

Monash University Procedure

Procedure Title	Graduate Research Course Review Procedures
Parent Policy	Graduate Research Course Review Policy
Date Effective	20-April-2016
Review Date	25-February-2018
Procedure Owner	Vice-Provost (Education Programs)
Category	Academic Quality and Standards
Version Number	1.0
Content Enquiries	Monash Graduate Education .
Scope	<p>All graduate research courses, including joint and dual award degrees.</p> <p>All graduate research coursework units that comprise a compulsory component of a graduate research course.</p> <p>All campuses and locations.</p>
Purpose	<p>To ensure regular review of graduate research courses through a systematic framework for assessing the objectives, structure, program delivery and support, management and outcomes of graduate research courses leading to Monash awards.</p> <p>To provide a framework for evaluating graduate research courses against the University's quality cycle to ensure monitoring and continuous improvement of these programs and formal reporting of these processes.</p>
PROCEDURE STATEMENT	

These procedures apply to all courses commencing a course review on or after September 2016

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Preamble

All courses leading to an award of the University must be reviewed every 5 years.

The outcome of a course review informs Academic Board's decision whether or not to grant re-accreditation for a course. Re-accreditation is a process through which an existing course is assessed against the criteria set out in the Graduate Research Course Review Policy. In order for Academic Board to make this assessment it will consider the application for re-accreditation together with the report of the graduate research course review panel and the Faculty's and Monash Graduate Education's response to this report.

1. The role of graduate research course reviews

- 1.1. The [Graduate Research Course Review Policy](#) describes course review as an element in the accreditation life-cycle of a course. Course review is a process for evaluating a course with respect to the academic and business aspects of the course. The outcome of a course review informs Academic Board's decision whether to re-accredit the course.

Responsibility

Deans (or delegates)
Monash Graduate Education

2. Identifying courses for review

- 2.1. All graduate research courses must be reviewed within the two years before the expiry of the current accreditation. The Vice-Provost (Graduate Education) maintains a record of all graduate research courses' university accreditation expiry dates.
- 2.2. A shorter review/re-accreditation cycle may be employed for strategic or operational reasons, at the request of the Dean. The Graduate Research Committee may also direct the Dean to undertake a course review if concerned that academic quality and research training standards are not being met or maintained systematically, or for any other reason. While the cycle may be shortened the scope and content of the review remains the same.
- 2.3. A shorter review/re-accreditation cycle may also be appropriate to accommodate the requirements of any offshore campus or overseas teaching locations. Faculties should liaise with any relevant offshore teaching locations when planning their review cycle to ensure that the needs of offshore campus or overseas teaching locations are addressed.
- 2.4. A shorter review/re-accreditation cycle may also be appropriate to accommodate the requirements of any external accreditation/registration requirements. See **section 10, Alternative arrangements**.
- 2.5. By 1 August each year, faculties advise the Vice-Provost (Graduate Education) of which courses they expect to review in the following year and when. The Vice-Provost (Graduate Education) will collate the following years' course review schedule information provided by all faculties and submit the schedule to Academic Board for information.
- 2.6. The Vice-Provost (Graduate Education) or delegate will meet with the Dean (or Deputy Dean) of each managing faculty planning one or more course reviews for the following year. This meeting is to

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discuss the objectives for each review and any issues that may impact on how the reviews are carried out, including the composition of the Review Panel. It is at this meeting that a proposal for an alternative arrangement should be considered.

- 2.7. If a faculty is planning to disestablish a course so that the final intake takes place prior to the re-accreditation expiry, the course does not need to be reviewed. In such cases, a request to disestablish the course should be submitted to the Graduate Research Committee for endorsement before it is submitted to Academic Board for approval.
- 2.8. Faculties should consider reviewing cognate groups of courses together wherever practical. Where a single course of study comprises discrete PhD programs (for example, the PhD in Arts comprises different programs, such as the Historical Studies PhD program or the Linguistics and Applied Linguistics PhD Program), the review should include all programs offered within the PhD.
- 2.9. Managing faculties are responsible for managing the course review process where it relates to the faculty-delivered component of the course, including quality of supervision, relevant units of study, and any training delivered by the faculty and/or relevant academic unit/program.
- 2.10. Monash Graduate Education is responsible for managing the course review process where it relates to the Monash Graduate Education-delivered component of the course such as training delivered to graduate research students. See **Section 4 Monash Graduate Education Self-review team composition and role**.
- 2.11. A course review should include all teaching locations, both onshore and offshore.

Responsibility

Deans (or delegates)
Vice-Provost (Graduate Education) or delegate

3. Faculty self-review team composition and role

- 3.1. The Dean, in consultation with the Associate Dean (Graduate Research) and the relevant Heads of Academic Units/Program Directors or Heads of Schools (where relevant), will appoint a Self-Review Team to lead the self-reflection process. The Self-Review Team must include the relevant Heads of Academic Units (or delegates), such as the Program Directors, and at least one senior academic staff member who supervises students enrolled in the course of study that is the subject of the review.
- 3.2. Administrative support for the Self-Review Team will be provided by the Administrative Officer. The Administrative Officer is nominated by the School or Faculty Manager or delegate. The Administrative Officer is not a member of the Self-Review Team and cannot be appointed subsequently to the role of Executive Officer to the Review Panel.
- 3.3. The Faculty Self-Review Team is responsible for engaging with staff associated with the delivery and management of the course, including graduate research student supervisors, across all teaching locations, both onshore and offshore, in a process of critical reflection. The Self-Review Team prepares two elements of the course review portfolio: the self-review report and the current course information. The self-review report draws upon evidence-based outcomes of the peer review discussions, interpretation of the data-analysis report, benchmarking activities and evaluation of key stakeholder perceptions.

Responsibility

Deans (or delegates)
Associate Deans (Graduate Research)
Relevant Heads of Academic Units or delegates
Faculty Self-Review Team

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4. Monash Graduate Education (MGE) self-review team composition and role

- 4.1. The Vice-Provost (Graduate Education) or delegate, in consultation with staff in Monash Graduate Education, will appoint a MGE Self-Review Team to lead the self-reflection process where a particular course under review includes professional development training provided by Monash Graduate Education.
- 4.2. The MGE Self-Review Team must be chaired by a senior academic staff member from a faculty other than the faculty whose course of study is under review. In addition, it should include at least one senior academic staff member who supervises students enrolled in the course of study that is the subject of the review.
- 4.3. Administrative support for the MGE Self-Review Team will be provided by the Administrative Officer. The Administrative Officer is nominated from within Monash Graduate Education. The Administrative Officer is not a member of the Self-Review Team and cannot be subsequently appointed to the role of Executive Officer to the Review Panel.
- 4.4. The MGE Self-Review Team is responsible for engaging with staff associated with the delivery and management of the training in a process of critical reflection. The Self-Review Team prepares two elements of the course review portfolio: the self-review report and information and details of training currently available. The self-review report draws upon student evaluations of training, key stakeholder perceptions and other relevant data and documents as required.

Responsibility

Vice-Provost (Graduate Education) or delegate
Monash Graduate Education
MGE Self-Review Team

5. Review panel composition and role

- 5.1. Panel membership must, at a minimum, consist of:
 - One Chair who is a senior academic with relevant experience and expertise in research training matters, including in university management, and who has previously served as a member on at least one quality assurance review panel within the higher education sector; and
 - Two other members who are senior academics with relevant experience.
- 5.2. The selection and appointment of Review Panel members must take into consideration the following attributes:
 - Impartiality/objectivity;
 - Expertise in relevant field(s); and
 - Experience in research training and/or quality assurance leadership.
- 5.3. Normally the Chair would be external to Monash University but if that is not possible or appropriate then the Chair must be external to the faculty and at least one of the other panel members must be external to Monash University.
- 5.4. None of the panel members can have been involved in the management or teaching of the graduate research course(s) under review, within the current accreditation period.
- 5.5. Faculties can nominate additional panel members if it is deemed that specific knowledge critical to achieving the terms of reference of the review would otherwise be lacking. Any additional nominations must meet the conditions listed above and follow the approval process detailed in these Procedures. In some cases an international perspective on the Panel may be desirable.

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- 5.6. The Review Panel must be supported by an Executive Officer. The Executive Officer is a person nominated by the School or Faculty Manager or delegate. The Officer is not a member of the Review Panel, and must not have been involved in the preparation of the self-review report.
- 5.7. The Review Panel membership must be approved by the Vice-Provost (Graduate Education) who will make a determination based on the attributes and requirements outlined above and the discussions held with the faculty.
- 5.8. The Review Panel is empowered to consult widely but not to co-opt others to its membership or to modify the terms of reference.
- 5.9. The Review Panel is responsible for reviewing the course(s)' past and present effectiveness, and future directions, in the context of the initial accreditation/last review, current university and faculty strategic plans, and in particular the research training principles and priorities of the university and faculty.
- 5.10. The Panel's review report advises the Graduate Research Committee and Academic Board in relation to the standards and quality of the course(s) under review, the availability of resources to support it, including quality of supervision, and its current and future sustainability and opportunities.
- 5.11. The following terms of reference establish the minimum requirements for a Review Panel investigation.
 - 5.11.1. To consider and report on:
 - a) The strategic alignment of the course(s) with the overall academic, research training and research profile and priorities of the University.
 - b) The academic standards of the course(s), in particular the appropriateness of entry levels and learning outcomes in relation to AQF levels, and to the appropriateness and validity of external benchmarking.
 - c) The academic quality of the course(s), particularly course structure (including quality of any coursework and faculty and program delivered training, where applicable), outcomes as appropriate according to the split between faculty and local school/academic unit responsibilities.
 - d) The business case for the course(s), particularly in relation to supervision matters, resourcing, program management, quality assurance, and cross-institutional issues. Are there any external factors which may challenge how the course is offered or its future viability of which the University should be aware?
 - e) The academic resources required to support graduate research students undertaking the course, particularly when across multiple teaching locations and including information technology; library programs, resources and services; learning spaces; and staffing. Is there sufficient evidence that they are adequate to continue to offer the course(s) at Monash's high quality standards?
 - f) The academic governance and management arrangements for the course(s), including compliance issues in relation to Monash regulations and policies, including the [*Code of practice for supervision of doctoral and research masters students*](#), the [*Australian Code for the Responsible Conduct of Research*](#) and other Australian government protocols, and where relevant, Malaysian and South African Government protocols.
 - g) To advise the University if each course being reviewed is of appropriate quality, standard and viability and if there are any matters that should be addressed or considered by the course, faculty and/or University.
- 5.12. Should there be a need to address specific issues not covered by the terms above, the terms of reference may be expanded. Any additions to the terms of reference should be discussed at the meeting of the Dean with the Vice-Provost (Graduate Education) or their delegates, detailed in 2.6

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above. Any additions to the terms of reference should be approved jointly by the Dean and the Vice-Provost (Graduate Education) prior to the appointment of the Review Panel.

Responsibility

Deans (or delegates)
Vice-Provost (Graduate Education)
Executive Officer to the Review Panel
Review Panel

6. Graduate Research Course review portfolio

- 6.1. The graduate research course review portfolio is the complete set of documentation provided to the Review Panel prior to the review event. At a minimum, the course review portfolio consists of six parts: a data analysis report; the Faculty self-review report and Monash Graduate Education self-review report; the current academic course information, and any responses to the call for submissions.
- 6.2. The Self-Review Teams may provide additional pre-existing documentation as appropriate. The Review Panel should be invited to request additional information.
- 6.3. All documentation prepared for the course review portfolio should be shared with the Self-Review Teams, in particular the data analysis report and the received submissions to the Review Panel, so that it may inform their deliberations. However, the Self-Review Teams must not edit any elements of the course review portfolio other than those they are responsible for preparing.
- 6.4. If the course under review is offered and recognised in a country other than Australia, the managing faculty must consult with the appropriate unit or person at the teaching location to determine what information needs to be included in the course review portfolio in order to meet the legislative requirements of the country. At Monash Malaysia, the relevant unit to contact for advice is the Quality Assurance and Compliance Unit.

Data analysis report

- 6.5. The data analysis report is produced by Monash Graduate Education. It objectively analyses and interprets the course's business intelligence data and includes a comparison with the faculty and university as a whole, and is appropriately benchmarked against discipline standards where possible. It includes timely completion rates and relevant cohort analysis data, and data arising from student surveys commissioned by Monash Graduate Education as relevant.

Self-review reports

- 6.6. The Self-Review Teams produce separate self-review reports for the graduate research course review portfolio. The reports are focused reflection on the performance of the course(s) since the last accreditation and on the outcome of the opportunities and challenges identified during the last review or initial accreditation. The reports should consider this in relation to the Monash graduate attributes and learning outcomes.
- 6.7. The self-review reports are focused on the narrative, and should not reproduce the data analysis report, rather reference it as appropriate and clarify outcomes. The reports should reflect the critical peer review discussions facilitated by the Self-Review Team and make reference to any benchmarking activities as appropriate.
- 6.8. Benchmarking relative to one or more appropriate universities is required for all course reviews and, at a minimum, must address progression, attrition, completions, coursework or training activities undertaken as part of a graduate research degree, and grading of student satisfaction. Some of these will be addressed in the data analysis report but the Self-Review Teams are responsible for ensuring completeness and their reports should show evidence of critical reflection on the implications of the comparative data for informing course and/or training development.

Course information

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- 6.9. The Faculty Self-Review Team must ensure that the graduate research course review portfolio includes a mapping of the relationship between units (where applicable), graduate research outcomes, training offered by the Faculty (where relevant), Monash graduate attributes and AQF level criteria and a narrative on the course pedagogy.
- 6.10. The MGE Self-Review Team must ensure that the graduate research course review portfolio includes a mapping of the relationship between training activities offered, graduate research outcomes, Monash graduate attributes and AQF level criteria and a narrative on the training pedagogy.

Call for submissions

- 6.11. The Dean (or delegate) will invite submissions to the Review Panel from members of the university community and any other stakeholders identified by the Dean. The call for submissions is made prior to preparation of the self-review report.
- 6.12. A person making a submission to the Review Panel may request that his/her name be removed from the submission when it is shared with the Self-Review Teams.
- 6.13. A separate call for submissions to the Review Panel is sent to current students and recent graduates who should also be invited to apply to be selected to meet with the Review Panel during the review event. It must be made clear that the Panel will determine the interviewees.
- 6.14. While any party within the university community may make written submissions to the course review, the Review Panel will determine with whom they will speak.

Distribution

- 6.15. The Executive Officer is responsible for compiling the course review portfolio and sending it to the Review Panel, any key stakeholders identified during the meeting with the Vice-Provost (Graduate Education) or delegate, and to any other individuals meeting with the Review Panel.
- 6.16. The Review Panel must be given the opportunity to request further relevant information from the University before the Review Event.

Responsibility

Deans (or delegates)
Executive Officer to the Review Panel
Self-Review Teams

7. Review Event

- 7.1. The review event brings the full Review Panel together for an intensive program of interviews with relevant parties, discussions and deliberations in order to fulfil its terms of reference.
- 7.2. The Executive Officer is responsible for drafting an agenda for the Review Event and sending it to the Chair who will finalise the agenda.
- 7.3. Where reviews involve research training activities or coursework delivered on more than one teaching location, whether in Australia or offshore, or with one or more partner organisations, the Chair of the Review Panel will determine, in consultation with the Dean (or delegate), the need to travel to locations other than the administrative centre of the academic area.
- 7.4. The review event would normally be conducted face-to-face at one or more of the teaching locations, but technology may be utilised to facilitate the presence of one or more panel members or interviewees.
- 7.5. Specific requirements of any offshore teaching locations need to be considered when planning how the review event will be conducted, particularly in relation to any relevant local regulatory requirements. For example, reviews of courses offered at Monash University Malaysia must include a site visit in order to meet Malaysian government requirements. If it is not possible to include a visit to Malaysia for the full membership of the Review Panel, the relevant school in Malaysia may

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establish a Malaysian review panel and hold a local review event. The Malaysian review panel may make recommendations to the Review Panel to inform their deliberations of the course overall, but must not make recommendations directly to the School, Faculty or Campus.

- 7.6. At a minimum the Review Panel must meet with the following groups:
- the managing faculty's senior officers and the Vice-Provost (Graduate Education) (or delegate);
 - student and alumni representatives;
 - industry representatives;
 - relevant academic unit and/or program representatives, including academic staff involved in the supervision of graduate research students; and
 - representatives of relevant service areas.
- 7.7. The Review Panel should also have the opportunity to tour relevant facilities if they wish.
- 7.8. At the end of the event the Review Panel must give an oral presentation of their preliminary findings and recommendations to representatives of the faculty and university. At a minimum the Dean (or delegate), the Associate Dean (Graduate Research) and the relevant Heads of academic units or delegates are expected to be present. An invitation must also be extended to the Vice-Provost (Graduate Education) (or delegate).

Responsibility

Deans (or delegates)
Executive Officer to the Review Panel
Review Panel
Associate Dean (Graduate Research)
Relevant Heads of academic units (or delegates)

8. Review panel report

- 8.1. The review panel report must address each of the terms of reference in relation to the evidence presented in the graduate research course review portfolio and at the review event.
- 8.2. The Executive Officer is responsible for writing a preliminary Review Panel Report, for the Chair to review. The preliminary report must be sent to the Chair within two weeks of the Review Event.
- 8.3. The Chair is responsible for reviewing and refining the report and ensuring that all Panel members agree with the contents of the report or have the opportunity to register a minority view, prior to the report being finalised.
- 8.4. A copy of the draft report must be sent to the Dean (or delegate) when the Chair feels it is a full and accurate reflection of the conclusions of the review. The Dean (or delegate) is responsible for reviewing the report for factual inaccuracies. If any are found they must be reported to the Executive Officer and the Chair within two weeks of receipt.
- 8.5. The Chair must finalise the report with the Executive Officer and send the final report to the Dean (or delegate) no later than eight weeks from the Review Event.

Responsibility

Deans (or delegates)
Executive Officer to the Review Panel
Review Panel

9. Faculty Response Report

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- 9.1. The Dean, in consultation with the Associate Dean (Graduate Education) and the relevant heads of academic units (or delegates) will review the findings and initiate the preparation of a faculty response report which addresses each of the Panel's recommendations as appropriate.
- 9.2. Where recommendations are specific to a teaching location, the Dean (or delegate) must consult with the location in the development of the response.
- 9.3. The Dean (or delegate) must submit the review panel report and the faculty response report to the Graduate Research Committee in sufficient time for it to inform the Graduate Research Committee's consideration of the business case for reaccreditation.
- 9.4. A copy of the faculty response report should be sent to the Review Panel to demonstrate how their recommendations are informing Monash's continual development.
- 9.5. Responsibility for implementing the outcomes of course reviews rests with the Dean (or delegate).

Responsibility

Deans (or delegates)
Associate Dean (Graduate Research)
Relevant heads of academic unit (or delegates)

10. Reporting of review outcomes and applying for re-accreditation

- 10.1. Applications for re-accreditation must be submitted in a timely manner so that the re-accreditation process, as outlined in the [HDR Course Accreditation Procedures](#), can be completed before the current accreditation period expires.
- 10.2. The re-accreditation application would normally be submitted so that it can be considered by the Graduate Research Committee within six months of the review event. In the case that the faculty is not ready to submit the re-accreditation application within this time frame, and there is still time remaining in the current accreditation period, the faculty must submit the review panel report and the faculty response report to the Graduate Research Committee for noting. The re-accreditation application, including the full set of documentation, must follow at a time that allows Academic Board to consider it before the current accreditation period expires.
- 10.3. If the managing faculty determines that it will not be applying for re-accreditation of a course, the faculty must apply before the end of its current accreditation period to have the course disestablished.
- 10.4. To ensure transparency, course review reports and faculty responses will be made available on the Graduate Research Committee intranet website.

Responsibility

Deans (or delegates)
Academic Board
Graduate Research Committee

11. Alternative arrangements

- 11.1. The primary purpose of enabling alternative approaches is to minimise duplication of effort and time, while ensuring that there is a robust process for assuring Academic Board and the Vice-Provost (Graduate Education) of the quality standards and viability of the course.
- 11.2. If a course is professionally accredited/registered and has recently had (or will have had) a re-accreditation event that addressed many or all of the terms of reference, as specified in these Procedures, then much of the standard review process may not require repetition.
- 11.3. Any alternative approach to course review must still meet the minimum requirements set out in these Procedures, including its terms of reference, composition of review panel and input from stakeholder groups identified in section 6.6.

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- 11.4. A faculty wishing to take an alternative approach to a course review must discuss first with the Vice-Provost (Graduate Education (or delegate) in the meeting detailed in 2.6 above, and then submit a written request to the Vice-Provost (Graduate Education) following this discussion. The request must specify what changes to the standard course review process are being proposed, and include a strong pedagogical, strategic and/or operational rationale.
- 11.5. The Vice-Provost (Graduate Education) or delegate will make the decision on any applications for an alternative approach.

Responsibility

Deans (or delegates)
Vice-Provost (Graduate Education)

12. Review of courses offered at offshore campuses or overseas teaching locations

- 12.1. Where a course is offered in a country other than Australia and is subject to local requirements, the managing faculty must take into account any legislative requirements of that country relating to course reviews, which may include length of review cycle, review panel composition and terms of reference, or how the review event is conducted.

Responsibility

Deans (or delegates)
Associate Dean (Graduate Research)
Relevant heads of academic unit (or delegates)

13. Annual monitoring

Reflection Event

- 13.1. The Vice-Provost (Education Programs) will provide faculties annually with a brief summary of undergraduate course's performance data over recent years. The Vice-Provost (Graduate Education) will provide faculties annually with a brief summary of graduate courses' performance data over recent years. The report will provide an overview of the key management information metrics for each course or double degree course and, where available, its associated majors, minors and specialisations.
- 13.2. The purpose of the report is to ensure that courses are performing according to expectations. Where a course is not performing as anticipated, the Dean or Provost may decide to investigate further.

Reflection Event

- 13.3. Each year the Vice-Provost (Education Programs) will host an event to reflect on the process and outcomes of course reviews held in the previous year and what lessons could be learnt by the University and the courses to be reviewed in the coming year.
- 13.4. Following the annual reflection event the Vice-Provost (Education Programs) will prepare a report for Coursework Admissions and Programs Committee and Academic Board summarising the key outcomes from the past year's reviews and highlighting any common themes for consideration and discussion.

Responsibility

Vice-Provost (Graduate Education)
Deans (or delegates)
Graduate Research Committee
Academic Board

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Responsibility for implementation	<p>Vice-Provost (Graduate Education)</p> <p>Pro-Vice Chancellor - Monash Malaysia</p> <p>Deans (or delegates)</p> <p>Director of MUARC</p> <p>Director of MIRI</p> <p>Associate Deans (Graduate Research)</p> <p>Faculty / School Managers</p> <p>Faculty / School Graduate Research Managers (or equivalent)</p> <p>Heads of School – Monash Malaysia</p> <p>Deputy Heads of School (Research) – Monash Malaysia</p> <p>Heads of academic units/departments</p> <p>Graduate Research Coordinators</p> <p>Program Directors</p> <p>Director, Quality Assurance and Compliance – Monash Malaysia</p> <p>Quality Assurance and Compliance Unit – Monash Malaysia</p> <p>Director, Campus Research Management – Monash Malaysia</p> <p>Senior Manager, Graduate Student Experience, Monash Graduate Education</p> <p>Manager, Monash Doctoral Program, Monash Graduate Education</p> <p>Manager, Policy and Governance, Monash Graduate Education</p>
Status	Revised
Approval Body	<p>Name: Academic Board</p> <p>Meeting: 6/2016</p> <p>Date: 19-October-2016</p> <p>Agenda item: 12.3</p>
Definitions	<p>Academic Course Information: Document that sets out the academic information about a course.</p> <p>Academic unit: Includes a sub-faculty, school, department, centre, institute or other unit into which a faculty is divided; or a school, department, centre or institute established as a separate entity from a faculty. Typically, is the organisational unit in which a graduate research student is enrolled.</p> <p>Accreditation: The University's process for course approval using criteria established by Academic Board to ensure courses meet academic standards. External Accreditation or Professional Accreditation is the evaluation of a course or qualification undertaken by a body external to the University and aimed at gaining recognition in an industry or profession or by a government agency.</p> <p>Administrative Officer: For the purposes of these Procedures, Administrative Officer means the person who supports a Self-Review Team.</p>

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	<p>Typically, is a person with experience in graduate research student matters.</p> <p>AQF Levels: Indicate the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF Level 1 has the lowest complexity and AQF Level 10 has the highest complexity. (AQF definition)</p> <p>Associate Dean (Graduate Research): Senior academic staff member appointed at faculty or equivalent level to oversee all matters relating to graduate research degrees by research students, as defined by the Monash University (Academic Board) Regulations.</p> <p>Executive Officer: For the purposes of these Procedures, Executive Officer means the person who supports the Review Panel. Typically, is a person with experience in graduate research student matters at faculty or equivalent level.</p> <p>Graduate Attributes: Transferable, non-discipline specific skills a graduate may achieve through learning that have application in study, work and life contexts. See also Monash Graduate Attributes.</p> <p>Graduate Research Coordinator: Academic staff member appointed by the academic unit/program to provide academic oversight over graduate research education activities as well as monitoring student progress and welfare, examination outcomes and complaints and grievances. Depending upon the specific configuration of the academic unit/program, the role may also include the responsibilities of a Program Director. In some cases, such as single-school faculties or institutes, the responsibilities of the Graduate Research Coordinator may be held by the Associate Dean (Graduate Research) or equivalent.</p> <p>Learning Outcomes: The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning. (AQF definition)</p> <p>Offshore campus: A campus of the University that is based in a country other than Australia.</p> <p>Teaching Faculty: In relation to a graduate research student, means the faculty in which the student is enrolled.</p> <p>Program Director: Academic staff member who provides overall academic leadership to a specific program offered within a single course of study. Examples of programs include: the Linguistics and Applied Linguistics PhD Program or the Historical Studies Program, both of which are discrete, separate programs offered within the PhD in Arts.</p> <p>Re-accreditation: The University's process for reviewing the accreditation of existing courses.</p> <p>Supervisor: The academic staff member appointed to support a graduate research student in undertaking their graduate research degree at the University.</p> <p>Teaching Location: For the purposes of these Procedures, Teaching Location means a locale where a course is delivered. A course can have several teaching locations and include both Australian and offshore locations.</p>
Legislation Mandating Compliance	<p>Monash University (Council) Regulations</p> <p>Monash University (Academic Board) Regulations</p>

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	<p>TEQSA Higher Education Standards Framework (Threshold Standards) 2011 Part 3 - Provider Course Accreditation Standards (until end of 2016)</p> <p>Higher Education Standards Framework (Threshold Standards) 2015 (taking effect from 1 January 2017)</p> <p>Malaysian Qualifications Framework</p> <p>MQA Code of Practice for Programme Accreditation (COPPA)</p> <p>MQA Code of Practice for Institutional Audit (COPIA).</p>
Related Policies	<p>Academic Review Policy</p> <p>Admission to Coursework Courses and Units of Study Policy</p> <p>Assessment in Coursework Units Policy</p> <p>Credit Policy</p> <p>Course Design Policy</p> <p>Coursework Units Review Procedures</p> <p>Collaborative Coursework Arrangements Policy</p> <p>HDR Course Accreditation Policy</p> <p>Student Voice in Learning and Teaching Policy</p>
Related Documents	<p>Focus Monash: Strategic Plan 2015-2020</p> <p>Guidelines for Teaching-Out Disestablished Programs</p> <p>Guidance documents for course review at Monash (currently under development):</p> <ul style="list-style-type: none"> • Overview of the Course Review Process • Guidance for the Self-Review Team • Guidance for the Review Panel • Guidance for the Executive Officer