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**APPENDIX 2.3 EAP 3**

Guidelines for the Panel of Assessors to Validate

a new Programme of Learning

* 1. **Introduction**

A Panel of Assessors is required to make an independent judgement on the aims and objectives, content and academic standard of the proposed academic programme. The benchmark normally used in such judgements is the programme’s comparability with similar programmes in Ireland and or internationally.

In preparing submissions, the programme development team is expected to follow the format set out in the template document entitled: *Proposal for validation of a new programme of learning – EAP 2*.

In evaluating a programme the following issues should be considered by the Panel of Assessors:

**2 Guideline topics for the Panel of Assessors**

**2.1** **Rationale for the programme**

* Philosophy underpinning the programme e.g. market for programme in the region and its relevance to the region
* Graduate profile and mployment opportunities for graduates
* Rationale for the programme e.g. School’s/Institute’s strengths/opportunities
* Programme Aims and Objectives
* Expected intellectual development and Programme learning outcomes
* Related existing programmes.
	1. **Programme structure**
* Delivery type (semesterised or stage-based)
* Proposed mode of delivery (i.e. in-class, on-line, blended, full time and/or part time)
* Planned intake numbers (over the full duration of the programme)
* Role of placement
	1. **Resources (over the full duration of the programme)**
* Facilities and human and material resources available to mount the programme
* Clarification of any staffing requirements
* Location of the delivery
* Specific s requirements: lecture rooms, laboratories, library, Information technology and other student supports
* Confirmation regarding any new facilities and staffing requirements
* Special requirements (e.g. remote access for distance learners)
	1. **Access, Transfer and Progression Criteria**
* Student admission requirements
* Progression criteria from one stage to the next and to higher levels on the NFQ
* Non-standard entry (e.g. mature candidates and candidates with experiential learning)
* Transfer policy into the programme and onto other programmes
	1. **Curriculum**
* A matrix exhibiting the academic pathway and the relationship between modules
* The consistency between the programme content, teaching methods and the programme learning outcomes
* Balance between the depth and breadth of the programme
* Rigour of the academic standard in the final stage of the programme
* Student workload
* Practice: the role and management of placement or work-based projects.
	1. **Assessment**
* The appropriateness of the modes of assessment to be used
* The balance between the marks awarded for different assessment modes (e.g. continuous assessment, projects, reports, sit-down examination)
* Confirmation that all of the programme learning outcomes are appropriately and adequately assessed within the set of module assessments.
	1. **Staffing**
* Quality and specialities of staff available to support the programme
* Technical and administrative support
* Staff development
* Industrial/commercial profile of staff
* Research and publications
	1. Programme Administration and Quality Assurance
* Procedure for managing programme
* Student support student counselling and tutorial arrangements
* Aspects of programme which highlight and foster study skills, independent learning and the inculcation of individual responsibility in students
* EU and international aspects if appropriate
* Feedback mechanisms e.g. use of surveys, focus groups and follow-up actions.