Education) will consider the case and notify the Dean of the degree faculty whether the disestablishment and any teach-out plan are approved. If there is need, the Deputy Vice-Chancellor (Education) may approve the disestablishment of the course with the provision of a teach-out plan by a specified date.

15. Implementation and oversight

- 15.1. Where the course of study in question has currently enrolled students or students completing approved pathways for entry to the course, a teach-out plan must be developed, which includes a timeframe for the proposed teach out. The purpose of the teach-out plan is to ensure that:
 - enrolled students can complete the course (or offering) within a reasonable time frame;
 - program quality and supporting resources are maintained to the end of the teach-out period; and
 - such situations are managed sensitively with individual students and with any external partners/stakeholders involved in the course delivery.
- 15.2. The teach-out plan should be recorded in the Implementation Plan section of *Courseloop* and address at least the following:
 - Timeframe: What is the final intake period? Has advance marketing for international students or pathway students been taken into account?
 - Teach-out: What is the anticipated completion date? How will existing students' progress be managed in relation to the withdrawal/availability of units?
 - Risks: What are the transition/change management risks (e.g. student, staff and other stakeholder concerns, teach-out capacity)?

For guidance about constructing a teach-out plan, see [CA Guidance 6 – Teaching-out coursework courses, specialisations, majors, minors including from locations of offer](#).

- 15.3. Once a course has been disestablished, publications and systems need to be updated in a timely way and administrative areas and other stakeholders advised.
- 15.4. The managing faculty must notify enrolled and deferred students of the disestablishment, the options available to students and any transitional arrangements that will be put in place.
- 15.5. The managing faculty will cease admitting students to that course, other than those who have completed an approved pathway program or were undertaking an approved pathway program at the time of the decision. In exceptional circumstances, the Deputy Vice-Chancellor (Education) may approve the admission of students into later years of the course where this will not affect the end date of the teach-out period.

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- 15.6. The Deputy Vice-Chancellor (Education) (or delegate) reports annually to Academic Board on disestablished courses and courses that have completed the teach-out. This occurs at the meeting of Academic Board when the Course Portfolio for the next marketing period is presented (usually meeting 6 for the undergraduate portfolio and meeting 7 for the graduate portfolio). The Deputy Vice-Chancellor (Education) will request that Academic Board withdraw its accreditation of disestablished courses at the end of the teach-out period.
- 15.7. Once a course is in teach-out, the managing faculty will not seek re-accreditation of the course. If the teach-out period extends beyond the end of the accreditation period, the managing faculty may apply for an extension to the existing accreditation. In such cases, Academic Board will be particularly interested in mechanisms for ensuring the quality of the academic program for the remainder of the teach-out.

Responsibility for implementation	Deans (or delegates) Academic Board CAPC Deputy Vice-Chancellor (Education) Vice-Provost (Learning and Teaching) Vice-Provost (Graduate Education) Pro-Vice Chancellor Monash Malaysia
Status	Revised
Approval Body	Name: Academic Board Meeting: 1/17 Date: 27 Feb 2017 Agenda item: 12.4
Definitions	Academic Case: Documents the academic design of a course (academic content, standards and quality), impact on the University's course portfolio, internal and external compliance, governance and management of the course and associated partnerships. Academic Course Information: The academic information about a course including the Handbook description (including course overview, learning outcomes, course structure, specialisations, major and minors, course requirements, awards, professional accreditation), the eligibility requirements for admission, designed pathways, and AHEGS statement. AHEGS: The Australian Higher Education Graduation Statement which is provided by Australian higher education institutions to graduating students on completion of the requirements for a particular higher education award and provides a description of the nature, level, context and status of studies that were pursued by the individual named. AQF/MQF: The AQF is the Australian Qualifications Framework. AQF Levels indicate the relative complexity and/or depth of achievement of graduates of an award and the autonomy required to demonstrate that achievement. AQF Level 1 has the lowest complexity and AQF Level 10 has the highest complexity. AQF Levels are not used to describe individual units or year levels within courses. The MQF is the Malaysian Qualifications Framework, the Malaysian equivalent to the AQF.

Monash University Procedure

	<p>Business Case: Arguments and evidence to support the introduction of a new offering, changes to an existing offering that may have strategic or market impact, or the continuation of an offering (e.g. in relation to an application for reaccreditation following a course review).</p> <p>CAPC: Coursework Admissions and Programs Committee, a subcommittee of Academic Board.</p> <p>Courseloop: The on-line system through which the course accreditation and review lifecycle, and all coursework course approvals, are managed at Monash University.</p> <p>Degree Faculty: The faculty responsible for the degree or other award, as specified in the University Handbook. For double degree courses there may be two degree faculties.</p> <p>Indicative Progression Map: Visual representation of an indicative order and timing of the units in a course, demonstrating that course requirements can be completed in the standard duration with a normal student workload.</p> <p>Managing Faculty: The faculty that is assigned responsibility to coordinate administrative matters for each single or double degree course (including but not restricted to admission, enrolment, academic progress and academic referral).</p> <p>New Offering: A new course; major, 'stand-alone' minor or specialisation in a new field; new teaching location where the field or discipline is not currently established; new partnerships that fall under the scope of the Collaborative Coursework Arrangements Policy.</p> <p>Notice of Planning: Notice about a forthcoming course proposal. The purpose of a notice of planning is to allow stakeholders across the University to raise and resolve any concerns at an early stage in order not to delay approvals unnecessarily.</p> <p>Stand-alone Minor: A minor where there is no corresponding major in the area of study. It need not be listed in a course.</p>
Legislation Mandating Compliance	
Related Policies	
Related Documents	<p><u>Guidance documents</u></p> <p>The following sources of advice available at the Course Accreditation and Review Management (CARM) website provide an overview of the accreditation lifecycle, targeted guidance and templates where appropriate.</p> <ul style="list-style-type: none"> • Monash course accreditation and review lifecycle • CA Guidance 1 - Deciding who approves particular types of course proposals • CA Guidance 2 - Developing a business case and seeking endorsement • CA Guidance 3 - Notice of Planning • CA Guidance 4 - For Course Proposal Evaluation Group (CPEG) reviewers • CA Guidance 5 – Applying for reaccreditation • CA Guidance 6 - Teaching-out coursework courses, specialisations, majors, minors including from locations of offer