




PROGRAM DEVELOPMENT AND REVIEW POLICY

IBS COLLEGE OF TVET

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1. POLICY STATEMENT

This policy establishes a comprehensive framework for the development and review of programmes offered by IBS College of TVET.

2. CONTEXT

IBS College of TVET (herein referred to as "IBS College") offers Certificate 3 and 4 programmes in Accounting, IT, Business and Human Resources and Online Diploma in Accounting, IT and Business. In order to ensure the effective communication and collaboration between the IBS College and its advisory committees, it is essential to have established procedures for the conduct of the meetings of the Advisory Committee. These procedures outline the guidelines and expectations for conducting successful meetings that promote constructive dialogue and support the overall objectives of IBS College.

3. SCOPE

This policy applies to all programmes offered by IBS College of TVET, encompassing the vocational and technical education programmes.

4. PURPOSE

This policy aims to ensure that the programme development and review processes are conducted in a systematic, rigorous and industry-aligned manner, leading to high quality programmes which meet the academic quality standards set by IBS College, the awarding body as well as the higher educational standards established by the Department of Higher Education, Research, Technology and Science (DHERTS). By adhering to this policy, IBS College strives to enhance the quality, relevance and effectiveness of its programmes to meet the evolving needs and standards of the industry.

5. RELATED LEGAL AND REGULATORY STANDARDS

5.1. The Higher Education (General Provisions) Act, 2014

This legislation provides the legal framework for higher educational institutions in Papua New Guinea, including provisions applicable to the program development, review and accreditation.

5.2. Papua New Guinea National Qualifications Framework (PNGNQF)

The PNGNQF is a system of ten levels used to describe and map the qualifications in Papua New Guinea. It provides the guidelines for the development and review of programs to ensure the alignment with national standards and qualifications.

5.3. National Training Council (NTC) Standards and Guidelines

The NTC is responsible for the development and regulation of TVET in Papua New Guinea. They have established specific standards and guidelines for program development and review in TVET institutions.

5.4. TVET Curriculum Framework

The TVET Curriculum Framework, developed by the NTC provides guidance on the design, development and review of TVET programs. It outlines the core components and learning outcomes that shall be considered in program development and review.

5.5. International best practices, guidelines and standards on program development and review issued by reputable TVET institutions.

As our vision encompasses to provide a world class education, we strive towards the excellence via adopting international practices time to time.

6. PRINCIPLES

- 6.1. IBS College bears the responsibility for internal quality assurance of the programmes it offers.
- 6.2. The programme development aims to contribute to the realization of the vision, mission and values of IBS College.
- 6.3. The programmes will be developed to ensure that there is a simple articulation and progression route towards IBSUniversity and other educational programmes and institutions.

- 6.4. IBS College ensures that its programmes adhere to the national and international regulations and standards, addressing the needs of the prospective students and enabling the professional and legal recognition to its graduates.
- 6.5. IBS College ensures that its programmes meet or surpass the academic and quality standards appropriate for the respective level on the PNG National Qualifications Framework while aligning with or exceeding international programme offerings.
- 6.6. Regular monitoring and periodic evaluation of programmes are to be conducted to ensure their ongoing effectiveness and quality.

7. DEFINITIONS

Award	An academic qualification (diploma or certificate) conferred in recognition of the successful completion of a programme of study and issued by IBS College, the designated awarding body.
Unit	A self-contained part of teaching, learning and assessment that encompasses a collection of topics with defined academic credit values, learning outcomes, modes of delivery and assessment schemes. It forms a discrete part of the requirements for an award offered by IBS college.
Programme	A set of units, projects or other assessed work within an approved curriculum which on satisfactory completion leads to the award of a qualification: a certificate or a diploma
Batch	A group or cohort of students who are admitted and commence a specific programme of study together. They often progress through the programme together, attending classes, completing assignments and taking exams as a collective group.
Stage	A specific phase or level representing a logical progression of knowledge and skills within a programme of study. Each stage has a particular set of units that students complete within a defined period.
Learning outcome	A statement of what a learner is expected to know, understand and/or be able to demonstrate on the completion of the process of learning.

PNG National Qualifications Framework (PNGNQF)	A system of ten levels used to describe and map the PNG qualification system. The framework describes the programme level competencies (what learners should know, understand and be able to do on the basis of a given qualification) in more broader terms.
Designated Awarding Body	A higher educational institution with the legal authority to make awards.
Programme Review	A systematic evaluation of the overall academic quality of a programme, its purpose, structure, curriculum, teaching and learning, student outcomes, resources and management.

8. RESPONSIBILITY AND ACCOUNTABILITY

8.1. Program Development and Review Committee

The Program Development and Review Committee plays a crucial role in providing guidance and recommendations for the processes of programme development and review. Their responsibilities primarily include:

- 8.1.1. Reviewing and providing feedback on the proposed programme changes, proposals for new programmes and modifications to the existing programmes and units;
- 8.1.2. Offering an expert advice on industry trends, labor market demands and emerging skill requirements in order to ensure that the programmes remain relevant and up-to-date;
- 8.1.3. Collaborating with the programme development and review teams to ensure the alignment with the industry norms and standards;
- 8.1.4. Reviewing and recommending strategies for integrating emerging technologies, pedagogical advancements and innovative teaching practices into the programmes; and
- 8.1.5. Assessing the feasibility and viability of proposed programme changes, considering resource allocation, academics and infrastructure requirements.

8.2. Academic Board

The Academic Board is responsible for overseeing the academic matters within IBS College and contributes to the programme development and review processes. Their responsibilities primarily include:

- 8.2.1. Approval and oversight of the Programme Development and Review policy;
- 8.2.2. Reviewing and approving the proposals for new programmes, modifications and curriculum changes based on recommendations from the programme development and review teams;
- 8.2.3. Ensuring that the programmes meet the accreditation and quality assurance standards;
- 8.2.4. Monitoring the academic integrity and standards of the programmes;
- 8.2.5. Reviewing and recommending staff development initiatives to enhance teaching effectiveness and support the programme development and review activities; and
- 8.2.6. Collaborating with other relevant committees and stakeholders in order to ensure an effective coordination and alignment of academic activities.

8.3. College Administration

IBS College administration holds the ultimate responsibility for overseeing the programme development and review processes. Their responsibilities primarily include:

- 8.3.1. Establishing clear guidelines and procedures for programme development and review, ensuring the alignment with the national standards and industry requirements;
- 8.3.2. Providing necessary resources including budgetary provisions in order to support the programme development and review activities;
- 8.3.3. Appointing competent individuals to lead and manage the programme development and review teams;
- 8.3.4. Monitoring the progress and quality of the programme development and review processes; and

- 8.3.5. Approving the final recommendations for the programme development and modifications.

8.4. Academics

Academics are responsible for the design, development and enhancement of TVET programmes. Their responsibilities primarily include:

- 8.4.1. Providing subject matter expertise and contributing to the design and development of the programme curricula;
- 8.4.2. Participating actively in the review and evaluation of existing programmes, identifying areas for the improvement and recommending necessary changes;
- 8.4.3. Incorporating innovative teaching methodologies, assessment strategies and learning resources into the programmes;
- 8.4.4. Ensuring the adherence of the programmes to the academic standards and maintain a balance between the theoretical knowledge and practical skills; and
- 8.4.5. Supporting the implementation of new programmes and modifications by aligning teaching methods, resources and staff development activities.

9. PROGRAMME DEVELOPMENT PROCESS

9.1. Needs Assessment

- 9.1.1. Conduct a comprehensive needs assessment in order to identify the industry demands, emerging trends and skill gaps.
- 9.1.2. Utilize the industry reports, labor market data and surveys to gather information required for the needs assessment.
- 9.1.3. Engage with the relevant internal and external stakeholders to gather the required input and feedback.

9.2. Market Analysis

- 9.2.1. Analyze the market to determine the demand for specific programmes and assess their viability and acceptance.
- 9.2.2. Consider the factors such as employment prospects, enrollment potential and competitive landscape.
- 9.2.3. Evaluate the financial sustainability and return on investment of the proposed programmes.

9.3. Stakeholder Engagement

- 9.3.1. Engage with employers, industry representatives, professional associations and other relevant stakeholders to gather input on programme development.
- 9.3.2. Conduct focus groups, interviews and surveys to collect valuable insights and feedback.
- 9.3.3. Incorporate stakeholder feedback into the programme development process, as appropriate.

9.4. Curriculum Design

- 9.4.1. Develop programme curricula based on the industry standards, competency frameworks and best practices.
- 9.4.2. Define the learning outcomes, course descriptions and assessment methods.
- 9.4.3. Ensure the curriculum aligns with IBS College's academic policies and standards.
- 9.4.4. Incorporate the pedagogical approaches that promote active learning and student engagement.

9.5. Resource Allocation

- 9.5.1. Allocate resources including staff, infrastructure and equipment required for the programme delivery.
- 9.5.2. Evaluate the existing resources and identify any gaps or additional needs.

- 9.5.3. Develop a resource allocation plan that optimizes the utilization of available resources.

9.6. Internal Review

- 9.6.1. Conduct an internal review in order to ensure that the programme meets the required quality standards and aligns with IBS College's strategic objectives.
- 9.6.2. Evaluate the programmes' alignment with the accreditation requirements, if applicable.
- 9.6.3. Assess the feasibility and viability of the programme based on the available resources.

9.7. Approval Process

- 9.7.1. Obtain necessary approvals from the relevant authorities, accreditation bodies, regulatory and professional agencies.
- 9.7.2. Submit the proposals of the programme, curriculum documents and supporting materials for the review and approval.
- 9.7.3. Adhere to the established timelines and processes for approval.

10. PROGRAMME REVIEW

10.1. Areas of Focus

Program review should focus on the following:

10.1.1. Programme Purpose and Design

- 10.1.1.1. Ensure a clear purpose and established objectives of the programme.
- 10.1.1.2. Assess whether the programme design is coherent, balanced and well-structured.
- 10.1.1.3. Ensure the programme has a clear, adequate and appropriate structure.

10.1.1.4. Evaluate if the programme attracts a diverse range of students.

10.1.2. Curriculum Content and Organization

10.1.2.1. Ensure the curriculum is comprehensive, based on appropriate and up-to-date knowledge and is well-organized.

10.1.2.2. Assess the relevance of the curriculum in relation to the current state of knowledge, academic and industry environments.

10.1.2.3. Establish mechanisms to assure the continued relevance of the curriculum.

10.1.2.4. Assess the need to introduce, expand, reduce or delete content areas.

10.1.3. Teaching, Learning, and Assessment

10.1.3.1. Evaluate the overall quality of teaching and learning in the programme and establish measures to support and improve it.

10.1.3.2. Assess the appropriateness of teaching methods in relation to the curriculum and course contents.

10.1.3.3. Evaluate the appropriateness of assessment methods and establish mechanisms for the moderation process.

10.1.3.4. Ensure the teaching methods meet the needs of diverse students.

10.1.4. Learning Resources

10.1.4.1. Evaluate the appropriateness and adequacy of the learning resources in order to maintain the quality of the programme.

10.1.5. Student Achievement

10.1.5.1. Assess whether the programme meets its objectives in terms of achievement indicators such as pass rates and completion rates.

10.1.5.2. Evaluate whether the stated graduate profile is being achieved.

10.1.6. Programme Management, Quality Assurance and Enhancement

- 10.1.6.1. Assess the appropriateness and effectiveness of guidance and advice offered to students regarding the programme.
- 10.1.6.2. Evaluate the management of the programme processes such as preparation of timetables, assessment and feedback.
- 10.1.6.3. Incorporate feedback and inputs from the students, potential employers, external tutors, advisory groups, external monitors, or standard-setting bodies in curriculum design and improvement processes.

10.2. Programme Review Process

The program review process should include the following:

10.2.1. Regular Evaluation

- 10.2.1.1. Conduct periodic evaluations of each programme in order to assess its effectiveness, relevance and alignment with industry needs.
- 10.2.1.2. Utilize relevant evaluation methods such as surveys, focus groups and data analysis to gather comprehensive feedback and insights.
- 10.2.1.3. Evaluate the programme components including curriculum, instructional materials, student support services and facilities.

10.2.2. Stakeholder Feedback

- 10.2.2.1. Seek feedback from students, alumni, employers and other stakeholders to identify areas of improvement.
- 10.2.2.2. Use surveys, interviews and advisory committees to gather feedback and perspectives.
- 10.2.2.3. Consider stakeholder feedback in the decision-making process for programme enhancements and modifications.

10.2.3. Learning Outcomes Assessment

- 10.2.3.1. Assess the achievement of programme learning outcomes via various assessment methods such as exams, projects and portfolios.
- 10.2.3.2. Analyze the results of the assessments results to identify areas of strength and areas which require improvements.
- 10.2.3.3. Use the assessment data to make necessary adjustments to enhance student learning experiences.

10.2.4. Industry Collaboration

- 10.2.4.1. Collaborate with the industry partners in order to review the programme content, update curriculum and incorporate emerging technologies and practices.
- 10.2.4.2. Establish partnerships and advisory boards to ensure the relevance of the programme and alignment with industry needs.
- 10.2.4.3. Seek input from the industry experts in order to identify the emerging trends and skills required for programme success.

10.2.5. Academic Staff Development

- 10.2.5.1. Provide opportunities for professional development of academics/instructors in order to ensure their expertise remains up-to-date and relevant.
- 10.2.5.2. Offer trainings, workshops, conferences and resources to enhance the teaching methodologies and subject knowledge.
- 10.2.5.3. Encourage the academic staff to engage in scholarly activities and professional networking to stay current in their respective fields.

10.2.6. Continuous Improvement and Innovation

- 10.2.6.1. Monitor the emerging trends, technologies and best practices in order to ensure the programmes remain relevant and meet evolving industry needs.
- 10.2.6.2. Implement the changes and improvements based on the findings of the programme reviews and evaluations.
- 10.2.6.3. Develop action plans to address the areas of improvement.
- 10.2.6.4. Monitor the progress of implemented changes and assess their impact on the effectiveness of the programme.

10.2.7. Compliance and Accreditation


- 10.2.7.1. Ensure that the programmes comply with the relevant regulatory requirements and maintain the accreditation status.
- 10.2.7.2. Conduct regular internal audits to verify the compliance with the standards and guidelines.
- 10.2.7.3. Prepare and submit necessary documentation for the accreditation reviews and evaluations.

10.2.8. Documentation and Reporting

- 10.2.8.1. Maintain a comprehensive documentation of the programme development and review processes including the minutes of meetings, feedbacks received and actions taken.
- 10.2.8.2. Prepare the regular reports summarizing the outcomes of programme reviews, including the recommendations for improvement and future directions.
- 10.2.8.3. Share the programme review reports with relevant stakeholders such as college administration, academics and accreditation bodies.

11. REVIEW AND REVISION

This policy will be reviewed once in every five years to ensure its continued relevance and effectiveness and the revisions shall reflect changes in industry demands, best practices, or organizational requirements applicable to the concurrent academic and industry requirements and practices.

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