



PROGRAMME DEVELOPMENT AND REVIEW POLICY

Policy Number: *[Insert policy number here]*

Policy Title: Programme Development and Review Policy

Policy Owner: PVC Academic

Policy Contact Officer: Manager, Quality and Standards Office

Key words: accreditation, evaluation, monitoring, review

1. PURPOSE

This Policy articulates the principles and procedures for the development, internal accreditation, approval, discontinuation, and evaluation of all award and pathway programmes offered at SINU.

2. POLICY STATEMENT

SINU is committed to programmes that serve the needs of the Solomon Islands community as well as being recognised nationally and internationally. This Policy ensures that award programmes are internally accredited in line with all applicable Higher Education (HE) or Technical Vocational Education and Training (TVET) Standards and legislation, and any applicable professional registration requirements. It also ensures all students are supported to complete the requirements of programmes that lead to positive graduate outcomes.

3. SCOPE

This policy applies to all staff designing and delivering award programmes offered at SINU, including TVET and Higher Education. It also applies to pathway (preparatory) programmes. It does not apply to Short Courses, Microcredentials or Micro-qualifications.

4. DEFINITIONS

For this Policy, the following definitions apply.

<i>TERM</i>	<i>DEFINITION</i>
Core unit	Means a mandatory Unit of study that is specified in the Programme structure and must be completed to meet the Programme learning outcomes.
Curriculum administrative amendment	Error correction in handbook

Curriculum Delegations	Means the Senate approved authorities to make, change or discontinue curriculum, including changes to units and programmes.
Curriculum Quality Change	Changes to content, assessment, credit arrangements, delivery methods, moderation and grading.
Discontinuation	Means the process of discontinuing a programme or unit.
Elective unit	Units in a programme outside the core (compulsory) units which may be selected, from a defined list of options within the Programme rules.
External benchmarking	Incorporates any process through which the University compares an aspect of its operations with an external comparator. This may include desktop comparison, peer review and moderation.
Full Proposal	A detailed Proposal that ensures new Programmes meet all requirements of relevant University Policies and national quality standards.
Generic unit	Units that provide fundamental skills for success in a Programme.
Internal Accreditation	Means a formal University process through which a Programme of study is approved and accredited in accordance with the SINU Curriculum Delegations. This includes initial accreditation of programmes and the re-accreditation of programmes every five years as required by SITESA. SINU is authorised under the SINU Act 2012 to self-accredit each programme of study.
Initial Proposal	A proposal for the development of a new award programme inclusive of stakeholder feedback and reviewed by the Curriculum, Learning and Teaching Committee.
Major Curriculum Change	Changes to structure, volume of learning, credit points, core units, entry requirements, title of qualification, programme learning outcomes, professional registration
Minor Curriculum Change	Addition or substitution of units in programme, changes to unit learning outcomes, changes to pre-requisites, changes to unit sequencing.
Moderation	An activity that provides for the review of assessment and grades for a unit by an academic who teaches in a similar or related unit or discipline, where possible by an external academic.
National Skills Package	Means the components of a TVET training package endorsed by the National Skills Council and SITESA.
Programme Advisory Committee	A Committee convened by the Programme Coordinator to provide expertise on the currency and future readiness of Programmes to ensure their alignment with directions of the

	profession, industry, research, and discipline. The Committee must meet twice per year.
Programme Monitoring	An annual process of reviewing key programme data such as admission, retention, success, progression and completion data, student evaluation feedback, Programme Advisory Committee minutes, to inform continuous improvement.
Programme Review	Means a comprehensive review of a Programme conducted at least every five years in accordance with relevant legislative frameworks.
Proposer	Means a member of academic staff responsible for initiating a proposal for a new or amended Programme usually the Programme Coordinator.
Student Transition or Teach Out Plan	Means a document outlining how any Students affected by a new, amended or discontinued Programme will transition to a new Programme, or how they may complete their current Programme.
Suspension	Means the temporary closure of the Programme offering of applicants, at all locations or a specified location, for a specified period.
Teach-out period	The duration during which Students can finish the discontinued programme.
Unit Monitoring	An annual process of reviewing and reporting on key unit data such as student evaluation feedback, success rates, academic misconduct data, ongoing compliance with policies, including moderation.

5. POLICY PRINCIPLES

- 5.1. The University will ensure internal accreditation, evaluation and review processes are designed to meet institutional quality assurance requirements as expressed in the relevant higher education or technical vocational education and training (TVET) Standards, regulations, and legislation.
- 5.2. The University will use internal review, external benchmarking, Student evaluation feedback, employer and industry feedback as well as performance data to support evidence-based Programme development, improvement, and discontinuation. This process will ensure programmes continue to meet the needs of students, industry and the community in accordance with the University's Strategic Plan.

- 5.3. The University will undertake comprehensive reviews of Programmes and their delivery at least every five years or as triggered by regulatory changes. The outcomes of comprehensive Programme Reviews will be used as the basis for internal Programme re-accreditation.
- 5.4. Internal accreditation of University Programmes is undertaken by the Senate and its nominated committees, in accordance with the Curriculum Delegations.
- 5.5. All Programmes must comply with relevant legislation and policies. Internal accreditation of all Programmes and Units will be based on an assessment of compliance and alignment with the University's Policies relevant to their design, delivery, management and quality assurance, and in alignment with the University's Strategic Plan.
- 5.6. Any changes to Programmes, including discontinuation, suspension and curriculum changes must be planned and implemented in a student-focused manner, such that students do not experience material or academic disadvantage as a result, and students are closely supported at an academic, professional, and personal level.

6. POLICY INFORMATION

- 6.1. The development and internal accreditation of new Programmes is a two-stage process:
 - 6.1.1. Initial Proposal: based on the strategic intent and rationale for the Programme, employment opportunities for students and graduates, professional registration details (if applicable), and anticipated student demand and financial viability.
 - 6.1.2. Full Proposal: full Programme development ensuring compliance with University policies.
- 6.2. An Initial Proposal will be developed by the Faculty or Teaching Area using the required process and Initial Proposal template and must include:
 - 6.2.1. Evidence that the programme aligns with the SINU Strategic Plan.
 - 6.2.2. Proposed title of Programme, ensuring alignment with the SIQF as per Table 1 below.
 - 6.2.3. Evidence of identified need ensuring proposed Programme is based on a proven labour market requirement, industry, education, professional or community need with references to research undertaken to confirm identified need.
 - 6.2.4. Evidence of demand –and indication of student numbers to review viability.
 - 6.2.5. The proposed Programme Advisory Committee membership, and any other experts who will guide the development of the Programme.
 - 6.2.6. Identification of proposed international benchmarking partner for programme (for higher education programmes at SIQF 6-10).
 - 6.2.7. Identification of graduate outcomes and employment or future study pathways.
 - 6.2.8. Any recognition proposed from regulatory or professional bodies.
 - 6.2.9. Evidence, for TVET programmes, that the Programme does not duplicate an existing National Training Package or Qualification.
 - 6.2.10. Evidence of consultation with other Faculties, SINU TAFE or teaching area where appropriate.
 - 6.2.11. An overview of the proposed Programme structure in compliance with the SIQF, as outlined in Table 1 below:
 - 6.2.12. Justification for each new Unit or the use of existing Units.

SIQF Level	Qualification Type	Volume of Learning	Credit Point range
7	Graduate Certificate <i>Higher education</i>	Usually equivalent to half a year of fulltime study for which the University grants the award of Graduate Certificate of X. 70% of credit points must be at level 7	60
7	Graduate Diploma	Usually equivalent to one year of fulltime study for which the University grants the award of Graduate Diploma of X. 60% of credit points at level 7	120
8	Bachelor Honours Degree <i>Higher education</i>	Usually, one year following a Bachelor Degree. A Bachelor Honours Degree may also be embedded in a Bachelor Degree, typically as an additional year for which the University grants the award of <i>Bachelor of X Honours</i> . 1 year which follows a Level 7 Bachelor Degree in the same discipline – a total of 480 credit points where 120 Credit Points is the dedicated honours component.	120
8	Post Graduate Certificate <i>Higher education</i>	Usually equivalent to one semester to one year of full-time study for which the University grants the award of Post Graduate Certificate in X. 100% of credit points must be at level 8 • 0.5 – 1 year	60 -120
8	Post Graduate Diploma <i>Higher education</i>	Usually equivalent to one to two years of full-time study for which the University grants the award of Post Graduate Diploma of X. 60% of credit points must be at level 8 • 1 -2 years	120 - 240
9	Master degree <i>Higher education</i>	A Master's degree will usually be the equivalent of two years full-time study for which the University grants the award of <i>Master of X</i> : The volume of learning may vary depending on the discipline background and previous qualifications of the student as follows: <ul style="list-style-type: none"> • Minimum of 120 credits (if programme is preceded by a Bachelor (Honours) Degree or an equivalent qualification or professional experience). • Minimum of 180 credits at level 9 (if programme is preceded by a 3-year Bachelor degree or an equivalent qualification, normally in the same field). • Minimum of 240 credits at level 9 (if preceded by an undergraduate degree and is achieved through coursework) 	120-480

6.3. The Initial Proposal must then be:

6.3.1. Reviewed and recommended by the Faculty Academic Board and Dean.

6.3.2. Submitted to Standards and Quality Office to ensure compliance and completeness.

6.3.3. Presented to the Curriculum, Teaching and Learning Committee for endorsement to proceed to Full Proposal stage as outlined in Figure 1.

- 6.3.3.1. The Curriculum, Teaching and Learning Committee will note the following:
- 6.3.3.1.1. Endorse the Initial Proposal, no changes and Proceed to Full Proposal
 - 6.3.3.1.2. Endorse the Initial Proposal, with recommended changes and Proceed to Full Proposal
 - 6.3.3.1.3. Not endorse the Initial Proposal, providing reasons and options to proceed or withdraw.

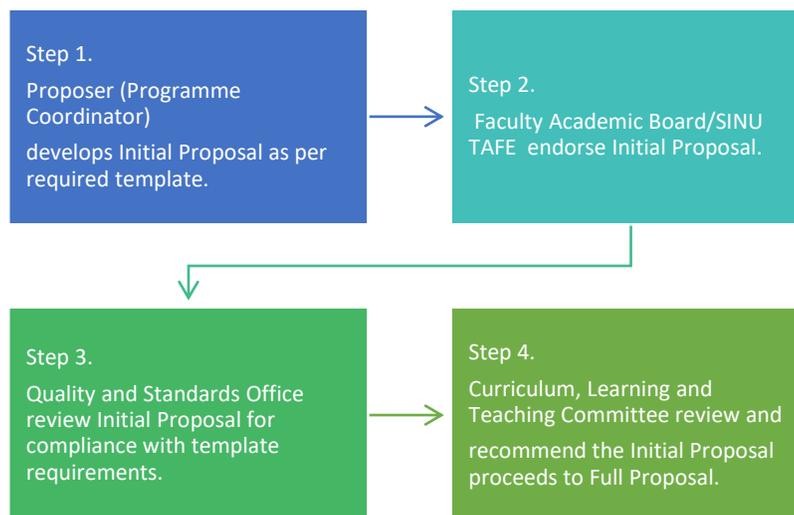


Figure 1: Initial Proposal Flow Chart

- 6.4. The Full Proposal is then developed using the following process as outlined in Figure 2:
- 6.4.1. Completed by Proposer using the templates from Standards and Quality Office to ensure compliance with the SIQF, SITESA Quality Standards and relevant SINU policies.
 - 6.4.2. Reviewed and recommended by the Faculty Academic Board.
 - 6.4.3. Referred to the Curriculum, Teaching and Learning Committee for review of compliance and returned to the Proposer for any changes/additions required.
 - 6.4.4. Submitted to the Senate for final consideration and endorsement.
 - 6.4.5. Referred to Council for final approval if a new programme.

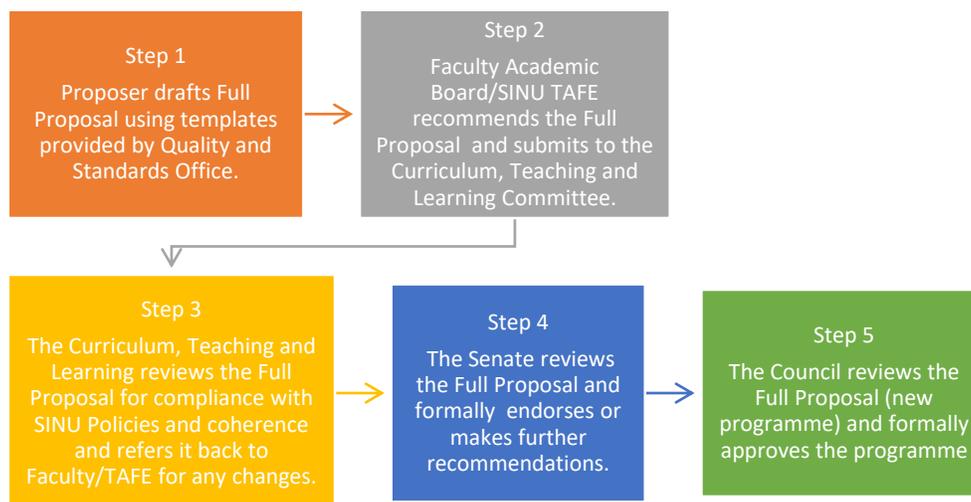


Figure 2: Full Programme Proposal

- 6.5. All new Programmes will normally be internally accredited for five years. The Senate may approve a shorter period as necessary.

7. Programme and Unit Monitoring Process

- 7.1. SINU conducts annual Programme Monitoring and review activities to ensure that all its Programmes meet and continue to meet the applicable standards including the SITESA Quality Standards.
- 7.2. The following activities will be completed annually by the Programme Coordinator and reviewed by the Faculty Academic Board for each Programme using the template provided by Standards and Quality Office.
- 7.2.1. An analysis of Student Evaluation Feedback data.
 - 7.2.2. An analysis of key themes from the annual Unit Reporting.
 - 7.2.3. A statement of Programme viability.
 - 7.2.4. Submission of Programme Advisory Committee minutes (a minimum of two meetings annually).
 - 7.2.5. Identifications of improvements required, including action plan.
- 7.3. The Annual Programme Monitoring report, as reviewed by the Faculty Academic Board will be submitted to the Standards and Quality Office who will prepare a summary report for the PVC Academic.
- 7.4. The PVC Academic undertakes viability assessment of Programmes through an annual planning process, and of units through an annual targeted review. Steps will be taken to close units or programmes with enrolment below viability thresholds, with consideration given to strategic need, maintenance of key discipline/skills areas and relationship to the programme and unit lifecycle.
- 7.5. Annual monitoring of units by each Unit Coordinator will be submitted to Programme Coordinator including:
- 7.5.1. A review of unit enrolment/viability.
 - 7.5.2. An analysis of Student Evaluation Feedback data.
 - 7.5.3. Review of student success data including grades.
 - 7.5.4. Review of academic misconduct data as available.
 - 7.5.5. Statement of compliance with policies for unit design and assessment, including learning outcomes.
 - 7.5.6. Confirmation that moderation activities are compliant with policies.
 - 7.5.7. Comment on learning resources, physical resources and staffing as adequate or needing improvement.
 - 7.5.8. Identifications of improvements required, including action plan.

5. Programme Review and Re-Accreditation

- 5.1. Full Programme Reviews are conducted at least every five years but may occur earlier in certain circumstances such as professional body requests.

- 5.2. Exceptions to the requirement to undergo a Programme Review include Programmes that have already been placed into teach-out mode following a decision by Senate to close the programme or the Programme is suspended or will be closed or replaced by a substantially new Programme within the next 12 months.
- 5.3. The Quality and Standards Office maintains and schedules dates for all Programme Reviews and advises the Deans/Director (s) SINU TAFE of impending review commencement. Updates to scheduling will be made when any of the factors outlined above trigger an out-of-cycle or earlier reviews.
- 5.4. Where a Faculty or teaching area does not initiate a review in the required time frame the Curriculum, Teaching and Learning Committee will recommend to Senate that approval for the relevant Programme be revoked and that the Programme be suspended until review requirements are met.
- 5.5. Full Programme Reviews are led by the Programme Coordinator and include a working group of relevant stakeholders as outlined in the Programme Review Template, and include as a minimum:
 - 5.5.1. Review of need for programme as aligned to Solomon Islands labour market requirements and SINU Strategic Plan.
 - 5.5.2. Compliance with SIQF, including naming requirements, volume of learning, total credit points and credit point profile.
 - 5.5.3. Analysis of internal data on application, enrolment, retention, success and completion rates.
 - 5.5.4. Evidence of desktop external benchmarking of three comparator programmes including:
 - 5.5.4.1. Entry standards.
 - 5.5.4.2. Programme Learning Outcomes.
 - 5.5.4.3. Three units including comparison of learning outcomes and assessment methods.
 - 5.5.5. Evidence of moderation of grading standards for at least two units – first and final year.
 - 5.5.6. Review of Programme structure and units offered, including pre-requisites.
 - 5.5.7. Consideration and analysis of discipline trends.
 - 5.5.8. Evidence of the suitability of modes of delivery, learning resources and any workplace learning.
 - 5.5.9. Review of assessment including academic integrity and misconduct issues identified.
 - 5.5.10. Satisfaction with the suitability of student support resources.
 - 5.5.11. Trends in graduate outcomes, including employer satisfaction and employment rates.
 - 5.5.12. Analysis of any articulation agreements, including any further options for advanced standing and exit awards.
- 5.6. On completion of a Programme Review, a report on the prescribed template and a comprehensive action plan will be tabled to the Faculty Academic Board by the Programme Coordinator including any recommending changes to Programme or Units.
- 5.7. The Faculty Academic Board will endorse the report and action plan and forward it to the Curriculum, Teaching and Learning Committee and then, the Senate.

- 5.8. The Senate will review the report and action and make the following determinations:
- 5.8.1. The Programme is re-accredited.
 - 5.8.2. The Programme is re-accredited subject to the fulfilment of conditions.
 - 5.8.3. The Programme is not re-accredited.
- 5.9. The Quality and Standards Office maintains a register of all approved reports and conditions for the purpose of scheduling, action plan monitoring, and reporting.

6. Changes to a Curriculum

- 6.1. Changes to the curriculum of units or programmes may occur for many reasons, including because of annual monitoring, or review processes or professional registration requirements.
- 6.2. Curriculum changes, including changes to units and Programmes must be planned and approved as per Curriculum Delegations.
- 6.3. Curriculum changes must be approved and finalized by the appropriate deadline to ensure students are given accurate information in relation to units and programmes.
- 6.4. All Curriculum Changes need to consider impact on current and prospective students, ensuring no material or academic disadvantage is experienced.

7. Major changes to Programme

- 7.1. There are several reasons why a Programme may be significantly changed, discontinued or suspended. These include:
- 7.1.1. The Programme or its delivery in a specific location or delivery mode no longer aligns with the University's strategic plans and priorities.
 - 7.1.2. The Programme no longer meets relevant regulatory or professional accrediting bodies' requirements or standards.
 - 7.1.3. There is limited interest in the Programme as evidenced by low admissions.
 - 7.1.4. Programme review processes indicate that maintaining currency regarding curriculum, facilities and resources will result in the Programme being unsustainable.
 - 7.1.5. The University is not able to deliver the Programme to a standard sufficient to meet learning outcomes.
- 7.2. Changes to programmes, including Programme title, entry standards, programme learning outcomes, volume of learning, structure and unit requirements are approved as per SINU Curriculum Delegations.
- 7.3. Any rationale for discontinuation or suspension must be supported by evidence.
- 7.4. If a Programme is to be suspended, this means that:
- 7.4.1. There can be no new intake of students into that Programme for a specified period (normally one calendar year) from a specified date; and
 - 7.4.2. At the end of the specified period, the Programme is reinstated, the suspension extended, or the Programme discontinued.
- 7.5. If a Programme is to be discontinued, this means that from the effective date:
- 7.5.1. There can be no new students admitted to the Programme.

- 7.5.2. The Programme can no longer be advertised or marketed as available to students; and
 - 7.5.3. The Programme is removed from the suite of programmes available to students.
- 7.6. If there are students already admitted to the Programme to be discontinued, allowance must be made for students to complete all requirements within a specified time, resulting in the student being awarded the qualification. During this 'teachout period', no new students will be admitted to the Programme.
- 7.7. Teachout arrangements must proceed in accordance with an approved teachout plan using the Student Transition and Teach-Out Plan Template.
- 7.8. Where possible students admitted to a Programme planned for discontinuation, that has an equivalent qualification, will be given the opportunity to transfer to that equivalent qualification as indicated in an approved Student Transition and Teach-Out Plan Template.
- 7.9. Where a Programme is replaced or modified the relevant Faculty is required to prepare a Transition Plan and/or Teach-out Plan using the Student Transition and Teach-Out Plan Template.
- 7.10. A Student Transition Plan and/or Teach-out Plan must address:
- 7.10.1. Any impact on Professional registration and any new or amended Professional registration requirements that are coming into effect.
 - 7.10.2. The continuity of the Students' learning experiences, to assure Programme Learning Outcomes can be met by Students,
 - 7.10.3. Any other Faculties affected by the change.
 - 7.10.4. The number of Students affected by the change, including currently enrolled Students, and those Students with existing offers to study who have not yet commenced their Programme.
 - 7.10.5. How students will not be materially disadvantaged, including students who have scholarships, for example, by causing additional and unforeseeable expenses due to change in units.
 - 7.10.6. The timing of the change, having regard to arrangements required for students who are enrolled or who have received an offer to study, and to any marketing arrangements for the existing Programme.
 - 7.10.7. The effect on individual or cohorts of Students, and the steps that may be required to manage such impacts, including allowing Students to complete their existing Programmes.
 - 7.10.8. The process to be undertaken if a student does not complete the Programme by the end of the approved teachout period. In certain circumstances, the teachout period may be extended, but this will depend on considerations of maximum programme duration. In some circumstances, the student will be withdrawn.
- 7.11. All Student Transition and Teach-Out Transition Plans are to be developed by Faculties in consultation with Student Academic Services.
- 7.12. When a programme is discontinued students may be accommodated in the following manner:
- 7.12.1. Programme transfer – students are offered the opportunity to move to another programme or version of the same programme with full credit, either with the intention

to continue study or to exit immediately with an alternative award. It is not appropriate to force or pressure a student to transfer to a different award course.

7.12.2. Unit substitution – where the programme discontinuation includes the discontinuation of one or more core or core option units, the Teachout Plan must specify which units will be substituted and include contingencies where a student might have otherwise completed the substitute unit, or where the substitute unit may itself become unavailable.

7.13. The Faculty is responsible for implementing the Student Transition and/or Teach-out Plan, once approved by Standards and Quality Office.

7.14. The Faculty, in collaboration with Student Academic Services, is responsible for all communication to Students in relation to programme or unit changes via the University's official Student communication method.

8. ACCOUNTABILITIES - ROLES AND RESPONSIBILITIES

The following are Curriculum Delegations that must be adhered to by all staff.

Programmes		
Activity	Delegation	Required date in year prior to offering
Initial Proposal for New Programme	Curriculum, Teaching and Learning Committee	March 30
Internal Accreditation – Full Proposal new Award Programmes	Senate	July 30
Renewal of TVET Qualification	Senate	July 30
Major Curriculum Change		
Change to Programme title	Senate	July 30
Change to Programme Credit Points	Senate	July 30
Change to owning Faculty or Teaching Area	Senate	July 30
Admission requirements	Senate	July 30
Change of Programme Code	Senate	July 30
Programme Structure - change to Core Units	Senate	July 30
Change to Programme Learning Outcomes (PLOs)	Curriculum, Teaching and Learning Committee	September 30
Discontinuing a Programme	Senate	July 30
Change to Study Period	Curriculum, Teaching and Learning Committee	September 30
Minor Curriculum Change		

Programmes		
Activity	Delegation	Required date in year prior to offering
Adding or deleting Elective Units	Curriculum, Teaching and Learning Committee	September 30
Adding or deleting Major, Minors or Specialisations to a Programme	Curriculum, Teaching and Learning Committee	September 30
Changing sequence of Units (no change of Units)	Curriculum, Teaching and Learning Committee	September 30
Handbook Changes	Faculty Academic Board	November 30
Error Corrections	Standards and Quality Office	As required
UNITS		
New Unit	Curriculum, Teaching and Learning Committee	September 30
Change of Unit Code	Curriculum, Teaching and Learning Committee	September 30
Change of Unit Title	Curriculum, Teaching and Learning Committee	September 30
Change of Unit Credit Points	Curriculum, Teaching and Learning Committee	September 30
Change to owning Faculty or Teaching Area	Curriculum, Teaching and Learning Committee	July 30
Change to Unit Learning Outcomes	Faculty Academic Board	September 30
Unit Rules e.g. pre-requisites	Faculty Academic Board	September 30
Work Integrated Learning	Faculty Academic Board	September 30
Grading Schema	Faculty Academic Board	September 30
Change of (HE) Handbook	Faculty Academic Board	
Change of (VET) Conditions	Director, SINU TAFE	
Discontinuation a Unit	Associate Dean Teaching and Learning/Director Teaching Area	September 30
Error Corrections	Quality and Standards Office	As required

8. RELATED DOCUMENTS

Solomon Islands Qualification Framework
 SITESA Solomon Islands Quality Standards Framework for the Tertiary Sector
 Curriculum Design for Programmes and Units Policy
 Admission and Enrolment Policy
 Academic Credit and Recognition of Prior Learning Policy
 Programme Advisory Committee Terms of Reference

9. MONITORING AND REVIEW

The Quality and Standards Office is responsible to reviewing and ensuring compliance with this Policy.

10. APPROVAL AND AMENDED HISTORY

<i>Policy Approved by:</i>	<i>Executive Governance Committee (EGC) acting with the full authority of the SINU Council</i>
<i>Date policy first approved:</i>	<i>13th August 2025</i>
<i>Date last modified:</i>	<i>-</i>
<i>Effective Date:</i>	<i>1st August 2025</i>
<i>Version control:</i>	<i>Version 1</i>
<i>Next Review Date:</i>	<i>1st August 2027</i>



Programme Advisory Committee (PAC)

Terms of Reference

1) Key functions

- a) To provide advice to the Faculty Academic Boards Programme regarding:
 - i) Future directions in the industry and profession that may have an impact on the skill needs and employment opportunities of graduates.
 - ii) Professional and practice matters that impact on programme design and delivery, including feedback from employers in relation to students and graduates employed in relevant industry.
 - iii) Likely market demand from students and employers for new Programme proposals.
 - iv) Specialist resources, equipment and library holdings required for new Programme developments.
 - v) Work integrated learning opportunities and feedback.
- b) To consider and advise on opportunities in the programme that align with current strategic directions of industry.
- c) To provide input into the five yearly academic review of relevant programmes.
- d) Where applicable, to provide input as required for external programme accreditation processes.
- e) Provide advice for the development of short courses, micro credentials and micro-qualifications as well as professional development programs and such other activities to meet the needs of industry/the profession, and to assist academic staff with their continuing professional development through professional and industry networks.
- f) To respond to matters referred to it by the Faculty Academic Boards, Curriculum, Teaching and Learning Committee, Pro- Vice-Chancellor (Academic) or the Vice-Chancellor

2) Composition

- a) The membership of PACs will include:
 - i) Associate Dean (Teaching and Learning) of the relevant faculty, or Director of SINU TAFE nominee, who will act as Chair of the PAC.
 - ii) At least three (3) external representatives.
 - (1) For TVET qualifications or those subject to external regulator accreditation, the external representatives should comprise:
 - (a) at least two (2) from professional associations, regulating bodies, allied industries/professions or potential employer groups.
 - (b) and at least one (1) with a tertiary education background, drawn from a tertiary institution, agency, private provider or other relevant setting
 - (2) For Higher Education programmes the external representatives should comprise:
 - (a) at least three (3) with expertise in relevant discipline areas or from potential employment areas.
 - (3) The Head of School(s) or nominee for the School/department from which a programme is due for PAC scrutiny.
 - (4) Programme coordinator for the programme due for PAC scrutiny.
 - (5) At least one (1) student enrolled in the programme. The PAC chair, in seeking to identify an appropriate student representative to a Programme Advisory Committee, is encouraged to discuss their requirements with the Student Association Executive, who may assist in suggesting possible candidates.
 - (6) One (1) recent graduate of the programme.
 - (7) External members of the PAC shall not include adjunct members of SINU staff.

(8) The Executive Officer/secretary for each Programme Advisory Committee will be appointed by the Faculty Dean/Teaching Area.

3) Meetings

- a) PAC's will convene at least twice annually; the first meeting of the year to provide input into future programme products and the second meeting to review the programmes within their remit.
- b) Quorum is at least 50% with at least two (2) external members present.

4) Appointment of External Representatives.

- a) The Faculty Dean or Director SINU TAFE will provide a list of proposed industry/employer representatives to the PVC by 28th February annually.
- b) The PVC will review the proposed membership and endorse the representatives.