



Tipperary
ETB

Bord Oideachais & Oiliúna Thiobraid Árann
Tipperary Education & Training Board

**Programme Development and
Validation Policy and Procedure**

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Programme Development and Validation Policy and Procedure

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Definitions

Awarding Body	An entity issuing awards that formally recognise the learning outcomes (knowledge, skills, competencies) of an individual, following an assessment and validation procedure.
Award Standard	Describes the knowledge, skill, and competence to be acquired and, where appropriate, demonstrated at a particular level by a learner before a specified award may be made.
Collaborating Provider	Refers to an educational provider or organisation that partners with another entity to develop, deliver or offer a collaborative programme.
Certificate of Validation	The certificate confirms that a programme has been fully evaluated and approved before being offered to learners. It ensures that the programme leads to an award that is quality-assured and recognised nationally and internationally and is on the National Framework of Qualifications .
Common Awards System (CAS)	An evolving system of further education and training awards and award standards at NFQ Levels 1 to 6 based on learning outcomes.
Consortium Agreement	Refers to a formal arrangement established between collaborating providers before starting collaborative programme arrangements. These providers are known as partner providers, and collectively, they form the consortium. The consortium agreement outlines the terms, responsibilities, and guidelines for their collaboration.
Co-ordinating Provider	Refers to the education provider responsible for leading the development and evaluation of a programme within a consortium of collaborating providers.
Curriculum Lead	The person who oversees and guides the work of the Curriculum Working Group to design and develop a programme.
Curriculum Working Group	The group responsible for the overall design of the programme and the writing of the curriculum content.
Delegated Authority	Where QQI has given power to a provider to make awards.
Delegated Awarding Bodies (DABs)	Are educational institutes with statutory qualification awarding powers and autonomy and include universities, technological universities and institutes of technology. DABs create awards that can be included in the National Framework of Qualifications (NFQ) .
Devolved Responsibility	Where QQI have given responsibility to a provider for certain aspects of quality assurance such as parts of the validation process.
Differential Validation	Is the validation of a derived programme that is based on, or a modification or extension of, a programme previously validated for use by another provider.
Learning Outcomes	Statements of expected knowledge, skill or competence to be acquired by learners to justify the making of an award. Awards standards, as determined by QQI, are always expressed in terms of learning outcomes.
National Framework of Qualifications (NFQ)	It is an organised, levelled system of qualifications that describes what learners need to know, understand and be able to do to achieve a qualification at levels one to ten.

NFQ Award Class	A category of awards. There are currently five classes of awards in the NFQ (Major, Minor, Special Purpose, Supplemental and Professional).
NFQ Award-type Descriptor	The description of the breadth and kind of knowledge, the range and selectivity of skills, the role and context competence, learning competence and insight, appropriate to a specific award type.
NFQ Level	Statements about the indicative breadth and kind of knowledge, the range and selectivity of skills, the role and context competence, learning competence and insight, appropriate to a specific NFQ level.
Major Award	Is the main class of award made at each level of the NFQ.
Micro-Credential	A special purpose award that recognises small volumes of learning, similar to a minor award, but does not have to be linked to a larger major award. It usually targets new emergent skills needs identified by industry or other demand areas.
Minor Award	Is an award type based on the study of single modules which can be completed and certificated individually. Also commonly referred to as component certificates. All minor awards are linked to a major award which allows learners the opportunity to build on their minor awards and work towards gaining a major award.
Minimum Intended Programme Learning Outcome (MIPLO)	Define the minimum learning outcomes for a particular programme at the programme level.
Module	The parts that a programme or course may be divided into for delivery and assessment purposes.
Professional Award	It is a generic award type that recognises the achievement of knowledge, skills and competencies associated with a professional area from levels 5 to 9. The award standards can be annotated for specific professions.
Programme Advisory Board	Is a body that provides guidance and oversight for specific educational programmes. They provide diverse expertise, foster collaboration, enhance programme relevance and promote buy-in from key stakeholders.
Programme Approval Committee (PAC)	The PAC is the ETB's formal committee that considers various programme requests from centres and decides whether to approve them (or not).
Programme Derived Award Standards (PDAS) (formally known as a Non-CAS Award)	Is an award standard proposed through the submission of a programme for validation using programme learning outcomes as the award standard. The programme can be designed to lead to an award at a specified NFQ level and class, such as a major, special purpose, supplemental or professional award and will have to meet the criteria of the relevant award type descriptor.
Programme Development Plan	In this policy and procedure, the plan identifies the members of the curriculum working group and the timelines for programme design and development.
Special Purpose Award	Is an award type developed for specific areas of learning that have a narrow scope. All special purpose awards comprise of one or more components.
Supplementary Awards	Is an award that recognises learning concerned with updating, upskilling or continuing education and training. They are

	occupation-related awards, and they consist of one or more components
Validation of a programme of education and training designed to lead to a QQI award	A regulatory process that determines whether (or not) a particular QQI award can be offered in respect of a provider's programme of education and training.
Validated Programme	Is a programme that has been approved by an awarding body for a provider to deliver to enrolled learners. Providers must meet criteria that satisfy the awarding body that a provider's enrolled learners who complete that programme will acquire and, where appropriate, be able to demonstrate the necessary knowledge, skill or competence to justify an award being offered in respect of that programme.
QHub	A repository of QQI-validated programmes available to Tipperary ETB.

Acronyms

ATP	Access Transfer and Progression
CWG	Curriculum Working Group
DA	Delegated Authority
DAB	Delegated Awarding Body
DR	Devolved Responsibility
IER	Independent Evaluation Report
MIPLO	Minimum Intended Programme Learning Outcome
MIMLO	Minimum Intended Module Learning Outcome
NPD	National Programme Database
NFQ	National Framework of Qualification
PAC	Programme Approval Committee
PDAS	Programme Derived Award Standard
PEL	Protection of Enrolled Learners
PLSS	Programme and Learner Support System
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
SME	Subject Matter Expert
UDL	Universal Design for Learning

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1. Introduction

Quality and Qualifications Ireland (QQI) is the regulatory body for Education and Training Providers. QQI's Core Statutory Quality Assurance Guidelines (QQI CSQAG) 2016, outlines providers' responsibilities when designing, establishing, evaluating, maintaining, renewing and reviewing their quality assurance policies and procedures. These guidelines state the requirement to have policies and procedures for programme development, approval, validation and review of education and training programmes.

Additionally, QQI's [Policies and Criteria for the Validation Of Programmes of Education and Training \(2017\)](#) provides criteria to be met for QQI to validate or revalidate a programme for inclusion in the [National Framework of Qualifications \(NFQ\)](#). These criteria also represent effective practice for the governance, development, delivery and review of programmes. They can be used in all programme development work to ensure programmes are developed to a high standard.

Tipperary ETB is committed to ensuring that all programme developments are subject to rigorous quality-assured processes. This supports ongoing public trust and confidence in the programmes delivered to learners and the subsequent qualifications achieved.

1.1 Purpose

The purpose of the Programme Development and Validation Policy and Procedure is to:

- Provide the criteria and processes for planning, designing and developing or redeveloping programmes for validation or revalidation.
- Provide procedures that emphasise critical programme-design elements.
- Highlight key stages of governance decision-making and evaluation during the development process.
- Provide procedures that enable developed programmes to be successfully validated and recognised on the NFQ.
- Outline the arrangements and agreements needed for collaborative programme developments.

1.2 Scope

This policy applies to various categories of programmes:

- For the development of new programmes leading to major, minor, special purpose, supplemental and professional awards validated by QQI
- For the redevelopment of existing programmes, leading to major, minor, special purpose, supplemental and professional awards revalidated by QQI
- For any programmes leading to awards that have been designed or developed collaboratively with other providers.

1.3 Responsibilities for Implementation

Responsibilities for this policy and procedure are as follows:

- The **Programme Proposer** has the responsibility for preparing a valid and evidence-based proposal that aligns with Tipperary ETB's quality assurance requirements.
- The **Programme Development Office** coordinates and facilitates all stages of programme development. A **Programme Development Coordinator** is assigned to each new programme to manage the quality assurance arrangements of the programme ie they are named as the programme manager for validation purposes.
- The **FET QA Office** provides a support and guidance service for those involved in the programme (re)development process.
- The **Curriculum Working Group (CWG)** have responsibilities to ensure that new programmes are designed and written using effective and appropriate practices. They also have responsibilities to ensure that quality assurance and validation requirements of the awarding body underpin the development.
- **The Independent Evaluator** has the responsibility to review and evaluate the proposed draft programme and provide a clear and valid report of findings, including recommendations for amendments.
- The **FET Senior Managers**, the **FET Senior Management Team (FET SMT)** and the **Programme Approval Committee (PAC)** have various decision-making functions and approval responsibilities for considering the proposed programme (re)development (see Figure 1). They consider, for example, strategic direction, programme funding, resourcing, validation and management.
- The **ETB's Senior Leadership Team (SLT)** has executive responsibility for ensuring that decisions made with respect to programmes contribute to the strategic direction of the ETB and that any risks identified have been considered.
- The **FET QA Office** and the **Programme Development Office** have a role in:
 - monitoring and evaluating the effectiveness of this policy and procedure ensuring its compliance with relevant standards and procedures.
 - monitoring the delivery and assessment of the programme following validation.

1.4 Other Relevant Policies, Procedures and Guidelines

- Programme Management and Approval Policy
- Programme Request and Approval Procedure
- Access, Transfer and Progression Policy
- Recognition of Prior Learning Procedure (Draft)
- Collaborative Provision and Partnerships Policy (Draft)
- Assessment Guidelines for Assessors
- Blended and Online Learning Procedure

2. Terminology for Programme Development

It is important to be familiar with key terms in programme development for a shared understanding among all stakeholders. It should also be noted that programme development is a substantial undertaking requiring significant input of time, resources, and expertise from a variety of stakeholders such as curriculum developers, subject-matter experts and quality assurers.

2.1 New Programme Developments

New programme development involves creating a new programme from an initial idea or concept through to submission and evaluation by an awarding body to deliver the programme to enrolled learners. Programmes must meet quality standards specified by the awarding body before they are approved for use by a provider.

2.2 Validation

Before a developed programme can be delivered to learners, it must be submitted by the provider for validation and approved by an awarding body if it is to lead to an award. To grant the provider authorisation to deliver the programme, the awarding body must be satisfied that:

- the programme meets the requirements of the target [award standards](#),
- the provider has the capacity to deliver the programme as intended,
- the programme is achievable by the learner.

Once the awarding body is satisfied that the requirements can be met, a *certificate of validation* is issued to the provider. Providers cannot commence delivery of the programme until this certificate has been issued.

2.3 Redevelopment and Revalidation

Redevelopment and revalidation are required when the initial validation period for the programme has expired or when significant changes are required to update the programme. For example, occupational, industry or technological advances may trigger a need to review and update a programme to ensure the programme remains current, relevant and effective.

The review process follows a similar process to programme development and includes several stages, including planning, consulting with QQI, conducting the review, and preparing reports. It also includes an independent evaluation by external reviewers.

Programme reviews consider information gathered from previous delivery of the programme and feedback from stakeholders. The programme review establishes the strengths and areas of improvement of the programme since the last validation. A programme review report is created by Tipperary ETB; a revised programme is redeveloped and sent to the awarding body for review and evaluation, i.e. it is submitted for revalidation. The awarding body determines if the redeveloped programme meets relevant standards before it can be revalidated.

2.4 Awarding Bodies

Awarding bodies are responsible for the development and maintenance of award standards, validation processes and awarding of qualifications. QQI is the statutory state agency that maintains the National Framework of Qualifications and the Irish Register of Qualifications, developing and maintaining [award standards](#) and determining the qualifications awarded at each level. They issue quality assurance guidelines and are responsible for promoting the quality, integrity and reputation of Ireland's further and higher education system. They evaluate education providers' capacity, processes, and resources to deliver programmes that lead to QQI awards.

In Ireland, universities, technological universities and institutes of technology are called Designated Awarding Bodies (DABs) as they have been delegated authority by QQI to make awards which can be included in the NFQ. QQI can delegate authority to make awards and/or devolve responsibility (DR) for parts of the validation process to providers.

Different awarding bodies have specific quality assurance procedures and criteria for approving programmes submitted to them for validation. Tipperary ETB must show that they can meet these requirements when applying for programme validation from an awarding body.

Once a programme is approved by an awarding body and a certificate of validation is issued to the provider, the programme must be delivered as intended, following the validated programme requirements. The programme is subject to ongoing monitoring and periodic review. For example, QQI requires providers to conduct ongoing programme monitoring and to conduct a full programme review every five years, after which an application for revalidation must be made.

2.5 Awards and Qualifications

An award can be issued to all learners by the awarding body if they successfully complete the validated programme. Success is measured by learners demonstrating achievement of the programme learning outcomes through assessment. Assessments are designed to enable learners to show that they have met the acquired standard of knowledge, skill or competence to justify an award being made.

Awards can lead to qualifications from levels one to ten, listed on NFQ. Different award types are available at various NFQ levels. The [grid of level indicators](#) describes what a learner needs to know, understand and be able to do to achieve a qualification at a particular level on the NFQ.

The main award types include:

- Major Awards (levels 1-10)
- Minor Awards - sometimes called components (levels 1-10)
- Special Purpose Awards (levels 1-10)
- Supplemental Awards (levels 4-10)
- Professional Awards (level 5-10).

See [QQI National Framework for Qualifications](#) for more information.

2.6 Programme Development Collaborations

Programme development partnerships are formed when two or more providers formally agree to collaboratively develop a new programme and share the curriculum. A **consortium agreement** is signed by all parties involved. A sample outline of an agreement is provided in [Appendix A](#).

One provider may lead the development, acting as the **coordinating provider**. They will seek validation from the awarding body for the jointly developed programme. Once the programme is approved and validation received, the other **collaborating providers** may submit an application for the use of the shared curriculum for their own use. The validation they receive is called a **differential validation**.

Note: the coordinating provider takes overall responsibility for the validation process, monitoring and review of the programme in line with the awarding body policies and criteria.

In some instances, a **programme advisory board** may be established to provide oversight, governance and direction that incorporates current legislative and industry requirements for the shared development activities. The board provides diverse expertise, fosters collaboration, enhances programme relevance and promotes buy-in from key stakeholders. Terms of reference are established for the board. The board will support and inform the programme development and monitor and review the shared curriculum on behalf of and in cooperation with those involved in the development. The decision to establish an advisory board depends on programme-specific factors, collaboration partnerships, and ongoing management and maintenance requirements of a programme.

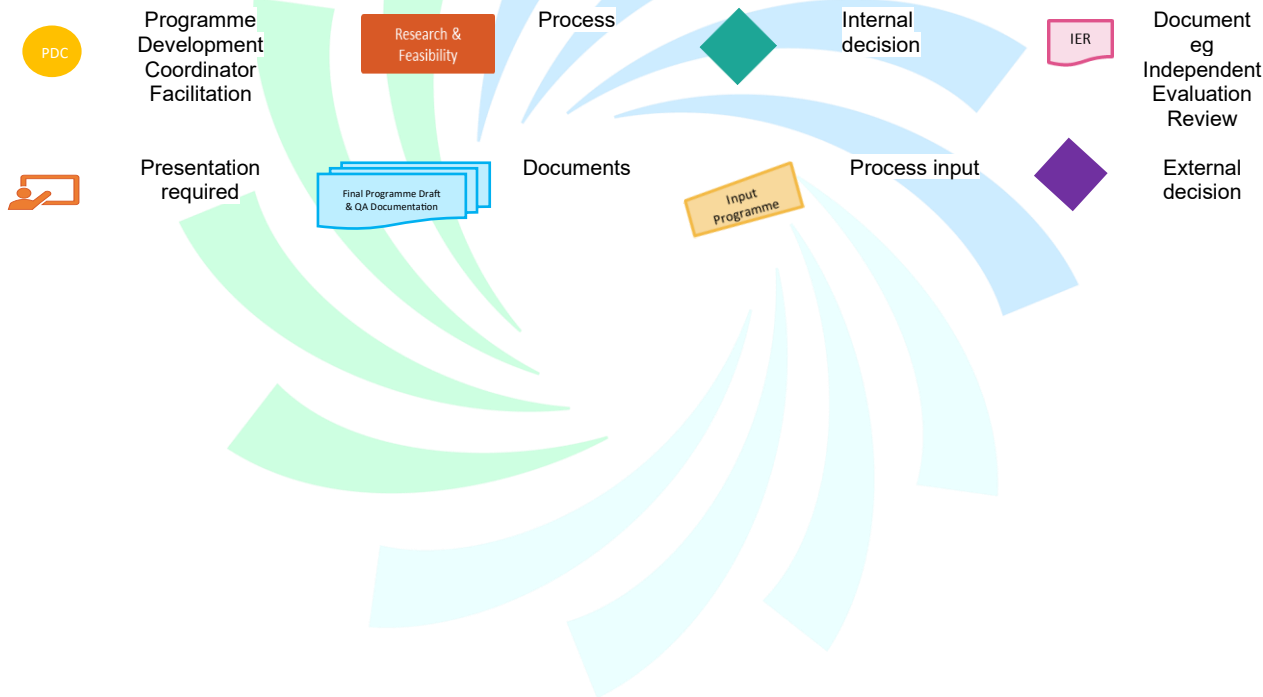
3. Programme Development and Redevelopment Process

3.1 Process Overview

Programmes can be developed for various purposes, at different levels and use different award standards. Consequently, there are varying quality assurance requirements that must be met, resulting in variations of the process, but the overall essence of the process remains the same. For those involved in programme development for the first time, it is important to understand the distinct phases in the process and to be aware of the different roles and responsibilities.

Figure 1 outlines the overall process for programme development or redevelopment. The diagram also indicates decision points in the process where approvals are required before proceeding to the next stage of development. The flow charts and the process descriptions for each phase of development are provided in Section 4.

Legend for Figure 1



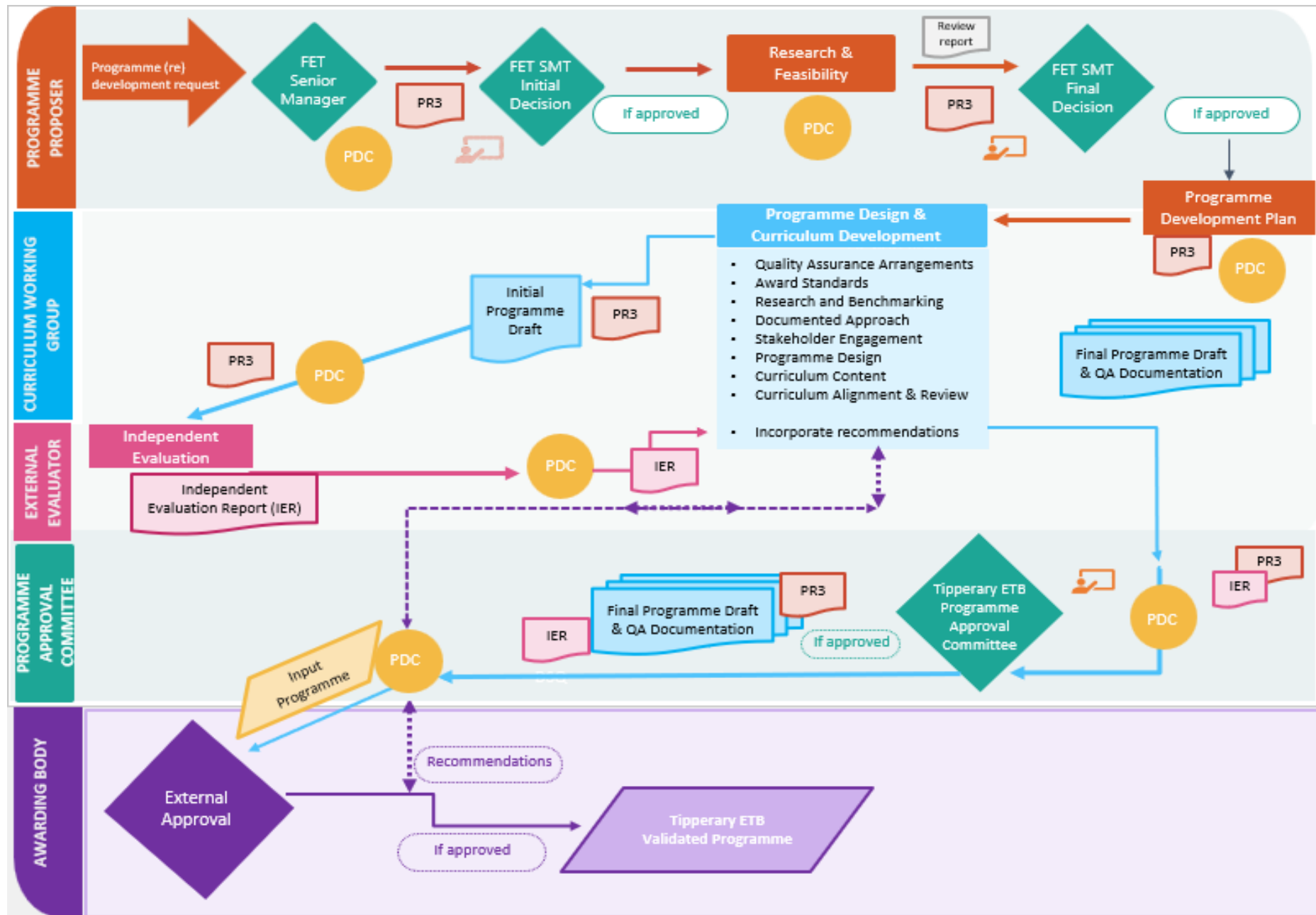


Figure 1. Programme Development Process Overview

4. Policy and Procedures for Programme (Re)Development

This policy and procedure outline the main phases involved in programme (re)development. It provides further details on the roles, responsibilities, activities and actions required at different phases of the development, from programme proposal through the development phase to validation. It highlights important quality assurance measures or 'criteria' that must be included to increase the probability of a successful validation by an awarding body.

4.1 Quality Assurance Criteria for All Programme Developments

The following quality assurance criteria apply to all programme (re)developments and should be considered during all stages of development. Additional quality assurance criteria are applied at different phases of development and are highlighted at those stages.

Quality Assurance Criteria for All Programme Developments

All Tipperary ETB programmes are designed and developed to ensure the following criteria are met:

- Programmes are designed and developed
 - to consider and align with Tipperary ETB's strategic plans and goals, mission, vision and values.
 - in alignment with Tipperary ETB's established quality assurance policies.
- All programme development must consider QQI's Core Statutory QA Guidelines, Policies and Criteria for the Validation of Programmes of Education and Training and other quality assurance guidelines relevant to programme development or the awarding body.
- If applicable, QQI is consulted for approval of any extension of the scope of existing quality assurance arrangements required for a programme, prior to its submission for validation.
- The quality assurance procedures meet QQI's prerequisites for programme validation and include procedures for Access, Transfer and Progression (ATP), and Protection of Enrolled Learners (PEL), where applicable.
- Programmes are designed and developed to enable recognition on the NFQ, i.e. developed using policies and guidelines relevant to the programme, the award level, class and type
- Programmes are subject to appropriate internal governance, management and decision-making processes at key stages of development (See Figure 1).
- Governance decisions are clearly and transparently communicated at the relevant stages of development.
- Sufficient funding, resources and support are provided at the appropriate stages to optimise programme development, validation, delivery and maintenance.
- Post-validation programmes are maintained, reviewed and updated as required.

- A programme review report must accompany all programme redevelopment requests. The report must provide the reasons why a programme requires updating and include an evaluation of the programme based on delivery experience and stakeholder feedback.
- Programme (re)development activities are coordinated and facilitated by the Programme Development Office.

4.2 Criteria for Collaborative Programme Development (with Other Providers and Awarding Bodies)

Tipperary ETB may enter collaborative arrangements with other programme providers and awarding bodies, such as other ETBs or higher education providers. Additional quality assurance criteria apply when Tipperary ETB enters collaborative arrangements with third parties. This is to ensure all parties are of good standing, to evaluate risk levels, and to avoid unnecessary risk or reputational damage for all parties involved.

Criteria for Collaborative Programme Development (with Other Providers and Awarding Bodies)

All programme developments with third parties must meet the following additional criteria:

- Third parties must have established procedures for quality ATP and arrangements for the PEL (if applicable).
- Tipperary ETB is responsible for being aware of any risks posed by collaboration and for conducting due diligence checks on all parties involved.
- QQI is consulted in advance of commencing a collaborative programme development project with other providers or awarding bodies.
- All arrangements must follow the Collaborative Provision and Partnerships Policy and have regard for [QQI Policy for Collaborative Programmes, Transnational Provision and Joint Awards 2012](#).
- Programme developments leading to awards conferred by a Delegated Awarding Bodies (DAB) or by those with delegated authority must be recognised within the NFQ.
- All arrangements for programme development must be formalised in a written agreement prior to the commencement of the development.
 - The agreements must be specific to each programme being developed and additional to any pre-existing memorandums of understanding or service level agreements in place.
 - The agreement must address the:
 - Scope of work and
 - Roles and responsibilities of those involved
- There should be clarity on the agreed scope of first and second providers' quality assurance procedures.

- All collaborative arrangements are signed by authorised persons from all parties involved, and the effectiveness of those arrangements is monitored and reviewed. The signed agreement must be published on Tipperary ETB's website.

4.3 The Main Phases and Roles Involved in Programme Development Procedure

The main phases and the main roles involved at each stage are summarised in Table 1.

Main Phases of Programme Development	Persons Responsible
1. Programme Proposal	Programme Proposer
2. Research and Feasibility Study	Programme Proposer
3. Programme Development Planning	Programme Development Coordinator
4. Programme Design and Development	Curriculum Working Group - overseen by Curriculum Lead. The programme proposer may have a role in the working group
5. Independent Evaluation Arrangements	External Independent Evaluator Organised by the Programme Development Coordinator
6. Presentation and Submission for Approval to Tipperary ETB PAC (for validation or revalidation)	Programme Development Coordinator, Programme Proposer, Curriculum Lead
7. Submission to Awarding Body for Validation	Programme Development Coordinator

Table 1 Phases and Roles in Programme Development

4.4 Phase 1 Programme Proposals

An identified need and rationale for the programme must be established when:

- proposing a programme concept for development or
- proposing an existing validated programme for redevelopment.

The purpose of the programme should be focused, clearly articulated and supported by an evidence-based rationale.

The programme proposer is responsible for this phase of the process and can be supported by the Programme Development Office and FET QA Office.

4.4.1. The Role and Responsibilities of the Programme Proposer:

- Conduct research to ensure a robust request for programme development is proposed, using the provided process and quality assurance criteria.
- Submit all requests through the appropriate governance pathways.

- Prepare and deliver an oral presentation on the programme development concept to FET SMT Team to justify the proposal and provide clarifications.
- Act on the feedback and requests for further information (eg from FET SMT, PAC or independent evaluator).
- Receive the outcomes of validation and adhere to any conditions of approval before programme commencement.
- At centre level:
 - Oversee adherence to special or validation conditions
 - Address professional development needs of programme staff as appropriate.
 - Monitor, review and provide feedback on programme delivery,
 - Report on any changes in capacity to provide the validated programme.

4.4.2 Criteria for the Initial Programme Proposal

Apply the following criteria when proposing a programme development or redevelopment:

Criteria for the Initial Programme Proposal

- There should be a sound rationale and an initial evidence-base for the programme concept or redevelopment of a programme.
 - The rationale could include an educational, social, business or labour market justification for developing a new programme, for example, an identified need or skill shortage, fostering the inclusion of marginalised groups of learners, update to meet new professional standards.
- The proposed programme's intended purpose, objectives, target learner group, programme type, level and destination award should be identified.
- Programme redevelopment should be proposed following:
 - consideration of a programme review report or
 - instances where there is an urgent identified requirement to significantly change or update the existing validated programme.
- Programme redevelopments are supported with data and information from the prior delivery of the validated programme proposed for review.

4.4.3. Procedure for Making an Initial Proposal

Figure 2 shows the process followed by the Programme Proposer for making an initial proposal for programme (re)development and for conducting a research and feasibility study.

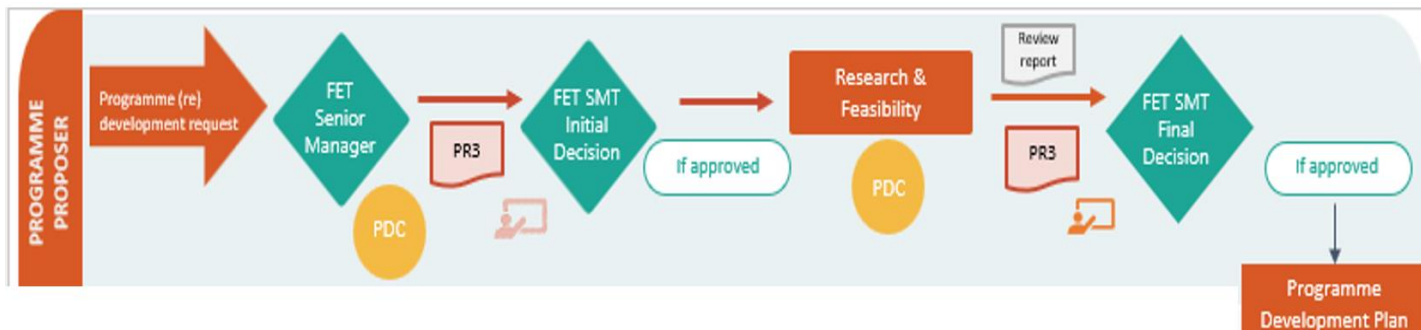


Figure 2. Process for Making an Initial Proposal and Conducting Research

The process begins with an initial dialogue between the programme proposer and the FET Senior Manager having read the criteria for making programme proposals.

Procedure followed by the Programme Proposer:

- a) Read and apply the quality assurance criteria for programme development and initial programme proposal (section 4.4.3).
- b) Download and complete the phase 1 programme proposal sections of the [PR3 Programme Development Form](#) available on [QA SharePoint](#) and submit it to the FET Senior Manager for recommendation to the FET SMT Team.

If the proposal is for a programme redevelopment, then a **programme review report** must accompany the proposal, and the rationale must articulate the main reasons why the programme requires updating and redevelopment. The purpose and intended objectives of the proposed updated programme should be clearly established.

- c) Request that the Senior Manager signs and dates the section of the form. The FET Senior Manager will forward the proposal to the FET SMT.

The FET SMT will review the initial proposal and decide to:

- Reject the proposal, or
- Recommend the advancement to formal (re)development stages and tentatively agree on resources.

If recommended by the FET SMT, the Programme Proposer will then advance the research and refine the initial proposal into a final proposal.

4.5 Phase 2 Research and Feasibility

Following the recommendation of the initial proposal, more detailed research and a feasibility study are required to assess the practicality and viability of implementing a new FET programme. The research and feasibility study:

- identifies the needs and demands of learners, employers and the community.
- considers legal, professional and regulatory requirements of the programme,
- provides information and costs associated with the development, delivery, maintenance/management and sustainability of the programme including the input of resources such as staffing, facilities and equipment.

The Programme Proposer is responsible for this phase of the process (refer to Figure 2).

4.5.1 Criteria for Phase 2 Research and Feasibility Study

The following criteria apply when proposing a programme development or redevelopment:

Criteria for Research and Feasibility Study

- A broad range of sources of knowledge and information should be consulted including awarding, professional and regulatory body requirements.
- Thorough research, feasibility study and initial benchmarking are conducted.
- Details of stakeholder engagement.
- Conduct costing and budget research, for example, costs for programme development, capital equipment, implementation, ongoing monitoring and review of the programme.

4.5.2 Procedure for Phase 2, Conducting Research and Feasibility Study

The following steps should be followed to determine if the proposed development is a practical and viable option.

Procedure followed by the Programme Proposer:

- a) Read and apply the criteria for conducting research and feasibility study.
- b) Consult with the relevant departments for support to complete the process and for guidance on quality assurance processes associated with the type of programme development, e.g. Programme Development Office, FET QA Office, and Area-based planning. The type of programme being developed will help establish who needs to be consulted.
- c) Review requirements of the awarding body and/or professional regulatory bodies.
- d) Consult and engage with relevant stakeholders and/or industry representatives or professional experts (internal and/or external) to gather evidence of support and demand for the programme.

- The stakeholders can provide information on educational, business, skills or labour market needs. At the proposal stage, feedback is required to show there is demand, support and a genuine need for the programme and that there is evidence of employment or progression opportunities for graduates.
- e) Consult with any professional or regulatory bodies in the field of learning whose input would be required or would add benefit to the proposed programme. For example, professional regulatory bodies and QQI are consulted on standards and quality assurance procedures of programmes leading to qualifications in regulated occupations.
- f) Conduct initial benchmarking.
Identify similar programmes in the same field of learning at the same NFQ level and at a level above and below the intended level of the programme.
- g) Complete phase 2 of the [PR3 Form](#) - Research and Feasibility,
- h) Submit the completed PR3 form and the research and feasibility report to the Programme Development Office, which will screen the proposal.

The Programme Development Office will forward the proposal to the FET SMT.

- i) Prepare to present the final proposal (including the research and feasibility findings) to the FET SMT.
- j) Present the final proposal, the supporting research and feasibility report and the PR3 form to FET SMT. The FET SMT considers the research using criteria such as rationale, strategic fit, budget, staffing, existing provision, demand etc.

Following the FET SMT's review and evaluation, they will:

- Approve the advancement of the formal (re)development plan and agree final resources,
- Reject this proposal, or
- Request further information

If approved, a programme development plan is created in the next phase.

4.6 Phase 3 Programme Development Planning

Programme development planning moves the initial programme concept and research into a detailed development plan.

The Programme Development Coordinator is responsible for this phase of the process and produces the programme development plan. The Programme Development Coordinator identifies the development requirements in conjunction with the Programme Proposer.

The **programme development plan** records;

- The names and specialisms of the Curriculum Working Group (**CWG**) to include Subject Matter Experts (SMEs), pedagogical, industry and QA specialists.

- The assigned roles and responsibilities of each member of the curriculum working group,
- Any HR/payroll arrangements,
- Appropriate professional and industrial contributors,
- Stakeholder engagement and feedback opportunities,
- The timeframe of the development,
- The meeting arrangements for working meetings,
- Any agreements or third-party arrangements that are required before the commencement of the development (contractual, legal, financial).

4.6. 1 The Role and Responsibilities of the Programme Development Coordinator

The Programme Coordinator is a member of the Programme Development Office and has the following responsibilities:

- Has comprehensive knowledge of programme development quality assurance requirements.
- Supports and advises programme proposers who are interested in preparing submissions for programme proposals.
- Liaises with the FET Senior Managers, the FET QA Office, the Curriculum Working Group and relevant external bodies such as QQI, SOLAS, other ETBs and HEs where required.
- Coordinates and facilitates the programme development planning and the formation and operations of the CWG.
- Ensures that programme developments align with Tipperary ETB's quality assurance or arrange for extending the scope of quality assurance, if applicable.
- Organises the external independent evaluation of the final drafted programme by a suitably qualified and competent evaluator.
- Ensures all draft programmes are progressed through the appropriate awarding body's quality assurance systems.
- Has in-depth knowledge of the validated programme and its quality assurance requirements for delivery, maintenance and review.

4.6.2 Criteria for Selection of Members of the Curriculum Working Group

Criteria for Selection of Members of the Curriculum Working Group

Each curriculum group should include a complement of experts with experience, qualifications and good reputational standing in the following areas:

- Instructional, curriculum and assessment design and methodologies,
- Knowledge (practical and theoretical) of specific field of learning relevant to the programme two NFQ levels above the programme's NFQ level,
- Award standards, NFQ and quality assurance of programme development and validation,
- Professional/industrial experience in the field of learning relevant to the programme.

Core Competences for all members:

- Effective communication skills including excellent writing skills.
- Interpersonally skilled.
- Team-oriented.
- Professional.
- Technically current.

Expertise and Qualifications for all members

- Appropriate subject-matter expertise and appropriate qualification at least 2 NFQ levels above that of the programme being developed and/or occupationally relevant and recent qualification licenses or certifications (e.g. Post-Graduate Diploma in Further Education, Teaching qualification, Qualifications in a field of learning relevant to the programme, relevant occupational/professional licences etc.)

Note: For programmes leading to vocational and professional awards, the provider must involve employers and practitioners in the design of the programme.

- Practical understanding of the context for the programme and of the education and training sector.

Expertise and Qualifications for Curriculum Lead

- Appropriate qualifications at least 2 NFQ levels above that of the programme being developed
- A minimum of 5 years of **relevant and recent** experience and a track record of high performance
- Practical working knowledge of programme development, quality assurance validation requirements and award standards.

4.6.3 Procedure for Programme Development Planning

The following steps are followed by the Programme Development Coordinator to produce a robust development plan and to ensure appropriately qualified and experienced persons are included as members of the Curriculum Working Group.

- a) Meet with the programme proposer and/or collaborators to discuss the programme requirements, quality assurance and considerations for curriculum working group membership.
- b) Facilitate the selection and appointment of the CWG using the criteria for selection of members of the curriculum working group and inform HR of the criteria for appointment.
Note: The full range of experience and expertise can be achieved through the addition of members where necessary.
Depending on the development requirements, the programme proposer may or may not be involved in the development phase.
The number of members will vary depending on the requirements of the development.
- c) Arrange professional information sessions for members of the CWG to familiarise them with Tipperary ETB QA processes for programme development if required.
- d) Organise payment and contractual arrangements with HR, as required, for those involved in programme development. Refer to the criteria for selection of the CWG, the independent evaluator and collaborating providers, as appropriate.
- e) Record arrangements in the programme development plan by completing phase 3 of the [PR3 Form](#) - Programme Development Plan.
- f) The programme development plan is signed off and noted by the FET SMT.
- g) Issue invitations and meeting arrangements to the CWG.

4.7 Phase 4 Programme Design and Curriculum Development

The Curriculum Working Group is responsible for the overall **design** of the programme **and the creation of the curriculum content**. The work of the group is guided and overseen by the Curriculum Lead and facilitated by the Programme Development Coordinator.

The Curriculum Lead guides the group members through the development process, in line with the quality assurance requirements of the target award.

4.7.1 The Role and Responsibilities of the Curriculum Working Group and Stakeholder Contributors

The Curriculum Lead: has responsibilities to:

- Co-create a programme development plan and ensure the work is produced accordingly.
- Provide leadership and guidance to the CWG to ensure a current, relevant, accurate and quality-assured programme is created.
- Assign programme development work across the working group members.
- Ensure relevant and extensive research and benchmarking are conducted,
- Include meaningful stakeholder consultation and engagement.
- Oversee the group's communication, documentation and reporting duties including a thorough peer-review of the draft programme.
- Review and respond to feedback from FET SMT, the independent evaluator, PAC and the awarding body.
- Ensure the programme meets the awarding body's validation and quality assurance requirements.
- Liaise with the Programme Development Coordinator throughout the process.

Subject Matter Experts (SMEs): have responsibilities to:

- Provide in-depth knowledge and insights on the specific field of learning, programme design and/or standards.
- Work proactively and contribute to the group's work.
- Complete all assigned tasks to a high standard within the specified time frame and following the quality assurance processes.
- Create a well-designed programme that is current, relevant and accurate and meets the requirements for validation.

Stakeholder Contributors: have the responsibility to:

- Provide timely and constructive feedback as requested. Stakeholders may include learners, teachers, tutors or professionals from relevant industries who can provide practical insights that can help ensure the curriculum's applicability in real-world scenarios.

4.7.2 Criteria for the Programme Design and Curriculum Development

Ensure all programme design and development processes meet the following criteria.

Criteria for Programme Design and Curriculum Development

Quality Assurance and Award Standards

- Programmes are designed and developed having regard to the relevant award standards to enable recognition on the NFQ.
- Programmes are designed and developed in line with the relevant QQI policies, procedures and guidelines.
- The developed programme must comply with all the criteria and sub-criteria in QQI's [Policies and Criteria for the Validation of Programmes of Education and Training 2017](#) and other relevant QQI core, sector and topic-specific quality assurance guidelines as applicable.
- Programme developments which require the addition of making an award, have additional criteria to be met and will follow the guidance and policies provided by the awarding body, for example, QQI's [Policy and Criteria for Making Awards.pdf \(qqi.ie\)](#) and [qp-12-policy-for-determining-awards-standards.pdf \(qqi.ie\)](#)
- Programme developments using blended or online learning must follow the additional requirements of [statutory-quality-assurance-guidelines-for-providers-of-blended-and-fully-online-programmes-2023_1.pdf \(qqi.ie\)](#). This requires a self-evaluation to be submitted showing Tipperary ETB's capacity to meet the guideline's good practice statements for blended and online contexts.

Curriculum Planning, Design and Documentation

- Programmes are designed and developed with regard to the QQI prerequisites for programme validation:
 - The programme development aligns with established quality assurance policies and practices.
 - The programme will comply with Tipperary ETB procedures for ATP
 - Each validated programme that is longer than three months will have arrangements for PEL, if applicable. Such arrangements are to include an offer of an alternative programme or refund options.
 - Collaboratively developed programmes consider and apply the criteria in the [Quality Assurance Criteria for Collaborative Programme Development](#).
- Stakeholder engagement is sought.
- Research and benchmarking are conducted.
- A documented approach is used.
- A curriculum framework is developed

Curriculum Writing

- All essential elements of a quality curriculum are addressed and aligned with the award standard at the appropriate NFQ level, the programme's purpose and objectives and meet the needs of the target learner group.
 - The programme objectives, which focus on the teaching, and outcomes, which focus on the learning i.e. the Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Module Learning Outcomes (MIMLOs), are clear and consistent with the awards sought.
 - The MIPLOs and MIMLOs are worded appropriately and use the active verb, followed by the object of the verb, followed by the phrase that gives the context and should reflect the NFQ level and award standard (see [Appendix B](#) for a checklist for writing MILOs).

- The programme concept, implementation strategy, and interpretation of award standards are well-informed and soundly based (considering social, cultural, educational, professional and employment objectives).
- The programme title is relevant, useful and reflective of the subject area and applies appropriate naming conventions for inclusion on the NFAQ.
- Identified access, transfer and progression pathways in the programme are consistent with QQI's policy and criteria for access, transfer and progression and include RPL criteria for access, advanced entry and exemptions.
- The written curriculum is suitably structured and fit for purpose.
- The programme's staffing requirements are sufficiently specified to ensure appropriately qualified and capable programme staff are available to implement the programme.
- Adequate physical resources are in place to support the programme's implementation.
- The learning environment caters to the needs of the programme's learners.
- Effective teaching, learning and assessment strategies are in place and are appropriate to the objectives and MIPLOs of the programme.
- There are instructions for calculating the programme's overall grade.
- Arrangements for support, guidance and care are included for learners enrolled in the programme.
- Arrangements are included to ensure that overall, the programme is well-managed and maintained.
- The programme draft is peer-reviewed to ensure cohesion and alignment of the programme in its entirety and to ensure the programme and supporting documentation are complete and accurate.

4.7.3 Procedure for Programme Design and Curriculum Development

The design and curriculum development stage involves describing learning experiences and organising and structuring the curriculum components based on a specified educational philosophy and curriculum model of design.

Approaches to programme design and curriculum development will vary with the type, level and purpose of the programme and the philosophical and design model used. The procedure outlined below provides a simplified process for creating a curriculum and the approach can be adapted as necessary.

Generally, for FET programmes, an outcomes-based model is required, and a learner-centred approach is recommended. The incorporation of Universal Design for Learning (UDL) principles is also favoured. A variety of approaches can be integrated to meet the needs of the target learner and the objectives of the programme.

Figure 3 shows the process followed by the Curriculum Working Group for this stage of development. The Curriculum Lead guides the Curriculum Working Group through the procedure, assigning tasks as appropriate. The procedure below is broken into procedural areas.

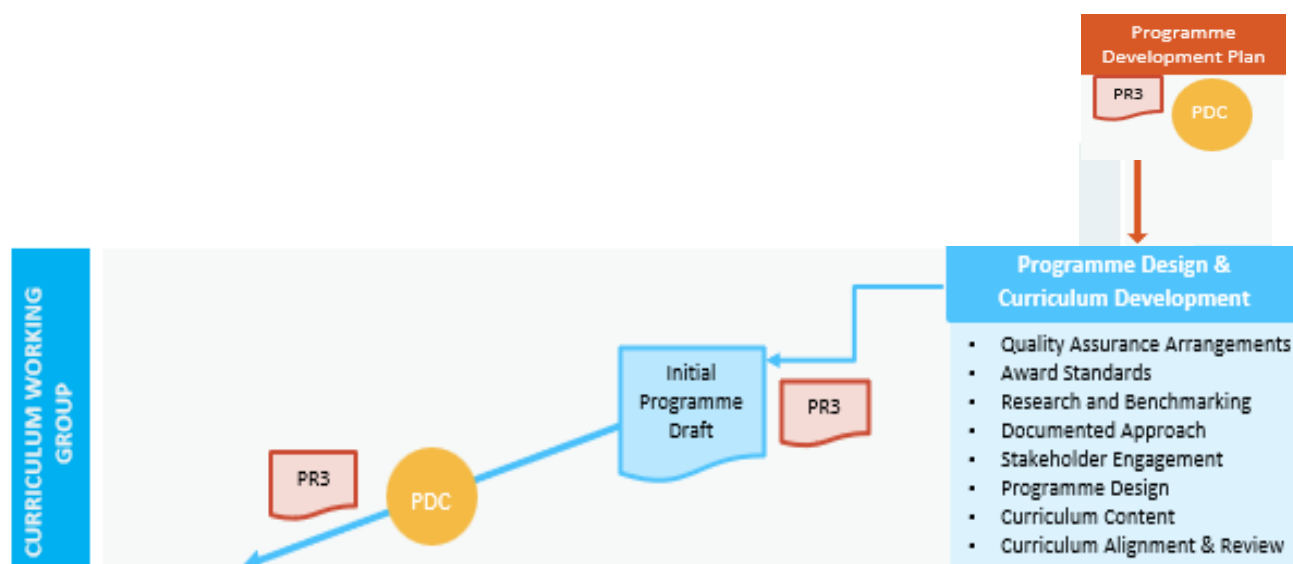


Figure 3. Process for Programme Development and Curriculum Writing

Procedure completed by Curriculum Working Group:

Procedural Areas	Procedural Steps
Quality Assurance Arrangements	a) Read and apply the Programme Design and Curriculum Development Criteria. Read in conjunction with the Criteria for Third-Party Collaboration if applicable. b) Consider if the programme will require an extension of current quality assurance procedures.
Award Standards	a) Select the relevant award standards and NFQ-level indicators at the appropriate level. b) Decide on the award standards and use these to guide the development of the learning outcomes (MIPLOs) and (MIMLOs) where required. MIPLOs and MIMLOs must be consistent with the statements of standards as stated in the award standards and descriptors. Expect to draft and redraft the learning outcomes throughout the development. Where a new award standard is being proposed through the validation of the programme’s MIPLOs, i.e. Programme Derived Award Standard (PDAS), ensure the MIPLOs meet the criteria of the relevant award type descriptor (major, special purpose or supplemental) at the appropriate NFQ level.
Research and Benchmarking	a) Review and compare the programme purpose, objectives and outcomes with similar programmes.

- b) Outline topic or indicative areas for inclusion in the programme considering the programme purpose, objectives and target learners.
- c) Complete benchmarking. If similar programmes exist, compare the proposed programme to ensure the programme is competitive, has unique selling features and demand. Outline distinguishing features of the proposed programme. The curriculum design approaches, learning outcomes (MIPLOs and MIMLOs) and teaching and learning methodologies could be compared against similar programmes in the field of learning, noting the NFQ levels, credits, learner effort, target learners etc.
- d) Conduct further research, if necessary, to identify the range of stakeholders involved in the design and writing phases. At this stage, feedback is gathered from learners, employees, practitioners and other relevant stakeholders to ensure the needs of learners, labour markets and regulatory and professional bodies are met. The feedback further informs the programme and programme outcomes.

Note: Employers and practitioners are engaged in the design of programmes leading to vocational and professional awards.

Documented approach

- a) Keep detailed records of the work undertaken and decisions made by the group.
- b) Use relevant programme descriptor templates, guidance and self-evaluation templates from the awarding body, if available.

Stakeholder Engagement

- a) Seek feedback and engagement of relevant stakeholders (See section on research and benchmarking part d) above).

Programme Design

- a) Outline a framework for the curriculum design that organises and includes all topics and experiences required in the curriculum based on a chosen theoretical model. Using a framework helps achieve cohesion and sequencing of the programme and avoids fragmentation and disjointed thinking.
The framework should consider:
 - the overall structure and alignment of the programme
 - the arrangement of the subject matter content/topics through programme and/or embedded modules,
 - how the standards might be met throughout the curriculum,
 - how the MIPLOs can be addressed across the programme and in any embedded modules,
 - appropriate teaching, learning and assessment strategies and activities,
 - assessment opportunities for the programme and each embedded module,

- appropriate learning environments consistent with the needs of the programme’s learners,
- suitable work practice placements and experiences,
- learning supports,
- access, transfer and progression pathways,
- resourcing – staffing and physical,
- programme management review, maintenance and enhancement.

Curriculum Content

a) Write the curriculum content.

- Follow the design framework and apply the criteria for programme design and development.
- Clearly state the teaching, learning and assessment strategies and activities ensuring they are supported by consultation with experienced staff.
- Describe learning environments that meet the needs of the learners.
- Ensure the content, activities and experiences provide opportunities for the achievement of the MIPLOs (and any MIMLOs).
- Ensure the assessment strategies provide opportunities to assess the MIPLOs and MIMLOs. Include sample assessment briefs and marking schemes. Provide instructions for calculating the overall grade.
- Include sufficient resources to implement the programme as planned. Include photographic or video evidence to show available resources.
- Provide information to learners showing how they can access further information about supports and services.
- Explain how the programme is quality assured when in progress i.e. monitoring arrangements.

Curriculum Alignment and Review

a) Conduct a review of the drafted programme.

The Curriculum Lead guides the CWG to conduct this review. The peer review involves all members of the CWG evaluating the programme for overall cohesion and accuracy considering:

- Alignment and sequencing,
- Content,
- User perspective,
- Programme design and validation requirements,
- Presentation.

The review should establish whether there is sufficient detail included in the programme that would allow someone who was not involved in its development to deliver and assess the programme as envisaged by the writers of the programme.

In most instances, peer-review templates are provided by the awarding body. If not, then refer to QQI evaluation documents as a minimum requirement for effective review practice.

- b) Curriculum Lead completes phase 4 of the [PR3 form](#) – Curriculum Alignment and Review.
- c) The Curriculum Lead submits the programme draft to the Programme Development Coordinator, who screens the documentation in advance of independent evaluation.

Incorporation of Feedback

- a) Consider feedback provided by the external independent evaluator.
- b) Respond to recommendations provided in the independent evaluation report.

4.8 Phase 5 - Independent Evaluation

An independent evaluator is assigned to evaluate the completed programme draft against the awarding body's validation criteria and to provide clear and valid feedback. The recommendations are provided in an **Independent Evaluation Report (IER)**. These are responded to or incorporated into the programme draft by the CWG.

The Programme Development Coordinator is responsible for engaging the services of a suitably qualified and experienced independent evaluator, obtaining an IER and returning the IER report to the CWG for amendment.

4.8.1 Criteria for Selecting Independent Evaluators

Ensure the following criteria are used for selecting a suitably experienced and qualified independent evaluator.

Criteria for Selection of Independent Evaluator

The independent evaluator is a subject matter expert and must have:

- Appropriate qualification in education at least 2 NFQs above the award level of the programme (e.g. Post-Graduate Diploma in Further Education, Teaching Qualification etc.),
- Significant teaching, curriculum and assessment experience,
- In-depth knowledge of quality assurance and standards,
- Subject knowledge relevant to the specific field of learning.

In some instances, where the curriculum content is highly specific, two evaluators may be required.

4.8.2 Procedure for Attaining and Incorporating an Independent Evaluation Report

Figure 4 shows the process for attaining and incorporating the IER into the final programme draft.

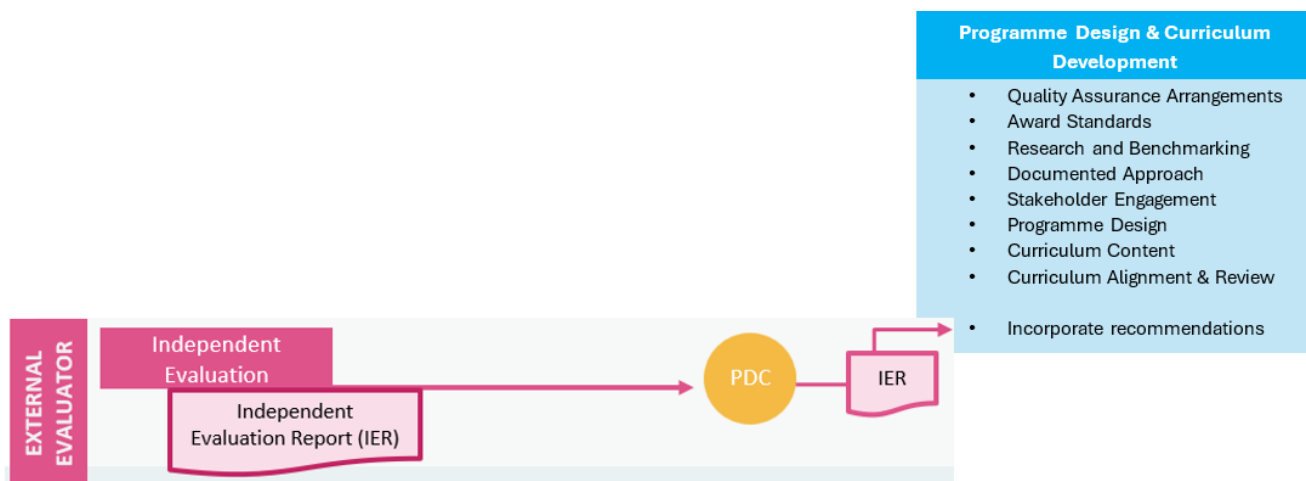


Figure 4. Independent Evaluation Process

The procedure conducted by the Programme Development Coordinator:

- Identify and select a suitably qualified and experienced independent evaluator using the Criteria for Selection of the Independent Evaluator.
- Contact the independent evaluator and inform them of the scope of work. If they commit to complete the work, agree on the terms.
- Create a contract with the assistance of HR and have all parties complete and sign it. The evaluator conducts the evaluation and completes the Independent Evaluation Report (IER).
- Complete phase 5 of the [PR3 Form](#) - Independent Evaluation.
- Receive and review the completed IER.
- Provide the report to the Curriculum Lead, who will review and respond to the recommendations to adjust or revise the final programme draft.
- Receive and progress the final programme draft and accompanying documentation, including the IER, through to the PAC.

4.9 Phase 6 Submission to Tipperary ETB Programme Approval Committee

This is the final phase prior to the programme being submitted for validation. The Programme Development Coordinator progresses the programme documentation to the PAC for governance. If approved, the Programme Development Coordinator progresses the application to the awarding body for validation.

4.9.1 Criteria for Validation Applications for Submission to PAC

The following criteria are used to check programme submissions to PAC.

Criteria for Submission to Programme Approval Committee for Validation Applications

All programmes being submitted for validation must meet the following criteria:

- Screening is conducted prior to the PAC meeting to ensure:
 - the programme and supporting documentation are present and completed in full,
 - all validation requirements of the awarding body have been addressed in full.

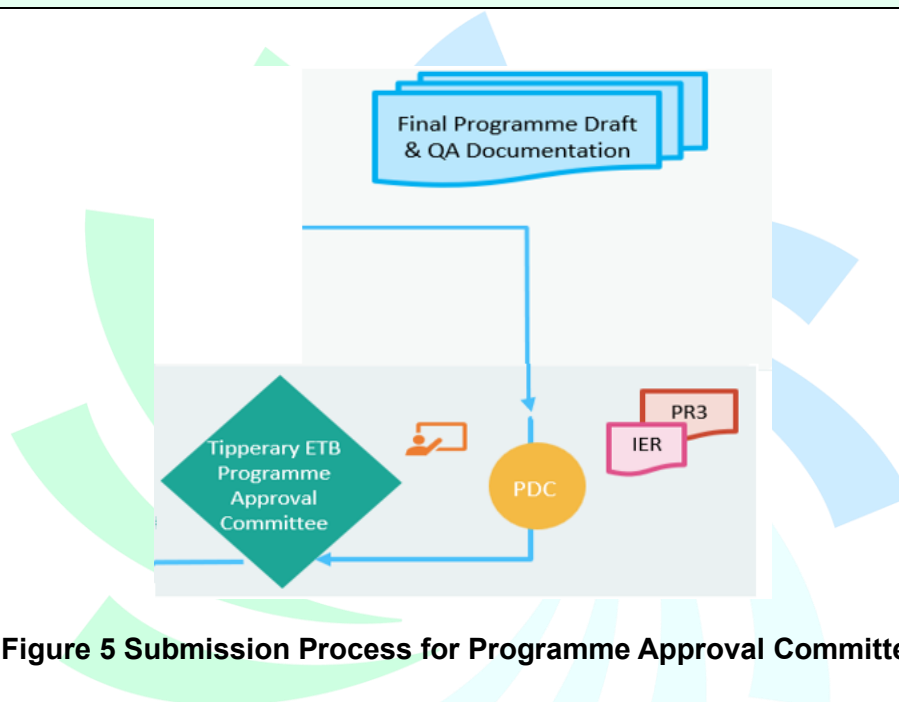


Figure 5 Submission Process for Programme Approval Committee

4.9.2 Procedure for Submission to PAC

Procedure completed by Programme Development Coordinator:

- a) Submit all documentation to the Programme Development Office. The Programme Development Office reviews all documentation for completeness and process accuracy.
- b) Organise representatives from the CWG to attend and present the final programme draft and documentation to the PAC.
- c) Complete phase 6 of the PR3 form – Submission for PAC.
- d) Forward all documents to the PAC via the FET Senior Manager.

PAC hears and considers the application using the criteria and Terms of Reference set out in the [Programme Management and Approvals](#). PAC reviews the development process, the programme development, stakeholder contributions, recommendations from the independent evaluation with the CWG and responses to recommendations.

If approved, the Chair of the PAC signs the approval to proceed with validation.

4.10 Phase 7 Applications for Validation to Awarding Body

Following approval by the PAC to proceed with the (re)validation, the final programme draft is sent to the awarding body with all required supporting documentation and payment fees.

The awarding body will examine and evaluate the programme based on the evidence provided to them to determine if it meets their criteria for validation. They decide to validate the programme for use or make recommendations which will be responded to or implemented by the CWG before approval to validate is given.

They consider if:

- the programme’s learning outcomes are right for its intended NFQ level and award type,
- the award is achievable by learners, and
- appropriate resources and quality assurance processes for the programme are in place.

4.10.1 Procedure for Submission for Validation by an Awarding Body

Figure 6 shows the process for submitting an application to an awarding body. The Programme Development Coordinator is responsible for progressing the application to the awarding body and relaying recommendations to the CWG. The CWG responds or incorporates the recommendations into the programme draft.

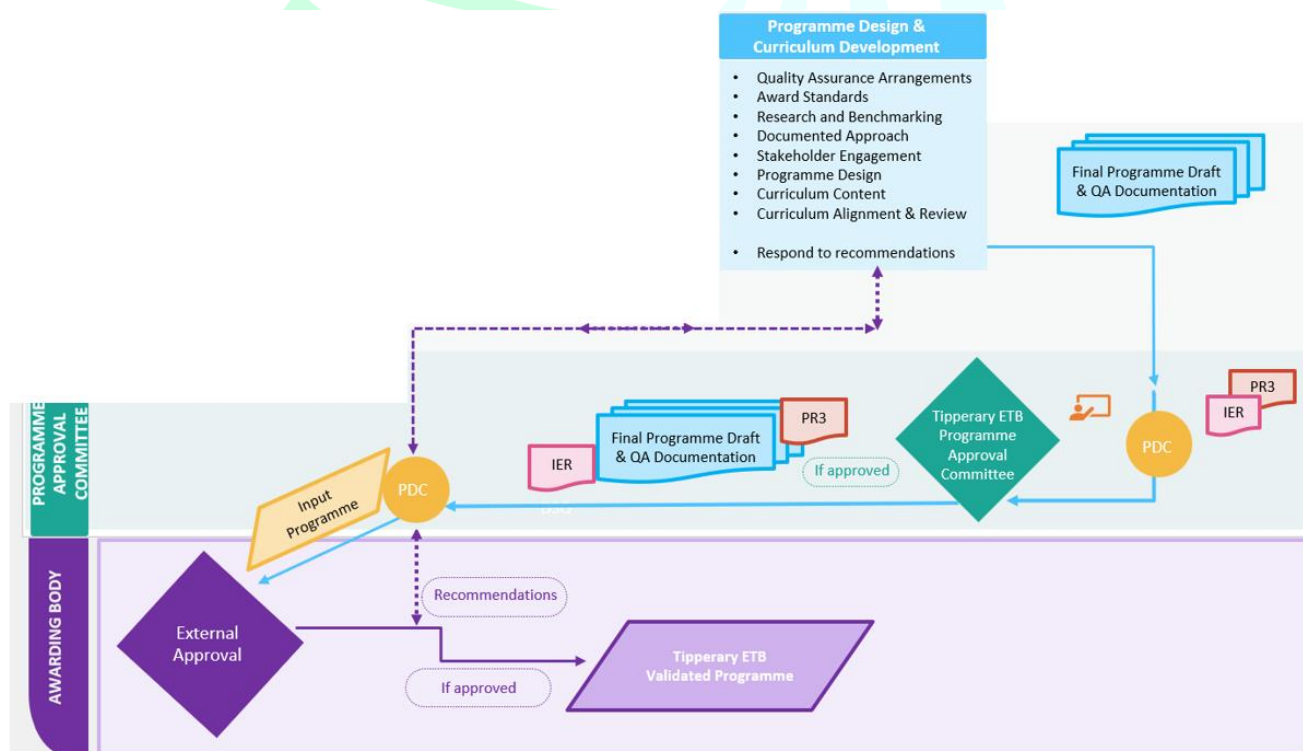


Figure 6 Process for Submitting Applications for Validation to an Awarding Body

- a) Submit the programme and accompanying documentation to the awarding body using the appropriate electronic systems. The Programme Development Coordinator will:
 - Receive the outcomes of validation requests and forward them to the FET SMT for noting.
 - Forward recommendations to CWG following noting by FET SMT.
- b) Resend the documentation to the awarding body following the incorporation of any recommendations.
- c) Receive the outcome of validation approval from the awarding body and communicate with the FET QA Office. Tipperary ETB communicates approved (validated) programmes once certification of validation has been obtained. Newly validated programmes are added to Tipperary ETB's programme data base.
- d) Store the programme validation certificate in Tipperary ETB's internal platform (SharePoint).

Note: Any centre not named on the initial validation application can request to deliver the programme using the PAC procedures and PR1 form.

5. Post-Validation Quality Assurance

Following validation, the programme must be entered into the National Programme Database (NPD). Any person using the new programme must check to ensure the programme is on the NPD before use.

Centres identified on the programme’s validation certificate to deliver the validated programme will follow the criteria for advertising, enrolling, delivery, monitoring and review.

See the post-validation criteria for centres below:

Post-Validation Criteria for Centres Using Validated Programme	
Advertising and Enrolment	<ul style="list-style-type: none"> Programmes must follow the awarding bodies' guidelines for advertising and use Tipperary ETB's branding guidelines. Programmes may be advertised in advance of validation, but learners must not be enrolled on programmes prior to validation. Prospective learners must be provided with all relevant information regarding the programme. Learners must not be enrolled until the full complement of staff meets the specifications of the post identified for the programme.
Delivery	<ul style="list-style-type: none"> Only centres named on the validation certificate are validated to deliver the programme. Unnamed centres must request permission to deliver the programme following the appropriate PAC process and can only offer the programme once approval has been granted. Programmes are delivered as per the requirements and terms of the validated programme.
Programme Monitoring	<ul style="list-style-type: none"> All staff involved in programme delivery have responsibility for ongoing monitoring and evaluation of the programme throughout its delivery. Programmes are monitored on an ongoing basis at the centre level at intervals throughout the delivery and are evaluated and reviewed following completion of a course. The process is supported by the centre-level Programme Coordinator and the Senior Manager and facilitated by the Programme Development Office following Programme Monitoring and Evaluation Procedures (currently in draft).
Feedback	<ul style="list-style-type: none"> Programme delivery staff facilitate learners to provide feedback on the programme at intervals throughout the programme following Tipperary ETB procedures. All staff involved in programme delivery must provide feedback for continuous improvement and effectiveness of the programme and programme delivery. Feedback is shared during centre-level programme reviews.
Programme Review	<ul style="list-style-type: none"> Centre-level programme reviews incorporate feedback from staff and learners and consider relevant programme data. Centre-level programme evaluation and review reports are prepared and forwarded to the FET Quality Assurance Office for collation and further

analysis. The programme review reports contribute to provider-level reviews.

See the post-validation criteria for providers below:

Post Validation Criteria for Providers of Validated Programme	
Programme Monitoring	<ul style="list-style-type: none"> The FET QA Office supports centre-level programme evaluation and review reports provided by centres. Collated monitoring information is stored and used to contribute towards programme-level reviews.
Programme Review	<ul style="list-style-type: none"> Provider-level programme reviews are carried out in line with the programme review schedule as stated in the validation certificate or at shorter intervals as and if required to ensure the programme remains relevant and current. Programme reviews are coordinated and facilitated by the Programme Development Office and FET QA Office. Programmes identified as requiring redevelopment and revalidation must have completed a review report. Programme reviews are conducted by subject matter experts with relevant experience and qualifications, who produce a detailed and evidence-based programme review report. The report identifies required changes and proposes changes to the existing programme considering all the data from monitoring and evaluation.
Programme Approval and Management	<ul style="list-style-type: none"> Governance is required to progress programmes for full redevelopment and revalidation, following recommendations from programme reviewers. A programme review report must accompany the programme redevelopment request. Following approval by FET SMT, a curriculum redevelopment plan and curriculum working group will be established and will follow the criteria for programme (re)development and review in section 4 of this policy and procedure.

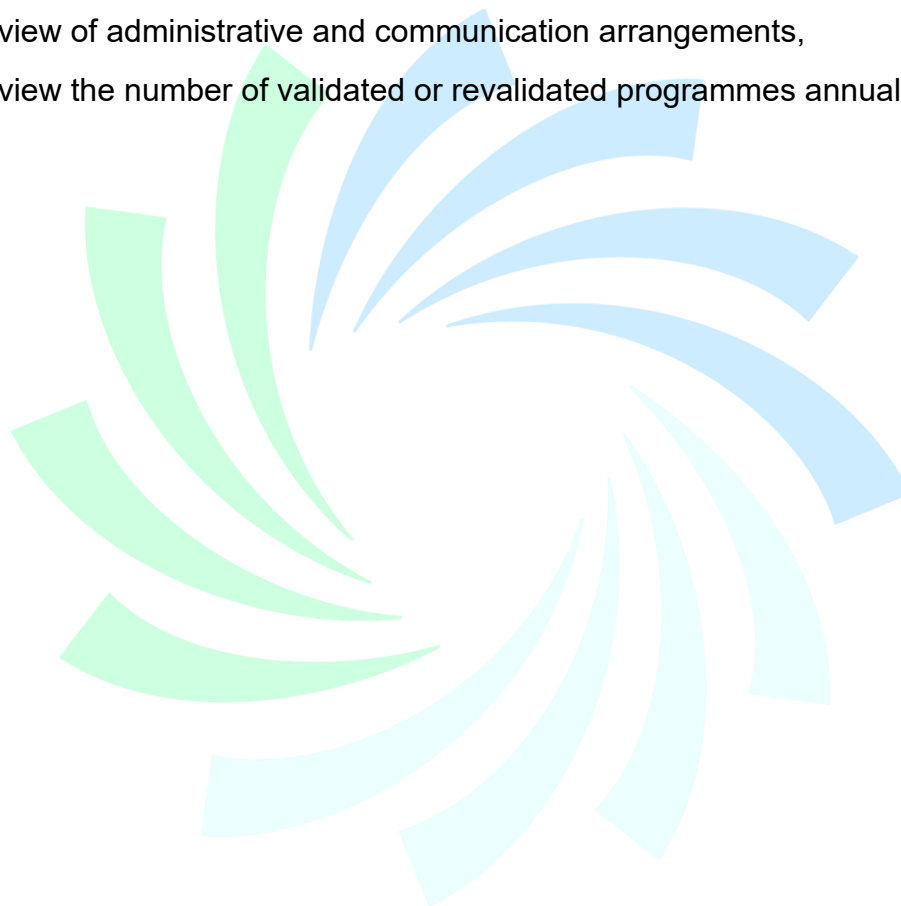
6. Internal Monitoring and Review of this Policy

- 6.1 The FET QA Office and the Programme Development Office have a responsibility to monitor and review this policy as per the schedule on page 2 of this document.

7. Monitoring Evidence of Implementation and Effectiveness

7.1 Evidence to confirm implementation of the **Programme Development, Validation Policy and Procedure** may include, for example:

- Review of PAC applications for (re)validation for programme (re)development,
- Review of data on validation decisions,
- Review of collaborative developments and arrangements,
- Feedback from stakeholders involved in the process,
- Review of arrangements and governance group,
- Review of administrative and communication arrangements,
- Review the number of validated or revalidated programmes annually.



Appendix A: Outline Programme Development Consortium Agreement (for collaborative developments)

See [Sample Programme Collaboration Agreements](#) for further details.

1. SCOPE OF THE AGREEMENT
 2. FINANCIAL AND ADMINISTRATIVE ARRANGEMENTS
 3. PROGRAMME STRUCTURE DELIVERY AND ASSESSMENT
 4. ENTRY REQUIREMENTS OF THE PROGRAMME
 5. ACADEMIC AND PROGRAMME RESPONSIBILITIES OF PARTIES
 6. PROGRAMME CONTACT PERSONNELL
 7. PUBLICITY
 8. INTELLECTUAL PROPERTY RIGHTS
 9. ENTIRE AGREEMENT AND VARIATION
 10. INDEMNITY
 11. EMPLOYMENT, PARTNERSHIP AND AGENCY
 12. ASSIGNMENT AND FORCE MAJURE
 13. RESOLUTION OF DIFFERENCES
 14. TERM OF VALIDITY
 15. DATA PROTECTION
 16. TERMINATION
 17. PROTECTION OF ENROLLED STUDENTS
 18. GOVERNING LAW
- DISCLAIMER AND STATUS OF THE PARTIES

The present agreement is signed in three copies of equal form and content.

The schedules below set out the proposed governance and administration of the programme.

IN WITNESS whereof this document has been executed as of the Effective Date:

Signed: _____

Signed: _____

Date: _____

Date: _____

Appendix B: Checklist for Writing Minimum Intended Learning Outcomes:

Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs)

The following statements may be used as a checklist for the programme development team to assure themselves that the minimum intended learning outcomes, in the form of MIPLOs and MIMLOs, are fit for purpose:		Please tick
1.	<p>The focus of the minimum intended learning outcomes (MIPLOs/MIMLOs) are on what the learner will achieve and be able to demonstrate rather than on what will be taught during the programme, for example:</p> <p>The learner will / On successful completion of the programme the learner will be able to:</p> <ul style="list-style-type: none"> • explain ... • describe the processes involved in ... • analyse the factors that contribute to ... • research x, y, or z 	<input type="checkbox"/>
2.	The minimum intended learner outcomes (MIPLOs/MIMLOs) focus on the essential knowledge, skills, abilities, behaviours and/or attitudes required of a learner achieving certification	<input type="checkbox"/>
3.	The minimum intended learning outcomes (MIPLO/MIMLO) are consistent with the purpose of the award(s) that the programme/module is designed to lead to	<input type="checkbox"/>
4.	The minimum intended learning outcomes (MIPLOs/MIMLOs) are consistent with (but not a restatement of) the relevant QQI award standard(s)	<input type="checkbox"/>
5.	The minimum intended learning outcomes (MIPLOs/MIMLOs) cover a range of knowledge, know-how and skill and competence consistent with the statements in the National Framework of Qualifications Grid of Level Indicators	<input type="checkbox"/>
6.	The minimum intended learning outcomes (MIPLO/MIMLO) are written in clear language so that it is evident to multiple audiences (programme staff, learners, employers, industry, other educational institutions and QQI) what learners are expected to achieve and demonstrate in order to be successful	<input type="checkbox"/>
7.	The minimum intended learning outcomes (MIPLOs/MIMLOs) have regard to the target learner group for the programme	<input type="checkbox"/>

8.	Each minimum intended learning outcome (MIPLO/MIMLO) begins with an active verb, followed by the object of the verb, followed by the phrase that gives the context	<input type="checkbox"/>
9.	There is only one active verb used in each minimum intended learning outcome (MIPLO/MIMLO)	<input type="checkbox"/>
10.	It is realistic that the minimum intended learning outcomes (MIPLOs/MIMLOs) will be achieved and evidenced by the learner within the time and resources available in the programme and related modules	<input type="checkbox"/>
11.	Each minimum intended learning outcome (MIPLO/MIMLO) will allow for the learner to be assessed in how well s/he has demonstrated achievement of the MIPLO/MIMLO	<input type="checkbox"/>
12.	There is consistency between the MIPLOs and the MIMLOs	<input type="checkbox"/>
13.	The MIPLOs are consistent with the aim(s) and objectives of the programme	<input type="checkbox"/>

J. Whelan - Adapted from:

- *Writing and Using Learning Outcomes, A Practical Guide, Dr. Declan Kennedy, 2007*
- *Curriculum Design in Higher Education: Theory to Practice, Geraldine O' Neill, 2015, First Edition*