

Chapter 2 New Programmes and Modification to Programmes

2.1 Scope

Chapter 2 outlines the academic policies, procedures, work practices and guidelines used in the Institute for the validation of all Higher Education academic programmes and the approval process for delivery of these programmes together with the on-going maintenance of their quality.

The process of preparing, submitting, academically validating and attaining approval for the delivery of a new programme is outlined in the flow diagram in Appendix 2.1.

2.2 Modules and Programmes of Learning

2.2.1 Definitions and Context

A programme is a planned and coherent learning opportunity leading to the award of a qualification registered on the National Framework of Qualifications (NFQ). It consists of a combination of core, cognate and elective modules designed to achieve specific learning outcomes that meet national standards. The modules may have prerequisite and co-requisite requirements and may be fully prescribed (e.g., engineering) or be more flexible and discipline based (e.g., arts or business).

A module is a coherent and self-contained unit of learning, teaching and assessment, which comprises a defined volume of learning activity, expressed in terms of learning outcomes, which are in turn linked to assessment tasks that are capable of assessing the learning attained for each learning outcome.

While each module will have its own set of learning outcomes and associated assessments, a programme also has a set of programme learning outcomes. In writing a new programme, it is important, therefore, to ensure that the learning outcomes for the set of modules selected deliver the learning outcomes for the programme. The programme learning outcomes in turn, need to map against the IT Sligo Award Standards for knowledge, skill and competence, in that discipline and the appropriate NFQ level to enable the student to achieve an award.

Typically, a module is designed to be combined with other modules into one or more larger programme/s. A module can be shared by different programmes. It is sufficient, for the purpose of describing the educational formation provided by an independent module, to specify (i) the learning outcome and (ii) the assumed (i.e. minimum) prior learning. Sometimes assumed prior learning is specified by listing prerequisite modules.

Each module must be fully validated in its own right. A student who successfully completes the module may be formally awarded a certificate for that module (under the Accumulation of Credits and Certification of Subjects – or ACCS- policy of QQI); or award of single module certification may be deferred in the context of a named award on the NFQ. In either case, successful completion of the module entitles a student to the award of all associated credits. When a student has accumulated a sufficient number of module credits, and where the set of modules that they have taken meets the learning outcomes of a programme, the student is issued with a full award.

Learning is validated mostly in the context of pre-determined and validated major programmes. The award titles associated with such programmes are Higher Certificate (Level 6, with a minimum of 120

credits), Ordinary Bachelor Degree (Level 7, with a minimum of 180 credits) and Honours Bachelor (Level 8, with a minimum of 180 credits - but more normally 240 credits).

Notwithstanding this, the Institute also validates smaller programmes, leading to Minor, Special Purpose and Supplemental awards. These awards are typically classified as Certificates or Diplomas, depending on the Level and the number of credits awarded. See Quality Manual Chapter 1 and CDEV006 ITSligo Awarding Policy for more detail.

The processes of validation and approval of single modules or whole programmes must be compliant with QA requirements to ensure that the learning is fully recognised and accredited.

The web-based modular management system Academic Module Manager (AMM), developed by IT Sligo, is available to facilitate the module design and validation process. Using this facility, the description of a new module is brought, on-line, through the stages of the validation process outlined below. The Academic Programme Manager (APM) permits the creation of a programme made up of a set of already validated modules or comprising a set of combined validated and not-yet validated modules. In either case, the validation of the programme follows the same set of stages.

The following Evaluation of Academic Programmes (EAP) documentation support the process:

- Proposal seeking approval to proceed to develop a new programme of learning – EAP1
- Proposal for Validation of a new programme of Learning – EAP2
- Guidelines for the Panel of Assessors to Validate a new Programme of Learning – EAP3
- Proposal for Validation and Approval of Modifications to an existing Programme of Learning – EAP4

2.2.2 Guidelines for the Design of Programmes

The design of programmes should consider the following:

- A curricular model should guide programmes development. The curriculum should be underpinned by a model of learning and learning theories.
- There should be objective measurable programme aims and objectives
- Programmes should have specific graduate attributes that are intrinsically aligned to the programme learning outcomes.
- Programme design should align with the Strategic Plan of the Institute
- Access and Transfer pathways should be transparent and consider further progression pathways
- There should be a stated Teaching & Learning strategy that considers the current teaching and learning strategy or at least the teaching and learning strategies for the discipline area of expertise
- Programme mapping and alignment should be clear
- The quantum of ECTS allocated to a stage should reflect the status of the programme (FT/PT)
- All programmes at level 8 should consider a semester long work placement
- Programmes should be semesterised
- Programmes should consider embedded or exit awards
- Modules must be a minimum of 5 ECTS or a multiplier of same.
- Modules of 10 ECTS or greater should be considered in final year and/or post graduate programmes to enable both in-depth learning & assessments to be conducted

- The proportion of independent learning to direct contact should reflect the type of programme and the stage therein
- Programme evaluation processes should be in place at module, stage and at programme completion and should involve all programme stakeholders.
- All programmes must meet the institute requirements for example the naming of titles and writing of modules.

2.3 Validation and Approval of Learning

Validation refers to the process by which the Academic Council of the Institute, following a recommendation from an External Peer Review Panel, formally recognises a module or a programme as constituting a body of learning leading to a specified award in a designated discipline area.

Approval of a programme refers to the process by which the Governing Body of the Institute, with a recommendation from the Executive Committee formally agrees to provide the resources to deliver a programme of learning.

In exceptional circumstances, a newly validated programme may not be approved for delivery where circumstances have materially changed within the Institute since the programme was submitted to the External Peer Review Group for validation.

Suspension of Approval: A programme that has been academically validated might not have its approval for delivery renewed. This situation can arise because, the Institute determines that it does not have the human or physical resources at that time, or the Higher Education Authority does not consider it appropriate for the Institute to continue to deliver such a programme.

The decision making process in both categories above is based on the information provided in the submission documentation. Key information in such documentation is the Approved Programme Schedule (APS) which provides details of the award title, duration of the programme, module titles and the breakdown of credits, contact hours and assessment marks for each module and each stage of the programme. A School is responsible for ensuring that a programme is subsequently delivered in accordance with the APS.

It is the policy of IT Sligo that no programme may commence delivery without having been

- (i) academically validated and ratified by academic council (or as some institutions call it received an Order of Council' from the Academic Council) and
- (ii) approved for delivery by IT Sligo.

2.4 Academic Validation of new Modules and Programmes

The academic validation of a **module** is the process by which a proposed module is formally recognised by the Institute as comprising a body of learning in a designated discipline, with defined credits and at a specified Level on the National Framework of Qualifications (NFQ). From time to time the Institute will validate these modules, however they will be considered as 'single subjects' only.

The academic validation of a **programme** is the process by which a proposed programme, and each of its constituent models is formally recognised by the Institute as comprising a body of learning in a designated discipline, with defined credits and at a specified Level on the National Framework of Qualifications (NFQ).

To validate a programme it is necessary to consider all of its modules together. Piecemeal validation (in isolation) of constituent modules of a larger programme, cannot accomplish the validation of the larger programme because the validation process is blind to the joint effect of the modules and to the 'integration learning and teaching' that may be required for the programme. However, the validation of the programme also results in the validation of each of its constituent modules, which may then find utility in other programmes where they may also be adjudged to satisfy particular learning outcomes.

Validation of a programme means that the detailed documentation required by Form **EAP2** has been assessed by a Panel of peers external to the Institute. Following the recommendations of the Panel the Title, Level and Programme Schedule is validated by the Academic Council. The validated programme is that version described in the final programme documentation (where the conditions of the validation Panel have been carried out and recommendations addressed) and which has been ratified by academic council.

2.5 Validation Times Scales

The Institute validates new modules and programmes throughout the academic year. Indicative timelines for development of CAO entry and non-CAO /Bespoke programmes are outlined in Appendix 2.2, however this timescale may be shorter / longer depending on the complexity of the programme. However, as noted above, it is Institute policy that a programme may not commence delivery without having first been academically validated and approved for delivery.

The policy of the Academic Council is that any new programme should not be promoted or offered for application prior to validation and approval for delivery of the programme.

In the case of new full-time programmes intended for direct entry post Leaving Certificate, validation and approval is normally required before the programme is notified to the Central Applications Office (CAO). It is necessary to inform the CAO by 31st March in the year proceeding the calendar year of commencement of the programme. So, for example, a new full time programme commencing in September of a given year should be validated by March of the preceding year to ensure that the programme is properly included in the CAO Handbook for the intended year of commencement.

If a newly developed programme cannot meet this time scale, once validated it may be added to the CAO's list of newly approved programmes, which it continuously updates and makes available to schools after 31st March.

The Institute regularly develops new programmes in response to specific community or business demands i.e. non-CAO / 'bespoke' programmes. Such programmes may have a shorter or longer development time depending on the complexity or specialisation of the learning required and the composition of and rate of progress of the programme development team. In all such instances, the Institute will endeavour to complete required processes in as timely a fashion as possible, commensurate with its obligations to students and to the standing of national awards, see indicative timeline in Appendix 2.2

In the case of non-CAO Programmes, all programmes must be approved and validated, and all supporting documentation must be with the Registrar by 1st of May each year for commencement in the following academic year.

2.6 The Validation route for a new Module of Learning

A proposal for validation of a single module may be submitted to the Academic Council for validation following review at a non-major validation panel. . Alternatively, a set of modules may be presented as an award recognised on the NFQ– i.e. as a Minor, a Special Purpose or a Supplemental Award. In the case of the latter, the route to validation and approval is identical to that explained in the following section.

2.7 The Validation route for a new Programme of Learning

2.7.1 Outline Approval for a new Programme of Learning

A new programme may be proposed by an individual staff member, a group of staff members, Head of Department/School, or a pan-Departmental interdisciplinary group. If the proposed programme is in a discipline that is already provided for, in part or in full, the existing programme committee will be formally invited to participate and/or join the programme development team. Before embarking on a new programme proposal, the team should take into account the time it takes to achieve full validation of a new programme, as explained in section 2.5 above.

The first step in the process is for the programme development team to present a proposed new academic programme to the School Policy Committee. This is submitted using the Proposal seeking approval to proceed to develop a new programme of learning (Form EAP1). The School Policy Committee will evaluate the proposal in reference to the achievement of the School plan, collaboration opportunities with strategic partners and available resources.

The second step is for the Head of School to submit a revised EAP1 with supporting financial, marketing (see CDEV021) and school policy approval information to the Executive Committee, who will review the proposed resource requirements and the increased effective use of existing resources arising from the proposal. In evaluating such a proposal, the Executive Committee will be informed by the following criteria:

- Is the programme aligned across the suite of programmes provided by the Institute? Does the proposal cover the resource requirements for all years of delivery – i.e. beyond the first year?
- What internal resources will be released to support the new programme and what existing programmes will cease delivery in order to facilitate delivery within existing resources or effect saving in resources?
- What is the request, if any, for the Institute to provide some or all of additional staff and/or physical resources needed by the programme? Can we secure and at what cost?
- What additional resources will be forthcoming from the Institutes own resources, , from other external agency and/or from any partners in deliver?
- Are there economies of scale with other programmes?
- What is the rationale for the programme development?
- Does it align with the Strategic Plan ? Does it meet an identified market need?
- What is the fee structure and the cost recovery model including any state grant aid (e.g. Springboard, International fee income)?

The Head of School reports back to the programme development team on the decision of the Executive Committee. The programme development team then review the conditions and or requirements and revise the EAP1 as requested (assuming approval).

The third step is for the Head of Department, together with the Development team to submit the revised EAP1 to the Planning & Coordination Committee of the Academic Council. This submission should be made on the Form EAP1, with changes made following the two stages identified above.

In evaluating the proposal, the Planning & Coordination Committee is informed by the following guidelines, that:

- The proposal is aligned with the Institute's Mission and Strategic Plan.
- The proposal is contributing to the delivery of the School Plan and has it been approved by the appropriate Department, the School Policy Committee and the Executive Committee.
- The proposal in harmony with national and regional policy, in particular the proposed new programme is aligned with, or replaces existing programmes in the Institute and the CU Alliance and any programmes that will be merged into this one or will no longer be delivered are identified, and in compliance with the National strategy for Higher Education.
- A programme development team is in place to develop the programme.
- Any external conditions will be met by the programme, such as additional requirements of professional bodies, of the HEA or the need to establish formal links with employers for student projects or placement
- The indicated demand as evidenced by the Marketing information is sufficient to justify the work involved in validating the programme and the resource allocation

The Chair of the Planning and Coordination Committee will inform the Head of Department of the decision of the committee. Any required conditions and / or recommendations are set out in the minutes

2.7.2 Validation of a new Programme of Learning

Following the granting of approval to proceed by the Policy, Executive and Planning & Coordination Committees, the programme development team prepares the full submission document using the template Proposal for validation of a new programme of Learning (Form EAP 2). This may take some months to compile into a final submission document as the process may require the coordination of a wide staff grouping and external stakeholders, the collation of national statistical data and the agreement on the details, for example, of the learning programme.

2.7.3 Internal Review Panel

A New Programme Internal Review is carried out by an Internal Review Panel. The Internal Review Panel is required to make an impartial judgement on the standard, content and conduct of the proposed programme.

The Internal Review Panel must satisfy itself that:

1. The New Programme fits within the Strategic Plan and Mission of the Institute.

2. There is demand for the New Programme within the region (Industry Survey / Endorsement).
3. The staffing and resources for the New Programme will be available.
4. The structure and learning outcomes of the New Programme are clear and appropriate.
5. The teaching philosophy, curriculum and methods and content of the New Programme address the needs of the student target group and the Learning Outcomes of the New Programme.
6. The Provisional Programme Committee has the level and range of competencies necessary to deliver the New Programme.

New Programme Internal Review meetings should be minuted as per the agenda.

2.7.4 Composition of Internal Review Panel

The Academic Council Committee on Planning and Coordination, on behalf of Academic Council is responsible for constituting the Internal Review Panel. This Panel should include members familiar with current practice and developments in the relevant discipline.

The Registrar shall formally consult with nominees before they are nominated, to ascertain their willingness and availability to act on the Internal Review Panel.

The Internal Review Panel shall use a similar agenda as a typical External Review Event.

The relevant Faculty/School Administrator acts as Secretary to the Internal Review Panel.

The Registrar (or nominee) conducts a QA review of the submission documentation which may necessitate minor updates prior to submission to the external panel. This can be completed concurrently with the internal review.

2.7.5 Report of Internal Review Panel

Where an Internal Review Panel is satisfied that the criteria in 2.7.4 above have been met the Internal Review Panel Chair shall prepare an Internal Review Report to be sent to the Head of Faculty/School for consideration by the Programme Development Team. A copy should also be provided to the Office of the Registrar and be available to the external panel on request.

2.7.6 External Review Panel Preparation

Following this consideration and, if necessary, amendments to the Programme Submission Document, five copies of the Programme Submission Document Proposal for Validation of a New Programme of Learning Form EAP2 will be sent to the Registrar. The accompanying written communication from the Head of Department through the Head of School shall confirm that amendments set out in the Internal Review Report have been completed.

The Registrar establishes a Panel of experts to consider the validation of the programme. The Validation Panel comprises:

- A Chairperson (normally a senior academic from another Institute of Technology or University or a suitably qualified person from the world of work);
- Two senior academics with relevant qualifications and experience in the area under evaluation (typically one member from an Institute of Technology and another member from a University); and

- A representative from the world of work, preferably with state-of-the-art experience in the discipline area under consideration.
- The Assistant Registrar or nominee as rapporteur.

All of the Panel members are external to the Institute and there should be a balance of gender on the Panel. The submission documents are circulated to the Panel no less than three weeks before they visit the Institute to conduct an oral validation meeting with the programme development team and staff (See Guidelines for the Panel of Assessors to Validate a new Programme of learning Form EAP3). The Report of the Internal Review Panel is available to the Chair of the External Review Panel on request. The Assistant Registrar or a nominee acts as rapporteur.

2.7.7 Non-Major Programme Validation Panel

The composition of the non-major Programme Validation Panel will include:

- Chair of the Planning and Coordination Committee (as Panel Chair)
- A manager in Innovation/ Marketing / Industrial Liaison area
- An external specialist - representative from the world of work, preferably with state-of-the-art experience in the discipline area under consideration.
- The Assistant Registrar or nominee as rapporteur.

A non-Major panel will consider the validation of e.g.

- Minor awards and exit awards,
- conversion of level 7+add-on year to four year *ab initio* or *vice versa*,
- Special Purpose Awards e.g. Certificates at undergraduate and postgraduate level or
- where the extent of proposed programme modification are such that a validation is recommended by Planning and Co-ordination Committee.

2.7.8 Conditions and Recommendations of the Validation Report

The report of the either the External or Non-Major Validation Panels consists of a summary of the discussion that took place, the overall findings of the Panel and the overall conditions and recommendations regarding validation (or not) of the Programme. The Assistant Registrar drafts the Panel report following the meeting in consultation with the Panel Chair. The Panel of Assessors typically specify conditions of validation or make recommendations concerning a programme that they validate. Conditions must be met before validation can be completed. The report is issued within a target of two weeks of the validation panel date using the Validation Panel Report Form EAP5.

The programme development team will respond in writing to the validation report by completing section 1 of the Response to Validation Report Form EAP6 detailing how they have met the conditions and what they propose in relation to the recommendations.

The Assistant Registrar (or nominee) will carry out an audit of the conditions of the report to ensure

that all conditions have been met.

The Assistant Registrar brings the findings of the Validation Panel and the Response to the Academic Council who, if they adopt the findings, will formally recognise the module or programme as constituting a body of learning leading to a specified award. After adoption the programme is referred to the Governing Body for noting.

The Policy of IT Sligo is that a programme will not be validated or may not progress to delivery until the conditions have been met and actions, where possible, are (at least) underway to address the recommendations.

2.7.9 Audit of Conditions and Recommendations of the Validation Report

The Assistant Registrar (or nominee) conducts a QA audit within a target of 3 months of the validation panel. This allows adequate time for the necessary changes to be discussed by the Programme Committee and for their implementation in the final Approved Programme Schedule.

The audit is based on a review of section 2 of the Response to Validation Report Form EAP6 submitted by the Head of Department that sets out how any remaining open conditions and recommendations have been actioned with necessary evidence and confirms that the programme has been approved by the school in Module Manager. Once the response is accepted the QA processes are then complete. A summary of all the QA audits is presented to academic council annually.

2.7.10 Final Validation Process

Following confirmation that the conditions and recommendations have been addressed, the Registrar will issue the Programme Validation Certificate

The Approved Programme Schedule (APS) is then moved to In Banner (IB) status in Module Manager and entered on the Banner Management Information System and all necessary programme details and promotional materials are prepared by the Head of Department. The Student Affairs Manager notifies the CAO of the new programme (if applicable). The website and prospectus is updated, based on information provided by the Department.

The practice of including a new programme in the Institute Prospectus which has not completed validation will continue (because of the lead-time required in producing a new prospectus). However, in any case a programme will only be delivered when the Programme Validation and actions in 2.7.10 above are complete..

The Registrar (or nominee) submits a register of all validated programmes to QQI twice per year, for inclusion in the Irish Register of Qualifications Database (IRQ).

2.8 Modifications to a Programme of Learning

2.8.1 Context

Material modifications to validated programmes are normally evaluated at the time of a Programmatic Review, which takes place every five years and Chapter 5 addresses this in detail.

It is expected that Programme Committees may seek changes to aspects of the programme based on the experience of delivery and the context of an evolving environment in-between such programmatic reviews. Such updating of programmes should be encouraged as it is in accordance with the good

practice of continuous improvement of programmes and ensuring (i) that they continue to meet the needs of employers and students and (ii) that they optimise the learning. However, it is important that the Schools understand the additional administrative workload associated with requesting and implementing modifications to programmes and allow sufficient time to process the changes.

2.8.2 Types of Changes to a validated Programme

There is a question of scale regarding what constitutes a modification, rather than a new programme. Foreexample, is a proposal to modify the titles and content of two modules on a programme, comprising a total of twenty-four 10 credit modules, a minor adjustment rather than a modification? What if the proposal is to make small changes to all twenty-four modules? Consider the following when determining if a proposed change is a modification to existing validated program, or a minor change.

- Do the proposed modifications alter the validated programme to such an extent that the programme title no longer reflects the programme learning outcomes?
- Is the attainment of the learning outcomes of the validated programme impacted by the proposed modifications?
- Will the modifications change the target market for graduates, as stated in the validated programme documentation – i.e. will the programme no longer provide graduates for the intended market.
- Will the modification have a negative effect on the semester assessment matrix and the spread of workload for students?
- Will the modifications require substantially more or less hours of student learning. Do the learning hours still match the allocation of credits in accordance with the ECT system?
- Are any of the core modules substantially modified and if so, has this altered the discipline focus of the programme.
- Is there any change in the Credits?

Examples of Major changes to a validated programme that would be considered a New programme, include but are limited to:

1. Change to the award type
2. Change to the award title*
3. If 25% or more of the programme learning outcomes change, the programme shall be deemed to be a new programme
4. If the learning outcomes in more than 30% of modules have substantially changed or more than 30% of modules replaced the programme shall be deemed to be a new programme.
5. If the theme or discipline focus of the programme has changed, then the programme shall be deemed to be a new programme.
6. If the scale of the change which runs contrary to the underlying aims, ethos and /or rationale of the programme and/or which would undermine anything that was essential to the original validation decision.

*In general a change to an award title would constitute a new programme, however advice can be sought from Planning and Co-ordination Committee where the intent is to make the title more contemporary or relevant without other substantial changes to the programme.

Examples of modifications to a validated Programme that require pre- approval by the Planning & Coordination Committee include but are not limited to:

- The change impacts <25% of Programme Learning Outcomes but does not affect the minimum learning outcomes of the programme
- The change impacts 25% or more of the learning outcomes of a module.
- A change in the distribution of the marks awarded for the assessments in the majority of modules on a stage of a programme.
- A change in the credits allocated for a module or modules (will require a change in the module descriptor).
- A change in the balance of student learning hours between lectures, tutorials and practical work.
- A third or more minor change to the same module within one programmatic review cycle

Examples of Minor changes to a module or validated programme that require approval by the VP Academic Affairs & Registrar include but are not limited to:

- Correction to grammar, spelling and typographical errors.
- Incorrect information indicated in AMM, e.g., Final Exam indicated where Final assessment was intended.
- Rephrasing of short title in AMM for consistency /clarification on broadsheets etc.
- The introduction of new topic(s) into a syllabus in one or more modules, and the removal of outdated material or less important topic(s).
- Change in assessment techniques in one or more modules e.g. the introduction of an essay or assignment instead of a time-controlled class test or written examination.
- Rebalancing of weighting of assessment and final exam $\pm 20\%$
- Updating of Description, Modules resources, Journal resources, Other resources or Booklist

Advice should be sought from the Head of Department, where a staff member is uncertain concerning the impact of the extent of minor changes or modification(s) to a programme.

Where the Planning and Coordination Committee deems a proposed modification of such significance that it would be tantamount to a new programme proposal then it requests the Programme Committee to use the procedure for approving new programmes, as detailed in Sections 2.6 and 2.7 above.

2.8.3 The route to Validation of Modifications

An Internal Examiner or Programme Committee will make proposals for the modification of a validated

programme. These are outlined on Modification to Existing programmes Form EAP4. Further details on the completion of the form are in QA003 Module Writing and Modification Procedure.

Based on the scale of the change the following routes to validation may apply:

Where these are at the level of minor changes, approval is sought from the VP Academic Affairs & Registrar to be approved and entered onto the official AMM system. A corrected Approved Programme Schedule will be issued. Minor changes can be submitted throughout the year but must be with the Registrar by 01st May each year in order to complete the approval and implementation of the changes for the following academic year.

Where the proposed changes are at the level of modification, approval is sought from the Planning and Coordination Committee. For the majority of modifications, the Committee will validate the modified module / programme based on their own evaluation of the documentation. Depending on the extent of the proposed modifications, the Committee may seek an external opinion from a module specialist or specialists on syllabus content and academic standard of the proposed modules/subjects as well as on the assessment system. They may also recommend a non-major panel validation.

In the case of changes or modification to programmes requiring a non-major panel validation, all submission documentation for the panel must be with the Registrar by 31st of March each year in order to complete the validation and approval for commencement of the revised programme in the following year.

In the case of changes or modification to programmes not requiring a non-major panel validation, the EAP4 form must be with the Registrar by 1st May each year in order to complete the approval by Planning and Co-ordination and implementation of the revisions for the following academic year.

Programme Committees have to ensure that they outline the provisions to accommodate repeat students/repeat examinations in the context of any modifications to programmes.

All such approved modifications will not be considered to be valid until the changes have been (i) updated in the programme record system AMM and (ii) the revised Approved Programme Schedule revised and approved in AMM and published on the Institute's website. It is the responsibility of the Head of Department, in consultation with the Registration Secretary, using AMM to ensure that such changes are implemented by the Programme Committee, as approved.

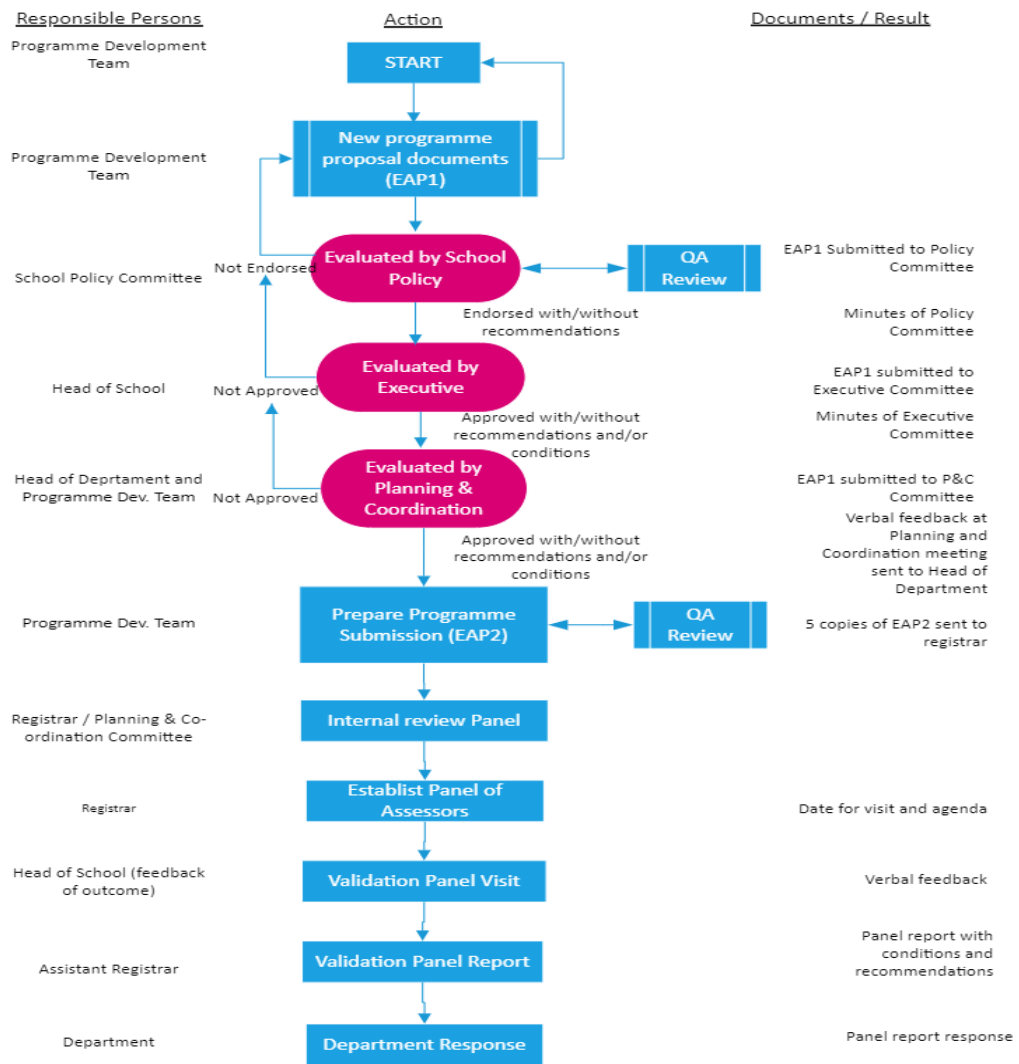
All changes shall be recorded annually in the Programme Committee Form (EAP7).

Revision History

Rev. No.	Issue Date	Description of Change
000 to 013	Feb 2003	All chapters of the Quality Manual were incorporated into one document, see chapter 1 for revision history.
014	Jan 17	Updating for online version with links. Chapters separated into separate document. Future revisions will have separate revision numbers
015	Feb 2020	Examples of minor changes added and revised EAP4 form
016	08 Mar 2022	Update to processes to reflect current best practice and change to criteria for major change to programme



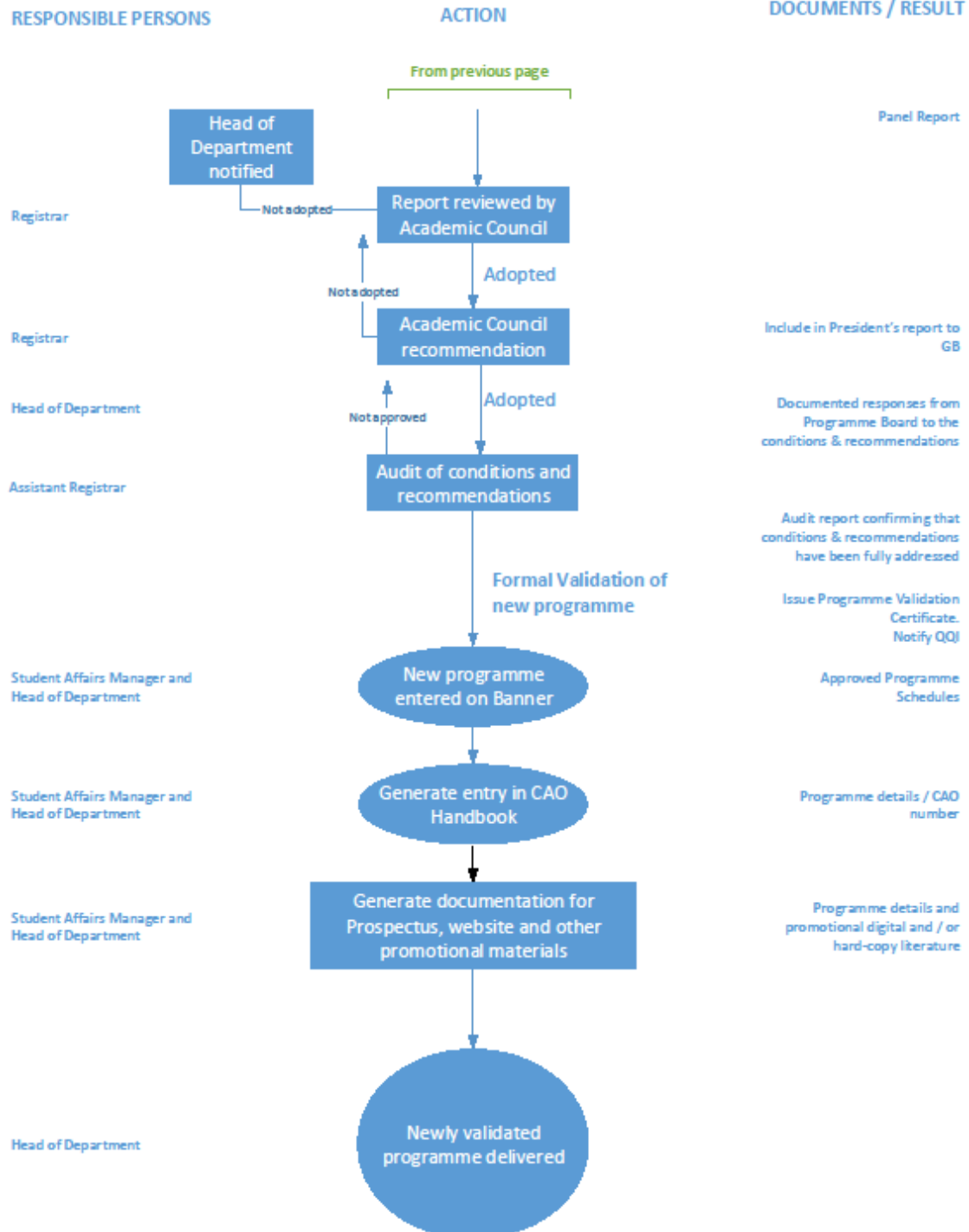
Appendix 2.1 Flowchart for the approval of new programmes



Flow chart for approval of new programmes continued



FLOWCHART FOR THE APPROVAL OF NEW PROGRAMMES



Appendix 2.2 Indicative Timescales for programme development

CAO Entry Programmes		
Academic Year	Institute Activity	Student
Year 1	<p>Semester 1</p> <p>Marketing research / Stakeholders / School Discussions / Programme Development Team</p> <p>Semester 2</p> <p>Draft EAP1 School Policy Review and Approval Mini Executive & Executive / Financial Approval EAP1 & marketing plan to Planning and Co-ordination and Academic Council for Approval</p>	
Year 2	<p>Semester 1</p> <p>Draft EAP2 Programme Documentation / modules / schedules / Programme learning outcomes etc Marketing Liaison and Planning</p> <p>Semester 2</p> <p>Internal Review panel External Review Panel Report and Response Approved by Academic council Mid Mar Complete validation of new Programme* 31st Mar Notify CAO and include in CAO Handbook</p>	
Year 3	<p>Semester 1 Marketing of new programme</p> <p>Semester 2 Planning for Staffing and commencement</p>	<p>Sep CAO Handbook Published</p> <p>Nov CAO application open</p> <p>01 Feb CAO application closing date</p> <p>05 Mar CAO late applications open</p> <p>01 May CAO late application close</p> <p>06 May – 1 Jul Change of mind window</p>
Year 4	01 Sep	New Programme Commencement
<p>*A programme validated after 31st Mar will miss the CAO Handbook, and will only be added to Alert list on CAO.ie. Programmes Validated after Semester1 for launch in the Sept of the same year have very little chance of success as there is very little opportunity for student application and the marketing that would be required.</p>		

Appendix 2.2 Indicative Timescales for programme development (continued)

	Non-CAO / Bespoke Programmes	
Academic Year	Institute Activity	Student
Year 1	Semester 1 Marketing research / Stakeholders / School Discussions / Programme Development Team Draft EAP1 School Policy Review and Approval Mini Executive & Executive / Financial Approval EAP1 & marketing plan to Planning and Co-ordination and Academic Council for Approval Semester 2 Draft EAP2 Programme Documentation / modules / schedules / Programme learning outcomes etc. Marketing Liaison and Planning	
Year 2	Semester 1 & 2 Complete EAP2 Internal Review panel (if required) External Review Panel Report and Response Approved by Academic council prior to 1 st May. Website updated Marketing of new programme Planning for Staffing and commencement	August Applications Open
Year 3	Sept	Commence Programme

Appendix 2.3 Guideline for completion of Evaluation of Academic Programmes (EAP) Approval to Develop a new programme EAP1 Form.

Award title: See [QQI Policy and Criteria for making awards Nov 2017](#) or contact the Assistant Registrar

Examples: [Award Stem] in [specialism]

Bachelor of Engineering in Mechanical Engineering
Bachelor of Science (Honours) in Environmental Science
Certificate in [Specialism]

Programme Title: Generally the same as the Award title but may be a little more descriptive, may include the award level and the number of credits

Award Standards: Linking of Programme learning outcomes to National (QQI) Award Standards at the appropriate level on the NFQ is required. Award standards that have been adopted by IT Sligo are found in the CDEV Area code of the IT Sligo Document Store. Where there is no specific award standard then programme learning outcomes may be mapped to IT Sligo Generic Award Standards for major awards at the appropriate level. New Award standards may need to be developed for newer award types. Consult with the Assistant Registrar for Advice.

Department:

- Completes all sections 1 to 15 of the document
- Append the finance, marketing information and any other relevant material
- Email the document to your School Policy Committee

The School Policy Committee:

- Considers the EAP1 at their meeting.
- If there are any required amendments/conditions, these must be made to the EAP1 before signing
- The draft minutes from the School Policy Committee also must be inserted.

The Head of School

- HoS brings the signed, completed EAP1 to a meeting of the Registrar and Finance.
- HoS Makes amendments as requested following the above meeting and forwards the completed EAP1 to President's office for consideration by Executive Committee.

The Executive Committee

- Considers the EAP1 at an executive meeting
- Approved EAP1 goes to Planning and Coordination Committee .
- If Not Approved the EAP1 returns to the School, and they may resubmit a new EAP1 by following the above steps again.

Planning and Coordination

- School submit EAP1 approved by Executive 10 days in advance of the Planning and Coordination Committee meeting by emailing scanned signed copy to acplanning@itsligo.ie AND
- Approved original hardcopy must be hand delivered to the Registrar's office.
- The Planning and Coordination Committee meeting approve or don't approve the EAP1.