

Program Development and Approval

Guidelines

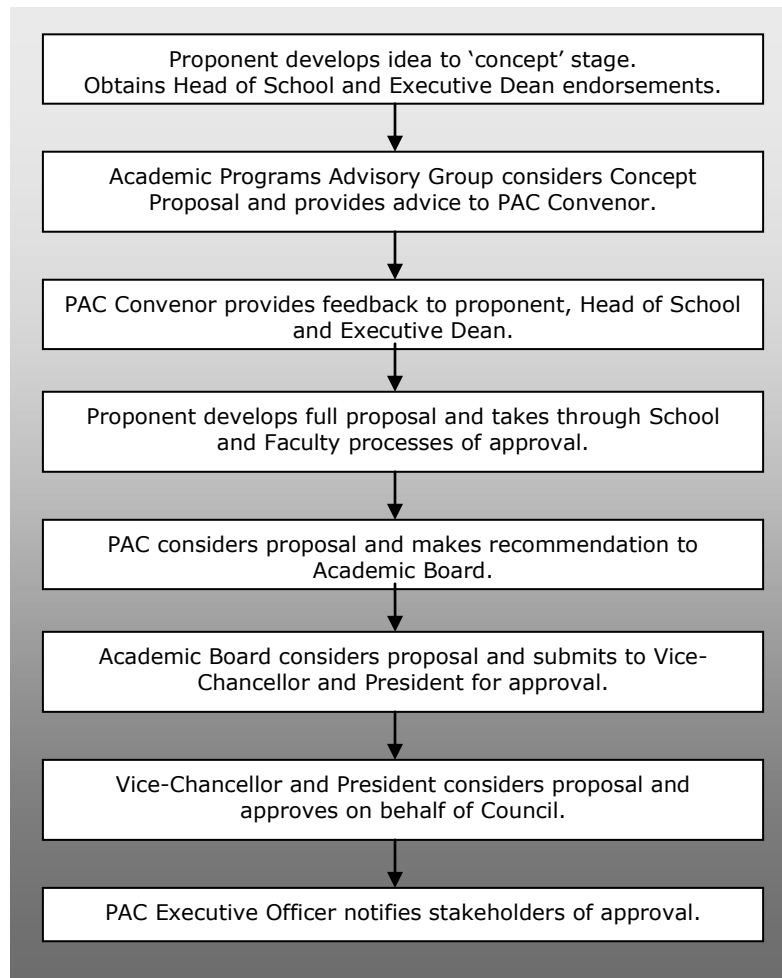
Addition of a new program

Introduction

These Guidelines provide further guidance and more comprehensive information for staff that are completing a proposal to introduce a new program. The information presented here supplements the information provided in the proposal form itself and in the in-context help in the form (accessed by pressing the F1 key at each question).

Please ensure that you also refer to the Program Approval Committee's [Program Development and Approval website](#) which provides important information, including timelines, submission deadlines and meeting dates.

Proposals for the addition of a new program must first go through the 'Concept Proposal' stage. The Concept Proposal form is available from the [Forms](#) section of the Program Approval Committee's website.



This is a simplified flow chart of the process of adding a new program.

When developing your proposal, please bear in mind the following general points:

- The University must be compliant with State and Federal legislation for programs offered in Australia and with whatever relevant legislation is in place in our offshore campuses.
- Every program proposal should align with the University's strategic direction as outlined in its Strategic Plan.
- Proposals should be compliant with the University's Policies.
- The University is committed to academic excellence, and this should be reflected in the structure and content of its academic programs.
- The University is also committed to equity and diversity and aims to provide flexible entry pathways and modes of delivery, a range of teaching and assessment methods and an internationalised curriculum.
- Programs should be responsive to the needs of industry and community and, where relevant, meet professional accreditation bodies' requirements.
- Arrangements for monitoring and evaluating programs should be clear and systematic.

PROGRAM DETAILS

Question	Comments
<i>Full name of proposed program</i>	<p>Please type the full name of the proposed program. If you are proposing to introduce more than one program (e.g. a suite of postgraduate programs (Graduate Certificate, Graduate Diploma, Master) list all names in full.</p> <p>Please use the established naming convention – the name of the qualification followed by “of” for degrees, or followed by “in” for certificates and diplomas. e.g: Bachelor of xxx Graduate Certificate in yyy</p> <p>Naming of double or combined degrees must follow the naming convention set out in the University’s policy, i.e. in both cases the full name of both ‘single’ degrees should be stated, separated by “and” for combined degrees and by “with” for double degrees. Please refer to the ‘Policy for the Establishment of Combined and Double Degree Programs’.</p> <p>Levels of qualifications (e.g. Bachelor, Honours, Master, PhD) must reflect the hierarchy of educational achievement. The Australian Qualifications Framework provides summary tables of each qualification and their characteristic learning outcomes.</p> <p>Due to Department of Education, Employment and Workplace Relations (DEEWR) reporting requirements, names of qualifications must not be re-used. i.e. if a degree has been deleted its name must not be used again for a different degree.</p>
<i>Proposed abbreviated name (post-nominal)</i>	<p>This relates to the post-nominal that graduates will use, for example on their business cards. e.g. Mr John Smith B.Mus.; Mrs Freda Bloggs M.Agric.Sc.</p>
<i>Responsible Faculty (and relevant School(s) and Discipline(s))</i>	<p>The 'responsible Faculty' has administrative ownership of the program - including admissions issues (e.g. co-ordinating information provided to SATAC), provision of enrolment forecasts, performance reporting, etc. In the case of a double or combined degree, the Faculties involved should negotiate to decide who will be the Faculty responsible for the administrative ownership of the program. You can contact ‘Strategy and Planning’ for further information about ownership of programs and the responsibility it entails.</p>
<i>Principal contact person for liaison and correspondence with central administration</i>	<p>This is the person who is co-ordinating the submission of the proposal and who should be contacted to answer any questions about it. In some Faculties this may be the Faculty Registrar/Business Manager; in others it may be the proposal proponent.</p>
<i>Indicate the proposed timeline for the introduction of the proposed program.</i>	<p>This is the first teaching term that enrolment in the new program will be available. To help you plan, please refer to the following:</p> <ul style="list-style-type: none"> • publication submission deadlines (to find out when proposals must be received in order to ensure that the information about the program can be included in or deleted from the relevant publication) • submission deadlines for each APAG meeting • submission deadlines for each PAC meeting. <p>Please ensure that your proposed timeline for the introduction of the program is achievable, given the timelines for approval.</p> <p>To maximise the benefits of the University’s advertising and recruitment efforts, and to ensure that prospective students are able to apply for current programs, the timely approval of program developments is essential. Proposals will continue to be considered after publication deadlines and Faculties are of course able to implement their own additional marketing strategies at their own</p>

	expense. However, the Faculty must weigh up the benefits and costs of introducing a program if it is not included in a key publication or promoted at a key event
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BACKGROUND

Item	Question	Comments
1.1	Program summary	
	<i>Give a brief description (approx. 100 words) of the proposed program.</i>	<p>How would you summarise this program for someone who was interested in enrolling in it? What are its distinguishing features?</p> <p>The answer to this question will probably be similar to the information provided in some promotional publications e.g. the first part of an entry in the SATAC Guide or in the University's program search engine 'Program Finder'.</p> <p>(Program aims and objectives, and structure and curriculum are covered in a later section of this form.)</p>
1.2	Context for new program	
	<i>Briefly describe the context for the proposed program, including its rationale.</i>	<p>What are the political/economic/socio-cultural/technological factors that contributed to the decision to introduce this program? Have there been changes in demographics/target market/employer preferences/industry needs? How has this proposal been influenced by our competitors' activities (or lack thereof)? Was its introduction one of the recommendations of a 5 year Program Review (of another program?) What other reasons were there?</p>
1.3	Alignment with the University's Strategic Plan	
	<i>In what ways do you consider this program will benefit the University and the broader community according to the University's strategic objectives?</i>	<p>Your proposal should align with the University's strategic direction. The highest level plan, setting the University's overall direction and outlining its major strategies, is the Strategic Plan. The most recent Plan is entitled 'Building a Great Research University: The University of Adelaide Strategic Plan 2008-2012'. There are also operational/business and financial plans at University, Divisional and Faculty levels (including the Education Operational Plan 2008-2010), and performance reports which support and inform management decision-making, including program development.</p> <p>The most recent plans and reports, and a fuller description of their content and function can be found on the Strategy and Planning website.</p>
1.4	International arrangements	
		<p>The University welcomes thousands of international students to its onshore and offshore programs every year. It is very important to note that:</p> <ul style="list-style-type: none"> the University's dealings with onshore international students are governed by legislation – in particular the Education Services for Overseas Students Act 2000 (the ESOS Act) and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (the National Code) 2007. the University has in place a framework governing the development, review and monitoring of agreements with international institutions the timeframe for international publications, and for recruitment activities, offers and admission to onshore programs can be more than 12 months earlier/longer than that for domestic students. <p>The ESOS Act provides the legislative basis for how universities in Australia must interact with prospective international students and with international students studying in Australia on student visas. ESOS, the National Code, CRICOS and PRISMs are parts of an inter-related system that serve to ensure that international students and educational institutions are aware of their rights and responsibilities, and aims to ensure that Australia's reputation as a provider of high quality</p>

		<p>education is upheld.</p> <p>For an overview of ESOS and the National Code visit the AEI website. You may also wish to visit the CRICOS Register.</p> <p>The Pro Vice-Chancellor (International) website is a good starting point for information about onshore and offshore international activities, strategic initiatives, policies and guidelines and development of resources. The International Office also manages a Staff Intranet site of information and updates.</p> <p>Important references are: Jointly Conferred Academic Awards Policy International Agreements Framework Internationalisation Strategies Committee's Regional Strategies</p>
i	<p><i>Will the program involve offshore arrangements?</i></p>	<p>'Offshore' means that it is delivered overseas. This means that students attend lectures (in intensive or traditional mode) or study online or by distance whilst they are in an overseas location. e.g. University of Adelaide Ngee-Ann - Singapore Campus, Lingnan LIFE - Hong Kong. See the PVC(I) website and in particular the section 'International Agreements Framework' for more details about offshore arrangements.</p> <p>If you are proposing a program that involves offshore teaching, it is necessary to seek the advice of the DVC(A) Divisional Business Manager regarding the Financial Model.</p> <p>Proposals that involve jointly conferred awards must be accompanied by the relevant completed Jointly Conferred Programs template (available from the Jointly Conferred Awards Policy front page).</p>
ii	<p><i>Will the program be open onshore to international students?</i></p>	<p>'Onshore' means that it is delivered in Australia.</p> <p>An international student is one who is NOT a citizen or permanent resident of Australia or a citizen of New Zealand.</p> <p>For programs open to international students requiring a student visa to study in Australia, new programs can NOT be represented in publications, on websites, in correspondence or at events until they have a CRICOS code. This is a legislative requirement - Standard 1 of Part D of the Explanatory Guide for the National Code clearly states that "Providers must not promote and market a course [read 'program'] while an application for CRICOS registration is awaiting approval." The University's International Office cannot apply for a CRICOS registration until the program is internally accredited (i.e. the program proposal has been approved by the Vice-Chancellor).</p> <p>Remember that some students studying at Australian secondary schools are international students on student visas.</p> <p>If you are unsure about international students' eligibility to undertake the program of study in the mode of delivery you are proposing, please contact Prudential Services.</p> <p>The International Office can help with information and advice about program development in relation to aspects prior to enrolment (e.g. recruitment activities, admission matters). For further clarification about advertising and promoting programs open to international students studying onshore, please contact the Manager, Projects and Planning in the International Office.</p>

PROGRAM DEMAND

Item	Question	Comments
2.1	Justification of demand	
	<p>Provide evidence of student/employer demand for this program. This may include consultation with major employer groups, professional associations, community sources, government agencies, students, schools, other institutions, overseas agents, or employers</p>	<p>The Committee will look for evidence of market research and benchmarking in program proposals. These are important aspects of planning for program development. They will help proponents to assess whether proposals will be viable and competitive and may indicate where amendments to a proposal could be made to improve its chances of success.</p> <p>The evidence should be, wherever possible, 'hard' evidence e.g. letters or emails; results of surveys, focus groups or questionnaires; newspaper/journal articles; admission data for cognate/competing programs; reports on job trends.</p> <p>Potential student demand for a new program and potential competition for those students should be researched before proposing a program development. This research should include some of the following:</p> <ul style="list-style-type: none"> • searching the internet (including other universities' websites) • undertaking surveys or focus groups • seeking the views of colleagues • extracting information from professional journals or public media (e.g. newspapers) • conducting interviews with key industry representatives. <p>The Marketing and Strategic Communications office does not conduct consumer research but can help in other ways. They have developed a simple Market Validation Outline which should form the basis of a minimum set of investigations about new or revised programs. Proponents can undertake this research themselves. A list of relevant websites which may provide information for market research will help with this task.</p> <p>The International Office is able to provide information about specific international markets and/or countries, and about the University's international recruitment plans via information on their Intranet or via their Regional Co-ordinators.</p> <p>Benchmarking is another important aspect of planning for program development. Detailed information and guidance can be found on the Benchmarking website.</p>
2.2	Cognate/competing programs	
	<p>Provide curriculum details of cognate/competing programs at a local, national and international level. Please complete the following table:</p>	<p>Cognate/competing programs are similar programs offered by other tertiary institutions or the University of Adelaide. e.g. BE (Chem Eng) and BSc(Chemistry); B.Ed. and B.Teaching.</p> <p>The table forms a summary of possible competition, whether internal or external, for the proposed program.</p>
2.3	Justify why this program should be offered if there are existing cognate/competing programs	<p>What are the unique distinguishing features of this program? What are the advantages of this program over other programs? What benefit will the student gain by undertaking this program instead of another one?</p>

PROGRAM STRUCTURE AND CURRICULUM

Item	Question	Comments
3.1	Program type	
	<i>Please choose the type of program you are proposing from the drop-down list. If the proposal is for a new double or combined degree program please refer to the University ‘Policy for the Establishment of Combined and Double Degree Programs’. If it is for a jointly conferred degree please refer to the University ‘Jointly Conferred Academic Awards Policy’.</i>	Please refer to the ‘Policy for the Establishment of Combined and Double Degree Programs’ and the ‘Jointly Conferred Academic Awards Policy’ .
3.2	Program Aims/ Objectives	
	<i>Objectives set out what the academic program is trying to achieve. These include the anticipated knowledge, skills and attitudes to be developed by the student. Please list the aims/objectives below.</i>	Objectives set out what the academic program is trying to achieve. These include the anticipated knowledge, skills and attitudes to be developed by the student. If you need more help, please contact your Faculty’s Associate Dean (Learning and Teaching).
3.3	Graduate Attributes	
<i>i</i>	<i>Please list the program-specific Graduate Attributes below.</i>	<p>The University has a set of broad University Graduate Attributes, reflecting the essential qualities, knowledge and capabilities to be developed by all students during the course of their studies at the University of Adelaide. These provide a foundation or template that Faculties and Schools can use to craft program specific attribute statements (i.e. Program Graduate Attributes) relevant to the field of study. What are the essential qualities, knowledge and capabilities to be developed by students undertaking the program of study you are proposing?</p> <p>As part of your proposal to introduce a new program, you will be required to provide a set of these Program Graduate Attributes. Eventually these program-specific Graduate Attributes are printed in the University Calendar on the page after the Academic Program Rules for the program, where they are available to students, employers, professional bodies and the community in general.</p> <p>If you look through the University Calendar you will find many different examples of how Program Graduate Attributes are presented.</p> <p>If you need more help, please contact your Faculty’s Associate Dean (Learning and Teaching). The Centre for Learning and Professional Development may also be able to provide you with extra guidance.</p>
<i>ii</i>	<i>Indicate how these relate to the University Graduate Attributes.</i>	Please refer to the University Graduate Attributes .
<i>iii</i>	<i>Please also indicate how the program aims/objectives will</i>	

	<i>contribute to the students' development of the program-specific Graduate Attributes.</i>	
3.4	Program structure	
	<i>Please refer to the 'Policy on Academic Program Structures' and complete the table at Attachment A showing the proposed structure and then answer i below.</i>	Standard durations are set out in the Policy on Academic Program Structures . NOTE: This policy is under review.
<i>i</i>	<i>Please indicate below the standard full-time duration of the program, the total unit requirement for qualification, part-time availability, and also any unusual pattern of workload/study (e.g. due to seasonal factors a particular semester's enrolment might indicate an overload, but in practice the workload is spread over the whole year).</i>	
3.5	Academic Program Rules	
	<i>Please add the Academic Program Rules at Attachment B.</i> <i>Please note below any special comments about the Academic Program Rules that you wish PAC to take into account.</i>	At present, there is no template for Academic Program Rules. Please ask your School Manager or Faculty Registrar for advice about using existing Rules as a starting point for the Rules for this proposed program.
3.6	Modes of delivery/teaching methodologies	
	<i>Indicate the range of teaching methodologies that will be used in the program (i.e. at course level). Include those that will be or are being implemented to deal with the needs of a socially and culturally diverse student population. Indicate also what opportunities will be taken to use new online technologies in the teaching of the program.</i>	Besides traditional lectures, tutorials and seminars, alternative teaching methods include: <ul style="list-style-type: none"> • enhanced face-to-face teaching • enhanced distance learning • mixed mode delivery methods • collaborative and experiential learning • research-embedded curricula.

3.7	Internationalisation of the Curriculum	
	<p><i>The University is committed to include, where appropriate, an international dimension in its curricula. Where possible, please give details of how this will be addressed in the program and/or its components. For further information see: http://www.adelaide.edu.au/clpd/ita/intcurriculum/.</i></p>	<p>The CLPD website 'Internationalisation of the Curriculum' provides resources, examples and links to help you to incorporate a world perspective into your new program.</p>
3.8	Research enhanced teaching	
	<p><i>The University is committed to ensuring students receive a distinctive learning experience, through research-enhanced teaching (where a course or program incorporates, for example, recent research outcomes, assignments involving an overview of recent research in the discipline, or a research training component). Please indicate where research-enhanced teaching will be included in the program and/or its component courses.</i></p>	<p>Research-based/research-informed teaching and learning facilitates the development (at undergraduate level) of skills in researching, analysing, synthesising information and writing in a scholarly, evidence-based manner.</p> <p>See the CLPD 'Research Skill Development Framework and Examples' website for further information and examples.</p>
3.9	Assessment Methods	
	<p><i>All assessment should reflect the intended learning objectives and may include formative, summative and diagnostic aspects. Describe the assessment methods of the program, indicating how they will facilitate and enhance student learning (i.e. how they reflect the program aims/objectives).</i></p>	<p>CLPD Resource Centre webpage on Assessment provides a brief introduction to some of the key issues in assessment. It is designed to provide teaching staff with some guidelines, exemplars and literature resources related to assessment in higher education. It also provides links to assessment-related policies and guidelines.</p>
3.10	Parallel teaching	
	<p><i>Refer to the Policy on Parallel Teaching in Postgraduate Coursework Programs for information and definitions.</i></p>	<p>The 'Policy on Parallel Teaching in Postgraduate Coursework Programs' aims to ensure that there is a limit on any form of teaching that involves significant overlap of content in undergraduate and postgraduate courses and/or any form of teaching that involves undergraduate and postgraduate students being located in the same class (known as parallel teaching).</p>

i	<i>Does this program involve 'parallel teaching'?</i>	Refer to the ' Policy on Parallel Teaching in Postgraduate Coursework Programs ' for information and definitions.
ii	<i>Is this a conversion program?</i>	Refer to the ' Policy on Parallel Teaching in Postgraduate Coursework Programs ' for information and definitions.
iii	<i>Please indicate below what level of parallel teaching is incorporated in the proposed program (then go to Section 3.11 below).</i>	
iv	<i>You have indicated that this is a program which involves parallel teaching but which is not a conversion program. Accordingly, the parallel teaching in this proposed program must be approved by the Deputy Vice-Chancellor and Vice-President (Academic) before this proposal is submitted to PAC (see the 'Policy on Parallel Teaching in Postgraduate Coursework Programs'). Please attach to this proposal a copy of the DVC&VP(A)'s written approval.</i>	
3.11	<i>Professional accreditation</i>	
	<i>If the new program is designed to prepare students for entry to an occupation where there is a professional accrediting body (e.g. Engineers Australia, Institute of Chartered Accountants in Australia), please confirm whether this program is to be accredited and if so please identify the relevant body (or bodies) and describe any arrangements planned or already made to ensure that accreditation is obtained.</i>	The primary purpose of professional accreditation is to ensure that graduates from specific undergraduate programs are professionally qualified and competent. The University's Accreditation and Reviews website provides a comprehensive resource about professional accreditation, including definitions, a list of professionally accredited programs, a flowchart and checklist.

PROGRAM ENTRY

Item	Question	Comments
4.1	<i>Entry and articulation</i>	
	<i>What will the entry requirements be (including pre-requisites, sub-quotas)? If non-standard, please provide evidence that the entry requirements have been approved by the Coursework Entry Committee.</i>	<p>Whilst PAC considers admission issues as part of the overall proposal for new or revised programs, specific entry requirements/issues (including prerequisites, co-requisites, assumed knowledge, subquotas and selection procedures) are also considered for approval by the Coursework Entry Committee (CEC). If a proposal contains any unusual program entry requirements Faculties are advised to contact the Admissions Officer for information or clarification during the development of the full proposal. Standard entry requirements are set out in the Academic Program Structures Policy. Also refer to the University's Admission Policy and Disability Entry Guidelines.</p> <p>After the Faculty submits the full proposal to the PAC Executive Officer, a copy is sent to the Manager, Student Administration. If any entry issues are identified which have not been resolved during the development of the proposal, they will have to be dealt with at this stage, and this may in turn cause delays in the process of approval.</p> <p>For further details see the Coursework Entry Committee website (this site includes meeting dates) or contact the Admissions Officer.</p> <p>Most prospective undergraduate domestic students apply for places online via the SATAC undergraduate admissions system. With effect from 2009 most prospective postgraduate domestic students will also apply online via GradStart. See the SATAC entry point to drill down to further admission information for undergraduate and postgraduate applicants.</p> <p>Most prospective undergraduate and postgraduate international students apply for places via application to the International Office. For your information, see the minimum English Language Proficiency requirements for international students seeking entry to the University of Adelaide.</p>
4.2	<i>Articulation Pathways</i>	
<i>i</i>	<i>Describe any articulation arrangements between this program and other programs at the University of Adelaide or other institutions (other universities, overseas institutions or VET institutions) to facilitate study pathways for prospective students. Any contractual relationships are to be listed.</i>	<p>Articulation is the process by which the University matches its courses or requirements to coursework completed at another institution. The University holds articulation agreements with several domestic and international institutions. For more information see the DVC&VP(A) 'Articulation and Credit Transfer' website, and the PVC(I) 'International Agreements Framework' website.</p>

RESOURCES

Item	Question	Comments
5.1	<i>Financial model</i>	
	<i>In consultation with your Faculty Finance Manager please complete Attachment C, to demonstrate the anticipated</i>	<p>Faculty or School Finance Managers will be able to provide help in completing the financial model for introducing or revising programs, or may complete it with the proponent's input.</p> <p>An important part of every program proposal is its financial viability. The costs and benefits of</p>

	<p><i>student enrolments in the program and the impact on the University and Faculty budgets. Proposals cannot be considered without this information. The model (an Excel file) can be found at: http://www.adelaide.edu.au/pvclq/pac/financial_model.xls.</i></p>	<p>introducing a program will be considered by PAC when making its recommendation. Benefits will include the expected change in student demand and the likely impact on revenue, e.g. from tuition fees. Costs will include the expected change in resource requirements, e.g. of any additional teaching load, materials and promotional expenses.</p> <p>These costs and benefits may extend beyond the Faculty proposing the program development to other Faculties in the University.</p> <p>If the financial model for the proposed program indicates a marginal or negative outcome, the Faculty will have to make a very strong case for the non-financial benefits of the program.</p> <p>If you are proposing a program that involves offshore teaching, it is necessary to seek the advice of the DVC(A) Divisional Business Manager regarding the Financial Model.</p> <p>Notes on the Financial Model – Proposed New Programs</p> <p>The new financial model provides a simplified input sheet ('Variables' tab) and automatically populates tables for Student Costing, Staff costing, Faculty summary and University summary from this data.</p> <p>In order to simplify the model and reduce the input required by the School or Faculty, a number of standard assumptions have been included in the current version. Some of these assumptions are University-standard and should be regarded as fixed for the time being, whilst others are derived from previous financial modelling and are subject to testing. The variable assumptions can be changed if the School or Faculty can provide a justification to show that the assumption is not valid for the proposed program.</p> <p>Fixed Assumptions</p> <ol style="list-style-type: none"> 1. <i>Commonwealth Grant Scheme fees</i> – DEEWR contribution and HECS provided by Financial Services for each cluster; 2. <i>Annual indexation of fee rates</i> - 2% per year; 3. <i>Annual attrition rate</i> - 10% of previous year's enrolments; 4. <i>University levy rates</i> - additional CSP places (60%), Australian fee paying (30%) and International (45%) student fees; 5. <i>Staff salary costs</i> – derived from University schedules as at June 2008, updated for 6 months impact of the 4.5% increase from June 2009 approved by the Vice-Chancellor and President. Oncosts are included at the rate for permanent staff appointments. <p>Variable assumptions – can be changed if required</p> <ol style="list-style-type: none"> 6. <i>Running cost per student</i> - \$100 per student, intended to cover costs of printing, stationery etc that are driven by student numbers; 7. <i>Staff office charges</i> - \$1,500 per FTE staff member to cover computer lease costs, staff amenities, staff development etc; 8. <i>Fixed set up/running costs</i> - \$5,000 for promotion/publicity costs. <p>Data to be input</p> <ol style="list-style-type: none"> 9. Projected commencing student numbers for years 1 to 5; 10. Select relevant CSP cluster based on program content; 11. Projected domestic and international student fee rate; 12. Other set up/running costs, e.g. laboratory consumables, to be identified on a case by case basis by the School/Faculty; 13. Staff costing tab – titles of any additional administrative staff.
5.2	Funding source	
	<i>How will the proposed program be funded?</i>	Advice should first be sought from Faculty Business Managers and/or Finance Managers as to the appropriate method of funding.

<p><i>If it is proposed to use existing Commonwealth Supported Places for this program, please provide details below of the redistribution of current Commonwealth Supported Places.</i></p>	<p>CSP's are limited by the government under a funding agreement and must fit within the agreed total for each funding cluster. With Faculty and University approval it is possible to transfer CSP's. See your Faculty Business Manager/Registrar for more information.</p> <p>The Commonwealth make new places available on an occasional basis in order to increase the number of places in areas of strategic importance, e.g. in 2008 for nursing and early childhood education. New allocations are normally announced early each year.</p> <p>After 2008, the University will not be able to offer full fee paying places to commencing undergraduates. These places will be restricted to domestic postgraduates, international undergraduates and international postgraduates.</p> <p>Notes on Funding</p> <p>There is an expectation that new coursework programs will provide a positive financial return to the University. The source of funding is therefore an important consideration when developing a new program.</p> <p>If a program is being designed specifically for the international market it will be funded from the Faculty component of fees generated by its students. For programs designed primarily for domestic students a choice must be made as to whether the program is likely to be able to attract sufficient fees to generate a return or if Commonwealth Supported Places (CSP) will be offered. Note that undergraduate programs cannot be offered to domestic students on a fee-paying basis. If the program is a professional pathway or market research has indicated its attractiveness as a fee-paying program it will likely be offered as a fee-paying program. If the program has less appeal to the fee-paying market or is more academically oriented it may be considered as an appropriate program for CSP places.</p> <p>CSP places are limited under a Funding Agreement between the University and the Commonwealth and the total quantum of places to be offered must fit within an agreed cap, although some overspill is permissible. Internal targets for CSP places are finalised annually during the University's planning and budget cycle and must be approved as part of each Faculty's load profile. Each year the Commonwealth provides advice if they will be offering new CSP places and the University can apply for additional places to be added to their existing Funding Agreement. These places are generally offered in areas of national strategic significance, and submissions are asked to address factors such as the program's applicability to:</p> <ol style="list-style-type: none"> 1. The present and future skills needs of the nation, employment opportunities and employer needs. 2. The priorities of State and Territory governments in economic and social development. 3. In the case of engineering places, the priorities of engineering peak bodies. 4. The need to sustain and grow provision in discipline areas of national importance and in national priority areas. 5. Reasonable demand for places from students. 6. The strategic priorities of higher education providers. 7. The sustainability of providers, and the capacity of providers to deliver the places and a quality learning experience. 8. The opportunity for collaboration with vocational education and training providers. 9. The sustainability of higher education provision in regions. <p>For example, the University received additional places for commencement in 2007 for engineering, teaching, nursing and medicine programs and, for 2008, in health sciences, animal science, psychology, and engineering. Information on how to submit an application for new places is provided to Executive Deans after the University is notified of an offer round by the Commonwealth. This generally occurs in the first half of the year but there is no guarantee that new places will be offered every year.</p>
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		<p>As part of its Funding Agreement with the Commonwealth the University can allocate additional places to programs, within a particular funding cluster, if the places to be offered in that cluster are less than the agreed allocation. The University can also shift places within each cluster, between undergraduate and postgraduate places as long as the total agreed allocation is not exceeded. However in each case this practice is subject to consent by the Commonwealth and any decision to shift places must first be discussed with the Faculty Executive Dean, who will seek advice from the Director of Strategy and Planning, and agreement from the DVC&VP(A). An application will then be made to the Commonwealth to approve the transfer of places.</p> <p>It is likely that some new programs may take time to establish their financial viability. Faculties have an opportunity, during the development phase of each year's Budget (in September), to apply for Growth Pressures to help establish new programs.</p> <p>If you need further clarification please contact the Manager, Performance Reporting, Strategy and Planning.</p>
5.3	Staff	
	<p><i>Do you have staff with expertise to deliver this program? If 'no' please describe below how you will address this.</i></p>	<p>Any gaps in staff expertise may be filled by personnel external to your School, e.g. hourly paid staff, voluntary/invited experts, staff from other Schools or other Faculties.</p>

PROGRAM MANAGEMENT

Item	Question	Comments
6.1	Educational management	
	<p><i>Please provide information about the educational management of the program. ie - the lines of responsibility – who will have responsibility for program co-ordination, and what will the reporting lines be? e.g. Program Co-ordinator or Program Management Committee reporting to Faculty Board.</i></p>	<p>Each Faculty will have slightly different processes for the educational management of the program. Consult your Faculty's Associate Dean (Learning and Teaching) for further information.</p>
6.2	Quality assurance	
	<p><i>Indicate the processes and accountabilities for monitoring, measuring and reporting the quality of learning and teaching in the new program. Please also specify what mechanisms the Faculty/School has in place to respond to any identified deficiencies, and to improve the design, teaching, learning outcomes,</i></p>	<p>There are many processes and mechanisms - Common ones are course and program SELTs, CEQ, external Advisory Boards. If the proposed program involves collaboration with an external party, what quality assurance measures are in place with them?</p>

	<i>management and standards of the program.</i>	
6.3	<i>Internal collaborations</i>	
	<i>Describe any collaborative ventures (in teaching, sharing of resources, facilities, administration) between this program and other programs offered by other Faculties in this University. If there are any cross-Faculty implications, including load transfer implications, please obtain the endorsement of the relevant Executive Dean(s) at Attachment E.</i>	<p>Many programs are 'cross-disciplinary' in nature. Other Faculties may be able to provide expert advice or teaching or have courses which may be appropriate to offer as core or elective courses in the proposed program.</p> <p>In order to develop a program that makes the most efficient use of expertise and resources, and avoids a situation of internal competition for students, PAC strongly recommends early consultation with other areas of the University. There are two main benefits:</p> <ol style="list-style-type: none"> 1. proponents can explore potential for collaboration or co-operation with other academic units 2. should other areas have concerns about the proposed development, these can be resolved before submission of the proposal and avoid potential delays in approval. <p>Where there are cross-Faculty implications, the other relevant Faculty Executive Dean must also endorse the proposal form.</p> <p>To find out more about other programs in the University, scan the undergraduate or postgraduate Calendar or student prospectuses, or search for academics with expertise in a particular area by using the Find an expert search facility. Alternatively, your own Faculty or School contacts may be able to provide further information.</p>
6.4	<i>External collaborations</i>	
	<i>Identify the arrangements that are in place for cross-institutional coordination of the program. Provide specific information about the relative roles and responsibilities of the contributing institutions.</i>	<p>An external party operates outside the auspices of this University – for instance external organisations (e.g. the Art Gallery of SA), professional bodies (e.g. Mining Engineering Australia) and individuals (e.g. academic staff from other universities). If collaborating with external parties, planning for the educational and administrative co-ordination of the program is essential. e.g. who will deal with what kinds of problems? What kind of performance data will be provided, by whom?</p> <p>If formal agreements are envisaged, you should contact Prudential Services, in the first instance, for advice about collaborative arrangements.</p>
6.5	<i>System Set-up</i>	
	<i>Please complete the PeopleSoft proforma to 'Create Program, Plan, Sub Plan' at Attachment D.</i>	<p>It is imperative that the program information in PeopleSoft, the University's Student Administration System, is accurate and complete as PeopleSoft is the source of all program information published to DEEWR, SATAC and Program Finder (the University's official program web site). All sections of the proforma must be completed and due to the detailed nature of the information required and the need to understand system and statutory constraints in relation to this information, the proforma should be completed by the Faculty Registrar, Program Manager or Senior Administrator.</p> <p>Creating clash free pathways and allocating appropriate teaching space to courses in new programs is becoming increasingly difficult, in particular for double and combined degree programs. Implications for timetabling new courses associated with new programs should be discussed with your Faculty/ School timetabling staff.</p> <p>Contact your Faculty Registrar/ Business Manager to be redirected to the person who can complete the PeopleSoft proforma.</p>