Section 4 – Policies and Procedures Associated with Programmes of Education & Training			
Subject:	Procedure associated with Programme Management and Annual Monitoring		
Date Approved by Board of Directors:			February 2021
Policy Version	1/2021	Date due for Revision	February 2024
Parent Policy	Policy on Programme Review and Revalidation		

INTRODUCTION

Besides being a requirement of QQI that providers of educational programmes engage in ongoing monitoring of programmes, such activities are vital to ensure that programmes are fit for purpose and remain so throughout their life cycle. The on-going self-evaluative processes as well as the reports which emanate from these processes provide invaluable data to support programme enhancement, services and quality assurance policies and procedures.

Therefore, within the College, the focus of all Self Evaluative and monitoring processes is on:
- Ensuring the ongoing relevance of validated programmes.
- Ensuring that programmes continue to be current and fit for purpose.
- Monitoring the attainment of the original programme aims.
- Ensuring that the Minimum Intended Programme and Module Learning Objectives are met on an on-gong basis or modified appropriately.
- Evaluating the impact of teaching and Assessment strategies and providing opportunities to review same.
- Identify and recommend remedial action if or when necessary.
- Evaluating factors impacting on student attainment and progression.
- Monitoring the ongoing appropriateness of programmes to the needs of the labour market.

More broadly, such processes also contribute to:
- Ensuring that the appropriate expectations of learners can be met relevant to their areas of study.
- Ensuring the requirements of Academic Awarding Bodies and or relevant Professional Bodies are met within programme design and delivery strategies
- Ensuring a culture of quality and enhancement within the College's operations.

RESPONSIBILITIES

ROLE/ PERSON	RESPONSIBILITY
Programme Directors	Monitoring of academic standards, quality assurance and enhancement at Programme Level
Module Leaders/Lecturers	Provide support to Programme Directors in monitoring programme standards
Directors of Undergraduate and Postgraduate Studies	Co-ordinate Programme Standards review at a collective level.
Programme Board	Review overall standards and receive reports from Programme Directors.
Registrar	arranges meetings with students, to meet and provide structured feedback on learning experiences at least twice each Semester in conjunction with the Programme Directors and Programme coordinators.
Learners	Provide structured feedback on Modules at end of each Semester and on Programmes at the end of each Programme Stage.
Module Leaders	Oversees academic standards, quality assurance and enhancement, convening meetings in relation to individual Modules with lecturers at times whereby they can feed into Programme Boards, supported by the Programme Co-ordinators.

PROCEDURES

ICHAS has established quality assurance procedures, systems and processes for obtaining feedback from internal and external sources for the purposes of programme monitoring, evaluation and enhancement. The feedback and data sources collectively contribute to further improving and maintaining the quality of education and training which it provides. This system enables ICHAS to monitor, review, develop and verify the quality of current and proposed courses of study and to appreciate the need to phase-out/withdraw certain courses or develop new programmes.

Learner involvement in Review and Monitoring of Programmes occurs at a range of levels both formally and informally. All students are invited to complete anonymised student evaluations at Modular, Stage and Programme completion phases. In terms of formal engagement:
- Formal meetings are held at least three times annually with Class Representatives.
- Class Representatives are members of Programme Boards
- Student Representatives sit on Faculty Boards which meet twice each Semester.
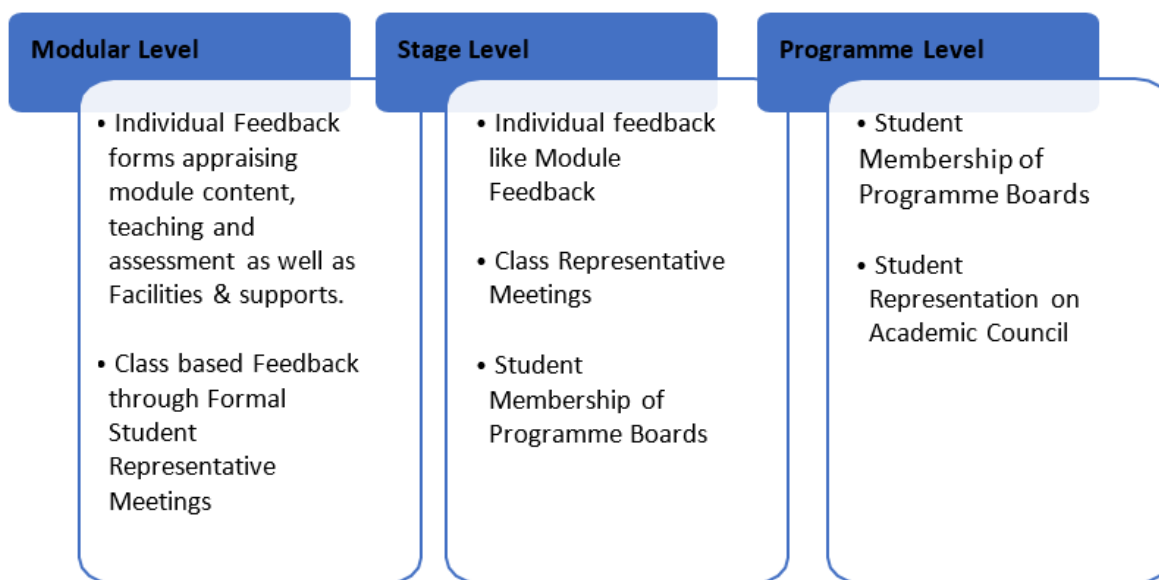- Student Representatives sit on Academic Council.

Modular Level	Stage Level	Programme Level
• Individual Feedback forms appraising module content, teaching and assessment as well as Facilities & supports. • Class based Feedback through Formal Student Representative Meetings	• Individual feedback like Module Feedback • Class Representative Meetings • Student Membership of Programme Boards	• Student Membership of Programme Boards • Student Representation on Academic Council

Figure 1 - Principal Formal means of Student Engagement in Programme & Services

Monitoring

The College operates both a Modularised and Semesterised structure for Teaching & Learning and therefore, programmes are routinely monitored at the end of each Semester as well as at the end of the academic year by Programme Boards to ensure that:

- Programmes are progressing satisfactorily both operationally and academically.
- Teaching schemes are appropriate to facilitate the achievement of the learning outcomes of the module and programme.
- Assessment methods are appropriate to determine the achievement of learning outcomes for the different modules and are used appropriately throughout the academic year and consistent with the approved Programme Schedules.
- Academic staff remain current and relevant and engaged in scholarly activity and/or research as appropriate.
- Academic procedures are being followed.
- The suitability of existing programmes to meet the current and future needs of students is assessed.
- Programmes remain fit for purpose.
- Future requirements for programmes, and hence future programme development opportunities are identified.

Staff and Lecturer Feedback is obtained either by means of Staff Feedback Reports or more commonly at Programme Board Meetings. Other Stakeholder feedback is also collected and presented at Programme Boards.

Data and feedback is collected and prepared by the Quality Enhancement Team including the Vice President (Academic Affairs), The Registrar, The Quality Enhancement Officer and the Directors of Undergraduate and Postgraduate Studies and is reviewed at the Programme Boards and Academic Council. The type of data utilised will include:

<u>Structured Internal and External Feedback:</u>

- Validation and programmatic review reports.
- Professional body reviews.
- Placement Provider and employer feedback
- External Examiner Reports.
- Lecturer feedback.
- Student feedback.
- Performance Indicator Reports relating to such issues as
    - Admissions Data including Recognition of Prior Learning.
    - Data pertaining to Transfer and Advanced Entry etc.
    - Student Attrition/ Withdrawals
    - Performance Analysis at a modular, stage and programme level (grades, award classifications etc).
    - Programme progression statistics

This review informs decisions of both Academic Council and the Faculty/ Programme Boards and is also an opportunity to raise institutional issues relating to resource allocation etc. to the Board of Management and Governing Authority.

GRAPHICAL PRESENTATION OF PROCEDURE
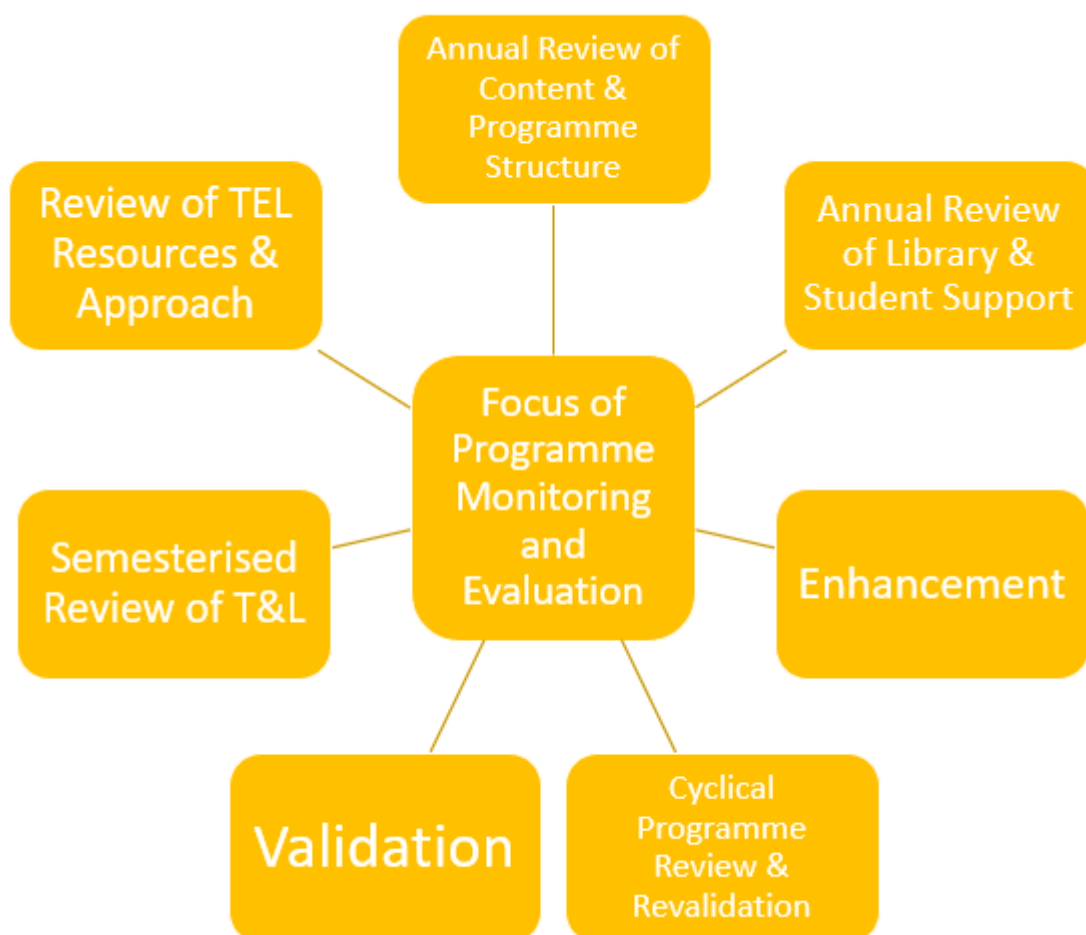The following Chart outlines key elements of Programme Monitoring and Annual Reviews

Figure 2 - Focus of Programme Monitoring & Evaluation

Linked Policies & Procedures

Linked Policies	Policy on Validation of New Programmes
	Policy on Programme Review and Revalidation
	Policy on Programme Design and Development
	Policy on Programme Management and Annual Monitoring
	Policy on Provider owned internal monitoring.
	Policy on Provider owned QA engagement with External QA