

This form is to be used by Program Directors for the purpose of conducting a desk audit of an off-shore/transnational program. Where the same off-shore/transnational program is offered in more than one country the Program Director shall consider and make comment in the report regarding the similarities and differences between these programs. Reports prepared in accordance with the University's Annual Program Monitoring and Five (5) Year Review and Academic Review processes will be provided to supplement this review document.

Information for items below marked ▲ will be prepared by the Senior Manager, Academic Services in Academic Services using evidence specified in the Framework for Program Review and provided to the Program Director at the commencement of the Review. Where available a copy of the agreement between Griffith and the Partner/Provider will be provided.

**Definitions** for *domestic student, international student, off-shore / transnational, on-shore, partner, provider, twinning* are listed on the last page of this pro-forma.

## General Information

Program Title. ▲	
Program AQF Level and qualification type. ▲	
Name of host Group. ▲	
Name of host School. ▲	
List related on-shore program(s). ▲	
Year program first offered off-shore. ▲	
Name of country/ies in which program is offered. ▲	
Name Partner and/or Provider (include trading name, address and contact person)▲ (to be confirmed by <b>Program Director</b> )	
Indicate total credit points required to complete the program. ▲	
If a Provider, how many CP taught by Provider?	
If a Partner, provide a brief description of their role and responsibilities.	
Provide details on any articulation arrangements associated with this program.	
Is there a twinning arrangement for this program? If so provide details.	
What are the admission requirements, including English language? ▲	<p><b>Admission Requirements:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul> <p><b>English Language Requirements:</b> The minimum English language proficiency requirements to be eligible for entry to this program are as follows:</p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul> <p>English test results must be no more than two years old.</p>
Are any course components delivered in a language other than English?	

Provide details on teaching method(s) used, ie block, intensive, traditional, etc. ▲	
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The Program Director will make comment on the following issues, using the Guide for Program Directors in Preparing Off-Shore Program Review Report contained in this pro-forma:

*Program design is appropriate and consistent with relevant external accreditation bodies*

History of the Program ▲
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*Admission Criteria are appropriate*

Admissions ▲
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Language Requirements
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Promotion of the Program
--------------------------

Enrolments ▲
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Guidance to Students
----------------------

*Teaching and Learning are of high quality*

Teaching
Curriculum appropriateness
Student satisfaction
Griffith Graduate Attributes

Assessment is effective and expected learning outcomes are achieved

Assessment

*Program Resourcing and Information is adequate*

Student Demand ▲
Teachers

Student Support

Financial arrangements

Legal issues

*Program Monitoring*

Student Statistics ▲

Curriculum Evaluation and Review

## **GUIDE FOR PROGRAM DIRECTORS IN PREPARING OFF-SHORE PROGRAM REVIEW REPORT.**

### **Program design is appropriate and consistent with relevant external accreditation bodies**

#### *History of the Program:*

- What was the program rationale? What was the market need and fit to Group Program Profile? What are the program level outcomes? Are there country stipulations that approval is to be obtained for programs offered by foreign Universities? If so, provide details regarding how this was obtained and whether it needs to be reviewed periodically. Identify the ways in which the program design is responsive to the cultural context of the off-shore provider.

### **Admission criteria are appropriate**

#### *Admissions:*

- Who is managing student admissions approvals? Who is checking the validity of evidentiary requirements? Provide details on how the admissions processes are managed to ensure compliance with the requirements for this program, and University policy and procedures.

#### *Language Requirements:*

- Are English Language Requirements appropriate for admission to this program? Do they comply with minimum standards as per the policy on English Language Admission Requirements?
- If English is not the language of instruction, indicate:
  - who is responsible for ensuring accuracy of translation of the curriculum, teaching and promotional materials
  - how appropriate standards of teaching and assessment are maintained, including moderation and comparison with results for students in equivalent on-shore programs
  - whether the language of instruction is clearly identified on the testamur and transcript.

#### *Promotion of the program:*

- Is the promotion and marketing of the program consistent with domestic promotion regarding curriculum and policies? Issues to be addressed include:
  - accuracy and appropriateness of literature outlining admission requirements
  - recognition of prior learning, credit transfer and articulation arrangements,
  - program requirements
  - availability of electives.

If there are any areas of concern provide details.

If the program is promoted in a language other than English what mechanisms have been put in place to ensure the accuracy of the material.

#### *Enrolments:*

- Are the students enrolling as Griffith students? If so, indicate:
  - how student enrolments are being managed, and by whom
  - how applications for credit transfer are managed/processed to comply with the University's policies and procedures.
- If students are not enrolling as Griffith students, provide details on how students' academic records are maintained.

#### *Guidance to students:*

- What type of orientation is provided to students, and in what format? For example, how do students find out about information on:
  - University's policies and procedures
  - program structure and content

- course information
- key dates
- fees
- availability of support services and advice regarding changes to their enrolment, student counselling, study skills and assistance with computer literacy

### **Teaching and Learning are of high quality**

#### *Teaching:*

- Outline how the host element has been able to ensure appropriate standards of teaching are maintained, in line with University policies and procedures. Issues to be addressed include:
  - regular contact with Partner/Provider
  - in-country teaching staff possess appropriate level of qualifications and expertise to teach in the program
  - communication between program director, course convenors and teaching staff
  - audit of curriculum, teaching materials and delivery
- Provide lists of the following:
  - all staff who have taught in the off-shore program, and the number of visits undertaken annually by each
  - all staff who have visited the Partner/Provider organisation to undertake any non-teaching activity, for instance, Dean, Head of School, Program Director, etc.

#### *Curriculum appropriateness:*

- Comment on the following in relation to equivalence to on-shore programs:
  - Is the curriculum identical, equivalent, considerably tailored, or unique?
  - If the learning outcomes are different, provide rationale for the differences.
- Comment on processes in place to guide curriculum implementation, adaptation and renewal of the off-shore program.
- What, if any, professional accreditation is recognised for graduates of the program, either in Australia or overseas?

#### *Student satisfaction:*

- What evidence is there of student satisfaction with the program? Attach evidence if available.

#### *Griffith Graduate Attributes*

Describe how this program contributes to the development of the following skills for its graduates:

- Knowledgeable and skilled, with critical judgement
- Effective communicators and collaborators
- Innovative creative and entrepreneurial
- Socially responsible and engaged in their communities
- Culturally capable when working with First Australians
- Effective in culturally diverse and international environments

### **Assessment is effective and expected learning outcomes are achieved**

#### *Assessment:*

- Outline how the host element has been able to ensure appropriate standards of assessment are maintained, in line with University policies and procedures. Issues to be addressed include:

- appropriateness of assessment tasks for assessing the attainment of program and course level learning outcomes
  - methods for moderation of assessment, including comparison with results for students in equivalent on-shore programs
  - security and proctoring of examinations
- What is the GPA and failure rate of students in each year of the program? How do these achievement standards compare with the on-shore programs?

### **Resourcing and Information is adequate**

#### *Student Demand:*

- For each year of the off-shore program's operation, comment on whether enrolment and graduation numbers have met projections, and whether retention rates are satisfactory. Comment on demand for the program relative to competitors offering like qualifications in this market. Program statistics have been provided.

#### *Teachers:*

- Outline the work conditions you have put in place to recognise the contribution of University teachers to the delivery of off-shore programs, and identify any issues that need to be addressed.
- Provide lists of the following:
  - all staff who have taught in the off-shore program, and the number of visits undertaken annually by each
  - all staff who have visited the Partner/Provider organisation to undertake any non-teaching activity, for instance, Dean, Head of School, Program Director, etc.

#### *Student Support:*

- Provide details on:
  - students' access to library and information technology resources
  - students' access to technical and/or tutorial assistance?
  - the adequacy of the teaching venues

Comment on how these factors compare to those offered at on-shore campuses?

#### *Financial Arrangements:*

- Provide details as follows:
  - How does actual revenue derived from the program compare to projected revenue?
  - Are there sufficient students enrolled to ensure financial viability of the program?
  - Are there any new competitors in the market-place since the program was established or last reviewed. If so, what impact has this had on the program's viability?
  - Are there any opportunities to reduce costs associated with offering the program?
  - Is there a need to allocate additional resources to the program?

#### *Legal Issues:*

- What is the duration of the legal agreement between the University and the Partner/Provider; how and by whom is it reviewed?

### **Program Monitoring**

#### *Student Statistics:*

- For each year of the off-shore program's operation comment, on whether enrolment and graduation numbers have met projections, and whether retention rates are satisfactory. Program statistics have been provided.

### *Curriculum Evaluation and Review:*

- Comment on processes used to gather the views of both on-shore and off-shore academic staff on the appropriateness of program design, the effectiveness of curriculum delivery and the student achievement of learning outcomes.

## **Definitions**

For the purposes of this document:

**Domestic Student** - is a person who is enrolled in a Griffith University program who is either an Australian, New Zealand citizen, or an Australian permanent resident or the holder of an Australian permanent Humanitarian visa. **International student** - is a person who is enrolled in a Griffith University program who is not a domestic student. The student may be studying in Australia or in another country.

**Off-shore / Transnational** - Both terms refer to the offering of Griffith University educational award or non-award programs, or components thereof, at a physical location outside Australia, either directly by the University, or through a partner or provider organisation.

**On-shore** - Refers to the offering of Griffith University educational award or non-award programs, or components thereof, at a physical location in Australia, either directly by the University, or through a partner or a provider organisation.

**Partner** - An agent, meaning a person or organisation, with which the University has a legal agreement for the purpose of marketing its program/s and attracting students and, in some instances, providing infrastructure for the administration of the program, but the agent does not provide teaching into the program.

**Provider** - An educational institution with which the University forms a legal agreement in order for staff at that organisation to teach courses and/or provide tutorial assistance in a Griffith University program, and which may provide infrastructure for the delivery and administration of the program. The University may or may not also teach into the program, depending upon the arrangements under the legal agreement.

**Transnational program** - A higher education award program taught by the University outside Australia, and includes programs taught by University staff in-country or by distance education (including online) including twinning, articulation and other sub-contract arrangements.

**Twinning** - A twinning arrangement is one where transnational students study a Griffith curriculum both onshore and offshore.