
4. Programmes of Education & Training



Purpose

The purpose of this policy is to provide structure and process in the administration and management of the programmes offered at Dorset College. This inclusive policy will provide structure to the programme development, transparency to programme access, transfer and progression, and ensure that programmes are monitored and reviewed to ensure their continued relevancy.

Scope

This policy applies to all Further and Higher as well as English Language education programmes that Dorset College has devised and will devise with the intention of validation with QQI and other relevant validating bodies.

Policy Statement

Dorset College recognises the importance of underpinning the administration and management of its programmes with quality structures and processes. It also acknowledges that this ethos of quality does not start and end with the operations of a programme, but should be inclusive of programme development, programme monitoring and review.

Therefore, the Programmes of Education & Training policies at Dorset College are devised to provide this overarching structure that is inclusive of the holistic development, operation, and monitoring of its programmes.

4.1

Programme Development

Dorset College follows a systematic programme development process for the programmes that it considers developing. Any potential programme is required to present a compelling case for development. Furthermore, all internally developed programmes must be internally approved by the College, before it is submitted to an external body, such as QQI, for its consideration.

To be approved for development, a programme proposal is submitted for the consideration of the Academic Council. A proposal must:

_ Outline the programme's rationale and coherency with the strategy of Dorset College.

_ Have clearly defined programme aim(s), objectives, and Minimum Intended Programme Learning Outcomes (MIPLOs).

_ State the intended National Framework of Qualifications (NFQ) level of the programme and provide a clear rationale for the level chosen.

_ Outline the stakeholder consultation that has taken place as well as outlining all consultations with the College's Advisory Board to ensure industry engagement with the proposed programme.

_ State the intended delivery method, the teaching & learning strategies of the programme, and its assessment strategy.

Programme Development

__Outline the resources that the proposed programme would require.

__Timeframe for the development of the programme, should the Proposal be successful

The development of a potential programme will culminate in a programme document being produced. This programme document will follow any template provided by QQI, or the relevant accrediting body, and will be informed by engagement with a variety of stakeholders as outlined below:

The Development of programmes at Dorset College will:

__Be informed of stakeholders' views and expertise.

__Ensure learners are fully informed of their access, transfer, and progression opportunities.

__Consult with professional bodies, where applicable. Also, if possible, programmes at Dorset College will seek membership, exemptions etc., for graduates of the programme.

__Be written using learning outcomes and aligned to the appropriate award standards.

__Be internally, including a mock panel, considered before being put forward for consideration to QQI.

__Meet the criteria for **Preparing an Application for Validation**, as detailed in section 5 of QQI's *Policies and criteria for the validation of programmes of education and training*. This will ensure that the preliminary matters for any validation are in place, that the programme is appropriately documented in the template provided by QQI, and that the programme has been evaluated against the validation criteria.

Programme Proposal Procedure


	Procedure Stage	Responsibility	Evidence
1.	<p>Development of Programme Proposal: An initial programme proposal report is developed by a member of the College's staff/programme team. A proposal should include the elements stated in the Programme Development Policy which is developed in line with the QAM Policy on Policy with appropriate and sufficient stakeholder engagement.</p>	<p>Programme Proposer(s)/Programme Team</p>	<p>Programme Proposal</p>
2.	<p>Consideration by Academic Council: The Senior Management Group will consider the initial programme proposal at a scheduled meeting or at a special meeting for the purposes of considering a Proposal. This decision is then circulated to the Academic Council.</p>	<p>Senior Management Group</p>	<p>Minutes of the Senior Management Group</p>

Programme Proposal Procedure

	Procedure Stage	Responsibility	Evidence
3.	<p>Notification by Academic Council regarding Programme Proposal: The Programme Proposal is rejected: the programme must be revised and resubmitted back to Step 1. The Programme Proposal is accepted as having academic merit and the Programme team is notified.</p>	<p>Academic Council</p> <p>Programme Team</p>	<p>Academic Council Meeting</p>
4.	<p>Development by the Programme Team: The Programme Development Team will then prepare an Interim Programme Proposal and present this to the Academic Council which will be in line with the following: _ QQI Programme Validation Manual _ Self Assessment Programme Report</p>	<p>Programme Team</p> <p>Academic Council</p>	<p>Minutes of the Academic Council</p>

Programme Proposal Procedure

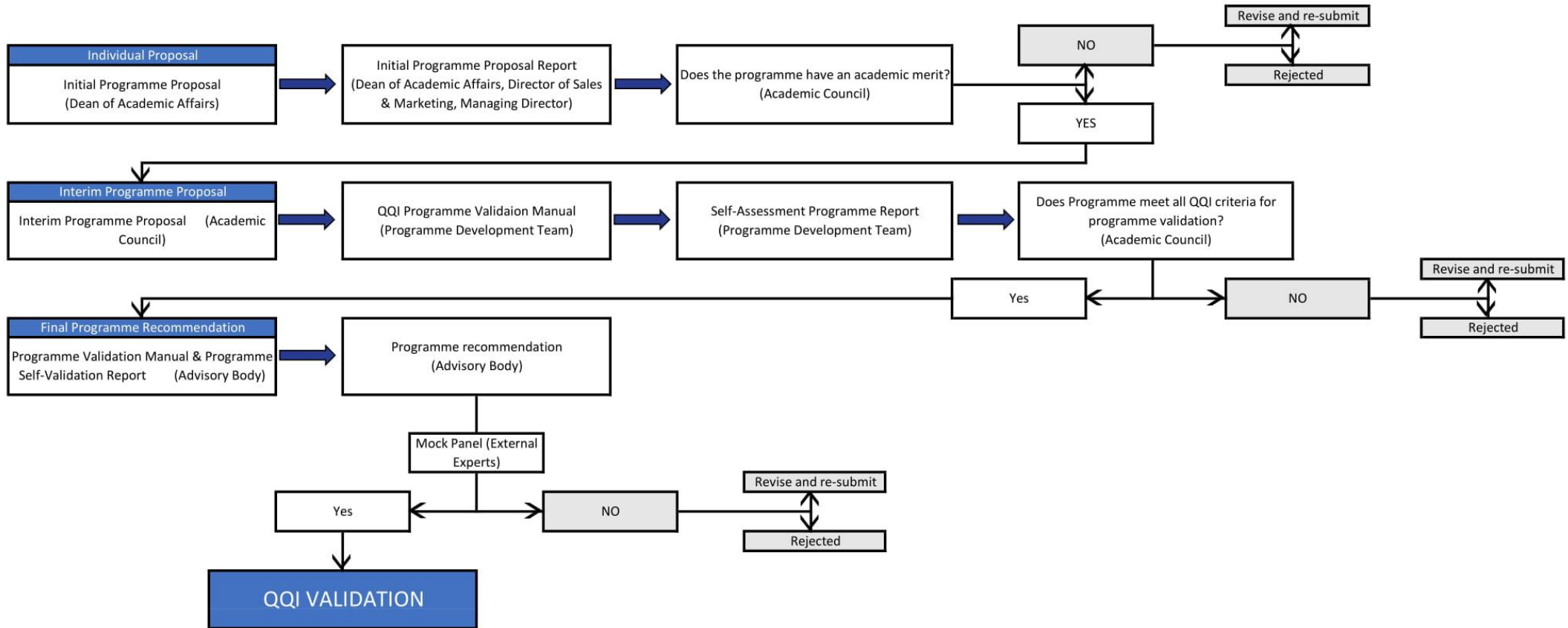
Procedure Stage	Responsibility	Evidence
<p>5. Academic Council Decision: The Academic Council will then review the Interim Programme Proposal to ensure it meets all the QQI criteria for Programme Validation and can either:</p> <ol style="list-style-type: none"> 1. Reject - Programme Team must revise and resubmit 2. Accept - the Interim Programme Proposal will be sent to the Advisory Board for recommendation in line the following: <p>A commercial viability assessment will be undertaken by the Programme Team and the Financial Manager and considered by the Senior Management Group and the Academic Council to see:</p> <ul style="list-style-type: none"> _ The anticipated demand of the programme. _ Cost of the resources (human and physical) required to develop and operate the programme. _ Infrastructure and support services. _ Any other related costs to the programme development 	<p>Academic Council</p> <p>Programme Proposer(s)</p> <p>Advisory Board</p>	<p>Notification of Commercial Viability Assessment</p>



Programme Proposal Procedure

	Procedure Stage	Responsibility	Evidence
6.	<p>Programme Development: If the commercial viability of the proposal is approved, then the proposal moves into programme development stage.</p> <p>The Programme is developed and presented to a Mock Panel who will either:</p> <ul style="list-style-type: none"> _ Approve - submit to QQI; or _ Reject - revise and resubmit 	<p>Programme Development</p> <p>Programme Team</p>	

Programme Development



4.2

Learner Access, Transfer and Progression

Access & Admission

Admission

All QQI programmes are offered by Dorset College on an academic year basis are on, or are formally aligned to the National Framework of Qualifications (NFQ) and awards thereto.

Applicants can access Dorset College programmes through the following:

1. Central Applications Office (CAO) and as mature students/learners (Please see individual programme admissions criteria);
2. Direct Applications;
3. Transfer from or progress to Dorset College programmes after completing programmes delivered by other providers through recognition of prior academic learning (RPL) and/or Recognised Prior Experiential Learning (RPEL).

Dorset College ensures the following:

1. Admission to all programmes on the NFQ and validated by QQI are in accordance with QQI *'Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education'* (QQI, Restated 2015); and
2. European Credit Transfer System (ECTS) and RPL as well as RPEL is consistent with QQI *'Assessment and Standards'* (QQI, Revised, 2013).

4.2

Access & Admission

Higher Education

Access

Dorset College provides transparent, fair and consistent information as to entry requirements to programmes through:

1. Marketing Brochures;
2. Dorset College Website www.dorset-college.ie
3. Programme Documents(s) which contain
 - a. Minimum Intended Programme Learning Outcomes (MIPLOs);
 - b. Award which will be attained upon achieving the relevant MIPLOs.

Admission

Dorset College has a variety of means of admitting applicants to programmes such as:

1. CAO Applicants (Standard and Non-standard);
 - a. Leaving Certificate results appropriate to the programme applied for;
 - b. QQI Award transcripts (where applicable);
 - c. Transcripts of any relevant completed study;
 - d. IELTS 6.0.
2. Direct Entry
 - a. Through our Admissions Office in person or via our website;
 - b. Leaving Certificate results equivalency as certified by NARIC Ireland;
 - c. IELTS 6.0.
3. Non-native speakers of English
 - a. IELTS 6.0 is required for all applicants including non-native speakers of English.
4. Mature Applicants
 - a. RPL and RPEL will be considered by the Admissions Lead.

Appeal

If a prospective learner's access to a programme is rejected the individual will be afforded a mechanism to appeal in writing stating the grounds of appeal to the Dean of Academic Affairs within 5 working days.

4.2

Access & Admission

Further Education

Access

Dorset College provides transparent, fair and consistent information as to entry requirements to programmes through:

1. Marketing Brochures;
2. Dorset College Website www.dorset-college.ie
3. Programme Documents(s) which contain
 - a. Minimum Intended Programme Learning Outcomes (MIPLOs);
 - b. Award which will be attained upon achieving the relevant MIPLOs.

Admission

Dorset College has a variety of means of admitting applicants to programmes such as:

1. Direct Entry*
 - a. Through our Admissions Office in person or via our website;
2. Non-native speakers of English
 - a. IELTS 5.0 is required for all applicants including non-native speakers of English.
3. Under 21
 - a. Leaving Certificate standard or appropriate QQI Qualification or equivalent for example Level 4 to gain entry to a Level 5 Further Education Programme with all details available on the Dorset College website and brochures.
4. Mature Applicants
 - a. RPL and RPEL will be considered by the Admissions Lead. Experience in a related field will be of particular relevance for example healthcare.

Appeal

If a prospective learner's access to a programme is rejected the individual will be afforded a mechanism to appeal in writing stating the grounds of appeal to the Dean of Academic Affairs within 5 working days.

*Leaving Certificate: Grade O6 is required for entry to Irish Nursing Degree Programmes and O5 for the UK.

4.2

Admission, Transfer & Progression

Procedures for Admission

Each application is assessed by the Admissions Department which the Admissions Lead oversees and ensures the following:

1. If the applicant meets all the specified entry criteria for access onto the relevant programme, the applicant is notified of their conditional offer via email;
2. If an applicant is considered as an RPL or RPEL application, it then follows that the appropriate procedures outlined below will apply.

Where the successful applicant accepts a place on a particular programme, in line with GDPR obligations, their personal details are recorded on our student information system, CLASS and they are advised of the relevant fees and Garda National Immigration Bureau (GNIB) obligations and/or requirements.

Transfer and Progression

Dorset College facilitates transfer and progression inwards and outwards from its programmes in line with our validated programmes and as stated on our website. Progression inwards and internal transfers require an assessment of suitability by the Admissions Lead who appraises: Minimum Intended Programme Learning Outcomes (MIPLOs), Award Standard, Level and potential exemptions.

Outward progression is outside the control of Dorset College and rests with the receiving institutions but Dorset College will endeavour to support such learners by providing in a timely manner; transcripts and any other relevant documentation.



4.2

Admission, Transfer & Progression

Further Education

Transfer and Progression

Outward progression is outside the control of Dorset College and rests with the receiving institutions but Dorset College will endeavour to support such learners by providing in a timely manner; transcripts and any other relevant documentation.

For courses such as Pre-Nursing Studies and International Studies (Pre-Masters) for example there are established pathways to Institutes of Technology, Universities, as well as Degrees through UCAS in the UK.

Full details of progression and pathways is provided in Dorset College Brochures and on the College website.

4.2

Admission & Induction

Induction

Prior to the commencement of each academic year successful applicants who have accepted their conditional offer will be invited to induction and will be provided with the following:

1. Academic Operations
 - a. Academic Calendar;
 - b. Timetable; and
 - c. Contact information for the programme management;
 - d. Moodle account; and
 - e. Office 365 - all learners are provided with an Office 365 account and learners e-mail to which the college will communicate directly with.
2. Facilities
 - a. General Facilities such as the canteen;
 - b. Library;
 - c. EBSCO;
3. Learner Handbook which contains relevant information on matters such as attendance, academic and non-academic support as well as the information above.
4. Programme Handbook which looks to curriculum structure, assessment schedule, award etc.

4.3

Recognition of Prior Learning General Principles

General Principles for Recognised Prior Learning

Recognition of Prior Learning (RPL) is the generic term for learning assessment mechanisms such as Accreditation of Prior Learning or Advanced Academic Standing, which are used within Higher Education to describe the awarding of credit and/or exemptions to learners on the basis of demonstrated learning which has occurred prior to admission.

Dorset College recognise Prior Learning for the following:

- _ Gain access to the programme;
- _ Direct Entry or Advanced Entry into a programme;
- _ Exemptions from some parts of a programme.

RPL ensures the EU policy widening access to qualifications and lifelong learning approach is adopted by Higher Education Institutes and is embraced by Dorset College in line with the Education and Training Act, 2012 and reflective of the national commitment to widening participation in education and to give equal recognition to all learning.

Prior Learning encompasses

1. Formal Learning: programmes of study or training that are delivered by validated education or training providers and which attract awards;
2. Non-formal learning: which may be assessed but does not normally lead to formal certification for example community based learning;
3. Informal Learning: life and work-experience (experiential learning) and contributes to a learner's knowledge, skills and competencies.

4.3

Recognition of Prior Learning Eligibility

Dorset College recognises academic and non-academic prior learning.

Recognised Prior Learning (RPL): academic and certified by an awarding body such as QQI, state recognised colleges or institutes or comparable foreign qualification which is certified;

Recognised Prior Experiential Learning (RPEL): non-academic and non-certified, and can be non-formal and/or informal where the learning achieved, rather than the experience, is what is assessed by Dorset College.

Recognised Prior Learning Eligibility

1. Dorset College's Recognition of Prior Learning (RPL and RPEL) policy recognises the learning that programme applicants have completed prior to enrolment on a programme **OR** relevant stage of a programme;
2. RPEL: Applicants must be over 23 years of age at the date of the application to be eligible for consideration;
3. Prior learning encompasses: formal, non-formal and informal learning and will be consistent and maintain the rigour of the NFQ and its awards;
4. Dorset College RPL/RPEL Policy and procedures should be clearly stated and documented and shall be available to all potential applicants via our website, brochures and related promotional materials;
5. Guidance and support will be provided by Dorset College Admissions Department and monitored by the Admissions Lead and where appropriate the Quality Assurance Lead;
6. There is no limit placed on the maximum credits allowed to be achieved via RPL in the non-award stages;
7. At award stages a maximum of 10 credits can be achieved via RPL and this shall not normally apply to mandatory subjects.

Appeal

If an RPL application is rejected an individual will be afforded a mechanism to appeal in writing stating the grounds of appeal to the Dean of Academic Affairs within 5 working days of the relevant outcome.

4.3

Recognition of Prior Learning Guidelines

Recognised Prior Learning Guidelines

When an applicant or learner presents prior certified learning the Admissions Team, who report to and are monitored by the Admissions Lead or to Quality Assurance Lead if an active learner, the decision will be based on the following:

1. Level of Prior Award on the NFQ
 - The prior certified learning upon which the application is based must be at the same level or at a higher level on the NFQ to which the learner is seeking an exemption in. For example if a learner is seeking an exemptions from a level 8 module their certified prior learning must be at level 8 or above to ensure the maintenance of standards and appropriate compliance with the NFQ and its award standards.
2. Comparison of Learning Outcomes
 - The learning outcomes must be sufficiently similar in nature to the module(s) the learner is seeking exemption from.
3. Currency of Prior Certified Learning
 - The Prior Certified Learning must have been achieved in a comparatively appropriate timeframe for example for computing within the past 3 years or in business within the past 5 years.

Note: a decision on RPL or APEL is subject to an appeal to the Dean of Academic Affairs within 5 days of the respective decision (Admissions Lead/Quality Assurance Lead)

4.3

Recognition of Prior Learning Guidelines

Recognised Prior Learning Process

1. Applicants/Learners must submit their application on the appropriate form (found in the Learner Handbook, College website and Dorset College VLE Moodle);
2. Applications must be forwarded to the Admissions Department or if they are an active/current learner to the Quality Assurance Lead. Each application for assessment will include an assessment, as required, by an appropriate academic or Programme Leader.
3. Applicants must provide the following in support of their application;
 - a. Certificates;
 - b. Official Transcript(s) of Results; and
 - c. Modules with Minimum Intended Learning Outcomes (MIMLOs)
4. The applicant/learner must submit their application at least 14 days prior to the commencement of the programme/module to Admissions Lead or Quality Assurance Lead.
5. The Admission Lead or Quality Assurance Lead, as appropriate, will deliver an outcome within 10 working days from the application and if necessary the applicant/learner must attend class pending the outcome of the application to ensure no detriment is suffered if the application is refused and they need to undertake the module.
6. Possible Outcomes include:
 - a. Approval;
 - b. Approval with conditions;
 - c. Refusal;
 - d. Exemption- no % or grade shall be awarded and EX will be reflected on the learner's transcript. Note: Dorset College policy on Award Stage Exemptions;

Appeal

If an RPL or RPEL application is rejected the individual will be afforded a mechanism to appeal in writing stating the grounds of appeal to the Dean of Academic Affairs within 5 working days of the relevant outcome. This decision is final.

4.3

Recognition of Prior Experiential Learning Assessment

Recognition Prior Experiential Learning Assessment

Recognition of Prior Experiential Learning involves the awarding of credit for learning experience which requires a demonstration that the learning experience has occurred for example by:

1. Submitting a Portfolio of Evidence; and/or
2. Attendance at an interview.

Portfolio of evidence

When applying for RPL, applicants are required to compile a portfolio of evidence demonstrating how they have achieved the learning outcomes of a module within a programme (if they are applying for an exemption) or how they meet the entry requirements of the programme.

This can be presented using the following:

- _ certified evidence of previous education (official transcripts of results etc.);
- _ case examples/ references from employers or co-workers;
- _ log books of work completed and any other documents deemed relevant.

This may be followed by an interview where the portfolio is discussed and verification may be requested from employers etc. to ensure veracity and currency.

4.3

Recognition of Prior Experiential Learning Assessment

Assessment

The College Admission Team who report to the Admission Lead, will assess the presented evidence as follows:

- _for entry onto a programme, the evidence is assessed against the entry criteria;
- _for advanced entry onto a programme, the evidence is assessed against the appropriate level of the relevant award standards;
- _for module exemptions, the evidence is assessed against the MIMLOs of the module(s);
- _exemptions into Award stages shall only be considered in exceptional circumstances and must be reviewed by the Admissions Lead if an advanced entry application or by the Quality Assurance Lead if an active learner.

The Admission Lead or Quality Assurance Lead, as appropriate, will deliver an outcome within 10 working days from the application and if necessary the applicant/learner must attend class pending the outcome of the application.

Possible Outcomes include:

- a. Approval;
- b. Approval with conditions;
- c. Refusal;
- d. Exemption- no % or grade shall be awarded and EX will be reflected on the learner's transcript. Note: Dorset College policy on Award Stage Exemptions;

Appeal

Every application is entitled to an appeal to the Dean of Academic Affairs within 5 working days of the outcome.



Transfer & Progression

The College facilitates transfer and progression both into and onwards from its programmes and commits to ensuring that its learners are fully informed of their transfer and progression options. To ensure this, the College will clearly articulate the transfer and progression criteria in the information it provides regarding programmes offered.

The stated transfer and progression options and criteria will not be exhaustive of every possible scenario. Instead, it will give broad-based transfer and progression options into and onwards of programmes at different NFQ levels that are typically available to learners. The College is also cognisant that the transfer and progression onwards options that are not within the College are subject to the admissions policies of other institutes.

_Learners will be informed of their inward and onward transfer and progression options in the programme information provided to them of its programmes.

_The College will assist learners who wish to transfer and progress both inwards and onwards from its programmes. This will be done regardless of whether the transfer or progression is with the College or another education institute.

_Assistance may take the form of providing transcripts of results, providing academic references when transferring outwards. When prospective learners are transferring inwards they will be provided with all relevant programme information such as Award standards, availability of exemptions where applicable, Minimum Intended Programme Learning Outcomes and the overall student/learner experience.

4.4

Programme Monitoring and Review

The College recognises the importance of regularly reviewing the quality assurance operation of its programmes. Consequently, the College partakes in annual monitoring of its programmes, to allow for their continuous development, and for the continuous evolution of its quality assurance processes. The report that is completed as a result of this procedure is informed by Section 4.2(a) of QQI's *Policy on Monitoring* (December 2014).

The College will gather data from various stakeholders and mechanisms, as well as its own internal records and systems, to inform its programme monitoring and review:

_The College will undertake a quantitative analysis of progression and completion rates on an annual basis and benchmark this with comparable providers and programmes.

_The College will undertake a grade analysis of their learners' performance and benchmark this with comparable providers and programmes.

_The College will facilitate quantitative and qualitative feedback with learners at least once per semester.


_The College will facilitate quantitative and qualitative feedback of faculty at least once per academic year.

_The College will seek qualitative feedback from employers and/or industry personnel on an annual basis.

_The College will review its learner enrolments on an annual basis.

_The College will review the attendance of its learners at a programme level on an a monthly basis.

_The College will review learner usage of its virtual learning environment on a semesterised basis.



Programme Monitoring and Review

The goal of this monitoring and review is:

- _To improve the learner experience with the benefits of the experience of programme delivery.
- _To ensure its programmes remain relevant and current.
- _To inform College decisions on changing and/or improving its learning environment.
- _To assess whether learners are meeting the objectives and learning outcomes of its programmes in an efficient and effective manner.
- _To review a programme's teaching and learning strategies and ensure that they are appropriate and effective for its learners.
- _To review the assessment workload and procedures for assessment of its learners to ensure their appropriateness.
- _To review progression and completion rates.


The Programme Monitoring Report (PMR) will be produced by an individual selected by the Academic Council such as an individual member of a Committee, Board or Lead from one of the following; the Academic Management Group, Academic Operations Lead or the Quality Assurance Lead. The PMR will be reported back to the Academic Council upon its completion. The Academic Council will action changes to be made as a result of the Programme Monitoring report and will delegate the management of the implementation of any change(s) to the Academic Management Group or respective Lead (Admission/Quality/Academic Operations).

Procedure for Monitoring of Programmes

	Procedure Stage	Responsibility	Evidence
1.	<p>Designation of individual responsible: The College's Academic Council will appoint a staff member to co-ordinate the annual monitoring, typically the Academic Operations Lead and Quality Assurance Lead.</p>	<p>Academic Council</p> <p>Monitoring co-ordinator(s)</p>	<p>Minutes of Academic Council</p>
2.	<p>Collation of data: The monitoring co-ordinator(s) will arrange for the collation of the relevant data for the Annual Monitoring Report.</p>	<p>Monitoring co-ordinator(s)</p>	<p>Corpus of data to support annual monitoring report</p>
3.	<p>Consultation with stakeholders: The monitoring co-ordinator will engage with relevant stakeholders of the programme(s) to allow for their feedback to be incorporated in the Annual Monitoring Report.</p>	<p>Monitoring co-ordinator(s)</p>	<p>Data collected from stakeholders</p>

Procedure for Monitoring of Programmes

	Procedure Stage	Responsibility	Evidence
4.	<p>Preparation of the Monitoring Report: The monitoring co-ordinator(s) will prepare the Annual Monitoring Report, and circulate to the members of the Academic Council, who will consider its recommendations</p>	<p>Monitoring co-ordinator(s) Academic Council</p>	<p>Annual Monitoring Report</p>
5.	<p>Actioning of Recommendations: The Academic Council will action any recommendations that arise from the Monitoring Report, and designate responsible of these actions to the Academic Management Group.</p>	<p>Academic Council Academic Management Group</p>	<p>Minutes of Academic Council</p>



Periodic Review of Programmes

In addition to the annual monitoring of its programmes, the College will also engage in a periodic Programme Review of its programmes as required for Revalidation applications to QQI. Every five years, or more frequently if the Academic Council or QQI deem it necessary, the College will conduct a Programme Review of its programmes. Such a review provides an opportunity for the Programme team to conduct a major critical evaluation of the programme and to make significant changes to the programme, if appropriate and in line with the Quality Assurance Structure and related structures and committees thereto.


All programme reviews are conducted in compliance with QQI regulations as laid out in their document *'Programme Review Manual and Section 13 of 'Policies and criteria for the validation of programmes of education and training'* (QQI November, 2017) The outcome of this review process is ultimately to determine whether the College should seek Revalidation of a programme, and if so, to inform any changes that should be made to that programme.

The distinction between annual monitoring and periodic monitoring is that the periodic monitoring allows for more substantive changes to be made to a programme, but also requires a more significant review of the performance and operation of programmes typically leading to an application by the College for re-validation.

Periodic Review of Programmes

The College will undertake the programme review process with a view to determining:

- _What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years;
- _What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall;
- _What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future and the programmes currency in relation to employability;
- _What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these;
- _Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society within national and international parameters;
- _What modifications need to be made to the programme and its awards to improve or reorient it.



Periodic Review of Programmes

- _ Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the criteria when the programme is due for re-validation;
- _ Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile, availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy;
- _ What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified);
- _ What changes need to be made to related policies, criteria and procedures (including QA procedures).

Procedure for Periodic Review of Programmes

	Procedure Stage	Responsibility	Evidence
1.	<p>Planning: This stage will involve consultation with stakeholders who are familiar with the programme, its operating context, the discipline area and the provider's overall strategy and will typically involved the AMG constituting a Programme Review Team.</p>	<p>Academic Management Group</p>	<p>Minutes of Academic Management Group</p> <p>Terms of Reference of Programme Review</p>
2.	<p>Conducting the review and preparing Provider's Programme Review Report: This will involve a comprehensive assessment of the programme to date, and involve programme review team, outlined below, considering how the programme has functioned to date, whether the programme should continue, and what changes, if any, need to be made to the programme.</p>	<p>Programme Stakeholders</p> <p>Programme Review team</p>	<p>Provider's Programme Review Report</p> <p>Programme document</p>

Procedure for Periodic Review of Programmes

	Procedure Stage	Responsibility	Evidence
3.	<p>Independent Programme Review Report:</p> <p>This stage will involve the College organising and facilitating a panel of evaluators who are completely independent of the provider. The chosen evaluators must be free of conflicting interests and possess the requisite expertise in the programme's discipline area and in generic areas including pedagogy, assessment, quality assurance. The purpose of this stage is for the College's review of its programme, and subsequent changes it will suggest as an outcome of the review, to be independently assessed.</p>	<p>Programme Review team</p> <p>Independent Panel</p>	<p>Independent Programme Review report</p>
4.	<p>Provider's response and implementation plan and panel's final response:</p> <p>This stage will involve the College's Academic Council considering</p>	<p>Academic Council</p> <p>Programme Review team</p>	<p>The finalised Provider's Programme Review Report</p>

Procedure for Periodic Review of Programmes

	Procedure Stage	Responsibility	Evidence
	<p>the Independent Programme Review Report and preparing a formal response and implementation plan.</p> <p>The College's response to the Independent Panel, along with any modified programme documentation, will then be sent to the independent panel for their response</p>	Independent Panel	
5.	<p>Application for Revalidation: This stage will involve the College formally applying to QQI for revalidation of the relevant programmes</p>	<p>Programme Review Team</p> <p>Dean of Academic Affairs</p>	Application for Revalidation to QQI



4.5

Review of Programme of Education & Training Policies and Procedures

The College will review these Programme of Education & Training policies and procedures on an annual basis. The following individual(s) will be involved in this review:

Dean of Academic
Affairs

Quality Assurance
Lead

Academic
Operations Lead

1 Lecturer

Programme Leader

1 Learner