



ACADEMIC POLICY MANUAL

19th July, 2019

OFFICE OF THE PRO-VICE CHANCELLOR

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2	<p>All academic related policies, both existing and new, are now merged and named ACADEMIC POLICY MANUAL</p> <p>These policies are;</p> <p>Academic Programme Assessment Policy (Reviewed)</p> <p>Recognition for Prior Learning Policy (New)</p> <p>New Programme Development Policy (New)</p> <p>Programme and Unit Review Policy (New)</p> <p>Teaching Review Policy (New)</p>	March 29, 2019	Pro Vice-Chancellor (Academic)	Pro Vice-Chancellor (Academic)




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PART 1: POLICY PREAMBLES

1. INTRODUCTION

A university is an academic environment where knowledge is cultivated. An environment where university students are taught by lecturers in various academic programmes; from the sciences to liberal arts. It is an environment where students are prepared as intellectuals to contribute for the betterment of this world in their various fields of profession after campus life.

IBSUniversity is no different to the definition of a university or the academia. It exists purely to envision the vision of IBS, which is’ “To enrich lives, through world-class education, training and research.”

There is no better way to realise this vision without having control directives or mechanisms and having well founded policies that provide the perimeters for the cultivation of knowledge.

Below is an introduction of the five (5) policy areas covered in the Academic Policy Manual:

Academic Programme Assessment

Academic assessment is a form of research designed to capture valid evidence that students, upon completion of their programmes, have adequately demonstrated the knowledge and capabilities expected of them. It is the systematic process of gathering, analysing, and using information to improve student learning. It is an essential component of quality improvement and accountability for all division and academic programmes of the institution.

Recognition for Prior Learning

Not always does one continue in one higher learning institution, like the university, to complete one’s desired level of study. Given some instances such as favouritism over institutions or kind of programmes on offer students opt to continue their studies in those institutions.


The question is whether their prior learning certificates, diplomas, degrees or employment history will be recognised or not?

Higher learning in PNG that are Department of Higher Education, Research, Science & Technology (DHERST) recognised accepts and recognised prior learning from other institutions or universities towards student programme assessment and accreditation.

Programme Development

The world is constantly changing at an unprecedented rate as technology continuous to play a pivotal role in charting human behavioural trends. Due to this pull-factor every human behaviours are also on the bandwagon to be in tune with the onslaught of globalization in order to be on par with everyone or be left behind.

In the world of knowledge cultivation and enhancement change is inevitable whereby new programmes are developed to integrate changes in order to impart and stimulate inquiring minds with the body of knowledge

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Programme and Unit Review

Without review or evaluation, it is difficult to establish if something, for this matter – programmes and units taught at IBSUniversity are doing well or not. Reviews and evaluations normally take place within scheduled periods in order to establish if the programmes or units are progressing well to eventually experience the desired outcomes.

Programmes at IBSUniversity are expected to be reviewed once in every five (5) years and the units are expected to be reviewed annually. However, constant monitoring of the programmes and units by each Schools are expected to maintain quality and standards.

Programmes and unit reviews are an integral part of the academic calendar.

Teaching Review

Apart from programmes and units being reviewed there is also the high regard for review of programme and unit delivery methodologies – the teaching review.

The teaching delivery methods and the credentials of the very persons who deliver the teaching are equally important, hence they also shall be reviewed.


The teaching review shall be carried out constantly and during every different scenario and be kept in a portfolio for referencing.

2. PURPOSE

The purpose of having an Academic Policy Manual is to integrate all academic related policies into one document for quality education dissemination to enrich lives through world class education, training and research.

3. OBJECTIVES

- 3.1 The Objective of having a policy manual of this sort is for academics to have a readily available policy document that is conveniently available to guide them well towards execution of their duties for sound knowledge cultivation.
- 3.2 For the award of the most equitable grading to a student in the programme that is not biased and prejudiced.
- 3.3 To grant credit, exemption and studies-in-lieu on the basis of prior learning whether from formal studies, or professional and/or work experience.
- 3.4 New Programme developed encompasses all requirements with clear outcomes and is approved, endorsed and accredited for delivery.
- 3.5 All programmes and units shall undergo review as and when required, as per schedule, to maintain quality and standards of the programmes and the units at all times.

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3.6 Every teaching method together with the credentials of the Lecturers or the Assistant Lecturer is reviewed to establish the quality of teaching as well as the quality of the deliverer.

4. SCOPE

There are five (5) policies covered in this manual and they are;

Academic Programme Assessment Policy

This Policy encompasses other university's assessment frameworks and is deemed fit and proper for IBSUniversity to assess its students based on acceptable standards.

The assessment framework is DHERST sanctioned, quality-checked methodologies under the PNG Education Framework.

Students and lecturers are major stakeholders in this Policy.

Recognition for Prior Learning Policy

The policy is applicable to all undergraduate programmes offered at IBSUniversity. It sets out the policy guidelines when considering awarding of credits on prior learning for students transferring within DHERST recognised higher learning institutions.

New Programme Development Policy

The new programme developed is an end product of ten (10 best Australian University programmes being mapped out and tailored to suit PNG National Education Framework.

The new programme developed encompasses the IBSUniversity practiced Student Centred Learning teaching methodologies.

The new programme developed is accredited and sanctioned by the DHERST.


Programme and Unit Review Policy

The policy applies to all the programmes and their various units taught at IBSUniversity.

Teaching Review Policy

This Policy covers all permanent and part-time lecturers or Assistant Lecturers who are teaching at IBSUniversity. It also applies to all the teaching methodologies applied by the Lecturers or Assistant Lecturers.

These policies not only apply to the academics, but also to the students who are directly impacted by it. The DHERST is also an interest party to these policies for the benefit of IBSUniversity programme accreditation among others.

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5. DEFINITIONS

“**Academic Board**” means the body of the name appointed by the Board of Management of the University.

“**Assessment**” is the process of evaluating learning outcomes, as reflected in the quality of a student’s assignments, examination responses, and other kinds of assessment tasks, relative to the standard expected.

“**Board of Assessors**” is the formal body established by the Academic Board that oversees the assessment processes and recommends final grades of all units to the Academic Board.

“**Chief Operating Officer**” means the person occupying that position or a staff member designated by for the position.

“**Core Unit**” means, a mandatory unit of study required to be taken by all students in a programme.

“**Discipline**” is an area of theoretical understanding and practical knowledge.

“**Elective**” means, a unit chosen by a student from a number of alternative units.

“**Examination**” is a form of assessment whereby a student is required to undertake a specified academic task within a specified limited period of time, normally between 1 and 3 hours. The location of the examination and access to external assistance are normally also regulated. Access to resource material is prohibited in closed book examinations unless otherwise specified.

“**Exemption**” is release from specified parts of a programme.

“**Fulltime Study Load**” mean a student undertaking 100% of a year’s full-time load in an academic programme. The normal annual fulltime load is 120 credit points.

“**Grade Point Average (GPA)**” means the sum of the product of grade (awarded for units) numeric value (GNV) and credit point (CP) over the sum of credit point. Thus, $GPA = \frac{\sum (GNV*CP)}{\sum CP}$.


“**Personal Teaching Portfolio**” is a file created by the School for each teaching fellow within the School that holds all the reviews and comments relating to the teaching carried out by peers or fellow lecturers, students, any interested persons and programme promoters.

“**Programme**” shall mean a programme of study or a composite of a number of units of study, of which upon successful completion shall satisfy requirements to award a Bachelor Degree or Award of an Associate Degree or Diploma.

“**Programme Approval Submission**” means, a submission in a prescribed form by the Chair of the Programme Review Committee to the Academic Board for approval and further endorsement by the Council of the University to offer a Programme.

“**Programme Promoter**” is a member of the School appointed by the Academic Board to head the School.

“**Pro Vice-Chancellor (Academic)**” means the person occupying that position or Programme Promoter of the University designated by the Pro Vice-Chancellor (Academic)”

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“**Recognition of prior learning**” is the assessment for credit, exemption or studies in lieu of a range of prior learning from: a secondary school qualification that is more advanced within or outside of PNG than those currently available within PNG; a recognized higher education institution under the DHERST process; a professional body, enterprise, private educational institution or other similar body; work experience or other forms of practical experience assessed on the basis of authenticity, currency, quality, relevance, transferability and comparability; and life experience assessed on a similar basis to work experience.

“**Registered Health Practitioner**” means a health practitioner registered as a provider by Department of Health or a private health practitioner as the University may determine from time to time.

“**Special Consideration**” means the grounds on which a student may request consideration for extension or variation of deadlines for assessment tasks, for a special examination, or for consideration related to the completed assessment task;

“**Special Examination**” means an examination offered in lieu of the regular examination offered at a different time;

“**Specialisation**” means, an approved combination of at least 25 percent of total units offered in a subject area.

“**Studies-in-lieu**” is work specified parts of a programme.

“**Study Period**” includes the time for all aspects for the completion of a unit – reading, preparation, orientation, contact hours (or teaching period/clinical/practice) and the assessment period.

“**Subject Area**” means, a generic term applied to the knowledge and skills relating to an art, science or branch of applied technology or to a specific activity e.g. Accounting, Business, Economics and Information Technology.

“**Unit**” is a course of instruction approved by the School Board and Academic Board as a discrete part of the requirements for a degree or other award offered by the University. It is identified by a specific unit number or code and name.

6. ROLES & RESPONSIBILITIES


Roles and responsibilities of each officers are outlined under respective policies:

Pro-Vice Chancellor is directly responsible for the sound observation and implementation of these mentioned policies. Pro VC is also responsible for ensuring that these policies are updated on a regular basis and made aware to the implementers of the policy.

Lecturers and Assistant Lecturers are expected to know what the policies entails in order to implement them accordingly to accomplish the objective of this policy manual.

Vice Chancellor is expected to provide the oversight to ensure these policies are adhered to and achieving its objectives.

Faculty Board is responsible for liaising closely with the Pro-VC (Academic) in making recommendation for any changes to the policy for consideration and incorporation.

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Academic Programme Assessment Policy

Pro Vice-Chancellor is fully responsible for the sound implementation, review and amendments to this policy upon recommendation for the Faculty Board or the Programme Promoters.

Lecturers and Assistant Lecturers are responsible for implementing this policy accordingly, without fail.

Recognition for Prior Learning Policy

Pro Vice-Chancellor is responsible for the upkeep of the policy and the sound implementation of the policy clauses.

Programme Promoters are responsible for keeping proper student portfolios by updating the recordings accordingly on a regular basis.

Programme Development Policy

Programme Promoters as heads of respective Schools are responsible for initiating any new programmes deemed proper for development in the respective School.

Unit Lecturers and Assistant Unit Lecturers are responsible for constantly on the lookout for an opportunity to recommend to the School the need to develop a new programme in the various fields of study.

Pro Vice Chancellor is responsible for promoting the recommendation through the Officer of the Vice Chancellor to the Academic Board. Also responsible for reporting to the Academic Board at the end of every year on how well the programme is proving to be.

Academic Board is empowered by the Council to ensure that there is no proliferation or duplication of programmes or units.

Vice Chancellor is responsible for making a submission to the DHERST for accreditation of the new approved and endorsed programme.


Programme and Unit Review Policy

Programme Review Coordinator usually the Programme Promoter of the School responsible for the programme under review to establish a programme review panel, schedule meetings of the panel, collect and distribute relevant documentation and report findings for consideration by the panel. The coordinator will normally have the support of a programme review team of the University.

Chair of the Review Panel a person nominated by the Pro Vice-Chancellor (Academic) to chair the review panel and shall provide report to the Programme Review Coordinator.

Teaching Review Policy

Lecturers or Assistant Lecturers involved in team-teaching are responsible for reviewing each other's teaching and submitting the reviews to the Programme Promoter for filing in the portfolio

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Students are also required to provide feedback on evaluation forms provided without disclosing themselves for filing in the portfolio

Programme Promoters are responsible for creating and updating of individual portfolios and reporting to the Academic Board on the effectiveness of the teaching methodologies and the credentials of each deliverer.

PART 2: POLICY GUIDELINES, PROCESSES AND PROCEDURES

SCHEDULE A – ACADEMIC PROGRAMME ASSESSMENT POLICY


1. THE GRADUATE PROFILE AND THEIR RELATIONSHIP TO ASSESSMENT

1.1 Policy Guidelines


- (a) The IBSU has developed a statement that outlines our expectations in terms of a **Graduate Profile**. Schools and some Divisions have also developed specific graduate profiles relevant to their own programme.
- (b) The **IBSU graduate profile** states:

Students graduating from IBSU should have instilled in them the following values:

- i. They are entitled to be treated as equals, and should be free from discrimination based on their gender, race, ethnicity, educational background, age, religion, physical and mental abilities, and sexual orientation.
- ii. They should always treat one another with respect and tolerance. The legal process should always be consulted to resolve any disagreements.
- iii. Transparency, accountability, compliance, and ethical behavior are fundamental requirements in the performance of social, community, and employment responsibilities.
- iv. Individuals are responsible for their own actions.
- v. Material, energy, and human resources should be used responsibly, with careful regard for the environmental impacts of all activities.
- vi. Material and financial gains alone should never be the overriding life-goal of a human being, and their pursuit should not conflict with ethical, legal, and societal responsibilities.
- vii. Traditional cultures that embraces moral, ethics and values are fundamental and valuable in society.

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- viii. Traditional knowledge is valuable, and can contribute to finding new knowledge that may lead to finding new solutions to everyday situations.
 - ix. National issues of Papua New Guinea should be a personal priority for all citizens.
 - x. Solutions to many of life's and PNG's challenges can come from within our community
 - xi. Truth and excellence should be pursued and encouraged in all activities, and it is inappropriate to tarnish or damage the success of others out of jealousy or fear.
 - xii. Life should be approached in a proactive manner, with a continuous search for improved solutions, and the initiation and participation in change by all individuals.
- (b) Students graduating from IBSU should have gained the following abilities, skills, knowledge, and understandings:
- i. Ability to communicate well with others; through listening, speaking, reading writing, and non-verbal communication skills sufficient to offer and receive complex information.
 - ii. Ability to identify, deconstruct and solve complex problems with skills sufficient to; obtain and analyse relevant information, including numerical information; use logical reasoning in constructing arguments; consider options and alternative viewpoints; and propose and implement holistic solutions.
 - iii. Research skills sufficient to obtain information from diverse sources.
 - iv. Ability to use information technology for communication, research, and analysis.
 - v. Acquire specific skills sufficient to meet a specific national workforce need.
 - vi. Enhance life-skills sufficient to live and work, in both urban and rural settings, with international colleagues.
 - vii. Knowledge of the requirements of ethical behavior in the workplace.
 - viii. Commitment to independent learning and the ability to self-teach and adapt to change in careers and workplace.
 - ix. Ability to cope with the continuous change of a rapidly evolving society.
 - x. Self-confidence and the ability to accept and provide constructive criticism.
 - xi. Understanding of gender equity issues, and the processes for addressing gender-based discrimination.
 - xii. Understanding of the fundamentals of leadership, and the management of people, projects, time, and money.
 - xiii. Develop teamwork and conflict resolution skills.

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- xiv. Appreciation and valuing of cultural and intellectual diversity and ability to function in a multi-cultural or global environment.
 - xv. Ability to interpret local issues and events within global perspective.
 - xvi. Being literate in science, technology, environment, economics, and law with knowledge sufficient to understand national issues.
 - xvii. Understanding of the needs of the general population in terms of health and education; including the impacts of alcohol and other drugs, violence and sexually transmitted diseases.
 - xviii. Understanding the needs of the population at large in terms of their livelihood, welfare, and the requirements of sustainability in development.
 - xix. Understanding the root causes of social issues, such as crime, unemployment, poverty etc. and knowing the processes in best addressing them.
 - xx. Know one’s social and ethical responsibilities of being a citizen, and the functions of representative democracy.
- (c) The University teaching and assessment programme is designed, in part, to reflect the generic qualities indicated in the Graduate Profile. It is recognized that University students learn for many reasons: to acquire knowledge for its own sake; to prepare themselves for professional work and careers; and to develop discipline-specific as well as generic skills.
- (d) A University degree, associate degree, or diploma indicates that a student has demonstrated understanding of what has been learnt to a standard commensurate with that award. This should include the attainment of the qualities specified in the Graduate Profile. Thus, assessment is integral to this certification procedure and should be related to the profile as well as the specific course requirements.


2. CODE OF PRACTICE AND PRINCIPLES OF ASSESSMENT

2.1 Policy Guideline


Specific assessment practices will vary from discipline to discipline. It is appropriate for the University to prescribe varied forms of assessment. All assessment practices must be based on the set of principles specified in Section 2.2 here below. Lecturers, Programme Promoters, are required to ensure and be able to demonstrate that these principles are reflected in the practices-

2.2 Principles of Assessment

- (a) Principles of Exclusivity and Equity: Assessment practices will be inclusive and support equity principles. They should cater for both individual and group diversity. It should also be recognized that all assessment models have their limitations and a capacity to disadvantage certain students, and every effort must be made to minimize such disadvantages by using a variety of assessment techniques. Inclusive language should be used to avoid gender, racial, cultural or other language biases.

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- (b) Validity and Reliability: Every effort should be made to ensure that assessment methods are as valid and reliable as possible. It must be recognized that human judgment is a significant indicating element of achievement. Marking and audit marking, for assessment setting and marking tasks shall be established to improve the validity and reliability of assessment processes.
- (c) Formative and Summative Purposes: Assessment can have diagnostic, formative and summative purposes. In its diagnostic role, it enables lecturer(s) to gain an understanding of what students already know and what they can do as they begin a unit. In its formative role, it is an essential part of the teaching and learning process. It helps students and lecturers to identify strengths, weaknesses, and ways to improve. In its summative form, it provides information that is used to judge the extent to which aspects of both unit specific knowledge and the generic skills of the Graduate Profile are achieved within a unit. Assessment practices should provide meaningful feedback to students. Timely feedback is required for students to prepare for future tasks in order for them to gain a sense of progress and learn from their work.
- (d) Programme Outcomes and Assessment: Student assessment across the units of a school should show the extent of the Graduate Profile as defined by the programme is achieved.
- (e) Assessment, Teaching and Learning Practices: Assessment practices that promotes Student-Centred Learning should be sufficiently diverse so as not to restrict lecturers to a single teaching and learning approach. These approaches support collaborative and independent learning, and assessment practices should be consistent with assessment principles.
- (f) Communication to Students on Assessment Requirements:
- ii. Students should be made aware of the following assessment requirements;
 - iii. Expectations of the assessment task;
 - iii. Relationship to the Graduate Profile and specific course objectives;
 - iv. Standards by which performance is to be judged;
 - v. Length, weighting, and submission dates;
 - vi. Provisions for extension of resubmission would be upon approval by the Unit Lecturer.
- (g) Student Feedback on Assessment Processes: Where possible, and in particular with students who have completed the unit, the Programme Promoters may consult those students in developing assessment process through such means as:
- i. discussions of appropriate methods and how the methods relate to the course objectives;
 - ii. joint staff-student design of assessment questions and negotiation of criteria for success and failure i.e. learning contracts;


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- iii. self and peer assessment activities;
 - iv. making responsible choices among different methods; and
 - v. providing opportunities for feedback as part of course evaluation processes.
- (h) Examinations as an Assessment Technique: Programme Promoters must be able to provide an appropriate educational rationale for adopting examinations as a form of assessment. The principles of student assessment are applied to all forms of examinations and are evident in the following:
- i. A clear understanding about the points of reference against which students' work will be assessed in an examination. If criterion referenced assessment is used, students should receive explicit statements about the criteria to be met and their relationship with the various grading categories.
 - ii. In the beginning of the Session or equivalent teaching period in a programme, students should be informed about such matters as the content and skills to be assessed, the weighting of the examination in relation to other assessment methods, the duration of the examination, the standard against which work should be assessed, and any variations to the standard requirements for examinations.
 - iii. Where formative examinations are used as an assessment technique and take place before the final assessment for the programme, the scripts should be annotated with constructive comments and returned to students so that they are able to learn from these comments.
 - iv. Mechanisms to reduce discrepancies in marking should be established for each unit. These mechanisms would include the following strategies: a clear specification about what is required to obtain full marks in each question (e.g. model answers); and model answers, and including audit marking.

3. UNIT INFORMATION GUIDE

3.1 Policy Guidelines

- (a) The Programme Promoter during the first week of Session or any other teaching period should make available in the Learning Management System to all enrolled students in that unit., a course statement the Unit Information Guide, which shall contain the following details; details of the aims, prerequisites, unit content, teaching methods, learning resources, learning outcomes, assessment and evaluation process, academic misconduct, marking criteria, grade achievement, and final examination, etc.
- (b) The Unit Information Guide (UIG) should include the following information about student assessment:
 - i. A description of each assessment task, including information such as length and format;

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- ii. The relation of each assessment task to the unit objectives;
- iii. The weighting of each assessment task towards the final grade;
- iv. The method of assessment of tutorial and seminar presentation;
- v. Identification of any assessment task;
- vi. Assessment tasks are non-negotiable
- vii. Due dates for submission or completion of each assessment task and penalties which may be applied for late submission;
- viii. Marked assessment, along with feedbacks, should be returned within 10-working days after the assessment due date.

4. AMMENDMENT TO COURSE ASSESSMENT REQUIREMENTS

Any amendments to the UIG shall be recommended by the School responsible to the Academic Board for approval for approval.


5. ASSESSMENT PROVISION FOR STUDENTS WHO ARE DIFFERENTLY ABLED

5.1 Policy Guideline

This policy applies to students with permanent or temporary disabilities. It refers to the conditions under which assessment tasks may be taken or completed to accommodate the disability. Such variations may include, for example, the method of completing assignments or recording answers, lengthening of the time taken over a test or examination, the venue for tests or an examination, the provision of sound amplification or of large print for test or examination papers, and the provision of particular furniture requirements.

5.2 Policy Procedures

- (a) Once a determination is made concerning support for a student with a permanent disability, that support shall be available throughout the period of enrolment of the student.
- (b) In the case of a student claiming a temporary disability, a written application for variation, together with appropriate supporting documentation shall be made by the student at least ten days before the date set for the completion of the assessment task to the Programme Promoter responsible for the unit in which the candidate is enrolled. In exceptional circumstances the Programme Promoter may accept an application made less than ten days before the date set for the completion of the assessment task.
- (c) The Programme Promoter, in consultation with the relevant unit lecturer and the University health bay nurse, shall make a judgment about the temporary disability and consider the written request on the basis of the manner and extent to which the student's disability affects against the student being able to undertake assessment tasks in the manner intended in the unit statements.


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- (d) The Programme Promoter, having considered such written request, shall notify as appropriate the student, the unit lecturer and the Pro Vice-Chancellor of the decision reached and the arrangements which must to be made to accommodate the student.
- (e) With the exception of students, where a temporary or permanent disability prevents a student from meeting any assessment deadline, the normal policy in relation to applications for special consideration shall apply.
- (f) Where a student has an identified permanent disability, which may occasionally require variation of an assessment deadline, the student may make written application in writing to the relevant Programme Promoter, for such a variation without the need for a certificate from a medical practitioner.
- (g) Any permanent disability as indicated by medical practitioner.

6. GROUNDS FOR SPECIAL CONSIDERATION

6.1 Policy Guidelines

- (a) It is expected that students will complete all assessment tasks and meet assessment deadlines. Requests for special consideration may be considered in exceptional circumstances. This Rule describes the grounds for special consideration.
- (b) Requests for special consideration shall only be considered on *the following* grounds: health, compassionate circumstances, serious unforeseen personal events, selection in provincial, national or international sporting or cultural events or University approved community engagements.
- (c) For consideration on health grounds, the following information in relation to a student's condition shall be required from a registered medical practitioner:
 - i. the date or dates on which the student was examined; and
 - ii. a medical certificate specifying the student's medical condition and ability to complete the assessment task.
 - iii. The Programme Promoters, if required may request the University nurse to, seek further clarification from the relevant registered medical practitioner concerning the extent to which a complaint or treatment may affect the student's ability to complete the assessment task.
- (d) For consideration on grounds of compassionate circumstances or serious unforeseen personal events, a student shall provide factual details of the circumstances or events, together with such supporting evidence as may support the student's application to the Students' Counsellor through the Programme Promoter. "Serious Unforeseen Personal Events" refer normally to events which are outside the student's control to prevent or overcome, and not to events which are part of the ordinary risks to academic studies, such as the inability to cope with studies or to adjust to city life, the demands of employment, interpersonal problems or the need for financial or accommodation support. Where a

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student, requests special consideration on grounds such as those described as ordinary risks, the onus is on the student to provide convincing evidence that such grounds constitute either compassionate circumstances or serious unforeseen personal events.

- (e) For consideration on grounds of selection in provincial, national or international sporting or cultural events, a student shall provide a statement signed by an authorised officer of the appropriate organisation which validates a conflict with the University timetable.
- (f) Misreading the deadline for any assessment task is not a ground for special consideration.


7. TYPES OF SPECIAL CONSIDERATIONS

7.1 Variation of the Deadline for an Assessment Task, Other than an Examination

- (a) Requests for this type of special consideration shall comply with the conditions and requirements and shall be submitted on the University's prescribed Special Consideration form [ACD0015].
- (b) Request shall be submitted to the relevant Unit Lecturer as soon as possible before the due date of the submission of the assessment task.
- (c) Request shall be submitted to the relevant Unit Lecturer within five (5) working days, after the assessment due date, for alternative arrangements to be considered and made.
- (d) Request on the grounds of selection in provincial, national or international sporting or cultural events shall be submitted to the relevant Programme Promoter at least one month in advance of the starting date of the activity.
- (e) Programme Promoter responsible for the programme may approve a deadline variation for submission of a request if exceptional circumstances can be demonstrated by a student.
- (f) The relevant Programme Promoter on evidence provided, and after consultation with other academic staff responsible for student assessment in the task in question, shall determine whether or not to grant a variation. Within five (5) working days, the student shall be informed in writing or through email if variation is granted or not.

7.2 Special Examination in Lieu of the End of Session

- (a) Request for consideration shall be done by submitting the completed Special Consideration Form [ACD0015].
- (b) Request shall be submitted to the Chief Operating Officer through the Student Services Department.
- (c) The finding of the submission of requests shall be as follows:
 - i. on grounds of health, compassionate circumstances or serious unforeseen personal events, at least 48 hours before the examination;

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- ii. on grounds of event conflict resulting from selection in provincial, national or international sporting or cultural events, at least one month in advance of the starting date of the activity,
 - iii. the Chief Operating Officer may approve a later date for submission of a request if exceptional circumstances can be demonstrated by the student.
- (d) The Chief Operating Officer, after consultation with the, Pro Vice Chancellor, shall make a determination.
- (e) Where a student has been granted a special examination, a notation of Special Examination shall be used. Where a student has been granted a special examination and has also to complete other assessment tasks, the Special Examination grade shall be used.

8. EXAMINATION AND SPECIAL EXAMINATION PERIODS

Policy Guidelines;

- (a) Examination periods shall be those periods as determined and endorsed by the Academic Board before the commencement of the academic year.
- (b) Special examinations shall be held no later than the third teaching week of the following Session or any other teaching period, unless determined otherwise by the Programme Promoter responsible for the programme.

9. CONDUCT OF EXAMINATIONS

9.1 Policy Guideline

Concerning or otherwise has reference to any unit, or is such that it may reasonably give rise to suspicion that it is capable of conveying information concerning or of having reference to any unit or that it was intended by the student so to do. It is immaterial that the subject matter of the material is not one to which the examination relates.


9.2 Policy Procedures

(a) Examinations Timetables

An examination timetable shall be prepared and posted on the appropriate notice boards, or due notice of examinations shall be given to students by other means as determined by the Academic Board. Such notice shall be given not less than ten (10) working days prior to the commencement of the examinations.

(b) Entry to Examination Room

A person, other than a student, an invigilator, a unit lecturer or other authorised person may not, except with the permission of a chief invigilator, enter or remain in an examination room during an examination session.

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(c) Appointment of Chief Invigilator

Academic Board shall nominate and appoint the Chief Invigilator before the commencement of the Session. The Chief Invigilator shall assign Invigilators and prepare Final Examination & Invigilation Duty Form [SSD0023]

(d) Time for Entry and Departure

- i. A student may not enter an examination room before being given permission to do so by an invigilator or thirty (30) minutes after the commencement of the writing time of the examination.
- ii. No student may leave the examination room before the expiry of one (1) hour from the commencement of writing time or after the fifteen (15) minutes warning given by the invigilator before the end of the examination.

(e) Allowed into Examination Hall

- i. Students are allowed to bring permitted materials as stipulated in the Unit Information Guide.
- ii. It shall be sufficient answer to any alleged breach of this Rule if the student establishes that anything brought into an examination room was brought in with the permission of the invigilator, or, forthwith upon entering the room, deposited at a place designated for the deposit of such things.

(f) Answers to be in English

Unless otherwise directed, all answer sheets, worked scripts or other papers used in an examination shall be in English.


A student whose first language is not English, with the written approval of the Chief Operating Officer to use a standard translation dictionary where the examination is set in English. The written approval and the dictionary must be shown to the invigilator prior to commencement of the examination.

(g) Student Not to Communicate with Others

Except with the approval of the invigilator, a student shall not during an examination session communicate with any other person except an invigilator, or other person authorised by the Chief Invigilator.

(h) Cheating

- i. A student shall not cheat nor attempt to cheat in an examination.
- ii. A person, whether a student or not, shall not do anything intended to assist any other person sitting for an examination to cheat or otherwise defeat the purposes of the examination.

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- iii. An invigilator who suspects a student of cheating or acting dishonestly or unfairly, or of assisting another student to cheat or act dishonestly or unfairly, in connection with an examination, may require the student to surrender any book, paper or other material which the invigilator suspects has been or is being used by the student for such purpose, the student shall comply with any such requirement of the Invigilator.
- iv. After surrender of any book, paper or other material the student may be permitted to continue the examination where deemed permissible by the Chief Invigilator.
- v. An invigilator who suspects a student of a breach of the examination rule as soon as practicable, submit a written report of the circumstances of the alleged breach, together with any book, paper or other material surrendered to the Chief Invigilator who shall either;
 - in the case of a student of the University, shall deal with the matter in accordance with the Student Code of Conduct and advise the outcome to the Chief Operating Officer; or,
 - in the case of other persons, determine the action to be taken.

(i) Identification

Students shall bring into the examination room their student identification card and Examination Admission Pass [SSD0017].

(j) Places


- i. A student for an examination shall, upon entering an examination room, proceed without delay to the place the student is directed to occupy for that examination by an invigilator or by notice or other means, and shall not leave that place except with the permission or by the direction of an invigilator.
- ii. An invigilator may at any time direct a student to leave any such place and to occupy another place specified by the invigilator, and a student shall without delay comply.

(k) Students to Comply with Directions

- i. A student shall comply with all directions set forth on an examination booklet or other examination material supplied or set out on any notice displayed in the examination room, and shall without delay comply with directions given by an invigilator.
- ii. Invigilator need not give a student a reason for any direction or requirements given or made to the student.

(l) Students Not to Remove Papers

A student shall not remove from the examination room any worked script, examination paper, or paper provided for use during the course of the examination, or University material unless permitted by the invigilator.

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(m) Appointment of Invigilator/Invigilator

Under any circumstances, the unit lecturer shall not be appointed as an invigilator when the examination that is conducted is in the unit that was taught by him/her during the same session.

(n) Invigilator's Power of Enquiry

i. An invigilator may:

- require any person, including students, present in the examination room to show by such means as the invigilator may specify and as are appropriate to the circumstances, that the person is not in possession of any unauthorized material or that the person is not committing or attempting to commit or has not committed a breach of any other Rule relating to the conduct of examinations;
- if the invigilator considers that unauthorised material has been brought into the examination hall shall confiscate such material and submit it with a report to the Chief Invigilator.

ii. Any person, including students, present in the examination hall shall comply with any such requirements or answer any question so asked. If the person fails to do so, the invigilator may require the person to leave the examination hall immediately.

(o) Further Powers of Invigilator

i. If, in the opinion of a, a student's behaviour is such as to disturb or distract any other student, the Invigilator may require the person to leave the examination hall immediately.


ii. An invigilator shall have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the examination, in consultation with the Chief Invigilator where necessary.

(p) Consequence of Failure to Leave if Required

If a person who is required by an invigilator to leave the examination hall fails to do so forthwith, the permission given to be on the premises of which the examination hall forms part shall be deemed to be withdrawn and the person may be dealt with accordingly.

(q) Guidelines for Invigilators

Unless otherwise determined by the Academic Board the guidelines for invigilators for examination invigilation shall be complied by all invigilators. Failure to comply with the guidelines will be treated as a breach of legitimate duties by the staff concerned.

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(r) Examination Rules for Students

Unless otherwise determined by the Academic Board, the examination rules shall be adhered to by all students. It is mandatory that these rules be distributed to all enrolled students during examination clearance process.

(s) Breach of Rules

A student of the University who commits a breach of any part of examination rules is guilty of misconduct and is in breach of the Student–Code of Conduct and shall be liable accordingly.

10. USE OF THE INTERIM NOTATIONS OF "INCOMPLETE" AND "DEFERRED"

10.1 Policy Guidelines

(a) Incomplete may be used:

- i. where stated students breach the examination rule;
- ii. where a student's final grade, submitted by the unit lecturer, was questioned at the Academic Board's review of assessment and the required clarification was not available by the time of issuing of results;

(b) Deferred category may be entered when;


- i. the assessment is not yet complete, or
- ii. may be used either where a student has completed a practicum but the report has not been returned to the unit lecturer or the faculty guide
- iii. where the student has submitted or completed all assessment tasks but a grade has not been determined in time for the submission of final assessment results. Grades for students awarded Deferred should be provided after the Board of Assessors meeting of the following Session. If the grade Deferred is re-awarded, then an explanation should be forwarded to the Academic Board.

(c) The number of deferrals must be approved by the Academic Board immediately after the Board of Assessors meeting.

11. NORM-REFERENCED GRADES - PERCENTAGES AND DISTRIBUTION

11.1 Policy Guidelines

(a) The following scale of equivalence of grades to percentage marks shall apply for Southern Cross University licensed units offered at IBSUniversity:

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HD	85 and above
D	75 – 84
C	65 – 74
P	50 – 64
F	Below 50

The letter grades should be interpreted as follows:

HD	an excellent understanding of all aspects of the unit, with competence in application, a high ability to present material and arguments logically, and a high degree of theoretical and practical understanding. Very few students, usually less than 10% of the class, are expected to earn this grade.
D	a strong ability to apply concepts to realistic situations, as for the A-grade but lacking exceptional performance in each area. Few students, usually less than 25% of a class, are expected to earn this grade.
C	an ability to apply fundamentals, with a satisfactory degree of theoretical and practical understanding and is able to integrate information into a logical argument. The majority of students should be able to earn this grade. usually less than 35% of a class, are expected to earn this grade
P	some understanding and is able to complete basic tasks but has some difficulties applying material to problem solving.
F	failed to grasp the basic and most important concepts.
ABF	failed to submit all assessment tasks.

- (b) The following scale of equivalence of grades to percentage marks shall apply for IBSUniversity Degree Programmes:

HD	85 - 100
D	75 – 84.99
C	65 – 74.99
P	50 – 64.99
CP	45 – 49.99
F	Below 45
ABF	Absent Fail
WF	Withdrawn Fail
DF	Deferred
IC	Incomplete

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The letter grades should be interpreted as follows:

HD	High Distinction - an excellent understanding of all aspects of the unit, with competence in application, a high ability to present material and arguments logically, and a high degree of theoretical and practical understanding. Very few students, usually less than 10% of the class, are expected to earn this grade.
D	Distinction - a strong ability to apply concepts to realistic situations, as for the HD-grade but lacking exceptional performance in each area. Few students, usually less than 25% of a class, are expected to earn this grade.
C	Credit - an ability to apply fundamentals, with a satisfactory degree of theoretical and practical understanding and is able to integrate information into a logical argument. The majority of students should be able to earn this grade. Usually less than 35% of a class, are expected to earn this grade.
P	Pass - some understanding and is able to complete basic tasks but has some difficulties applying material to problem solving.
Cp	Conceded Pass - this grade will be awarded to a student with some understanding and is able to complete some basic tasks but has some difficulties applying concepts to problem solving.
F	Fail - failed to grasp the basic and most important concepts.
ABF	Absent Fail - failed to submit all assessment tasks.
IC	Incomplete – Non-fulfillment of partial assessments will be termed as confirmed grade in due course.
W	Withdrawn Fail – Withdrawn after census due date
DF	This category may be entered when the assessment is not yet complete

- (c) In implementing the above, following normal distribution of norm-referenced assessment grades shall be regarded as a guideline in units where there is an enrolment of thirty (30) or more students.

HD	0 – 10%
D	0 – 20%
C	0 – 35%
P	0 – 20%
Cp	0 – 5%
F	0 – 10%

In such units, any significant variation from the above distribution shall require justification to the satisfaction of the Academic Board.

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- (d) The equivalency of letter grade and grade points;
- i. The equivalency of letter grade and grade points for SCU licensed units are noted below:

Grade Letters	Grade Point
HD	4
D	3
C	2
P	1
F	0

- ii. The equivalency of letter grade and grade points for IBSU Degree programmes are noted below:

Grade Letters	Grade Point
HD	5
D	4
C	3
P	2
Cp	1
F	0
ABF	0
IC	0
W	0
DF	0


- (e) In units with enrolments under thirty students, the frequency distribution presented above need not apply, but academic staff may be required to justify their distribution of grades to the satisfaction of the Academic Board.

12. PROCESSING OF ASSESSMENT SCHEDULES FOR FINAL ASSESSMENT GRADES

12.1 Bachelor Degree Programme

- (a) Assignment and/or Other Continuous Assessment Tasks


As per the schedule prepared by the Programme Promoter responsible for the programme by the first day of the commencement of each session, unit lecturer responsible for the units for which a result is to be submitted shall supply Assignment Mark Sheet and Audit Marking Sheet [ACD0009] to the Programme Promoter responsible for the programme after the audit marking.

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(b) Final Examination Marks

As per the schedule prepared by the Programme Promoter responsible for the programme by the first day of the commencement of each session, unit lecturer responsible for the units for which a result is to be submitted shall supply Detailed Record of Marks Statement [ACD0006] to the Programme Promoter responsible for the programme after the audit marking.

- i. Assignment marks and final examination marks shall be entered into the computer and consolidated marks list showing each student's all details including assignment weightage and grade shall be printed. The unit lecturer is required to submit the detailed marked statement to the respective Programme Promoters. The Programme Promoters should verify the correctness of the entries and will be forwarded to the Board of Assessors for approval. The Board of Assessors reserve the right to check and amend the grades, if necessary.
- ii. These consolidated marks lists will be distributed to the Programme Promoter responsible for the programme and the Programme Promoter responsible for the unit (if different) and the unit lecturer before the Board of Assessors meeting. Unit lecturer and Programme Promoter check to ensure that the grades and marks shown are correct. Any incorrect grades shall be corrected at the Board of Assessors meeting.
- iii. The Board of Assessors shall consider the grades recommended for each student and shall determine the final grade in each unit, provided always that:
 - the Board of Assessors, before determining such final grades, may refer for advice the recommended grades to a meeting of such assessors as the Board may determine;
 - the Board of Assessors may determine a grade different from that recommended by a unit lecturer after advice to that unit lecturer of the intended variation and after consideration of any matters which that unit lecturer may wish to place before the Board;
 - with the approval of Board of Assessors, the grades will be forwarded for endorsement by the Academic Board.
- iv. A grade determined by the Board of Assessors may be altered by the Chair of the Board of Assessors after consultation with the unit lecturer concerned; Programme Promoter responsible for the unit(s), Programme Promoter responsible for the programme and the Chief Operating Officer;
 - to correct a pattern error; or
 - to make a grade accord with the grade which the Programme Promoter and unit lecturer are satisfied would have been confirmed or made by the Board of Assessors if it had considered relevant circumstances which were not considered by it;

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- any such variation shall be notified to the Chief Operating Officer for forwarding to the student and such variation shall be reported with reasons to the Board of Assessors for noting at its next meeting.
- v. Notification of assessment shall be authorized by the Programme Promoter responsible for the programme after all authorities have been carried out.
- vi. After certification of final grades, the grades shall be released to the student by the Chief Operating Officer in a form and at a time determined by the Chair of the Board of Assessors meeting.

12.2 Postgraduate Degree Courses

[It is intended that post graduate degree programmes will be developed in future.]

13. STUDENT QUERY OF ASSESSMENT RESULTS OTHER THAN FINAL ASSESSMENT GRADES

13.1 Policy Procedures


- (a) Where a student considers that the assessed work for an individual assessment task has been unfairly or inappropriately assessed, the student or nominee shall follow the process below, taking step (i) or (ii) normally within five working days of notification of the results:
- i. contact the unit lecturer to discuss the matter;
 - ii. if dissatisfied with the result of the discussion in (i) above, contact the Programme Promoter responsible for the course to discuss the matter (note: the student or nominee may start at step (ii) in which case the Programme Promoter responsible for the programme shall seek views of the unit lecturer through the Programme Promoter responsible for the unit (if different);

The Programme Promoter together with the unit lecturer responsible for the unit, shall formally notify the student, in writing, of the outcome of the query.

14. QUERY OF FINAL ASSESSMENT GRADE

14.1 Policy Procedure

- (a) A student may query the grade awarded for any unit. A query of an assessment grade shall be made in writing to the Office of the Chief Operating Officer within 14 days of the date of formal notification of the grade. If, as a result of such query where it is deemed appropriate to vary the grade, the Pro Vice-Chancellor (Academic) recommend, with supportive evidence collected from the unit lecturer through the Programme Promoter, such variation to the Chief Operating Officer for amendment.
- (b) The Pro-Vice Chancellor - Academic together with the Programme Promoter responsible for the unit, after receiving the outcome of the query from the Chief Operating Officer shall formally notify the student, in writing, of the outcome of the query.

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15. APPEAL AGAINST A FINAL ASSESSMENT GRADE

15.1 Policy Procedures


- (a) A student who is not satisfied with the determination of the Programme Promoter responsible for the unit, may appeal to the Chair of Academic Board, who is also the Vice Chancellor on one or more of the following grounds:
- i. improper action in the conduct of an assessment task;
 - ii. irregularity in the conduct of an assessment task;
 - iii. negligence on the part of any person involved in the conduct of the assessment task;
 - iv. unlawful discrimination against the student;
 - v. prejudice or bias on the part of the lecturer or any other person involved in determining the grade to be awarded;
 - vi. the assessment process as detailed in the unit information guide, and any subsequent amendment made in accordance with rule not being followed;
 - vii. where additional evidence for special consideration can be provided, or where procedures for consideration of request for special consideration were not properly followed.
- (b) An appeal should be lodged within ten (10) working days of the date of formal notification of assessment grade.
- (c) An appeal cannot be made on the basis of the absence of one or more items specified in 15.1(a), here above, from a unit statement.

The outcome of the appeal will be formally notified to the student, in writing, by the Chair of the Academic Board within five (5) working days.

16. ADDITIONAL DETAIL ON STUDENT PERFORMANCE

16.1 Policy Procedures

- (a) After the final grades in a unit have been released, a student may request the Chief Operating Officer to provide more detail concerning the student's performance. Any such request made within three (3) months of the release of the relevant grade.
- (b) Immediately, after the award of the grades the hard copies of the final assessment materials should be digitilised and hard copies are archived for up to a period of two (2) years. Hard copies shall be destroyed thereafter.

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17. PLAGIARISM

17.1 Policy Guidelines

- (a) For the purpose of this Rule, any of the following acts constitute plagiarism unless the work is acknowledged:
- i. copying the work of another student;
 - ii. directly copying any part of other's work;
 - iii. summarising the work of another or others;
 - iv. using or developing an idea or thesis derived from another person's work;
 - v. using experimental results obtained by others.

Any person who knowingly or negligently aids another person to commit an act of plagiarism shall be dealt with under this rule as if they themselves had committed the act of plagiarism. Plagiarism does not include poor referencing or poor presentation of cited material.

(b) Penalties

For an act of plagiarism, any one or more of the following penalties may be imposed by the Student Misconduct Committee:

- i. a mark of zero for the item of assessment in which 100% plagiarism occurred or if less than 100% plagiarism proportionately marks will be deducted at the discretion of the Student Misconduct Committee.
- ii. failure or cancellation or refusal of grade for the unit in which the plagiarism occurred;
- iii. suspension from the University for a specified period;
- iv. expulsion from the University for repeated plagiarism.


17.2 Re-enrolment of Expelled Students

A student who is expelled from the University shall not be re-enrolled except with the permission of the Academic Board.

17.3 Powers of Programme Promoters

In all cases where a member of academic staff is satisfied that plagiarism has occurred, the matter shall be reported to the Programme Promoter responsible for the unit in which the student is enrolled. The Programme Promoter shall investigate the alleged offence and if satisfied that plagiarism has occurred may:

- (a) in the case of similarity up to 30% take action by a decision be taken by the Programme Promoter in consultation with unit lecturer.
- (b) in the case of a similarity beyond 30%, the matter will be referred to the Student Misconduct Committee for investigation and action.

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17.4 Report to the Pro Vice-Chancellor (Academic).

Any action taken on plagiarism by the Student Misconduct Committee shall be reported immediately to the Pro Vice-Chancellor - Academic for information and subsequent endorsement by Academic Board.

17.5 Appeal

An appeal against a penalty imposed: An appeal must be lodged with the Pro Vice-Chancellor (Academic), in writing, within 14 days after the decision appealed against has been notified to the student and, if not so exercised within that period, the right of appeal shall lapse.

Upon receiving the appeal, the Pro Vice Chancellor (Academic) refers it to Quality Assurance Manager to validate the decision taken by the Student Misconduct Committee on the matter specified in the appeal. The findings and recommendation are then submitted to the Pro Vice Chancellor (Academic) who makes a decision in close consultation with the Vice Chancellor.


18. CANCELLATION OR POSTPONEMENT OF ASSESSMENT TASKS

If the Chair of the Academic Board is satisfied with request for cancellation or postponement of assessment tasks by the Unit Lecturer, through the Programme Promoter, that by reason of exceptional circumstances, it is necessary to cancel or postpone an assessment task of which notice has been duly given to students enrolled for the unit. The Chair of the Academic Board may cancel or postpone that assessment task and, in that event, may give such directions as the Chair considers necessary or desirable as a consequence of the cancellation or postponement.

19. AWARDS

19.1 Eligibility for an Award

- (a) A student shall be eligible for an award of the University upon having successfully completed the requirements for the award that were current at the time the student first enrolled in the award programme.
- (b) Where the Academic Board approves a change to the requirements for an award, the relevant School shall provide transitional arrangements that allow a student currently enrolled in the award programme to satisfy the changed requirements for the award.
- (c) Academic Board approves a variation of the title of an award, a student may elect to complete the course bearing the title of the award applicable at the time the student first enrolled in the award programme.
- (d) Where the Academic Board approves termination or withdrawal of an award, a student enrolled in the award programme shall be entitled to complete the programme upon such terms as the Academic Board deem reasonable in the circumstances.
- (e) Unless the Rules for a specific award prescribe otherwise, a student proceeding to an award of the University may apply to exit with a lower level (exit level) award provided the requirements of the lower level (exit level) award have been successfully completed.

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- (f) Student must complete all the required credit points with a minimum AGP 2 in each respective academic programme.

19.2 Completion of an Award

- (a) A student shall be deemed to have completed an award programme at the time that the Academic Board recommends to University Council that the student is eligible for an award.
- (b) A student who expects to complete an award at the end of the current study period shall complete the prescribed form to apply for the award and lodge it with the Chief Operating Officer by the advertised closing date.
- (c) A student who fails to complete units in the final study period of an award programme as a result of death or permanent incapacity shall be eligible to be considered for an aegrotat award. An application for an aegrotat award shall be made in writing by a deceased student's legal representative to the relevant Programme Promoter, for approval by the Pro Vice-Chancellor (Academic), by the prescribed date and must be accompanied with relevant documentary evidence.

19.3 Conferral of an Award

- (a) A student who has completed an award programme and who is confirmed by the Academic Board as being eligible for the granting of a specified award shall have the award conferred by the Academic Board.
- (b) Where a student is eligible for conferral of an award but is not available to attend a designated graduation ceremony, the award shall be conferred 'in absentia'.
- (c) No award shall be conferred if a student progresses to the next level in an articulated award (with 100% advanced standing for work completed in the lower level award) without interruption or where such interruption does not exceed one (1) study period.

19.4 Surrender of Awards


- (a) The University Council may revoke and require the surrender of an award of the University if it is satisfied that a graduate acted dishonestly in relation to any material matter relied upon by the University in determining the graduate's eligibility for that award.
- (b) A graduate shall not be required to surrender an award of the University unless the Rules for a specific award so prescribe.

19.5 Testamurs

Unless otherwise prescribed by the Academic Board only one testamur (exclusively University certificate) will be issued to graduates.

19.6 University Medal

A University medal may be awarded to a graduating student of exceptional academic merit in accordance with guidelines determined from time to time by the Academic Board.

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20. ASSESSMENT AND AWARD FOR FRANCHISE UNIVERSITIES

Academic programme assessment and award for the franchise institution shall be strictly assessed and awarded as per the Memorandum of Understanding or Memorandum of Agreement between the universities.

SCHEDULE B – RECOGNITION FOR PRIOR LEARNING POLICY

1. GUIDELINES

1.1 Applicants who have completed courses towards a qualification at other universities within or outside of PNG or have had relevant working experience are required to present fully argued and documented evidence which will contain all the information necessary for a decision.

Before a decision can be taken, the applicant is required to specify the following;

- (a) the amount of credit to be requested;
- (b) the type of credit to be requested;
- (c) the basis on which the amount of credit to be requested has been calculated;
- (d) documentary evidence on the quality of the work for which credit is to be requested;
- (e) documentary evidence on the status of the tertiary institution or organisations involved.

This may require consultation with the Programme Promoter of the IBSUniversity programme.


1.2 Acknowledgement for eligibility for credit does not guarantee an applicant a place in the programme.

1.3 Decision on the level of credit to be granted in a particular program shall be determined by the School Board acting in accordance with this policy and the procedures and framework established by the Academic Board. The assessment of prior learning will ensure that academic staff carrying out the assessment has a detailed knowledge of the unit(s) in which credit is sought, and personal expertise in or access to advice on prior learning assessment methods.

1.4 Recognition for formal credit transfer may be agreed with institutions accredited under DHERST process. Such agreements shall require the approval of the School Board and Academic Board.

1.5 Regardless of the nature or amount of credit granted, any specific requirements of an award must be fulfilled, including any conditions associated with the professional recognition of the award.

1.6 If a student transfers from one program to another, credit approved for the original programme should not be automatically transferred until it is reassessed.

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- 1.7 A School Board must seek approval from the Academic Board for any proposal to modify credit transfer arrangements which fall outside current University Policy.
- 1.8 When credit will be given for unit completed within the seven years prior to application unless there is evidence of substantial relevant experience during the intervening period.
- 1.9 The School will not grant credit on the basis of conceded or similar level passes; credit implies that applicants have met a prerequisite requirement, if one exists for a higher unit.
- 1.10 With prior approval, a student may be permitted to enroll for a unit at another tertiary institution, and on satisfactory completion of that unit, have it counted towards the requirements of the IBSUniversity programme including universities in which we have formal university agreements.
- 1.11 A student shall not be eligible to obtain credit towards a programme at IBSUniversity in a unit that corresponds substantially with a unit or units for which they have been granted credit.
- 1.12 Unspecified credit appropriate to the award may be granted where no comparable IBSUniversity unit exists.
- 1.13 In special circumstances, for example where the applicant is unable to present sufficient documentary evidence to allow for the normal determination of credit and exemption, the applicant be allowed to undertake an assessment process that may be written. The Programme Promoter is responsible for teaching the unit, in consultation with the appropriate academic staff, will determine whether a test is allowed.
- 1.14 Throughout this policy the word ‘credit’ is used to mean any or all of the following terms defined below:

Block Credit is given for successfully completed periods of equivalent study. Such credit is applicable to programmes that are highly structured and have few or no electives, as in professional and vocational programmes across PNG. Where there is a need to ensure that prerequisite knowledge has been covered, students would be admitted to a particular year with block credit.

Specific Credit is recognition granted towards meeting the requirements of an award programme, either on the basis of prior study, experience, assessed as 80% or more equivalent in content and level to the courses for which credit is sought and especially where there is substantial overlap in content and / or learning outcomes as the IBSUniversity programme.

Unspecified Credit is recognition of work completed elsewhere that has been a component of a programme for which there is either no equivalent in IBSUniversity, or for which is considered equivalent to optional components at IBSUniversity.

Maximum Credit is where possible, credit will be granted in the form of block credit (for whole stages or years of a programme e.g., block credit should be granted first year of a programme on the basis of successful completion of two year diploma at another recognized institution or specified credit (identifying specific unit(s) which the applicant is not required to undertake), and should enable the recipient of the credit to shorten the time taken to complete the programme. Unspecified credit (in the form of unit credit point) may be used where block credit or specified credit is inappropriate.


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Transition Credit is where a programme is to be discontinued, significantly amended or replaced, the School shall provide all students enrolled in the programme with a transition statement and shall identify those students who, in the transition arrangement fall short of the scheduled programme units' requirements.

- 1.15 The IBSUniversity will grant recognition of prior learning on the basis of the following broad principles:
- (a) Maximum credits to 240 credit points for prior learning i.e., 50% of 480 credit points
 - (b) Block credit, specified or unspecified credit, exemption and recognition of studies-in-lieu to minimize the time taken to complete the programme.
 - (c) Support for transfers between institutions recognized by the Department of High Educations, Research, Science & Technology (DHERST)
 - (d) Public availability and scrutiny of credit transfer provisions and
 - (e) A consistent approach to the granting of credit
- 1.16 Undergraduate programmes – where students fall short of the scheduled programme unit's requirement by up to 15 credit points, the School shall award transition credit of up to 15 credit points to fill the short fall.
- 1.17 Review – This policy and procedures document is subject to a regular biannual review, if required.

2. PROCEDURES

- 2.1 The School shall maintain a comprehensive and detailed statement, which will be modified and updated annually, about specific credit transfer arrangements for each programme in the School. Details of credit available will be readily available to students who are considering credit applications.
- 2.2 Applications for credit, exemption and studies-in-lieu must be made on the **Application for Prior Learning Request [ACD0013]** and be accompanied by sufficient and appropriate documentary evidence supporting the application. At a minimum this should include details of the programme, weighting of the unit(s) as a portion of the total programme, unit descriptions, methods of assessment and a verified academic transcript. Applications must be lodged with Chief Operating Officer. The Chief Operating Officer will advise the applicant in writing of the outcome of the application and ensure that the decision(s) are recorded in the Student Management System.
- 2.3 In the normal course, application for recognition of prior learning, credit or exemptions should be lodged with the application for admission to the programme but can be accepted up to the first week of the teaching period for a programme.
- 2.4 Applications for credit, exemption and studies-in-lieu will be considered and approved within the policies of the University and the Programme Promoter recommend to the Chief Operating Officer for issue of order.

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- 2.5 Pre-Admission Credit / Advice – Advice on possible credit to be granted will be provided to potential applicants on request. However, a formal decision on the credit awarded will not be made until the student is admitted to the program.
- 2.6 Appeals – an applicant who is dissatisfied with the decision with respect to credit, exemption or studies-in-lieu may lodge a written appeal with the Pro Vice Chancellor (Academic). Where an applicant is dissatisfied with the decision of the Chief Operating Officer. An appeal may be made on the following grounds:
- (a) that the School has failed to follow its established policy; and
 - (b) that the decision is inconsistent with the University Policy on Recognition of Prior Learning for Credit, Exemption and Studies-in-lieu.

Under the above circumstances, the decision of the Academic Board shall be final.

SCHEDULE C– NEW PROGRAMME DEVELOPMENT POLICY

1. NEW PROGRAMME DEVELOPMENT


School shall be responsible for the initiation of all new programme development, except where the new programme development is in the field of study which is not addressed by the existing Schools, in which the case Pro Vice-Chancellor shall be responsible with the help of Programme Review Committee for the New Programme Development.

The Development process for a new programme shall require a programme approval submission in the prescribed form and with sufficient details to the Academic Board for approval and endorsement by the council. This submission shall address: Title, level, aims and relationships to the University’s vision and mission, need, sources of advice, duration, year of introduction, delivery mode, projected student intake within the session, relationship to other programmes, resource impact statement, fees, professional recognition, accreditation, statement of any potential sensitivities, programme overview, programme entry requirements, teaching/learning arrangements, assessment methods, unit statements, staffing and resources. Rules for the new programme must also be developed and these require approval by the Council.

If the proposed programme is to be offered with the affiliation of any other universities or professional associations, then, in addition to the above details the programme approval submission should include other academic and administrative arrangements set out in the Educational Collaboration Agreement or Memorandum of Understanding signed by the University and the affiliated University or Professional Association.

1.1 Proliferation and Duplication of Programmes and Units

In developing new programme proposal, schools must give full consideration to avoid unnecessary or duplication of programmes and units. The Academic Board is empowered by the Council to ensure that no unnecessary proliferation or duplication of programmes and units occurs. To this end, all programme

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approval submissions shall require a covering letter to be signed by the Programme Promoter(s) in which there is an explicit statement that;

- (a) The proposed programme does not represent an unnecessary proliferation or academic activities and
- (b) No overlap occurs with any other programme or, if overlap occurs, this overlap can be justified on such grounds as are set out in detail in the covering letter.

1.2 Review of Policy

The Pro Vice-Chancellor (Academic) shall report annually to Academic Board on the effectiveness of the implementation of this policy and on procedural issues related to the policy.

2. PROCEDURES ON NEW PROGRAMME DEVELOPMENT

The purpose of a programme approval submission is to provide a definitive statement of a proposed programme with sufficient details to enable the approval by the Academic Board and endorsement by the council to determine whether the programme should be offered.

A programme approval submissions should be made available to the Academic Board no less than three (3) months before the proposed commencement date of the programme under submissions. Note that a programme approval submission signed by the Programme Promoter of the concerned School.

The following format should be followed in the presentation of a programme approval submission. Schools may include information as appropriate.

2.1 Programme Title and Title Abbreviation

Title and abbreviation; non-generic titles need to be justified.

Examples of generic titles are Accounting, Business, Economics, Information Technology. A specialization can, if necessary, be given in brackets after the title.

Existing programme titles and abbreviations are given in Schedules.


2.2 Level of Programme

Example; Master by Programme work, Postgraduate Diploma, Postgraduate Certificate, Bachelor, Associate Degree and Diploma.

2.3 Aims of Programme and Relationship to University Plan

General statement only of the overall aims of programme and relationship of the programme to the mission and aims of the University, as stated in the current University's Strategic Directions.

The University's Strategic Directions should be consulted for a summary of the University mission and related school plans. The general statement of the aims of the programme should be sufficient comprehensive to give clear indication of what the programme offers to the students and what it expects of its graduates. In the statement of aims, the intellectual demands of the programme of study, the broad

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knowledge and skills graduates are expected to have, and the regional and applied aspects of each programmes are to be addressed.

It is important to ensure that a proposed programmes does not duplicate or overlap what is being offered through an existing programme at the University. It is also important to ensure clarification and agreement at an early stage if the proposed programme seeks to use existing units offered by other schools, or if it requires teaching input by staff from other schools.

2.4 Need for the Programme

Justification for introducing the programme; basis on which need has been established, including details of any research undertaken, likely nature of student intake; projection of sustained need over time.

2.5 Sources of Advice

Identification of major sources of advice in preparing the proposal, e.g. professional associates, employers and academics.

2.6 Duration of the Programme

Diploma

Maximum of four (4) units of study per session over four (4) regular sessions, if full time and maximum of two units of study per session for part time.

Associate Degree

Maximum of four (4) units of study per session over two (2) regular sessions, if full time and maximum of two units of study per session for part time after completion of Diploma or equivalent thereto.

Bachelor Degree

Maximum of four (4) units of study per session over two (2) regular sessions, if full time, and maximum of two (2) units of study per session for part time after completion of Associate Degree or equivalent thereto.

2.7 Year of Introduction


The year of introduction of a new programme must be informed through media and the University website well in advance to equip the aspirant students for enrollment before enrollment closure date.

2.8 Mode of Delivery

Face-to-face and through the Learning Management System.

2.9 Projected Student intake for each of the First Three Intakes

How many full-time, part-time and advance standing students or student units for the first three intakes.

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2.10 Projected against actual intake

How many full-time, part-time and advance standing students for the first three intakes of students and units.

2.11 Relationship to other programmes

Report any arrangements that are possible with other universities, technical colleges, professional associations and approved private academic institutions, including details of any proposed articulation or credit transfer (advanced standing) arrangements.

2.12 Resource Impact Statement

A resource impact statement should be submitted by the Academic Board to the Council for approval.

2.13 Fees

Indicate the proposed programme fee to be charged subject to the programme approval. Indicate also the proposed programme fee is inclusive of programme materials and recommended textbooks, if so, appropriately with estimated cost.

When proposing a programme fee, the University's current pricing strategy be taken into consideration.

Current pricing strategy and the likely total annual revenue from the proposed programme should be indicated.

2.14 Professional Recognition

Provide details of professional recognition or progress of recognition, where applicable. Existing professional recognitions are to be specified in the programme submission document.

2.15 Accreditation

Provide details of accreditation by other universities or professional associations including the details of entry requirements for which programme and advanced standing, if any.


2.16 Potential Sensitive Internal or External Concerns on the Programme

Indicate any possible objections to the programme, or any expressed concerns about the programme, from within the University or from the Institutions, professional associations or community groups.

2.17 Programme Overview

This section should present the complete programme structure in a definite form with either number of teaching hours for a programme or number of credit points for Diploma, Associate Degree, Bachelor Degree and Postgraduate Degree. The programme structure and sequence should provide titles and codes sequencing for all units in the programme, indicating pre-requisite and co-requisite units.

The detailed programme structure should be set out in tabular form so that the scope and sequence of the proposed new programme are evident. Some programmes are more elaborate than others and may require more than one table. The critical issues are that numbers of the Academic Board and the Council

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who are not familiar with the programme content must be easily able to understand the structure of the proposed programme.

Refer to the definitions provided in the policy statement to ensure that terms such as ‘programme’, ‘core units’, ‘specialization’, are being correctly used.

2.18 Programme Entry Requirements

(a) Eligibility Conditions

State explicitly the conditions of eligibility to apply for admission. Eligibility conditions may vary for different categories of applicants/ e/g/ applicants direct from school, and applicants with employment experience.

(b) Selection Criteria

State explicitly the criteria to be used in deciding which of the eligible applicants may be admitted. Selection criteria for different categories of eligible applicants for admission should be specified.

The difference between eligibility conditions and selection criteria is important to recognize. Eligibility conditions express basic requirements that must be satisfied in order for an applicant to be eligible for admission to a programme. The most straightforward of these is “Satisfactory completion of Grade 12”.

Selection criteria express the consideration that will be used in deciding which of the eligible applicants may be admitted. Where applicants are eligible for admission on the basis of “Satisfactory completion of Grade 12”, the selection criteria may simply be either those who obtained credits in Mathematics and English Language or those who make full payments.

2.19 Teaching/Learning Methods


General statement on teaching/learning methods, emphasizing special features such as the use of lectures, tutorials, seminars, projects industry visits, computers and the usage of teaching aids e.g. overheard projector and multimedia projector.

This section in the document should indicate:

- (a) The range of teaching methods to be used in the programme;
- (b) Which teaching and learning methods, if any, will predominate;
- (c) The appropriateness of particular teaching methods in the context of the programme aims;
- (d) Any innovative aspects in the management of student learning in the programme.

2.20 Assessment Methods

Statement of School Policy on student assessment and overview of the methods of assessment to be employed in this programme.

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What is asked for in this section is an overview of the range of assessments methods to be used and also a statement of School Policy on the student assessment. School Policy should be address issues such as the preferred forms of assessment, the preferred amount of continuous assessment during units, arrangements for ensuring fairness in the scheduling of assessment, arrangements for assuring the reliability of assessment grades, and rules applying to the weighting or combination of assessment results.

2.21 Unit Statements

Unit statements should be presented in the following order (where applicable) core units and electives.

The following information should be provided on each unit:

(a) Unit Title and Code

Type of unit e.g., core, elective; pre-requisites and co-requisites; semester offered; school responsible

(b) Staffing

Unit Aims and Objectives

Aims express teaching aspirations: “to introduce students to...” to familiarize students with ...” or to enable students to experience.....”

(Objectives express intended student learning outcomes: “on completion of this unit, students should be able to ...”).

(c) Statement for the University Handbook


This should be between 70 to 100 words in length and should be in the form required for direct transfer to the University Handbook.

(d) Syllabus

A syllabus is a list of the topics to be addressed in a unit. It should reflect clearly the unit aims and objectives- **there is an obligation to cover what is in the syllabus.**

(e) Prescribed and recommended texts and materials; illustrative reference materials

Prescribed text and materials are used for a substantial part of the unit. Students are expected to obtain a copy of these. Recommended text and materials are valuable learning resource for the unit. Students are expected to obtain a copy of these. The purpose of including an illustrative reference list is to provide an indication of the literature. The list should be as short as is consistent with this purpose. Lists distributed to students may be much longer.

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(f) Student Assessment Requirements

Statements about student assessment requirements should conform to rule of the University's Assessment and Examination Rules in which the unit statements shall prescribe at least the following information about student assessment:


- i. A description of each assessment task, including information such as length and format;
- ii. The relation of each assessment task to the unit objectives;
- iii. The weighing of each assessment task towards the final grade;
- iv. Whether a pass in the unit requires an overall mark of 50 percent, or whether there are components of the assessment which must be completed at a specified level for the unit to be completed satisfactorily;
- v. Whether contributions to tutorial or seminar discussions will be taken into account and, if so, how such contributions will be assessed.
- vi. Identification of any assessment task which must be completed to pass the unit but which does not count towards the final grade;
- vii. In units where assessment tasks and requirements are negotiable between lecturer and students, the process and time lines for the completion of negotiations.
- viii. Due dates for submission or completion of each assessment task and penalties which may be applied for late submission;
- ix. The mode of grading.

(g) Intended distribution of student workload

A statement for an internal unit might read: ***The assessment student workload is 180 hours for the unit: 30 x two-hour lecturer, 15 x two-hour tutorial, 90 hours of private study.*** A statement for an external unit might read: ***The assumed student loads is 180 hours for the unit. Students will proceed at their own pace but are expected to submit the prescribed assignments in the third, sixth and tenth weeks of the semester.***

2.22 Staffing and Resources

A list of staff (including staff from other Schools) involved in teaching the programme is required. This list is to include tenured, contract, and part-time staff who make a significant contribution to any unit. Each staff member's academic qualifications should be recorded. Details should be provided regarding the number and type of support staff required for delivery of the programme. Comments should be provided regarding the accommodation, equipment, library and other resource needs of the programme. Additional computer facilities required for the programme should be recorded.

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2.23 Rules

Unless covered already by an existing statement of rules, the rules for the new programme should address the following:


- (a) Qualification for submission
- (b) Requirements for Award
- (c) Duration of Programme
- (d) Enrolment
- (e) Completion of a Unit
- (f) Advanced Standing
- (g) Admission to Award

SCHEDULE D – PROGRAMME AND UNIT REVIEW POLICY

1. GUIDELINES ON PROGRAMME AND UNIT REVIEW

1.1 Major and Minor Changes

- (a) A major change shall require approval by the Academic Board and endorsed by the Council in one or more of the following:
 - i. Any change to the Rules for an award (including any change to the programme structure for the award),
 - ii. Any change to the nomenclature of an existing award.
 - iii. Any change that requires addition, substitution or deletion of a core or specialization sequence of units,
 - iv. Any change, such as the incorporation of new units, or the deletion or alteration of existing units, which significantly alters the aim or emphasis of the programme,
 - v. Any change to the length of a programme,
 - vi. Significant changes to resource requirements,
 - vii. Any change involving the addition, deletion or substitution of a specialization programme in an existing programme.

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- (b) A minor change shall be understood as any other change to a programme that is not a major change, including the introduction of a new unit or the modification of an existing unit, provided that change does not alter the aim or emphasis of the programme, require additional resources or approximate duplication of units already offered at the University.

1.2 Review of Programme

- (a) It is expected that programmes will be regularly monitored by the respective Programme Promoters and lecturers of each School. Every programme shall be subject to a comprehensive review at least once in every five (5) years. Each year, by month of May, respective Schools shall identify programmes for comprehensive review in the following year and the list of the programmes identified shall be forwarded to the Academic Board for information.
- (b) The focus of a comprehensive review shall be on the effectiveness of the programme meeting the needs of the various Schools by the University. Evaluation information shall be obtained from students, graduates (alumni), lecturers of the University, professional associations, sponsors, community interest groups and industrial partners. Procedures for the conduct of a comprehensive review are presented in this policy.
- (c) Responsibility for the implementation of a comprehensive programme review shall reside with the respective Programme Promoter of School, and the report of the review shall be submitted to the Academic Board.
- (d) Regular monitoring of a programme or a comprehensive programme review may give rise to the need for major or minor changes. The programme approval submission shall be updated to incorporate both major and minor changes.

1.3 Review of Units


It is expected that units will be continually monitored by the respective Programme Promoter of a School and its lecturers. In addition, every unit shall be subject to a review at least once every year. Each year, by month of May, school shall identify units to be reviewed in the following year. A list of the units identified shall be forwarded to the Academic Board for information.

Unit review is intended to assist decision making by the School about the aims, content and delivery (including student assessment) of the unit. The focus shall be on the effectiveness of the unit in promoting high quality student learning and information for evaluation shall normally be obtained from students and lecturers. Procedures for the conduct of a unit review are presented in this policy.

Responsibility for the implementation of a unit review shall reside with the respective Programme Promoter of School, and the report of the unit review shall be submitted to the Academic Board for information. A unit review may give rise to the need for minor change to a programme, and may less frequently give rise to the need for a major change.

1.4 Proliferation and Duplication of Programmes and Units

In proposing programme and unit changes, Schools must give full consideration to the need to avoid unnecessary proliferation or duplication of programme and units. The Academic Board is empowered by Council to ensure that no unnecessary proliferation or duplication of programmes and units occurs. All submissions for approval by Academic Board of major changes to a programme shall require

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submission by the respective Programme Promoter of School in which there is an explicit statement that (i) the proposed changes do not represent an unnecessary proliferation of academic activities, and (ii) no overlap occurs with any other programme *or*, if overlap occurs, this overlap can be justified on such grounds as are set out in detail in the submission.

1.5 Additional Matters

Two (2) general principles shall apply to the review of programmes and units. First, student anonymity in providing evaluative information shall be protected. Second, anyone who provides evaluative information shall, as far as is practicable, be informed regarding actions taken in response to the information provided.

1.6 Review of Policy

The Programme Promoter of Schools shall report annually to Academic Board on the effectiveness of the implementation of this policy and on procedural issues related to the policy.

2. PROCEDURES ON PROGRAMME REVIEW


2.1 Planning and Preparation for Programme Review

The intention to conduct a comprehensive programme review in the following year should normally be signaled in the school responsible for the programme under review by month of May. The respective Programme Promoter should at this time act as the programme review coordinator, with support from a programme review team of the University and external experts. A number of workgroups may also need to be established where these are required to address particular majors in a generic award. Working in consultation with the programme review team, the programme review coordinator should address the following tasks.

(a) Maintain a Programme Review File

Programme coordinators should routinely maintain a programme review file in which they keep information about the following:

- i. The current programme approval submission document,
- ii. Reports of all recent unit reviews,
- iii. Information on the characteristics of students entering the programme,
- iv. Statistics on student progress and performance,
- v. Information on resources,
- vi. Information about graduates,
- vii. Details of major and minor changes to the programme.

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This information necessary for a comprehensive programme review and is often difficult to assemble at the last minute. It is recognized that “reports of all recent unit reviews” may take time to accumulate, although in schools such reports already exist and may be obtained from the respective Programme Promoter of school. Information on the characteristics of entering students and statistical information about student progress and performance should be available from the Student Management System. Information about graduates can be obtained from the Placements Office, Alumni Association, Career Development Centre and other reliable sources.

(b) Establish a Programme Review Panel

The role of the programme review panel is to consider the effectiveness of the programme in meeting the needs of the various interests served by the University. The size and composition of the review panel will vary according to the complexity of the programme being reviewed. A review panel should have a minimum of six (6) members; only two (2) of whom should be members of staff of the respective school. Other members should include at least one (1) member from other school preferable Programme Promoter of School, a member from the Internal Quality Assurance Committee, one (1) external expert and any member nominated by the Pro Vice-Chancellor (Academic).

(c) Schedule Panel Meetings


A preliminary meeting of the review panel should normally be arranged to take place as early as possible in the year in which the programme review is to be undertaken. The purpose of this meeting is to orient members of the panel to the task at hand, to identify specific issues to address and to establish requirements for information to support the review.

The main meeting of the panel will require at least one (1) full day. This should be arranged to take place in sufficient time for any recommendations of the programme review panel to be considered by the Academic Board for implementation in the following year, or as appropriate.

(d) Assemble Relevant Documentation

Members of a programme review panel should be provided with:

- i. The current programme approval submission document
- ii. Reports of all recent unit reviews
- iii. Information on the characteristics of students entering the programme
- iv. Statistics on student progress and performance
- v. Information on resources
- vi. Information about graduates
- vii. Submissions from graduates, employers and professional bodies
- viii. Submissions from individual members of staff or from a staff meeting
- ix. Submissions from students
- x. Submissions from workgroups (where established by the School)

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(e) Prepare a Report for the Panel

This entails a detailed appraisal of the programme by the working party in which the following topics are explicitly addressed;

- i. General context and rationale of the programme
- ii. Student/graduate profile
- iii. Programme aims
- iv. Programme content
- v. Teaching and learning strategies
- vi. Assessment of student performance
- vii. Student workload
- viii. Staff and educational resources
- ix. Administration and support facilities


2.2 Conducting a Programme Review

The programme review takes place at the main meeting of the review panel. The agenda for this meeting should be structured to provide for:

- (a) A review of the documentation distributed prior to the meeting
- (b) Discussion of key issue to be addressed by the panel
- (c) Discussion of findings from workgroups
- (d) Development of recommendations

2.3 The Time Line for Programme Review

- (a) The deadline (early August) for the notification of changes in the Student Handbook for the following year is a major consideration in deciding on the timing for programme and unit reviews. If a programme is modified, this needs to have been either approved by (in the case of a major change) or noted by (in the case of minor change) the Academic Board in time to decide to meet the deadline for notification in the Student Handbook.
- (b) Working backwards from the early August deadline, a major change would need to have final approval by the Academic Board and should be endorsed by the Council in July or, at least August (if the Council meets early in August). This means that the report of a programme review in which the need for major changes is indicated would have to be completed by the end of June or July.
- (c) In practice, programme reviews may be delayed for a variety of reasons, which will affect the proposed timetable. In the event of a serious delay it may be necessary to defer major changes for a year. If this is not possible it may be necessary to include a statement in the handbook to the effect that the programme is under review and that there may be changes

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to the published outline. A risk in doing this, however, is that uncertainty is created in the minds of students, which may have a negative effect on student choice.

- (d) Ideally, the planning for a programme review will commence in early May and the final programme review report will be submitted to the Academic Board by July of the previous year. In the following year the revised programme is scheduled to be offered. The details of this timeline would normally be as follows:

<u>Date</u>	<u>Tasks</u>
May	Establishment of workgroups.
May	Establishment of review panel and commencement of data collection, particularly from final year students.
May	Preliminary meeting of the review panel.
May/June	Collection of remaining data, and submissions sought from various groups. The respective school can provide advice on the form of submissions and on ways of collecting relevant data from students. Whatever is attempted needs to be capable of completion within the timeframe established for the review. The review panel should receive a summary of the data by the end of June.
June/July	Review panel meets about mid-July with a deadline to submit a report to the Academic Board for its meeting in July.
July/August	Academic Board to consider and approve the report and submit it with comments to the Council for endorsement.

The above is an indication only.

2.4 Appraising a Programme


This section is an elaboration of items listed under the heading “Report Findings for Consideration by the Programme Review Panel”.

General Context and Rational for the Programme

Has the programme altered over time? How? Why?
 Is the programme, as offered, consistent with its stated aims?

Student/Graduate Profile

Are the selection procedures appropriate?
 What is the current demand for the programme?
 Has the student profile changed over time? How does the student profile reflect equity group membership? What are the implications, if any, for the programme structure and content?
 What are the retention patterns? Are they satisfactory?
 What is known about graduate destinations? Are they congruent with the aims of the programme?

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Programme Aims

Have the aims changed over time? Why?

Is the programme achieving its stated aims? Are the current aims appropriate?

Programme Contents

What changes have been made to the programme structure over time? Why?

Is the programme appropriately structured to achieve its aims?

Is the sequence of the programme content appropriate?

Is the balance of studies (core/specialization/elective) appropriate?

Is there an appropriate relationship and integration between the theoretical, practical and field experience components of the programme?

Are the texts and reflections used in the programme relevant and suitable?

Does the programme expose students to a variety of cultural perspective?

Is the programme content gender inclusive?

Teaching and Learning Strategies

Having regard for the programme aims, are the various types of teaching and learning strategies appropriate?

Is there evidence of innovation and development in teaching and learning?

If offered through online, are the materials and methodologies appropriate?

What evidence is there of the effectiveness of teaching/learning strategies used?

Is sufficient use of learning management system in the teaching of the programme effective?

Assessment of Student Performance

Are the assessment methods appropriate to the aims of the programme?

Is the weighting of assessment in different content areas appropriate?

Are the assessment methods sufficiently valid and reliable in measuring student performance?

Is there sufficient regulation of assessment procedures to ensure fairness for students?

Student Workload

Is the overall workload for students on the programme reasonable?

Is there an appropriate balance for workload between sessions; between years of the programme?

Is the workload for part-time and external students realistic?

Staff and Educational Resources

In what ways have staffing and resources changed over time?

Are the qualifications and experiences of staff appropriate having regard to the aims of the programme?

Are the staffing levels appropriate?

Are the resources for the programme adequate – Library? Computers? Equipment? Space?


Administration and Support Facilities

Are the programme management and communication mechanisms effective?

Is the level of administrative, technical and other supports adequate and appropriate?

Are the physical facilities adequate and appropriate?

If there are external students, are the services provided to them prompt and efficient?

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2.5 Sharing the Workload

The chair of the review panel and the programme review coordinator should be given as much administrative support as possible, especially in relation to keeping minutes of meetings, gathering data, sending out letters, making arrangements for visits and drafting final report. It is important that records of meetings be filed for future reference, particularly for the next programme review.

2.6 Reporting a Programme Review

- (a) The report of a comprehensive programme review should provide an account of the process followed and should present the recommendations of the review panel. The report should be 7–10 pages in length and should be discussed and approved by the Academic Board and should then be forwarded to the Council for endorsement.
- (b) The chair of the review panel is responsible for preparing the final report. The first part of the report should be supplied by the Programme Review Coordinator, who will be able to describe the process leading up to the panel meeting. The review panel at its meeting should determine whether it wishes to have a draft of the report circulated to members of the panel for comment or not. If it does, a strict timeline for this should be established so that the reporting process is not held up unduly.

3. PROCEDURES ON UNIT REVIEW

3.1 Planning and Preparation of Unit Review

The intention to conduct a unit review in the following year should normally be signaled in the school responsible for the unit under review by month of May. The respective Programme Promoter should at this time nominate a review panel for each of the units to be reviewed, and a chair for each of these panels.


(a) Timeline

A possible Timeline for unit reviews would normally be as follows:

- | | | |
|------|--|--|
| i. | Identification of units for review | At least six (6) months ahead |
| ii. | Establishment of a unit review panel | At the start of the teaching of the unit |
| iii. | Collection of data from staff and students | By two-thirds of the way into the unit |
| iv. | Meeting of the review panel | At the end, or near the end, of the unit |
| v. | Preparation of a unit review report | Within the month of completion of the review |

(b) The Unit Review Panel

The panel should consist of a nominee of the Pro Vice Chancellor (Academic), the respective Programme Promoter, the lecturer for the unit and other two (2) lecturers from the school in which the unit is taught. The panel may require a two-hour meeting. In setting a meeting time for the panel, the chair will need to take into account the availability of

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staff, the timeline requirements for obtaining approval of any likely major or minor changes to the unit, and the need for up-to-date unit review reports for any prospective comprehensive programme reviews being undertaken by the respective schools.

The chair of the Unit Review Panel is responsible for; (a) ensuring that relevant documentation for the unit review is assembled, (b) ensuring that the unit review meeting takes place, and, (c) reporting to the Academic Board on the unit review.

(c) Relevant Documentation

Feedback from the teaching staff and from students should be made available to members of the review panel. Feedback from the lecturers should, whenever possible, be reported under the following headings:

- i. Current relevance of the unit learning objectives
- ii. Comprehensiveness of the unit contents
- iii. Perceived effectiveness of teaching methods in the unit
- iv. Validity of student assessment procedures
- v. Perceived quality of student learning in the unit
- vi. Suggestions for improvement to the units

(d) Student feedback should whenever possible be reported under the following headings:

- i. Clarity of communication about standards and expectations in the unit
- ii. Perceived relevance of the unit learning objectives to students' needs
- iii. Perceived effectiveness for student learning of teaching methods used
- iv. Helpfulness of assistance given with learning during the unit
- v. Perceived usefulness of the learning resources available
- vi. Perception of assessment requirements
- vii. Suggestion for improvements to the unit

3.2 Appraising a Unit


This section is an elaboration of items listed as requiring discussion by a review panel. It suggests specific issues that should be addressed.

Relationship of the Unit to the Programme(s) in which is presented

How does the unit contribute to the aims of the programme?
 If the unit is part of a sequence, is it appropriately placed?

Unit Objectives and Content

Are the objectives appropriate and relevant to the aims of the unit?
 Are they expressed in terms of student outcomes?
 Are there too many or too few objectives?

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Are the objectives readily assessable?
 Does the content in the syllabus clearly reflect the objectives?
 Is the content appropriately comprehensive?

Teaching and learning Strategies in the Unit

Is the range of teaching and learning strategies appropriate to assist students to achieve the objectives?
 What evidence is there of the effectiveness of the strategies employed?

Student Assessment Requirements and Procedures

Do the assessment procedures relate clearly to the objectives of the unit?
 Is the weighing of the various assessment procedures appropriate?
 Are the students clear about what must be done to complete the unit?
 Do the assessment requirements and procedures satisfy University and School policies on assessment?

Student Workload in the Unit

Is the workload satisfactory for various groups of students (full-time and part-time)?

Staffing and Resources, Administration and Support Facilities for the Unit


Does the unit have adequate and appropriate academic, technical and other support staff?
 Are required resources readily available and adequate – e.g. computers, laboratories, books, journals, field placements?
 Are the required and recommended references suitable and up-to-date?

Quality Student Learning in the Unit

What evidence is there on the quality of student learning in the unit?

3.3 Conducting a Unit Review


- (a) The unit review takes place at the meeting of the review panel. Members of the review panel should have been provided with:
 - i. The current unit statement and details of the unit’s relationship to the whole programme,
 - ii. Any previous unit review report,
 - iii. Statistics on student progress and performance in the unit since the last unit review,
 - iv. Information resources available to the unit,
 - v. Submissions and feedback about the unit from the lecturers,
 - vi. Submissions and feedback about the unit from students.
- (b) The agenda for this meeting should be structured to provide for:
 - i. A review of the documentation distributed prior to the meeting
 - ii. Discussion of key issues to be addressed by the panel

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- iii. Discussion in detail of:
 - Relationship of the unit to the programme(s) in which it is presented
 - Unit objectives and content
 - Teaching and learning strategies in the unit
 - Student Assessment requirements and procedures
 - Student workload in the unit
 - Staffing and resources for the unit
 - Administration and support facilities for the unit
 - Quality of student learning in the unit
- iv. Development of recommendations

3.4 Reporting a Unit Review

- (a) The chair of the review panel should report on the unit review, providing an account of the process followed and of any recommendations. The report, which should be two (2) to four (2) pages in length, should be received and discussed by the Academic Board.
- (b) The recommendations and their wording should be agreed to by the panel members, and the chair of the panel should write the report within five (5) working days after the meeting, describing the process to be followed. The review panel should determine whether it wishes to see the report prior to it being sent to the Academic Board. If it decides to circulate a draft report for comment, a strict time line for this should be established. The final report should be filed by the respective Programme Promoter and a copy also for inclusion in the programme review file. The Student Handbook be also updated accordingly.

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SCHEDULE E TEACHING REVIEW POLICY

1. GUIDELINES ON TEACHING REVIEW POLICY

1.1 Review of Teaching

It is expected that individual members of the faculty, where appropriate, lecturers who are engaged in team-teaching, will continually review their teaching. Members of academic staff should maintain documents for the conduct of a review of teaching.

The focus of the review of teaching shall be on improving the quality of teaching and of student learning. Evaluative information shall be obtained by Quality Assurance Department from individual lecturers, team reflection, students and peers. The accompanying schedule provides guidance concerning procedures for the conduct of a review of teaching.

Responsibility for the implementation of a review of teaching shall be with individual members of academic staff. Data obtained shall remain the property of the staff members concerned and may be used for self-improvement, promotions and future references. Copy of the data shall be forwarded to Human Resource Department for filing in personal file.

1.2 Additional Matters

Two (2) general principles shall apply to the review of teaching. First, student anonymity in providing evaluative information shall be protected. Second, anyone who provides evaluative information shall, as far as is practical, be informed regarding actions taken in response to the information provided, if required.

1.3 Review of the Policy

The Pro Vice-Chancellor shall report annually to Academic Board on the effectiveness of the implementation of this policy and on procedural issues related to the policy.


2. PROCEDURES ON TEACHING REVIEW POLICY

2.1 Subject to the University's policy on the review of teaching it is expected that all members of academic staff will maintain a personal teaching portfolio in which they record their experience and achievements in the area of teaching.

This portfolio is presented as an attachment to a "curriculum vitae" and it should, as much as possible, be consistent in format and style with a "curriculum vitae".

2.2 Compiling a Portfolio

Personal teaching portfolios take a variety of forms, depending on purpose and context. The following format is suggested to meet the need for a teaching portfolio which supports professional self-development and which will be widely acceptable as an attachment to an academic "curriculum vitae". The format allows for a teaching portfolio of about 10 pages in length.

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(a) Introduction (approximately 1-page)

This section should give the reader an interesting and informative account of a staff member's values and aspirations in relation to teaching. Some questions to be addressed include:

- i. What is it that you like your students to achieve?
- ii. What effort do you put into achieving this outcome?
- iii. What scholarly literature most informs your approach to teaching?
- iv. What changes in your approach to teaching have you implemented since you first began as university lecturer?

(b) Experience as a Teacher (approximately 4-pages)

This section should provide succinct, chronological account of your experience as a teacher. As in a "curriculum vitae", it is appropriate to provide more detail about your current or recent experience. The information recorded should include:

- i. Where you have taught (i.e., which universities and colleges),
- ii. What you have taught (i.e., the subject areas taught),
- iii. Whom you have taught (i.e., approximate number of students),
- iv. How the teaching has taken place (e.g., lectures, tutorials, laboratory classes, external supervision, field teaching),


Details of any conditions that applied to your teaching (e.g., whether additional responsibilities, such as programme coordination, were involved).

Special attention should be drawn in supervising honours, postgraduate programme work and research higher degree students. The reader of the portfolio will be interested in the thesis topics presented and the period of candidature of the students supervised. The extent of responsibility for supervising should also be recorded (e.g., sole Invigilator, co-Invigilator or associate Invigilator).

If the teaching involved the preparation of learning modules and management of the learning of external students, this should be indicated.

If any special approaches have been adopted to teaching or student assessment, or if special use has been made of non-print teaching media and materials (e.g., electronic media, audiovisual media) should be indicated.

Details of wider professional experience as a teacher may also be reported in this section of the portfolio. The decision to report these details here or in the section of the portfolio on "evidence of professional development", as stated below, is, however, a matter for the individual judgment. Areas of professional experience in teaching include:

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- i. Involvement in curriculum development,
- ii. Involvement in research on teaching, learning or the curriculum,
- iii. Implementation of teaching innovations or the development of new programmes, units, modules and materials,
- iv. Distinctive achievements in the preparation of learning materials for students.

(c) Performance as a Teacher (approximately 4-pages)

This section should present an account and interpretation of evidence collected about effectiveness as a teacher. This evidence will normally be in the form of a summary of feedback from students, peers and independent evaluators. Evidence from programme or unit evaluations, and evidence in the form of outstanding academic performance by students, might also be reported.

The following points should be considered when reporting feedback from students, peers or independent evaluators:

- i. Details regarding the period of time over which the feedback has been obtained and the objectivity of the procedures used to obtain the feedback should be reported.
- ii. In reporting student feedback, may also report the survey response rates, the source of questionnaires used, and any evidence of involvement by an objective third party in the collection and interpretation of the results,
- iii. Quality Assurance Department provides a confidential service for obtaining student feedback on teaching.
- iv. Student feedback may not always reflect glowingly the quality of teaching performance. Obvious weaknesses in teaching should be acknowledged and that a statement is made about the ways in which these are being addressed.
- v. Areas in which peers can most effectively provide feedback includes; the extent to which the unit content is up to date, the commitment of the staff member to units aims and objectives, the commitment of staff member to the quality of student learning in the unit, the appropriateness and effectiveness of student assessment, the quality learning outcomes for students, and the overall satisfaction of students with the staff member's teaching performance.
- vi. Feedback reported in a portfolio must be interpreted in the portfolio – the reader cannot reasonably be expected to interpret the detailed results of student feedback questionnaires, or to shift through pages on comments by peers and independent evaluators.
- vii. An interpretation of the feedback is also essential because any assessment of effectiveness in teaching requires an appreciation of the appropriateness of the form of teaching to its context and purpose.

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Where experience in curriculum development, teaching innovation or the development of new programmes, unit modules or materials have been recorded in the portfolio, then evidence about effectiveness in these areas of activity should also be recorded.


In general, an attempt should be made in this section of the portfolio to demonstrate performance as a teacher over an extended period of time and in a variety of settings.

(d) Professional Development (approximately 1-page)

This section presents details of all other professional development activities and achievements that reflect a scholarly commitment to teaching.


Of special interest are:

- i. Evidence of involvement in curriculum development,
- ii. Evidence of research on teaching, learning or the curriculum,
- iii. Evidence of teaching innovations or the development of new programmes, units, modules and materials,
- iv. Evidence of public recognition of achievements in teaching,
- v. Evidence of a commitment to the improvement of teaching, as indicated by participation in seminars, workshops and professional activities intended to improved teaching and student learning,
- vi. Evidence of contributions made to the quality of teaching by colleagues in the University or in the wider disciplinary or professional area, and
- vii. Evidence of distinctive achievements in the preparation of learning materials (e.g., text books, study guides, computer-based programmes) for students.

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PART 3: FORMS

<u>Code</u>	<u>Title</u>
ACD0001	Lesson Plan and Delivery Report Template
ACD0002	Teaching Timetable Template
ACD0003	Attendance Template
ACD0004	Visit Memo
ACD0005	Assignment Cover Page
ACD0006	Detailed Record of Marks Statement
ACD0007	Audit Marks List
ACD0008	Assessment Check Template
ACD0009	Audit Marking Template
ACD0010	Office Consultation Hours
ACD0011	Pre-Meeting Data Sheet
ACD0012	Unit Performance Report Template
ACD0013	Application for Prior Learning Request
ACD0014	Individual Workload
ACD0015	Special Consideration
SSD0023	Final Examination & Invigilation Duty Form

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