

QA 3.1 Programme Development and Management

Contents

QA 3.1 Programme Development and Management.....	1
1 Programme Development and Management.....	2
1.1 Introduction	2
1.2 Policy Ownership	2
1.3 Purpose	2
1.4 Policy Scope	2
1.5 Responsibilities	2
1.6 Definitions.....	3
1.7 Policy Statement.....	3
1.7.1 Programme Initiation.....	4
1.7.2 Programme Design and Development.....	6
1.7.3 Programme Validation and Approval	8
1.8 Programme Revalidation	11
1.9 Programme Management	11
1.9.1 Programme Management Roles and Responsibilities.....	11
1.9.2 Assignment of tutors and support staff to the programme.....	13
1.9.3 Allocating Physical Resources	14
1.9.4 Programme Delivery	14
1.9.5 Learner Admission, Progression and Recognition Policy.....	17
1.9.6 Assessments and Review of Assessments	17
1.9.7 Programme Review.....	18
1.9.8 Protection of Enrolled Learners (PEL).....	22
1.10 Monitoring	22
2 Version Control	22

1 Programme Development and Management

1.1 Introduction

Cenit College is fully committed to the development and delivery of programmes of education and training that meets the needs of the learners and all legislative and qualitative requirements. There is consistent strategic engagement between the Board of Directors and Academic Committee to support the development, design, and delivery of new programmes.

Cenit College is committed to accurate development, delivery, and management of programmes of education and training. Cenit College promotes good governance in ensuring each programme is developed and designed in accordance with awarding bodies legislative and qualitative criteria and that due process is complied with in the process of achieving same.

1.2 Policy Ownership

This policy will be owned by the Academic Committee. The responsibility for delivering the policy will be tasked to the Academic Committee, Board of Directors, Training Manager, QA Manager, Programme Leaders, and Programme Development Team.

1.3 Purpose

This document sets out Cenit Colleges policies and procedures for programme development, validation, and management of new QQI programmes. This will ensure that our programme design, development, and approval process conform and is in line with the “Policies and criteria for the validation of programmes of education and training” 2017, QQI. It will also ensure that when validated there is the necessary resources available to delivery those programmes.

1.4 Policy Scope

This policy applies to the development, design, validation, and management of QQI, and programmes validated by other awarding bodies. This policy should be followed by all College personnel engaged with programme development, design, validation, and management. This policy applies to the programme development and management of blended, online and classroom delivered programmes. Where there is a difference in blended programmes this will be specified.

1.5 Responsibilities

Board of Directors: Where significant funding is needed for the new programme, this must be approved by the Board of Directors before development is initiated.

Training Manager: Appoints the new programme development team, has initial oversight of all programme proposals irrespective of where they emanate from and has responsibility for the ages the management programmes.

Programme Development Team: Responsible for the development of the programme and any associated documentation. This team is managed by a programme development lead. Oversight is managed by the Quality Assurance Manager. Members include SME’s, (who could be Cenit Staff or external employees/employers) and instructional designers.

Quality Manager: Will organise a pre-validation event that will mimic the real validation process to ensure the programme meets all the validation criteria. The quality manager will also ensure that the programme development team is following the proper QA processes. The QA manager will also submit the programme for validation and carry out all communication with the awarding body.

Academic Committee: Approves all documentation prior to submission to QQI or other awarding bodies for validation.

1.6 Definitions

According to the QQI *Descriptors for Minor, Special Purpose and Supplemental Award-Types*, the following describes the award types offered by QQI.

Major Award: This is a national and internationally recognised qualification which is aligned to the National Framework of Qualifications (NFQ) and satisfies all requirements for that level. Examples of Major awards are Advanced Certificate, Higher Certificate, Honours Degree, master's degree.

Special-Purpose Award: are made for specific, relatively narrow, purposes.

Supplemental Award: provide recognition for learning which is additional to a previous award. They could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development.

Minor Award: provides recognition for learners who achieve a range of learning outcomes, but not the specific combination of learning outcomes required for a major or special purpose award. This recognition will have relevance in its own right.

1.7 Policy Statement

The steps in the validation and approval process are designed to reinforce the separation of both executive management and the academic functions within Cenit College, while also demonstrating the required interaction between them.

In developing a programme Cenit College will seek to ensure that learners will achieve the required standard that is expected at the appropriate award level. This standard of achievement is measured in terms of the Minimum Intended Programme Learning Outcomes (MILPO's) at the respective award level.

Additionally, the design process will ensure that there are Access, Transfer and Progression routes built into each programme, where possible. Alternatively, where it is not possible Cenit College will make arrangements for such routes with another named institution/programme. For further details please see policy QA 3.3 Access, Transfer and Progression.

Programme design, development and approval is informed by the following documents:

- Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2017);
- Validation criteria documentation for other, relevant accrediting bodies.
- Cenit College Quality Assurance Policy.
- Cenit College Market Research Report.
- QQI CAS Compound Programme Descriptor Template (for common awards).
- QQI Non-CAS Compound Programme Descriptor Template (for non-common awards).
- Statutory QA Guidelines for Blended Learning Programmes.

Should Cenit College decide to develop apprenticeship programmes, they will be developed having regard to QQI's Topic Specific Statutory Quality Assurance Guidelines for Apprenticeship Programmes. The link is as follows.

<https://www.qqi.ie/Downloads/Apprenticeship%20Programmes%20QAG%20Topic-Specific.pdf>

Additionally, new programmes must also meet the following criteria.

- Accrediting body validation requirements.
- Course specification, learning outcomes, assessments, and standards for the award in question.
- Learner needs, both current and emerging.
- Societal/economical needs
- Learner Access, Transfer and Progression requirements and/or opportunities.

Programme development within the Cenit College is divided into three phases:

- (i) Programme Initiation.
- (ii) Programme Development and Design.
- (iii) Programme Approval and Validation.

All programmes as validated by QQI, will fall to be reviewed at least every 5 years and re-validation sought if appropriate.

1.7.1 Programme Initiation

The idea for developing a new programme can come from several sources within Cenit College. These are as follows:

- Management Board and Academic Committee
- Cenit College Staff
- Programme Review Panel
- 2nd Provider insights

These new ideas are guided by several sources, as follows:

- Government reports outlining their future economic strategies.
- Employer liaison and feedback
- Learner feedback
- Responses, feedback and interaction from media and marketing campaigns
- Data Analytics of available data
- Formal market research
- Business Meetings – including strategic development meetings.

1.7.1.1 Programme Initiation Process

This stage of the programme development process examines the feasibility of the programme, and also ensures that the proposed programme is viable, strategically, academically, and financially. Outline programme learning outcomes are developed, and a benchmarking process undertaken.

1. The proposer will complete the Cenit College **New Training Programme Idea Proposal** form. This form will encapsulate the idea for the new programme. The form will be sent to the training manager.
2. The training manager will consider the idea, and should the idea be worth further exploration, the training manager will fill out a **New Programme Justification** form. This will include the following:
 - Programme Justification
 - Key Features of the Programme
 - The Programme Level (based on awarding body criteria)

- Mode of Delivery (i.e., Blended, classroom or online)
 - Access, Transfer and Progression policies
 - Programme aims and outcomes.
 - Benchmarking
 - Rational
 - Resources – including technical, infrastructure, media requirements for online/blended.
3. The form will be emailed to the Cenit College Senior Management team for approval.
 4. If the proposer is not a subject matter expert (SME), the Senior Management Team will send the proposal to a SME to review. The SME will complete a **Subject Expert Report** on the new programme. The SME can be internal or external to Cenit College.
 5. The Senior Management team will consider the proposed programme in the context of the following:
 - Is the proposed programme in line with Cenit Colleges strategic development plan?
 - The rational for the development of the programme
 - Is the proposed programme relevant to industry and market needs?
 - Is there learner or employer demand for the programme.
 - Do other providers offer similar programme? Or are there similar programmes or elements of it offered already in Cenit College?
 - Accreditation type and level (if applicable) associated with this programme.
 - Delivery mode
 - Implications on resources for implementing this programme.
 - Financial viability of the programme - for blended/online is the budget there for large infrastructural or technical purchases or other purchases. The cost/benefit analysis will be conducted.
 - The learner experience.
 - Staffing expertise – for blended/online, so we have enough online support staff.
 - Any potential partnerships or other stakeholders

The New Programme Justification form outlines the requirements for the above and there must be a full and detailed description of all these prepared before the programme can be considered.

6. Once the Senior Management Team approves the proposed programme, the next stage in the initiation process is the formal business case approval. New Programmes require formal approval from both the Board of Directors and the Academic Committee. The **New Programme Proposal Business Case Approval** form is submitted firstly to the Board of Directors.
7. The Board of Directors will either approve the programme for development, refer it back to the Proposer/Training Manager seeking further information or decline to approve it. Once the Board of Directors approves the programme the Training Manager will send the forms along with the Board of Directors feedback to the Academic Committee for their approval.
8. Upon formal approval by the Academic Committee, the Training Manager will appoint a New Programme Development team. This team will be tasked with designing and developing the new programme and completing all accrediting bodies validation documents. Note: Details of the programme development team is contained in our governance chapter.

9. Where Cenit College is the 2nd provider or partner, approval for a new programme must go to the “external institution” using their proposal forms and processes. If they approve the programme, then Cenit College will follow their programme design and development process.

1.7.2 Programme Design and Development

The new programme development team will commence the process of Programme Design and Development with a knowledge of the QA process involved in the development and design of new programmes. This standards process applies to all new programmes being developed regardless of the awarding body. Cenit College maintains a uniform policy for all its programmes. All programmes will be written using learning outcomes.

1. Programme Development Plan: The process commences with the Programme Development Lead and Quality Manager preparing a programme development plan with associated milestones and timelines. This should be designed with the dates of the QQI (or other accrediting bodies) Programme Awards and Executive Committee meeting dates in mind.
2. Programme development:
 - All programmes should be developed in accordance with the QQI or other awarding body standards.
 - The programme development is managed by the Programme Development Lead. The Quality Manager will oversee the quality assurance process and report to the Academic Committee. Consultation will take place with SME’s, employers etc during all phases as needed.
 - The programme is developed in a systematic manner which conforms to the structure of the QQI application document. For all other awarding bodies programme development also conform to this structure. The programme development lead will ensure that all the relevant constituent parts along with appendixes are addressed and satisfy the QQI and other awarding body requirements. The Quality Manager will support the Programme Development Lead with this step. The templates are available on the following link:

[https://www.qqi.ie/Articles/Pages/Application-for-Validation-\(Levels-1-6\).aspx](https://www.qqi.ie/Articles/Pages/Application-for-Validation-(Levels-1-6).aspx)

The structure is as follows:

Programme Concept

- Programme Rational
- Programme Development and Internal Approval Process
- Access, Transfer and Progression Opportunities (including employment)
- Benchmarking against other ‘like’ programmes

Programme Management and Staffing

The Training Manager in partnership with the design team will outline how the programme will be managed: This will include:

- Physical Resources
- Staffing Resources (Staff roles needed to deliver the entire programme including support staff roles)
- Details of how the programme will be managed and delivered. This should conform to the Cenit College QA policy on programme management.

- Specific attention needs to be paid to Blended and Online delivery in respect of the contact hours (learner engagement with the tutor, with each other or with online content).

Access, Transfer and Progression

- The type of information made available to the learner and how they can access it.
- Entry Procedures and Criteria
- Recognition of Prior Learning
- Entry and Exit Transfer and Progression options and opportunities.
- A draft programme handbook will be completed at this stage.

Document Access, Transfer and Progression Procedures, Criteria and Arrangements for the Programme

At this stage the team will be required to do the following:

- Provide information about entry procedures and minimum entry requirements.
- Document any Transfer and Progression
- Complete a draft Programme Handbook

Agree overall Programme Structure

In order to agree the overall programme structure, the following must be considered:

- Curriculum outline.
- Rationale for the curriculum structure.
- Credits per module.
- Timetable/Provisional Schedule of Learning.
- Teaching and learning strategy.
- Assessment strategy.
- Learning Environment Procedure.
- Work placement details (if necessary);
- Programme monitoring, review, and evaluation arrangements.
- Information, guidance, and pastoral care for the learners.
- Online delivery and programme management (if applicable);

The Cenit College **Blended Learning Policy** provides more specific guidelines on the overall structure as it relates to these modes of delivery. See QA 3.6 Blended Learning for more details.

While the approach to developing the curriculum structure may differ from programme to programme, it is recommended that the Design Team facilitate meetings/workshops with the relevant teaching staff or other appropriate personal, to determine the curriculum structure and agree the teaching, learning and assessment strategies.

As detailed in QA 5.1 Teaching and Learning, Cenit Group's teaching and learning follows the "Constructive Alignment" model outlined by Briggs. By applying the Briggs method programme learning outcomes are formulated initially and from these, assessments are developed. Therefore any member of the programme development team should follow this method of programme development when developing modules and overall programmes.

Detailed Module Descriptors

This stage involves writing detailed module descriptors for the programme. As stated above, all programmes must be developed in accordance with the QQI and other awarding body standards. The design and content of the modules is suitable for the learner at that level (level 5 or 6). These modules will be completed by the Subject Matter Experts (SME) and sent to the design team for approval. This is an iterative process between the SME's and the Programme team until the module descriptors are approved by the team. Module descriptors are comprehensive of minimum intended module learning outcomes (MIMLOs), indicative content, assessment methods, instruments, guidelines, marking sheets, marking schemes, marking rubrics and where necessary, will reflect the minimum intended programme learning outcomes (MIPLOs). Module descriptors will demonstrate the 3 core principles of quality assuring teaching, learning and assessment:

- I. Validity
- II. Reliability
- III. Fair and Consistent Assessment of Learners

Programmes have been developed in response to specified justifications or rational that has been the subject of research and included in the programme justification form and approved for development. When developing the module, SME's must take evidence of this rational into consideration. SME's must also take into account best practices that emanate from benchmarking exercises.

The Cenit College **Blended Learning Policy** provides more specific guidelines on the module descriptors as it relates to these modes of delivery. See QA 3.6 Blended Learning for more details.

3. Drafting of Awarding Body validation pack

Once all the above stages have been completed, the awarding body validation application documentation needs to be completed. The QA department will complete said documents, ensuring that these and all supplementary resources are QA accurately finalised, and everything is compliant with the process.

The completed awarding body validation application will pass through two committees en-route to the final approval and prior to final submission to the awarding body. The committees are:

4. Quality Assurance Committee: The draft document is subject to a final internal Quality Assurance review (the review group may include external representation if deemed beneficial). This will take the form of a desk top review and the basis for the Cenit College Internal validation.
5. Academic Committee: Once the Quality Assurance Committee has approved the document for quality assurance purposes the document is sent to the Academic Committee for final approval. Assuming everything is in order and the Academic Committee approves the document then the programme is sent to the awarding body for formal approval and validation.

1.7.3 Programme Validation and Approval

1. QQI will acknowledge the receipt of the application for validation of the programme and conduct a desk top review to ensure the validation document has been completed properly and all relevant documents have been attached.

2. QQI or other awarding bodies will then appoint an expert panel who will review and consider the application for programme validation. The programme will be assessed against the core validation criteria.
3. Once the expert panel within the awarding body consider the document submitted for validation, they will draft a panel report and send it to Cenit College. Cenit College are then invited to comment on the following.
 - a. Comment on the accuracy of the report issued by the Expert Panel
 - b. Accept or reject the overall findings and comment briefly on them.
 - c. Submit any modifications or address any pre-validation conditions that are required on the QQI or other awarding body findings.
4. Cenit College will revise the document based on the QQI report findings. QA will once again conduct a desk top review and then submit the revised document to QQI.
5. Following this the awarding body will consider the response provided by Cenit College and issue a brief statement that will set out its reactions and final recommendations regarding validation. QQI or other awarding bodies will either validate the programme, refuse to validate it or, validate it subject to conditions.
6. Upon a positive validation, this statement from the awarding body will be attached as an appendix to a report sent to the Academic Committee on the final approval of the programme. Cenit College and the QQI (or other awarding bodies if applicable) will publish the validation notice on their websites.
7. All programmes that are validated are subject to ongoing monitoring and review. This is detailed in Policy QA 11.1 Self-evaluation, monitoring, and review. Programme Review is detailed in Policy QA 11.2 Programme Review and Revalidation.

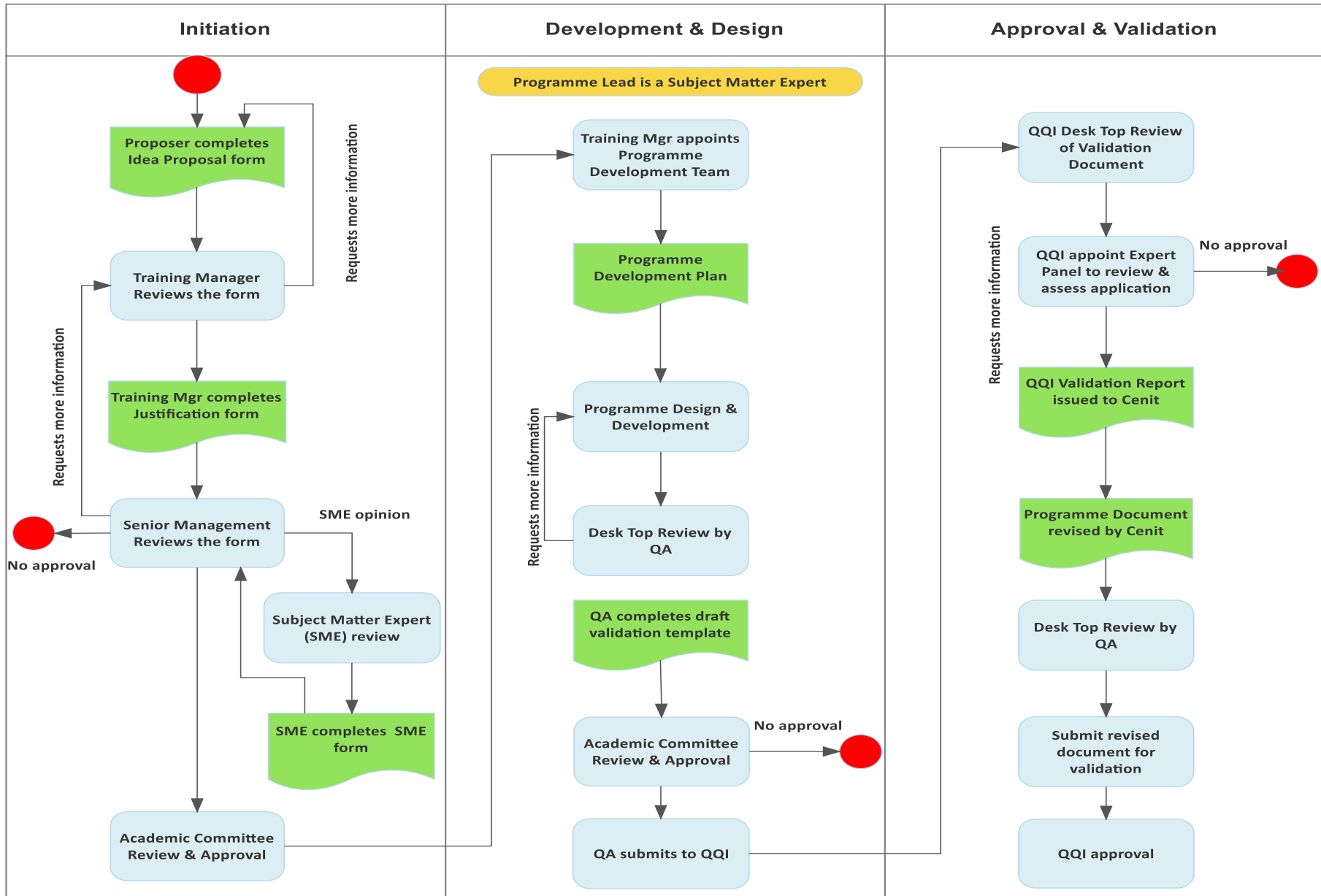


Figure 1.1 Programme Design and Development Process

1.8 Programme Revalidation

Programme revalidation occurs approximately 5 years post initial validation and only if deemed to be viable. Revalidation will be in accordance with the accrediting bodies regulations and criteria for application. The responsibility for coordinating and managing the process sits with the Training Manager. The QA manager will ensure that all QA procedures are followed. A programme review report is completed during the review of programmes. For further details, see the Programme Review and Revalidation Policy QA11.3

1.9 Programme Management

Upon receipt of the awarding body's formal approval and/or validation only then can the programme arrangements for delivery be finalised. During the delivery and assessment phase the management of the programme within Cenit College is the responsibility of the Training Manager.

The Quality Assurance Manager is responsible for monitoring the programme management process. Programme Management within Cenit College is based on divisions, with each division being responsible for its own training programmes.

The Training Manager is responsible for putting together a programme team for the delivery of the programme. The programme team consists of the following roles: Training Manager, Programme Lead, Tutors, IT/Facilities Manager and Assessment Officer. There is also a Programme Co-ordinator which is an administrative role.

Effective programme management is also carried out through the monitoring and review of programmes in order to maintain suitability, currency and effectiveness of the programme. This is achieved through the post programme review and monitoring activity. Policy 11.1 Self-evaluation, monitoring and Review contains further details of this.

The following process, reflective of that scoped during the programme design phase, needs to be implemented by the programme management team:

- Assignment of tutors and support staff to the programme
- Allocating physical resources
- Admissions (where applicable): Access, Transfer and Progression
- RPL Arrangements
- Arrangements for disability and inclusiveness
- Delivery of Programme Arrangements
 - Location & Physical Environment Arrangements
 - Marketing of Programme
 - Cost to Learner (including payment arrangements)
 - Arrangements for online learning (software, LMS, and any other arrangements)
- Assessment documentation prepared.
- Any applicable awarding body costs
- Review and Feedback

1.9.1 Programme Management Roles and Responsibilities

There are several key areas for which roles are defined. These roles reflect the key duties and processes performed with the Training Delivery environment, for the entire end to end delivery process. These are as follows:

1.9.1.1 Training

Training Manager

- Link between the Board of Directors and Academic Committee
- Manage resource allocation (Tutors, Assessors and Admin)
- Manage relationships with key stakeholders.
- Set, monitor and manage KPI's on a routine basis.
- Be informed of Industry trends and changes for programmes.
- Manage QA processes at a divisional level.

Programme Lead

- Oversee the implementation of all QA processes at a course level.
- Managing new programme developments and leading the new programme development team
- General management and enhancement of existing programmes
- Ensuring currency of programme assessment and content
- Contributing to the review and evaluation of programmes
- Adhering to Cenit College quality assurance standards
- Working with industry experts to identify programme enhancements.
- Considering any feedback from learners, tutors, or external stakeholders
- Keeping abreast of trends in related industry area

Programme Co-ordinator

- Reports on programme metrics to the Training Manager
- Analysis of feedback and takes the relevant action. This corrective action is usually in the form of a report to the Training Manager, who ultimately will deal with any issues.
- Organises, manages and maintains the physical resources (classroom and facilities)
- Organises software and IT resources and manages relationship with the Cenit College IT department.
- Organises any academic resources (handouts, books etc.,) that are needed to supplement tuition.
- Is responsible for registration on the relevant registration system.
- Ensuring the schedules (timetables) are completed and made available to the tutors and learners.
- Distributes and collects learner feedback and reviews same
- Compiles the Programme Review Report.

Programme Tutor

- Programme Delivery in the classroom or online: email, phone and VLE support, along with classroom delivery, induction and mentoring as applicable.
- Programme Assessment: adherence to the programme validation requirements and QA procedures.
- Learning ethos. Supports and encourages a learning ethos through appropriate teaching methodologies, a variety of learning methods, professional integrity, and positivity.

- Learner Engagement: supports the learning engagement process throughout the time they are engaged on the course.
- Monitoring of the academic standards and QA measures for each module.
- On an ongoing basis, engages in relevant and timely continual professional development.
- Programme Development: updates module content and assessment materials as appropriate, subject to approval (see policy 3.2 program content update).
- Engages in new programme or module development as required. The Programme Lead is generally a tutor.
- Policies and Procedures: Assists in the development of policies and procedures in relation to programme delivery as required.
- Engages in various committees and other meetings as an SME, as required.
- Collaboration: Cooperates as part of a team to create and deliver programmes, ensuring maximum quality of the programme and the delivery processes.
- Contributes to programme reviews and completes the Tutor Programme Evaluation form.

1.9.1.2 *Sales and Marketing*

This includes the promotion of Cenit College programmes and those programmes where Cenit College is a second provider or as a partner. Additionally, it also includes compliance with 1st provider/partner QA processes in programme marketing.

Sales and Marketing Administration

- Reports to the Director of Sales and Marketing.
- Works with the Director of Sales and Marketing on marketing campaigns for all programmes
- Respond to all email and phone queries.
- Monitor the CRM database and analyse all sales data in order to gain insights and develop future campaigns.
- Note: The sales and marketing strategy in compliance with the new programme development validation requirements is managed by the Sales and Marketing Director.

1.9.2 *Assignment of tutors and support staff to the programme*

The process of assignment of tutors and support staff to the programme is as follows:

- All employed Tutors along with their area of expertise is held systematically within the Cenit College. Tutors are selected for each module based on the following criteria:
 - Experience
 - Academic qualifications
 - Pedagogical qualifications
 - Skills match to the module in question
- Tutors may be existing employees of Cenit College or may be part of an expert tutor panel and as such, are required for relevant programmes or modules.
- The training manager is responsible for the scheduling of tutors who are members of staff to ensure there is no conflict in their teaching/other job role commitments.
- Communication is sent to the tutor (via email) assigning them to the module, along with the module specification, date, time and hours of their teaching. This communication is sent via email. This is done as far in advance as possible.
- For contracted staff, communication is sent via email seeking their availability for a programme or module. This is normally done 3 months prior to the commencement of the

programme. If the tutor is available, then they will follow the same process as the currently employed staff tutor.

- For Cenit and contracted tutors, a tutor declaration form is sent to the tutor, where they formally sign and agree to teach the module and understand the content and learning outcomes of the module.
- All tutor assignments to modules/programmes will be updated systematically.

Support staff are permanent employees of the Cenit Group and will be assigned the programme/module through formal communication channels, with details of their duties and compliance dates/times. Where relevant, the supporting staff names will be visible to the learner.

1.9.3 Allocating Physical Resources

Prior to the commencement of the programme physical resources, including IT resources need to be allocated to the programme, in order for it to run effectively and efficiently. During the programme development phases the resources are identified and resource checklist compiled. This resource checklist consists of the classroom facility, fixtures and fittings and other equipment needed to effectively run the programme.

- The Programme Lead will assign the checklist to the IT/facilities department, 10 working days prior to the programme commencement.
- Facilities personnel will assign each item on the checklist to the classroom. Any new items that need to be purchased will need approval from the Finance Manager via the facilities purchase requisition form. This will state the reason for the purchase, the location, and the cost.
- If there is not already a broadband connection in the facility, a broadband connection will be installed. Existing broadband connections will be tested to ensure they are operational.
- All relevant software programmes will be installed on applicable IT devices. These will all be tested to ensure they are in operational order.
- All equipment will be tested to ensure they are operating correctly.
- The facility manager will check each item that has been assigned on the checklist and send it back to the programme lead.
- The programme lead will do a further check.
- Once the checklist has been satisfied, it will be uploaded onto our Administration system for that programme. Note: For some accrediting bodies and clients, it may be a requirement to have this checklist visible in the classroom.
- All resources must be fully allocated prior to the programme commencing.

1.9.4 Programme Delivery

Cenit College delivers programmes that have been validated by QQI or another relevant awarding body. Additionally, Cenit College may from time to time deliver non-accredited programmes as requested by clients. These are typically tailored for continuous professional development purposes. If a programme has recently gone through the validation process it will naturally progress to the delivery stage.

1. Where a programme is being delivered for a 3rd party then a signed agreement (SLA or contract) must be completed.
2. The Training Manager will:
 - Assess staffing requirements and communicate to a staff member their assignment to the programme.

- Ensure that checklists are available for online and classroom-based programmes for facilities and resources.
 - Assign a programme led to the programme.
3. The programme co-ordinator will:
 - Assign checklist tasks to relevant parties. Review the resources and then sign off once resources are allocated as per the checklist.
 - Prepare a programme timetable (schedule) and upload to the administration system. This will also be communicated to the tutors, no less than 10 working days prior to the commencement of each programme.
 4. The tutors will prepare their teaching material using the programme specification as a guideline. For blended/online this will mean recording video, audio, and other online content such as quizzes etc. This will be led by the instructional designer through storyboarding.
 5. Delivery will commence with registration where learners will use the Cenit College registration form. This document is stored on our administration system with the student's data. Online learners will complete the online registration form and the information will be automatically stored on the LMS.
 6. Throughout delivery the Tutor will conform to the Cenit Group policies on Teaching and Learning. These are detailed in Policy 5.1 Teaching and Learning.
 7. Should any issues arise during the delivery of the programme, the programme lead will inform tutors of these issues via email, stating the nature of the issue, how it may affect the tutor and/or the programme and how the issue will be resolved. Where issues are of a more serious nature and directly affect the tutor, the programme lead may also meet face to face with the tutor.
 8. All staff involved in the delivery or support of the programme will have an opportunity to provide feedback and suggestions for programme improvements. This is achieved through the **Tutor Programme Evaluation form** or the **Support Staff Evaluation form**. Tutors and Support staff are required to complete these forms and submit them to the programme lead. Furthermore, Tutors and support staff have the opportunity to attend the post programme review meeting to expand upon any of their suggestions. These feedback forms will be analysed by the Programme Lead and a report prepared for the Programme Review meeting.
 9. Monitoring, reviews, and evaluations will take place in accordance with Cenit College Monitoring, Review and Self-Evaluation Policy and as outlined in our QA document.
 10. Resources required for programmes, will be monitored throughout all phases of the programme delivery. Supplies and IT requirements are monitored by the Tutor. The programme co-ordinator through formal and informal feedback will monitor staffing and physical resources. Any further financial resources are escalated to the Financial Controller for review.

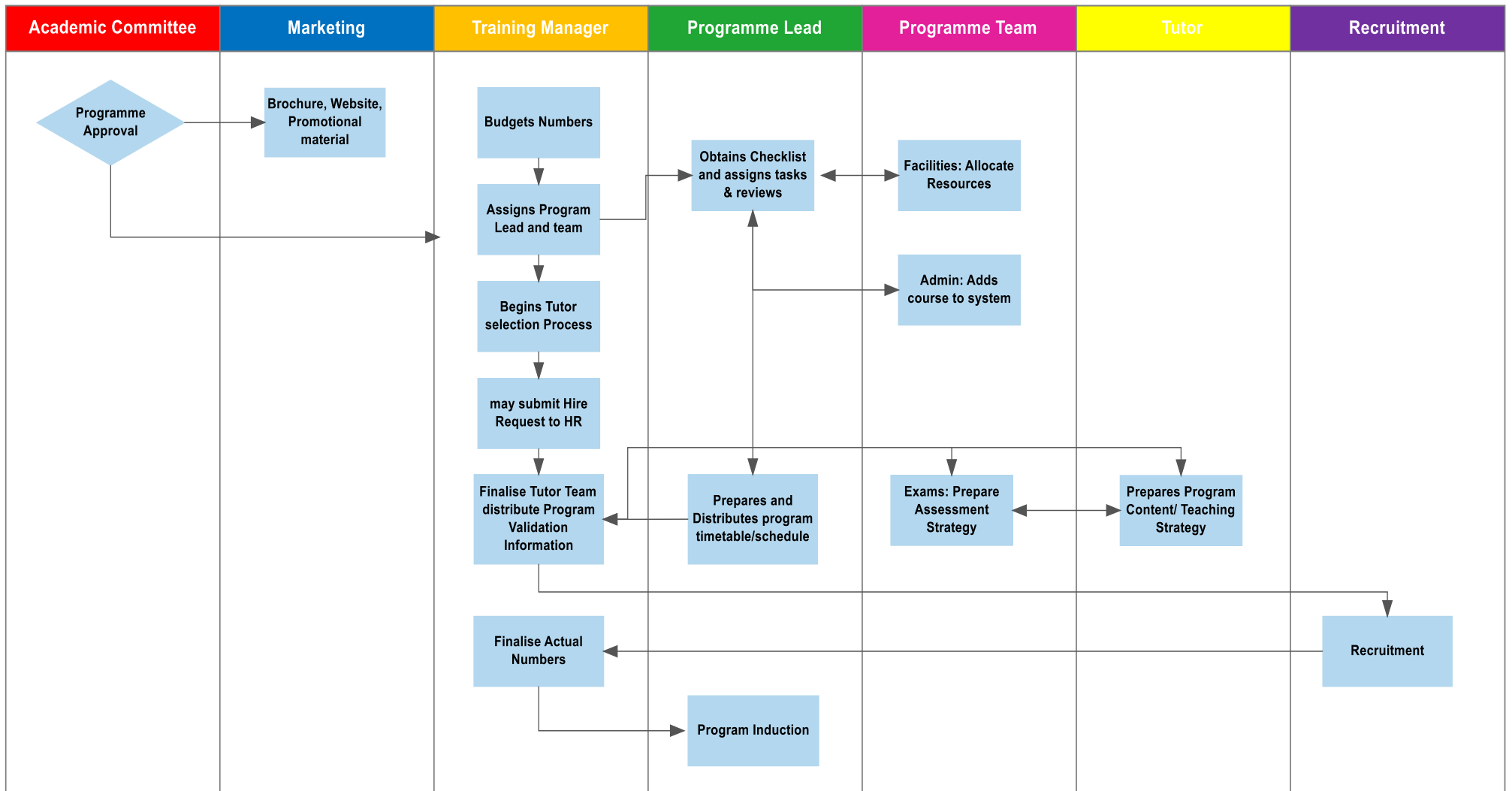


Figure 1.2 Programme Delivery Process

1.9.5 Learner Admission, Progression and Recognition Policy

The awarding bodies validation pack includes all the entry, progression, and recognition of prior learning (RPL) criteria. Cenit College must detail this in the application for programme validation. Once approved, Cenit College will annotate this into the programme documentation such as the programme/module descriptor. A synopsis of this information will be made available on all promotional material.

The purpose of this policy is to ensure clarity, transparency and accountability for learner admission, progression, and recognition to Cenit College programmes. These policies are outlined in policy document 3.3 Learner Access, Transfer and Progression.

1.9.6 Assessments and Review of Assessments

Cenit College recognises that assessments and feedback are central to how teaching and learning can be enhanced and transformed in education and training. To this extent Cenit recognises the benefits of adopting a whole programme-level approach to assessment and feedback. The principals underlying this approach are as follows.

- Connecting multiple modular assessments to produce a more holistic overall outcome, resulting in efforts in each module being connected rather than being competition with one another. Thus, focus is spread across all modules.
- Programme view of assessment allows staff to plan diversity of assessment across the entire programme.
- Coherent and integrative approaches to programme assessment have the potential to support learners to develop complex understanding and challenge their learning by building on learning in previous and parallel modules.
- The programme view of assessment allows for integration of learning from different modules that prepares learners to apply their learning successfully within their lives and work.

Assessment Strategy

Cenit College has a duty of care to its learners to ensure that their assessment is fair, consistent, and worthwhile and a duty of care to staff to ensure that their workload is appropriate. To this extent Cenit will devise an assessment strategy as part of the programme development and design. Developing a programme assessment strategy ensures that programme teams consider the following questions about assessment.

- How many assignments do learners have over the duration of the programme?
- How long is needed between submission of learner work and the issue of provisional results and feedback?
- What assessment methods assess the programme and module learning outcomes?
- What assessment methods do learners experience over the whole programme?
- Over the course of a full programme, do learners have enough/too many essays/projects/tests?
- Is there over- or under-assessment? Are all the assignments/tests/projects/exams needed?
- How do the assessment methods link within and across modules?
- How does the assessment planned for a module meet the module learning outcomes? What does it contribute to the assessment of the programme learning outcomes?
- How do assessments fit with the learner effort hours per module? Have learners time to read, to practice skills or to just think?
- Do learners have time to prepare for exams?

With a programme assessment strategy, programme teams work together to see how their assessments link from one module to the other over the duration of a programme.

Feedback

Through assessing student learning, a wide range of data and evidence on students and their learning are collected that can inform faculty and staff practices and processes such as teaching, learning, and programme design.

The policy and procedures for assessments and assessments reviews are contained in the Policy document titled QA 6 Assessments.

1.9.7 Programme Review

Each programme is reviewed in two ways.

1. The programme board will meet on a quarterly basis and review all programmes completed within that quarter. For programmes where there is continuous intake (i.e. online) these are also subject to a quarterly review.
2. Periodic review (and revalidation) of programmes.

One of the most important mechanisms for programme review is the learner feedback forms.

Quarterly Review of Programmes

There are three phases to a programme review.

1. Review Planning
 2. Review Meeting
 3. Review Follow-up
1. Review Planning

This will be completed by a team consisting of the Training Manager, Programme Lead and other relevant staff and learner representative. It will contain an overall review of the programme with any recommendations for improvements being made.

- a. Training Manager prepares the review schedules with the Programme Lead.
 - b. Training Manager prepares the agenda for the programme review meeting and confirms the date, time, and location with the review team.
 - c. All relevant reports are gathered by the programme Co-ordinator – this includes the provisional exam results report.
 - d. The programme co-ordinator completes the programme review report, with a contribution from the programme lead. This report will be considered by the Programme Board when devising the overall annual monitoring and review report.
2. Review Meeting
 - a. The review meeting consists of.
 - Training Manager (Chairperson)
 - Programme Lead (Secretary)
 - Programme Co-ordinator
 - Tutors
 - Learner Representative
 - b. The following reports and results are analysed at the programme review meeting:
 - i. Programme Review Report

- ii. Completion/Pass rates
 - iii. Tutor Reports
 - iv. Self-evaluation reports
 - v. Feedback (formal and informal)
 - vi. Learner surveys, employer comments
- c. The programme lead is required to complete the report, arrange for the receipt of all information and statistics/data. This is then submitted to the Programme Board at the agreed date.
 - d. Minutes of the meeting are taken at the programme board.
 - e. The Programme Board is tasked with determining the action plan (Programme Improvement Plan) for the programme management and enhancement based on the report.
 - f. **Programme Improvement Plan (PIP)** is prepared. The QA Manager will provide the Programme Improvement Plan template for this.
 - g. Both the Report and the Programme Improvement Plan are submitted to the QA Committee for their consideration.
 - h. The QA committee will:
 - i. examine the report and PIP. It will highlight any areas the programme board have not identified.
 - ii. Discuss the strengths and weakness of the programme.
 - iii. Consider the actions that have been identified by the programme board.
 - iv. May suggest further actions.
 - v. Make a recommendation to the Academic Committee and possible further actions they have identified.

Minor Programme Improvements

Minor programme improvements can be made without the consent of the Academic Committee and can include the following.

- Changes to the content that does not impact upon any changes to the module/programme.
- Minor changes that do not affect the programme aims, objectives or learning outcomes.
- Changes to the assessment methods of a particular module (for example changes to an assessment instrument for a specific module of a programme) as long as this change is consistent with the programme aims, objectives, outcomes, and schedules. These changes will be reflected in the PIP.

Significant Programme Improvements

Should recommendations be so significant that they require urgent attention, a special interim monitoring report will be compiled and reviewed by both the Programme Board who will forward these recommendations to the Quality Committee for considerations. The Quality Committee will then make recommendations to the Academic Committee for implementation of these changes. These changes might result in a revalidation of the programme.

3. Post Review Follow-up

- a. At their meetings the Academic Committee will review the report and programme improvements plans that have been devised in the period since the last meeting, along with any recommendations that have been made by the Quality Committee. the minutes of the programme board and Quality Committee meetings will also be reviewed.
- b. The Programme Board is responsible for overseeing the implementation of the PIP. Items are marked with a priority level. The Training Manager/Programme Lead will report its progress to the next QA Committee meeting via a report. This report will detail both completed and non-completed items.
- c. The Training Manager and the Quality Assurance Manager will ensure any recommendations made by the Academic Committee are carried out.

Periodic Review of Programmes

The second review is the periodic review (and revalidation) of programmes. This will ensure that the programme still meets the learning needs, government policy, needs of the job market, technological advances and so forth. Should any changes be required as a result of this review, they need to be approved by the Academic Committee and ultimately will be instrumental when the time comes for programme revalidation. More details on Programme monitoring and review are contained in the Programme Review and Revalidation policy (policy no. QA11.3)

Blended/Online programmes.

Where programmes have a continuous intake (e.g., blended, or online programmes), interim reviews will take place on a quarterly basis with an annual programme monitoring and review taking place at least once per year. Despite the timing difference in reviews, all programmes will follow the same review process. All blended learning programmes are subject to the annual and the periodic review process.

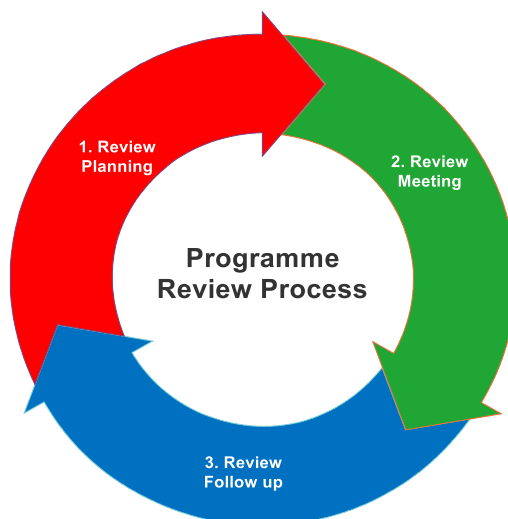


Figure 1.3 Programme Review Process

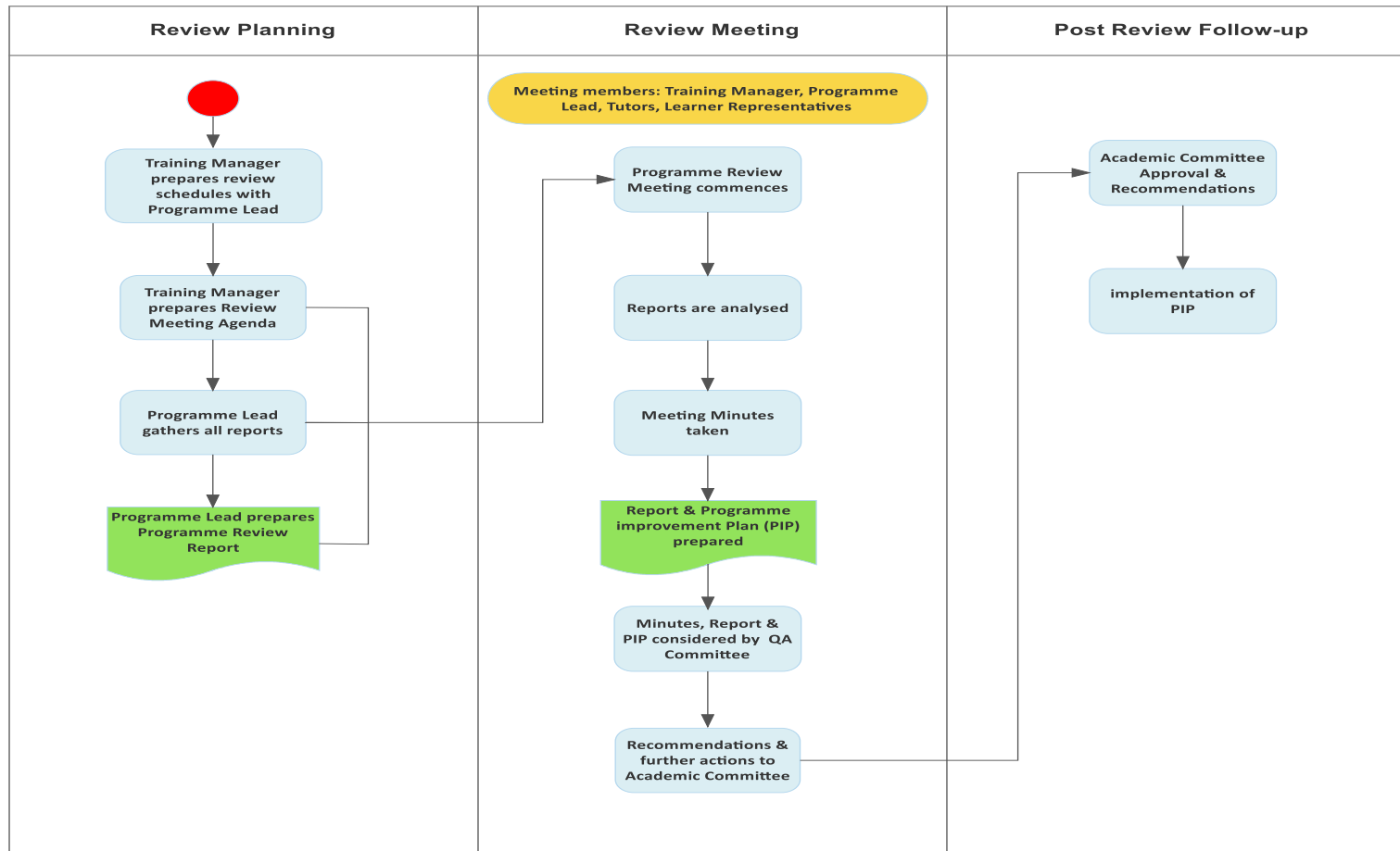


Figure 1.4 Programme Review Process (in detail)

1.9.8 Protection of Enrolled Learners (PEL)

Protection of Enrolled Learners is a legal requirement by QQI. Should a programme cease prematurely for various reasons, the provider must put in place an arrangement whereby the learners will be able to complete the programme with another provider or obtain a refund.

See QA 3.7 PEL policy.

1.10 Monitoring

Centit College will monitor its policy on the update development and management of programmes through the following mechanisms:

The QA Manager will monitor this policy as part of the annual QA audit.

The QA Manager for each programme will:

- Review of the design and development process after each new programme validation
- Review feedback from the QQI Expert Group Panel

Training Manager will monitor via the following mechanisms.

- KPI's including Learner intake, progression, and certification statistics.

Programme Lead will monitor via the following.

- Oversee the QA policies and processes at course level – provides feedback for programme review meeting.
- Learner Feedback Forms
- Employer/industry feedback Forms
- Learner attendance report

The Academic Committee

- Reviews the programme board reports.
- Reviews the EA Report

2 Version Control

Version	Date	Description	Originator	Approved by
Version 1	20/01/2022 14/02/2024	<ul style="list-style-type: none">• Initial Policy Approval• QQI Approval	QA	Academic Committee QQI