The Stage 1 Review is required by the Ministry is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:
- To facilitate the Stage 1 Review, institutions must complete the Stage 1 template to ensure that all necessary information is provided for the Degree Quality Assessment Board (DQAB) review.
- The sections of the Stage 1 Template are duplicated below. For each cell that you are required to complete, instructions are provided in red. This includes the Ministry's submission guidelines with suggested evidence the institution may provide to demonstrate the program meets each criterion, as well as sources of information. For some items, IAP will provide the information, which can be attached as an appendix, and simply referred to in the relevant cell in the table.
- Attach all supporting documentation in appendices. This includes the IAP Feasibility assessment, supporting letters, surveys and other documentary evidence that is required to support your claims. Make sure each appendix is numbered, and referred in the appropriate cell in the template.
- Use "n/a" or "non-applicable" for a criterion that does not apply and add a brief rationale.
- The submission is expected to be concise and should not exceed 12 pages or 4,000 words, excluding appendices.

INSTITUTION: Kwantlen Polytechnic University	PSIPS PROPOSAL #: leave blank
PROPOSED DEGREE:	

Summary Description of Degree Program: (1 page maximum)
- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: **The institution must establish that it has the mandate and capacity to offer the proposed degree program**.

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	• Describe how this program fits within the mandate of KPU—applied, experiential, links to the community, etc.
How does the proposed program support the current academic and strategic plan of the institution?	• Indicate how the program supports KPU's current academic and strategic plans.
For applied degrees offered under the *College and Institute Act*: • Does the proposal lead to a specific occupation? • Does the proposal provide a diploma exit, if appropriate?	• N/A as KPU is governed under the University Act, not the College and Institute Act
B. Capacity	
To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?	• Describe relationship of proposed program to existing KPU programs, if applicable. Where available, IAP will provide information on past performance of related programs, to be included in an appendix that you refer to here. (See information on IAP's assessments at end.) Summarize the findings of the assessment here. • Describe impact on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?	• Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year. • Indicate that the budgeting impact has been identified in the Budgetary Impact form. Also indicate that the funding sources have been identified in the Cost and Revenue form. If applicable, state that the program will have a fee structure that allows for full cost-recovery. • Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians*.

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	• Prioritize whether the degree primarily provides social benefits or economic benefits.
B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	• Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to supporting documents.
How would the proposed program advance social goods or government priorities?	• If the program advances one or more social goals, policies and/or government priorities, provide details.
C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	• Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. This can include: employment prospects for graduates, meeting a labour market need in the region or province. (IAP's Labour Market Assessment, described below, may provide information you need for this). • The BC Labour Market Outlook is a useful source: https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx • The following two boxes are related to this one. You may want to provide a full response here and use "see above" for the next two boxes.
How would the proposed program support economic growth and/or government economic priorities?	• If the program advances one or more economic goals, policies and/or government priorities, provide details. • If the program is aligned with one of the high demand occupations identified in the Labour Market Outlook (see above), provide evidence.
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification [NOC] codes.)	• IAP will provide a Labour Market Assessment, which includes the relevant NOC codes. (See information on IAP's assessments at end.) Summarize the conclusions from the assessment here, including the most relevant NOC codes, and refer to the assessment in the Appendix.
Do potential employers require a degree for graduates to gain employment in the field?	• Summarize information from IAP's Labour Market Assessment, if applicable, as evidence that a degree is required for employment in the field. May include other evidence if available, such as information from a regulatory body.

If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	• If the main employer is the provincial or federal government, consult with them and provide evidence of the relevant ministry's or department's support for the program. This consultation would be done by the Dean or Provost. • If there is no main employer, or the potential employers represent a diverse group, indicate 'Diverse range of employers.'
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	• Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations. • This could be achieved through a Program Advisory committee. • Describe who was consulted and how the feedback was used.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	• Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: **The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.**

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	• CIP codes are required in the Feasibility Assessment Request form. IAP can help determine the appropriate codes. Include the CIPS codes in your response. • IAP will provide a Competitive Assessment, to be included in an appendix that you refer to here. (See information on IAP's assessments at end.) Summarize the conclusions from the assessment here. You may wish to elaborate on this by describing the characteristics that differentiate the proposed program from related programs and explaining the advantages of these differences.

B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	• Describe the consultation that has occurred with other institutions in British Columbia offering similar programs. Usually this would be discussed at articulation committee meetings.
C. Rationale for Duplication	
If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?	• If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.). IAP's Competitive Assessment may provide relevant information. • If you have made a strong case for how the program differs from others in Section A, you can indicate here that the program does not duplicate other programs, referring to Section A.
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	• Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations. Provide documentary evidence such as letters of support. • Collaboration with other organizations could be reflected in a memorandum of understanding, or through practicum, co-op or service learning opportunities.

STUDENT DEMAND AND OUTCOMES

STANDARD: **The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.**

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	• IAP will provide a Student Demand Assessment, to be included in an appendix that you refer to here. (See information on IAP's assessments at end.) Summarize the conclusions from the assessment here.
A. Benefits to Students	
To what extent will students be able to transfer to and from other post-secondary institutions in the province?	• Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.

What opportunities are available to program graduates for further study in the field or in professional fields?	• Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs. • Describe progression in the specific field only, by describing the types of professional or graduate programs that graduates of this program would be qualified to enter.
What added value will the proposed program offer graduates in terms of employment opportunities?	• If non-degree and/or degree programs in the same field are offered at this institution, describe the expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified. (IAP's Labour Market Assessment may provide relevant information.)

Add Appendices, in a separate document, as required

Assessments Available from Institutional Analysis and Planning (IAP)

To obtain Assessments from IAP, complete the Program Proposal Feasibility Assessment Request form and send to iap@kpu.ca at least a month before required. Note: Assessments often take more than one month to complete. IAP can provide the following assessments:

• Past Performance of Related Programs (as applicable): Information from Outcomes surveys for the past three years on: unemployment rate, % employed in related field, satisfaction with program, and skills required for the job.

• Labour Market Assessment: Assessment of labour market demand for program. Includes up to top five occupations of graduates (NOC codes) related to credential and expected demand. Includes potential earnings.

• Competitive Assessment: Compares similarities and differences with related programs offered at other institutions. Assesses the extent to which proposed program differs from existing programs.

• Student Demand Assessment: Provides evidence of student demand at other institutions, including enrolments and waitlists. May include enrolments of programs that could articulate with proposed program. In rare cases, could also include results survey of current students to assess demand (description of study and survey instrument included).

If required, IAP can help with other kinds of research, but this will require advance planning. Contact IAP to discuss.