



PROGRAM DEVELOPMENT:

Internal Review Panel Guidelines

The Internal Review Panel (IRP) provides a critical and objective review of the full proposal for baccalaureate- and master's-level degrees and Graduate Certificates to ensure educational integrity, consistency and standards across all programs. This review is one of several reviews that are conducted according to BCIT Policy 5401, and should focus primarily on degree-level and academic issues. The IRP forms part of the overall quality responsibilities at BCIT for new degree-level program development.

Composition of the Panel

The Internal Review Panel should be comprised of a minimum of six faculty members, with representation from each of the Schools at BCIT. Membership of the Panel will be determined by the Dean, Academic Planning and Quality Assurance. Panel members will typically have experience in developing and/or delivering degree programs at BCIT. Panel members must not be part of the School Working Group or the School Quality Committee for the program being reviewed.

Role of the Chair:

The following is a list of suggested duties:

- Facilitate the review process, including managing the Panel's time.
- Ensure a positive and constructive approach.
- Lead discussion and secure agreement on key Panel findings/recommendations.
- Lead the completion of the Internal Review Panel report (using the template provided) and submit the report to the Vice President, Academic via APQA.

Responsibilities

Before the proposal proceeds to the next step in the process, the IRP should be satisfied that it meets the criteria listed below.

A. Educational Integrity (by Proposal Section)

1. The program adheres to the academic expectations for the credential being sought as demonstrated through alignment of degree level standards (per the DQAB) (section 2 of the proposal), including General Education requirements for bachelor's degree programs.
2. The degree credential and nomenclature are appropriate and broadly recognized (section 3).
3. The program aim and goals define an appropriate level of outcomes for graduates of the proposed credential. The program structure, content, and evaluation are appropriately designed to allow achievement of the program goals, and there is appropriate balance between theory and practice. The program rigour and the time limit to complete the credential are appropriate for the credential being proposed

(benchmarked with other programs and the BCIT credential standards per Policy 5401, procedure PR1) (section 4).

4. The learning and teaching methodologies, and delivery model support achievement of program goals (section 5).
5. The admission, transfer and residency requirements are appropriate for the credential level and for the specific program (section 6).
6. The faculty identified to instruct the program are qualified and hold the appropriate credentials (section 7).
7. Program resources (facilities, equipment, library, student supports, etc.) are identified and available or planned (section 8).
8. Program consultation (internal and external) is sufficient and documented (section 9).
9. The program has a clearly articulated process for on-going review and enhancement (section 10).
10. The program map is clear and well structured to facilitate effective learning and student success (appendix 1).
11. Alignment of program goals with courses and planned assessments demonstrates appropriate coverage of goals and an appropriate high-level assessment plan (appendix 2).
12. The employability skills matrix demonstrates how the courses individually and collectively deliver specific employment skills (appendix 6).
13. The needs assessment demonstrates the need for the program (appendix 7).
14. Course outlines demonstrate how the courses contribute to achievement and assessment of the program aim and goals (appendix 11).

B. Industry Relevance

1. The program reflects the current and emerging needs of industry (evidence of industry consultation and support).
2. All reasonable measures have been taken to ensure that criteria and expectations of pertinent accreditation and/or regulatory bodies are met.
3. The program prepares students with transferable knowledge and skills.
4. Mechanisms are defined to ensure that the program and the faculty remain current and relevant with respect to the evolving needs of industry.

C. Institutional Issues

1. The program fits with the Institute's strategic direction and other key Institute plans (e.g. Sustainability Vision, Indigenous Vision, International Plan, etc.).
2. Communication and consultation across the Institute about the new program is evident.
3. The program makes appropriate use of other expertise and resources at the Institute (e.g., Indigenous Partnerships and Initiatives, Academic Studies, School of Business + Media, and Computing Dept).



4. Practices and processes for program, curriculum and student management are appropriately documented.
5. The program's responses to issues recorded in the Development Report (created and maintained by the Instructional Development Consultant (IDC) on the Working Group) are appropriate and well supported.

Report to the Vice President, Academic

The IRP reports via APQA to the Vice President, Academic on the outcome of the review and makes written recommendations. These recommendations normally fall into one of the following categories:

- Recommend
- Recommend with minor changes
- Recommend with major changes
- Do not recommend

Responses to the Internal Review Panel recommendations will be monitored by the Dean, Academic Planning & Quality Assurance.