Program Development, Monitoring and Review Policy

Document

Document Name	Program Development, Monitoring and Review Policy
Brief Description	This policy provides a framework for developing, monitoring, and reviewing the programs and their performance at the Sydney Institute of Business and Technology (SIBT).
Responsibility	Academic Board
Initial Issue Date	10 May 2010
Date for Next Review:	14 September 2025

Version Control

Date/Approval	Version No.	Summary of Changes	Reviewer Name and Department/Office
10/05/10	1	Details transferred to new template. Ref number updated.	Academic Board
06/10/11	2	Updated policy in line with UPD formatting. Removed reference to AQTF and DET NSW – replaced with TEQSA	Academic Board
19/06/12	3	Added statement - SIBT may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).	Academic Board
11/9/15	4	Statement from Version 3 deleted. Revised and reviewed for implementation in 2016.	Academic Board
08/09/17	5	Revised to reflect current strengthened practices and reference Higher Education Threshold Standards. Endorsed by SMT at September 2017 meeting and to be reviewed by Academic Board at December 2017 meeting.	Academic Board
13/12/17	6	Updated to reflect TEQSA's definition of a minor program changed. Approved at Academic Board 13/12/17.	Academic Board

Date/Approval	Version No.	Summary of Changes	Reviewer Name and Department/Office
14/9/23	7	Definitions reviewed and amended/added; Policy Statement section added; Initiation of the new program proposal added; Items considered by various committees and boards in the program proposal and during program development. Section 5.5 Proposal Rejected added. End of Session, Mid-accreditation, and Re-accreditation Reviews added (elements of the process existed in the policy). 7.1 Major Program Changes section enhanced; elements of the material change notification to TEQSA added. Replacement or redesign of 50% of units as a major change deleted, section 8 Unit Changes added. Removed Responsibilities Annual Reporting to Tertiary Education Quality and Standards Agency (TEQSA); Removed Program Accreditation by TEQSA; Removed Ongoing Performance Review of Academic Staff. Appendix A added.	Academic Board

Related Documents

Name	Location
Program Discontinuation and Transition Policy	SIBT Website
Assessment Policy	SIBT Website
Moderation of Assessment Policy	SIBT Website
Higher Education Support Act 2003	https://www.legislation.gov.au/
Higher Education Standards Framework (Threshold Standards) 2021	https://www.legislation.gov.au/
Education Services for Overseas Students Act 2000	https://www.legislation.gov.au/
National Code of Practice for Providers of Education and Training to Overseas Students 2018	https://www.legislation.gov.au/
TEQSA's Material Change Notification Policy	https://www.teqsa.gov.au/guides-resources/resources/corporate-publications/material-change-notification-policy
TEQSA's Guidance Note: Changes in a Course of Study that may lead to Accreditation as a New Course	https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-changes-course-study-may-lead-accreditation-new-course

Contents

1. Purpose

a) The Program Development, Monitoring and Review Policy outlines the quality assurance process in which new programs are developed, as well as the framework for the ongoing monitoring and review of all current programs at the Sydney Institute of Business and Technology (SIBT).

2. Definitions

Term	Meaning
Program	A program is an approved and accredited course of study leading to an award conferred by SIBT.
Unit	A module of academic work, normally undertaken over a study period/session. On completion of the academic work in a unit, the student is awarded a grade which appears on the academic transcript. Core units are those which are identified as mandatory for the award or specialisation. Elective units are a set of units specified in the requirements of the program from which students are required to choose a specified number to fulfil the requirements of their program.
Study Period/Session	The standard academic year is comprised of three study periods referred to as sessions, as set out in SIBT's academic calendar.
Major Change to Unit	A change to an individual unit that could significantly impact the program and/or a student's ability to meet the requirements of the program and/or program learning outcomes.
Minor Change to Unit	A change to an individual unit that will not impact the program and/or a student's ability to meet the requirements of the program and/or program learning outcomes. Minor changes could impact the unit and/or a student's ability to meet the requirements of the unit and/or unit learning outcomes.
Regular Change to Unit	A change to an individual unit that is expected to be made periodically for purposes such as maintaining currency, quality, or safeguarding of the academic integrity.
AQF	Australian Quality Framework: The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
TEQSA	The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector.
QILT	The Quality Indicators for Learning and Teaching (QILT) are a suite of government endorsed surveys for higher education, across the student life cycle from commencement to employment. QILT makes available robust, nationally consistent performance data for Australian higher education, helping drive quality improvement.

3. Application

a) The Program Development, Monitoring and Review Policy applies to all current and proposed SIBT programs.

4. Policy Statement

a) SIBT ensures all its offered and future programs are accredited, of the highest quality, and are continuously monitored, reviewed, and improved to maintain currency and academic and industry standards.

b) SIBT is a non-self-accrediting institution, and its programs are accredited by TEQSA, with each accredited award listed on the TEQSA National Register of Higher Education Providers.

c) Programs can be accredited for up to seven (7) years and applications for accreditation and re-accreditation are assessed by TEQSA against the Higher Education Standards Framework (Threshold Standards) 2021.

d) SIBT Academic Board:
   i. Approves proposals for the development of new program/s;
   ii. Approves program accreditation and re-accreditation applications for submission to TEQSA;
   iii. Oversees the review of existing SIBT programs;
   iv. Considers and approves major program changes and determines whether the changes are material and require TEQSA notification;
   v. Approves major changes to units.

e) SIBT Learning and Teaching Committee:
   i. Provides feedback and advice during program review, accreditation, and re-accreditation processes as required;
   ii. Refers all major changes to units as well as the introduction and cessation of units to the Academic Board;
   iii. Approves minor changes to programs and units.

f) Program Advisory Committee:
   i. Provides advice on program design and content in the initial development of programs, and programs undergoing mid-accreditation, and re-accreditation reviews;
   ii. Ensures program content is of high academic quality and relevant to current industry needs.

5. New Program Development

5.1 New Program Proposal

a) A new program proposal can be initiated by:
   i. The Board of Directors or the Senior Management Team in accordance with SIBT's strategic plan;
   ii. The SIBT Academic Board as a result of the program review process;
   iii. An individual stakeholder.

b) The College Director and Principal in consultation with the Quality and Compliance Manager will inform TEQSA of SIBT's intention to prepare and submit a new program accreditation application.

    c)   A proposal for any new program is developed for consideration by the Senior Management Team (SMT) in the first instance. The SMT will consider:

        i.   Alignment with the SIBT mission and strategic plan;
       ii.   Proposed program rationale, program learning outcomes; and the names of the awards;
      iii.   International and national comparators analysis;
      iv.   Proposed tuition and other fees;
       v.   Staffing, facilities, and marketing upfront and ongoing costs, industry and market demand including projected student numbers and employment opportunities;
      vi.   Physical and human resources required to develop and deliver the program.

    d)   The Academic Board will consider the following academic aspects:

        i.   Proposed program rationale, program learning outcomes; and the names of the awards and AQF level/s;
       ii.   Possible employment opportunities;
      iii.   Physical and human resources required to develop and deliver the program; and
      iv.   Potential articulation arrangements for graduates to progress to further studies.

5.2   Discussion with Potential Articulation Partners

    a)   If the proposal is endorsed by the Academic Board, a discussion is initiated with potential articulation partners to establish interest in developing articulation pathways for graduates seeking to progress to further degree study.

5.3   Program Development

    a)   If support is received by articulation partner/s (where required), and the proposal is endorsed by the Senior Management Committee and Academic Board, a process is initiated which engages relevant discipline-expertise to further develop a program proposal and the program accreditation application for consideration by the Program Advisory Committee and ultimately the Academic Board.

    b)   The Academic Board will:

        i.   Provide critical feedback during the development process of new programs;
       ii.   Receive regular reports from the Program Advisory Committee and provide feedback, direction, and recommendations.

    c)   The Program Advisory Committee will consider:

        i.   Program structure, rationale, and learning outcomes, and whether they are coherent, of high academic quality, and industry relevant;
       ii.   Alignment between a coherent body of discipline knowledge, skills, and application that deliver program learning outcomes and Australian Qualification Framework (AQF) descriptors and criteria for an award at that level;
      iii.   Unit Outlines including unit titles, descriptors, learning outcomes, reading materials, pre-requisites and co-requisites, assessments tasks, constructive alignment of assessments tasks to unit learning outcomes and program learning outcomes;
      iv.   Alignment between the SIBT Teaching and Learning Principles and Graduate Signature Capabilities;
       v.   International and national comparators analysis;

   vi. Employment opportunities and articulation pathway to related discipline degree options for graduates seeking to progress to further tertiary study;

   vii. Physical and human resources required to deliver the program;

   viii. Reports/endorsement from any professional bodies or experts;

   ix. Recent developments and trends in specific fields of study;

   x. Adherences to criteria identified in the Higher Education Standards Framework, as approved by TEQSA.

 d) The Program Advisory Committee will:

   i. Provide an update to the Academic Board, via the Academic Director on the work and progress of the new program development seeking their feedback and advice as required; and

   ii. Recommend the program to the Academic Board for approval, when satisfied with its quality.

 e) The new program proposal, together with unit outlines, academic workforce plans and constructive alignment tables are reviewed by an external expert with relevant discipline expertise. The feedback and recommendations resulting from the external review will be considered and incorporated in the new program design.

 f) The Quality and Compliance Manager will lead the project of compiling all documents and preparing final program accreditation application for submission to the Academic Board and TEQSA.

 g) The Learning and Teaching Committee will:

   i. Provide feedback on accreditation/re-accreditation issues raised by the accrediting authority and ensuring appropriate responses are formulated as required;

   ii. Provide feedback on fully developed program proposals as required by the Academic Board;

   iii. Advise on the learning and teaching environment, including developments in educational technology, and facilities/resources which provide a physical environment conducive to study.

5.4 Approval

 a) In approving the fully developed program proposal the Academic Board will:

   i. Consider the recommendations of Program Advisory Committee;

   ii. Consider the external reviewer report and recommendations; and

   iii. Review the program accreditation application, and when satisfied, approve its submission to TEQSA.

5.5 Proposal Rejected

 a) A new program proposal can be rejected at any stage of the development process.

 b) The proponent will be advised in writing that the proposal have been considered however, it is not operationally and/or academically feasible as currently presented, for reasons listed.

6. Program Monitoring and Reviews

 a) SIBT ensures a systematic approach to the ongoing monitoring and analysis of its curricula and conducts the following regular and rigorous reviews:

     i.   End of Session Program Unit Reviews – conducted upon conclusion of each study period;

    ii.   Mid-accreditation Program Reviews – conducted in the middle of a program accreditation period;

   iii.   Re-accreditation Program Reviews – conducted 18 months before the expiration of the program accreditation and in preparation for program re-accreditation. The program re-accreditation application is developed concurrently with the conducted review;

   iv.   Ad-hoc Program Reviews – conducted when requested by the Academic Board or Learning and Teaching Committee.

6.1   End of Session Program Unit Review

a)   The End of Session Program Unit Review is conducted by Program Convenors to consider a range of internal performance indicators, including:

     i.   Grade distributions;

    ii.   Pass, retention, attrition, progression, and completion rates;

   iii.   The Learner Evaluation of Units (LEU) and Learner Evaluation of Teaching (LET) surveys' outcomes;

   iv.   Student Satisfaction Survey outcomes and Academic Misconduct reports;

    v.   Feedback from Program Convenors and Unit Coordinators through unit moderation processes conducted to date;

   vi.   Feedback from teaching staff.

b)   The findings and irregularities are investigated and reported to the Learning and Teaching Committee and Academic Board via the End of Session Reports, including proposed remedial actions (i.e., benchmarking, moderation of the unit, or/and modifications to the unit/program), seeking their input and advice.

6.2   Mid-accreditation Program Review

a)   The mid-accreditation review is conducted by Program Convenors to review and improve an existing program, and specifically to:

     i.   Ensure currency and relevance of the program and unit learning outcomes through a process of external and internal consultation, external referencing, and collating, reviewing, and analysing all other data available;

    ii.   Ensure the program meets industry needs;

   iii.   Check, where applicable, that any changes made to an existing program are effective in improving students' learning and their satisfaction with the educational experience;

   iv.   Determine whether modifications to units/program are required.

b)   The following evidence is gathered and collated to review the performance of the program and inform its continuous improvement:

     i.   End of Session Reports conducted to date;

    ii.   Internal surveys, QILT survey, and Graduate Satisfaction survey results;

   iii.   Academic staff engaging in discipline and/or learning and teaching scholarship;

   iv.   Feedback from articulation partners on the progression of SIBT students in their pathway program and comparative data in relation to non-SIBT students;

    v.   External benchmarks used wherever possible to measure results collected, including:

- Pass, retention, attrition, progression, and completion rates in like programs/disciplines at other Navitas Colleges;
- Student and graduate satisfaction rates in other Navitas Colleges;
- Student satisfaction rates in other participants from QILT survey (sector wide);
- Data released through government websites; and
- Pass rates of graduates in further study at partner universities.

c) These data form the basis of Program Performance Reports considered by Program Advisory Committees and Learning and Teaching Committee (detailed report for each program) and Academic Board (overview of all programs).

d) Membership of both Program Advisory Committees and Academic Board includes internal and external representatives.

6.3 Re-accreditation Program Review

a) The Academic Director, in consultation with the Quality and Compliance Manager, will advise the College Director and Principal of the commencement of work on Re-accreditation Program Review and the preparation of the program re-accreditation application no later than 18 months prior to the application submission due date.

b) The College Director and Principal, in consultation with the Quality and Compliance Manager, will inform TEQSA of SIBT's intention to prepare and submit the program re-accreditation application.

c) It is expected that majority of the program improvement, review, and analysis will have been completed as part of previous reviews (i.e., End of Session and Mid-accreditation Program Reviews).

d) As per the program accreditation process, the Program Advisory Committee and external academic experts with relevant discipline expertise are engaged to review current programs and provide their feedback and advice. Please refer to section 5.3.

e) The Quality and Compliance Manager will lead the project of compiling all documents and preparing the final program re-accreditation application for submission to the Academic Board and to TEQSA.

f) The Academic Board's approval process of the program re-accreditation application follows the same principles as outlined in section 5.4.

7. Program Changes

a) SIBT is committed to ensuring the continuous improvement of its programs in response to the ongoing monitoring of academic outcomes, industry needs and new approaches to teaching and learning.

b) Implementation of any program change requires approval, with the approving authority dependent upon whether the modification is major or minor.

7.1 Major Program Changes

a) The following changes may be considered material and require TEQSA notification and/or approval:
    i. Significant changes to program learning outcomes;
    ii. Changes to the level/type of qualification;

     iii.   Introduction of a specialisation that incorporates a field of education that is new to SIBT;

     iv.   Significant changes to the duration of an accredited program, student contact hours, or other changes to the volume of learning;

     v.   Changes to program structure or the title of a program;

     vi.   Change in arrangements to deliver a program of study in whole, or in part, through a third party (onshore and offshore);

     vii.   Major alterations to teaching premises, changes in location, or mode of delivery;

     viii.   Significant replacement or redesign of units within a program; and/or

     ix.   Significant changes to the entry requirements.

b)   A major program change can result from one or more of the following:

     i.   Mid-accreditation or re-accreditation review of a program;

     ii.   Changes to the related degree program offered by articulation partners;

     iii.   Outcomes of evaluation processes;

     iv.   Feedback received via the academic governance structure.

c)   Any major program change is required to undertake the following approval process:

     i.   Development of a submission of the proposed change which includes:

- The rationale for the change;
- The detail of the change; and
- Any resource or student implications;

     ii.   Feedback on the proposed changes by academic staff external to SIBT;

     iii.   Consideration of the major change submission by the relevant Program Advisory Committee with subsequent recommendation to SIBT Academic Board;

     iv.   Consideration/approval of major change by SIBT Academic Board;

     v.   If approved, development and submission of a Material Change Notification to TEQSA. The notification will contain, at minimum:

- Details of the change/s (including the time when it occurred and reference to the Threshold Standards);
- Whether the change/s is temporary or permanent;
- Details of change managements and risk mitigation;
- Details of the approval process;
- Rationale that the change/s to the program of study are not considered a new program that requires a new accreditation;
- Evidence that the institutional governing bodies have been made aware of the changes and consulted on mitigation plans.

7.2   Minor Program Changes

a)   Program changes which do not constitute a 'material change' are all other changes not listed in section 7.1 a).

b)   Cumulative changes to units (section 8) over the period of accreditation can result in a major program change. This includes the curriculum content and design, such as introduction, substitution, or deletion of existing units where there are no changes to learning outcomes or no change to narrow Field of Education (FoE).

c)   Depending on the magnitude of the changes, the development, feedback, and approval process may mirror that of a major program change identified in section 7.1 c) above or the following:

      i.   Proposed by the relevant Program Convenor;

      ii.   Endorsed by the Academic Director;

      iii.   Considered and approved by the Learning and Teaching Committee and noted by the Academic Board.

8. Unit Changes

a) The Academic Board approves:
   i. Introduction of new units;
   ii. Cessation of current units;
   iii. **Major changes** to existing units.

b) The Academic Board delegates the responsibility of considering and approving:
   i. **Minor changes** to existing units to the Learning and Teaching Committee; and
   ii. **Regular changes** to existing units to the relevant Program Convenor, as set out in the Appendix A: Unit Change – Approving Authority Schedule.

c) All changes to units are reported to the Academic Board.

d) The Academic Board may direct to review once approved changes to units when it sees fit.

e) Changes to units must be approved by the:
   i. Program Convenor at least three (3) weeks before the start of the study period for which the changes are intended – for all **regular changes**;
   ii. Learning and Teaching Committee at least four (4) weeks before the start of the study period for which the changes are intended – for all **minor changes**;
   iii. Academic Board at least 10 weeks before the start of the study period for which the changes are intended – for all **major changes.**

f) All major changes to units as well as introduction and cessation of units must be recommended by the Program Advisory Committee or Learning and Teaching Committee to the Academic Board for approval.

Appendix A: Unit Change – Approving Authority Schedule

Unit Guide Element	Major/ Minor/ Regular	Ultimate Approving Authority	Notes
Credit Points	Major	Academic Board	
Duration	Major	Academic Board	Any change **outside** of accredited program materials. Otherwise, Regular.
AQF Level	Major	Academic Board	
Delivery Mode	Major	Academic Board	Any change **outside** of accredited program materials. Otherwise, Regular.
Unit Name/Code	Major	Academic Board	High level approval recommended to ensure appropriate safeguards in relation to communication with key stakeholders.
Student Workload	Major	Academic Board	Change to **total** study hours per week.
Unit Type (core or elective)	Major	Academic Board	
Prerequisites	Major	Academic Board	
Unit Learning Outcomes	Major	Academic Board	Change/Addition/Removal of a learning outcome which will impact the student's ability to meet/require a change to the overall program learning outcomes.
Unit Learning Outcomes	Minor	Learning and Teaching Committee	Change in language/expression of a learning outcome which will not impact the student's ability to meet/require a change to the overall program learning outcomes.
Work-Integrated Learning (if applicable)	Major	Academic Board	Adding, removing, or significantly changing a WIL component.
Work-Integrated Learning (If applicable)	Minor	Learning and Teaching Committee	Changes which do not significantly change an existing WIL component.
Specialised Facilities or Equipment (if applicable)	Minor	Learning and Teaching Committee	
Topics	Minor	Learning and Teaching Committee	Removal or addition of topics
Topics	Regular	Program Convenor	Rewording or refining of topics
Assessment Tasks and Weighting	Minor	Learning and Teaching Committee	Change in the number of assessments, assessment type, expression and/or weighting of assessments, and assessment length.

Unit Guide Element	Major/ Minor/ Regular	Ultimate Approving Authority	Notes
Assessment Tasks and Weighting	Regular	Program Convenor	Alternating between equivalent alternative assessment tasks e.g., for the purposes of promoting academic integrity, change in the submission mode, changes to rubrics, and assessment briefs.
A List of the Prescribed and Recommended Texts	Minor	Learning and Teaching Committee	Changes to texts **which will impact the topics** of the unit.
A List of the Prescribed and Recommended Texts	Regular	Program Convenor	Updating of texts and text editions for the purposes of currency.
Further Information to Students	Minor	Learning and Teaching Committee	Changes reflecting specifics of the current teaching period, e.g., Lecturer information, LMS information, dates.
Further Information to Students	Regular	Program Convenor	Other changes to further information.
Unit Coordinator	Regular	Program Convenor	
Rubrics, Lesson Plans, Assessment Briefs	Regular	Program Convenor	
Teaching Plan and Sequence	Regular	Program Convenor	
Current Study Period	Regular	Program Convenor	