

Academic Programme Development & Review procedure.

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Description: New Issue
Issued by: Quality Co-ordinator
Approved by: Quality Co-ordinator

1. **Subject** Academic Programme Development and Review.

2. **Purpose** The purpose of these procedures is to define the processes by which the initial programme development, approval and programme review is implemented and submitted to QQI for approval by the Institute.

3. **Scope** All programmes, HET and FET being considered for Development by the Institute for validation by QQI

4. **References**

Policies and criteria for the validation of programmes of education and training [2016]
 QQI Award Standards – Science July 2014/HS9
 Quality Assurance Assessment Guidelines for Providers [2013]
 Programme Validation Manual [2016] for Programmes of HET and Apprenticeships [FET and HET]

Guidelines for Preparing Programme Descriptors
 Access to initial Validation of Programmes for Higher Education and Training Leading to QQI Awards [2013] HET.
 QQI – Assessment and Standards [Revised 2013]
 ISCE - Quality Manual, section 4.7
 ISCE - Procedures Manual ref:

 - MS/403.03 Contract for service – Associate Lecturers
 - AP/407.02 The Academic Council
 - AP/407.03 The Programme Committee
 - AP/407.05 Access. Transfers and Progression
 - AP/407.06 External Examiner and Examination Boards
 - AP/407.07 The Management of Modules
 - AP/407.08 Evaluation of Modules
 - AP/407.09 Assessment of Module Assignments and Dissertations
 - AP/407.10 Student Participation and Feedback
 - AP/407.14 Monitoring of Academic Quality Support Systems
 - AP/408.01 Evaluation of Programmes
 - SA/410.01 Control of Quality Records

5 Documentation

- | | | |
|-----|---|-------------------------|
| 5.1 | Template Module Outline: | ref: AP/407.15 – 7. 3.2 |
| 5.2 | Flow Chart - Academic Programme Planning. | ref: AP/407.15 – 7. 9.1 |
| 5.3 | Issues for Consideration by the Review Panel: | ref: AP/407.15 – 7.15.2 |

- 6 Definitions:** The programme development planning team, shall be referred to as the Planning Team

The initial approval programme review panel, shall be hereafter referred to as the Review Panel.

The Director of Academic Administration and Student Affairs shall be hereafter referred to as the Director of Academic Administration.

7. PROCEDURES

7.1 Responsibility

7.1.1 The Director of Academic Administration shall be responsible for the implementation of this procedure.

7.2 Purpose of Document

7.2.1 The purpose of this document is to establish procedures for quality assurance under section 28 of the 2012 act.

7.2.2 This document details the procedures to be followed as part of the Institute's Programme Design, Approval and Review Policy. It includes guidance that is primarily aimed at Programme Development.

7.2.3 This procedure outlines ISCE's policy on programme development, delivery, evaluation and review. These processes do not exist in isolation and where appropriate, cross reference shall be made to procedures within ISCE academic quality assurance system and QQI policies and Guidelines relating to programme development, delivery, evaluation and review.

7.3 Programme Development

7.3.1 Programmes developed by ISCE for validation by QQI shall be developed according to the following criteria:

1. Intended Learning Outcomes

1.1 Programme aims shall express the purpose of the programme and what it wants to achieve and including:

- a) The minimum intended programme learning outcomes (MIPLO) and any other educational consequences of the programme are specified
- b) The MIPLOs are consistent with the appropriate discipline award standards for the proposed level of the award on the National Framework of Qualifications

2. Curriculum & Programme Design and Content

2.1 In keeping with the European Standards & Guidelines on Quality Assurance, evidence of the following shall be demonstrated in the development of Programmes:

- a) The programme's content and learning environment are appropriate to the programmes' learning outcomes;
- b) The module managers have the competency [*see procedure MS/403.03 – Associate Lecturers*] to enable learners to achieve the MIPLOs and to assess learners according to the assessment procedures – *see AP/407.09 – Assessment of module assignments and dissertations*;

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- c) Module authors shall use the '*Template for module outlines*' when drafting the outline of modules. [see attachment 5.1]
- d) The programmes learning environment - physical, social, intellectual - is consistent with the MIPLOs. This also includes access to appropriate information services, information technology and other learning supports provided by the Institute.
- e) Programme content - including reading lists, lecture notes, case studies and any other supporting material shall be made available to learners.

3. Policies and criteria for the validation of programmes

- 3.1 Programmes shall be developed in strict accordance with the Core policies and criteria for the validation by QQI Of Programmes of Education and Training. [April 2016/QR17]
- 3.2 The programmes strategy for enabling learners to move from entry to achieving MIPLO's shall be explicit, realistic and viable.
- 3.3 The programme shall be provided to ensure that learners can reliably and efficiently attain the MIPLOs with reasonable effort.
- 3.4 The programme and module assessment strategies are both clear and appropriate and shall provide for the verification of the attainment of MIPLOs. It shall be clear to learners through the provision of written feedback that the programme learning outcomes have been assessed and that the learner has passed that assessment. [see *procedure AP/407.09 – Assessment of Module Assignments and Dissertations*]

4. Modules

- 4.1 All learning programmes provided by the Institute shall be based on a modular design of mandatory and elective modules.
- 4.2 The palette of modules and route toward completion shall be explicit and appropriate in the light of the MIPLOs.
- 4.3 Guidance shall be provided to learners on how to plan an appropriate pathway through elective selection. This matter shall be addressed during the mandatory Introductory Module.
[see also *procedure ref: AP/407.10 Student Participation and Feedback*]

5. Comparison against benchmarks

- a) A benchmarking process shall be carried out.
- b) The programme shall be comparable with other programmes at the same level and in similar fields of learning.

6. Access, transfer and progression

- 6.1 The programme information and its procedures for access, transfer and progression shall be consistent with the policies set out in procedure ref: AP/407.05 Student Access, Transfers and Progression.

7. Consultative process

- 7.1 The programmes aims and content shall meet realistic education & training needs.
- 7.2 The programme as a process and the MIPLO's shall be informed by the views of stakeholders such as: Students; Graduates, Associate Lecturers, relevant Industrial Sectors and wider constituency. [such as professional bodies, etc.,]

8. Sustainability

- 8.1 To ensure sustainability a viable Delivery and Business Plan shall be made available by the Institute to support the programme.
- 8.2 Due regard shall be given to minimum and maximum cohort sizes, resource capacity and consistency with the Institutes mission and current educational strategy.
- 8.3 Contingency arrangements [through membership of HECA] shall be in place to protect students.
- 8.4 Should this programme of study unexpectedly cease, learners shall continue their studies through transfer to a QQI registered provider [member of HECA] offering the same or similar programme, leading to the same award.

9. Protection of Learners

- 9.1 Arrangements for the protection of learners are in place [see *procedure ref: AP/407.07 – Management of Modules – section 7.10 enrolment of learners protection policy*].

7.4 Academic Council

- 7.4.1 The functions of the Academic Council *inter alia* [see *procedures ref: AP/407.02 The Academic Council*], shall be to:
- consider for approval all such draft programme proposals as presented by the Programme Committee,
 - establish structures to implement those programmes,
 - make recommendations to the Programme Committee on programmes for the development of research,
 - appoint the Chairperson of the programme Review Panel,
 - approve programmes for submission to and validation by QQI.

7.5 Programme Committee

7.5.1 The responsibilities of the Programme Committee *inter alia* [see procedures ref: AP/407.03 The Programme Committee], shall be to:

- a) Instigate and manage the processes by which internal work on programme development and review is implemented,
- b) ensure that programme design is underpinned by a learning outcome approach that flows from the NFQ award type descriptors, cascading from the minimum intended programme learning outcomes [MIPLO's] down to the minimum intended module learning outcomes [MIMLO's],
- c) ensure that MIMLO's listed in the module descriptor are congruent with QQI Award Standards – Science [2014] and with the stated MIPLO's,
- d) monitor and evaluate the quality of pedagogy and effectiveness of the learning provision,
- e) review and make recommendations on all proposals for new academic programmes, new academic qualifications and major changes to existing programmes and proposals to modify existing modules,
- f) oversee and monitor the initial review and evaluation of new academic programmes and qualifications,
- g) oversee and monitor the initial review and evaluation of modules that form part of the QQI validated programme to ensure continuous enhancement of quality assurance processes.

7.5.2 The Programme Committee shall provide regular updates on progress to the Academic Council.

7.6 Programme development - planning meetings

7.6.1 For each programme which the Academic Councils approves for development [and for those due for review], a planning meeting shall be arranged by the Programme Committee.

7.6.2 The purpose of the planning meeting is to discuss and agree:

- a) the formation of a programme development planning team, hereafter referred to as the programme Planning Team,
- b) the timetable for programme development and initial approval/review,
- c) the composition of the Planning Team,
- d) the consultations planned as part of the process,
- e) the roles of those involved in developing/reviewing the programme, including learning resource providers and academic support services,
- f) plans to engage with and consult students,
- g) plans to engage with and consult representative of relevant Industrial sectors,
- h) plans to consult with members of the wider constituency;
- i) the composition of the initial approval or review panel, hereafter referred to as the programme Review Panel;

- j) appointment of the programme Review Panel,
- k) the outline schedule for the initial programme approval or review process,
- l) any relevant guidelines put forward by the Academic Council and /or the Board of Governors.

7.7 Membership of the programme Planning Team

7.7.1 The following are members of the programme Planning Team and shall be required to attend meetings of the team:

- Director of Academic Administration,
- Programme co-ordinator,
- Associate Lecturers, [relevant specialists in subject areas]
- Student Representative,
- Industry representative[s],
- Quality Co-ordinator,
- Administrator,
- and any other person invited to attend a particular meeting.

7.7.2 The meeting shall be chaired by the Director of Academic Administration who may nominate another member of the team to chair a particular meeting.

7.8 Programme Approval Routes

7.8.1 All HET programmes, such as, graduate development programme [GDP], level 9, [Masters] developed by ISCE shall conform with the Core Policy and Criteria for the validation by QQI of Programmes of Education and Training.

7.8.2 All FET programmes, such as, Executive Development Programme [EDP], level 5 & 6, [Certificate & Diploma], developed by ISCE shall conform with existing awards standards for the validation by QQI of Programmes of Education and Training

7.9 Programme Planning Process

7.9.1 The development of the programme shall be processed with the aid of the '*checklist of issues to be considered by the programme Planning Team*'.
[see attachment 5.2]

7.10 Award Standards

7.10.1 When determining: level descriptors; award type descriptors and standards for learning, the programme Planning Team shall develop learning outcomes based on – knowledge, skill and competence.

7.10.2 When writing programme learning outcomes, the programme Planning Team shall consult the QQI Award Standards – Science [2014/HS9].

- 7.10.3 Having decided the MIPLO's for the programme, the programme Planning Team shall next consider the MIMLO's for each of the modules that comprises the programme.
- 7.10.4 The module aims set out the purpose of the module and the learning outcomes indicate what the learner will be able to demonstrate having successfully completed the learning associated with the module. The learning outcomes must clearly reflect the level of the module - reference to the NFQ level descriptors is particularly important to ensure that this is the case. [see attachment 5.3 – template - module outlines]
- 7.10.5 For learning outcomes to be valid, they must precisely express what is to be assessed; it is therefore important for the module writers to use transparent terms. The following table offers examples of verbs commonly used in learning outcomes and the type of outcome to which they relate, for example:

ACTION VERBS	
Concrete verbs such as “define,” “apply,” or “analyse” are more helpful for assessment than verbs such as “be exposed to,” “understand,” “know,” “be familiar with.”	
Cognitive Learning	Action Verbs:
Knowledge - to recall or remember facts without necessarily understanding them	arrange, define, duplicate, label list, memorise, name, order, recognise, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote
Comprehension – to understand and interpret learned information	classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognise, report
Application – to put ideas and concepts to work in solving problems	apply, choose, demonstrate, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover
Analysis – to break information into its components to see interrelationships and ideas	analyse, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer
Synthesis – to use creativity to compose and design something original	arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organise, plan, prepare, propose, set up, rewrite, integrate, create, design, generalise
Evaluation – to judge the value of information based on established criteria	appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarize

Source: (University of Northumbria, 2011)

For additional guidance on learning outcomes see the Biggs and Tang Teaching for Quality Learning at University: *‘What the Student Does’*, Chapter 7.

7.11 Assessments

7.11.1 The Planning Team shall adhere to the policies, criteria and guidelines set out in the QQI - Assessment and Standards [revised 2013] when developing the content of modules.

7.11.2 Assessment is the generic term used in this document to cover all forms of formative and summative assessed activity, for example, coursework assignment, presentation, Viva Voce and Dissertation.

see also procedures ref:

AP/407.08 – Assessment of modules

AP/407.09 – Assessment of module assignments and dissertations

AP/407.10 – Student participation and feedback

7.11.3 Assessment is used for a variety of different purposes:

- *Assessment of learning*: used for certification: identifying levels of achievement; awarding credit and qualification; assurance of academic standards.
- *Assessment for learning*: promoting student learning through timely, actionable feedback; motivating, guiding their approach to learning; giving the tutor useful information regarding effectiveness of teaching strategies.
- *Assessment as learning*: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.

Adapted from Manitoba Education, The Role of Assessment in Learning

<http://www.edu.gov.mb.ca/k12/assess/role.html>

7.12 Formation of the Initial Approval Programme Review Panel

7.12.1 The '*initial approval programme review panel*' [hereafter referred to as the Programme Review Panel] shall be comprised of:

- a) a Chairperson, appointed by the Academic Council, who is external to the institute with the experience of programme design, approval and review procedures,
- b) an external panel member who is a specialist in the area of the programme under review,
- c) two academic members of the Institute who have not been involved in the development process of the programme under review,
- d) a student or recent graduate,
- e) where possible, a representative from a relevant Industrial sector,
- f) the Quality Coordinator or their representative.

7.12.2 The initial approval/review process shall involve meeting[s] with:

- the programme development team,
- the Programme Committee Chairperson,
- module managers [Associate Lecturers] involved in the programme.

7.12.3 In the case of reviewing an existing [running] programme], there shall also be meeting[s] with current and graduate students.

7.13 Role of the Chairperson and Director of Academic Admin

- 7.13.1 The Chairperson shall be fully briefed by the Director of Academic Administration in advance of the first meeting of the review panel
- 7.13.2 The Director of Academic Administration shall be a member of the panel and is responsible for ensuring that:
- a) the process is conducted in accordance with the Institute's procedures; ref: AP/407.15 – Academic Programme Development and Review procedures,
 - b) the outcomes, including conditions and recommendations, are consistent with the discussions during the meetings,
 - c) the Chairperson and all members of the review panels shall be briefed on the Institute's procedures in advance of the review panel meeting[s],
 - d) that panel members shall be briefed, on the process to be undertaken, in the opening session at the start of the day,
 - e) that any proposed changes to the schedule of meetings of the review process is discussed and agreed with the programme Planning Team.
- 7.13.3 The Chairperson and Director of Academic Administration are responsible, jointly, for steering the concluding sessions. It is expected that they shall work together before the start of the concluding session to formulate a draft outcome and any recommendations and/or conditions for consideration by the panel as a whole.
- 7.13.4 The Chairperson shall be responsibility for the academic coherence of the outcome.
- 7.13.5 The Director of Academic Administration shall be responsible for ensuring that the outcome is: consistent with the discussions during the day; with the Institutes quality assurance procedures and with outcomes reached in similar circumstances at other initial approvals and reviews.
- 7.13.6 Where an inconsistency occurs with outcomes reached in similar circumstances, the matter shall be brought to the attention of the panel.

7.14 Report / findings of the Review Panel

- 7.14.1 The Review Panel shall formulate an overall judgement of a new programme proposal by making a recommendation about its approval to the Programme Committee.
- 7.14.2 In the case of reviews, continuing approval is pre-supposed, however based on findings, it is within a panel's discretion to recommend that approval for a programme be withdrawn.
- 7.14.3 The Programme Committee has the overall responsibility for the schedule of reviews, taking into account the desirability of phasing reviews over a reasonable timescale, by agreement with the Academic Council.

7.15 Documentation to be supplied to the Initial Approval and Review Panels

- 7.15.1 Documentation for initial approval and review shall include an explanation of the proposal in terms of:
- a) Copy of the draft programme document,
 - b) Copy of draft student handbook,
 - c) The programmes relationship to the rest of the Institute's provision,
 - d) The programmes relationship to similar programme provision offered elsewhere,
 - e) the target student group [part-time],
 - f) the expected student profile [post graduate – at senior management level],
 - g) the maximum / minimum number of students per module,
 - h) a statement on professional development policy and practice specific to teaching staff on the programme, including sharing and developing best practice and enhancing the quality of provision.
- 7.15.2 The Review Panel shall satisfy themselves that the '*Issues for consideration by the Review Panel*' have been adequately addressed, [see attachment 5.3] either through the documentation or as part of their discussions with the programme Planning Team.

7.16 Review of existing programmes

- 7.16.1 When carrying out programme reviews of existing programmes, the programme Review Panel shall evaluate the implementation of the programme in the period since the last initial approval or review exercise, which shall include:
- a) previous annual monitoring reports or a summary of same,
 - b) exams boards records of student achievement
 - c) the external examiner reports
 - d) the response to external examiner reports
 - e) student evaluations of modules
 - f) evaluation reports from module managers;
 - g) records of issues raised in student consultation / feedback exercises
 - h) records of responses taken as part of the review process.
- 7.16.2 The Review Team shall, in their review of existing programmes, seek evidence of inclusion of new developments in technology and /or understanding of subject matter, for example: updates in academic knowledge in the area of study; current research findings, etc., etc.
- 7.16.3 The Review Team shall also seek confirmation that the resources needed to support the programme are in place. For example: on-line library and other learning resources, including ICT resources (equipment, venues, software); technology support resources and any specialist teaching accommodation requirements.

7.17 Submission of Draft programme to Academic Council

- 7.17.1 When the programme Review Panel has completed their task of reviewing either a new programme or an existing one, up for review, they shall submit a report of their findings/recommendations to the programme Planning Team.
- 7.17.2 The programme Planning Team shall give due consideration to the findings/recommendations of the Review Panel and amend/update the programme accordingly.
- 7.17.3 The final draft of the proposed programme shall be submitted to the Academic for their consideration / approval.

7.18 Submission of Programmes to QQI for validation

- 7.18.1 Programmes deemed approved by the Academic Council of ISCE shall be submitted in the manner and format of the *Programme Validation Manual [2016]* as specified by QQI.

7.19 Academic Quality Assurance Records

- 7.19.1 The Administrator shall be responsible for the safe storage and retrieval of all documents which arise in the processing of this procedure.
- 7.19.2 Files and documents generated as a result of this procedure shall be regarded as quality academic records and shall be maintained in accordance with procedure ref: SA/410.01. *Control of Academic Quality Assurance Records*.

SAMPLE

Attachment 5.1

Template - Module Outlines:

ref: AP/407.15 – 7.3.2

<i>Pre-Requisite Modules code(s)</i>	Co-Requisite Modules code(s)	ECTS Credits	Module Code	Module Title

Module author:

1. Module Description:

2. Module Aim:

3. Learning Outcomes:

On completion of this module learners will be able to:

4. Learning & Teaching Methods

5. Module Content:

6. Module Assessment

7. Reading

A. Essential reading:

B. Background reading:

Further Details

Date of Academic Council approval:

SAMPLE

Attachment 5.2

Programme Planning Process

ref: AP/407.15 – 7.9.1

Checklist of issues to be considered by the programme Planning Team:

	Matter/ Issue	ISCE procedures reference
1.	Establishment of programme Planning Team	AP/407.15
2.	Identification of Needs	
3.	Consultation with students	AP/407.10
4.	Consultation with Associate lecturers	MS/403.03
5.	Consultation with relevant industrial sectors	
6.	Consultation with wider constituency	
7.	Analysis of Needs	
8.	NFQ levels	
9.	Target Group	
10.	Structure of course	
11.	MIPLO's [minimum intended programme learning objectives]	
12.	Course content	
13.	Selection of Modules	
14.	Module Outlines	
15.	MIMLO's [minimum intended module learning objectives]	
16.	Associate Lecturer team	MS/403.03
17.	Academic Supervisory team	MS/403.04
18.	Student Access, transfers and Progression	AP/407.05
19.	Assessment of Assignments and Dissertations	AP/407.09
20.	Student admissions process	AP/407.12
21.	Student Participation and Feedback	AP/407.10
22.	Monitoring of Academic Quality Support Systems.	AP/407.14
23.	Evaluation of modules by Students	AP/407.08
24.	Evaluation of modules by Module Managers.	AP/407.08
25.	Evaluation courses	AP/407.08
26.	Protection of Enrolled Learners [PEL]	AP/407.12
27.	Prior Learning - Exception Entry [RPL]	AP/407.07
28.	Health and Safety provision at teaching venues	AP/407.13
29.	Establishment of programme Review Panel	AP/407.15
30.	Report/recommendations of Review Panel	
31.	Assessment of Planning Process	
32.	Approved by Programme Committee	
33.	Approved by Academic Council	
34.	Submission to QQI for validation	

SAMPLE

Attachment 5.3

Issues for consideration by the Review Panel:

ref: AP/407.15 – 7.15.2

The Review Panel shall satisfy themselves that the following issues have been adequately addressed: [either as in documentation or part of their discussions with the programme Planning Team].

- 1. How do the intended learning outcomes relate to the QQI Award Standards -Science [2014] and to the broad aims of the programme?**
 - What are the intended learning outcomes for the programme?
 - How do they relate to external reference points including relevant subject benchmark statements, the qualifications framework?
 - How do they relate to the overall aims of the programme described in the programme handbook?

 - 2. How are the curriculum design principles used to permit achievement of the intended learning outcomes?**
 - How does the curriculum content enable students to achieve the intended learning outcomes?
 - How effective is the design and organisation of the curriculum in promoting student learning and achievement of the intended learning outcomes?
 - How are the intended learning outcomes communicated to students, staff and external examiners?
 - Do the students know what is expected of them?

 - 3. How does the Institute create the conditions for achievement of the intended learning outcomes?**
 - Does the design and content of the curriculum encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills.
 - Is there evidence that curriculum content and design is informed by recent developments in techniques of teaching and learning, and by current research and scholarship?

 - 4. How does the assessment process work?**
 - Does the assessment process enable learners to demonstrate achievement of all the intended learning outcomes?
 - Are there criteria that enable internal and external examiners to distinguish between different categories of achievement?
 - Can there be full confidence in the security and integrity of assessment procedures?
 - Does the assessment strategy have an adequate formative function in developing student abilities?
 - What evidence is there that the standards achieved by learners meet the minimum expectations for the award, as measured against relevant subject benchmark statements and the qualifications framework?

 - 5. How does the Institute review and improve the quality of the student learning experience?**
 - Does it have strategies for building upon its quality assurance processes to enhance the quality of its programme?
 - How effective is teaching in relation to curriculum content and programme aims?
 - How effectively do staff draw upon their research, scholarship or professional activity to inform their teaching?
 - How good are the materials provided to support learning?
 - Is there effective engagement with and participation by students?
 - How effectively is learning facilitated in terms of student workloads?
-

Issues for the Initial approval and review panels continued.../**6. How is a student's learning supported?**

- Is there an appropriate overall strategy for academic support, including written guidance, which is consistent with the student profile and the overall aims of the programme?
- Are there effective arrangements for admission and induction which are generally understood by staff and applicants?
- How effectively is learning facilitated by academic guidance, feedback and supervisory arrangements?
- Are the arrangements for support clear and generally understood by staff and students?

7. How satisfactory are learning resources and how are they deployed?

- Is the collective expertise of the staff suitable and available for effective delivery of the curriculum, for the overall teaching, learning and assessment strategy and for the achievement of the intended learning outcomes?
- Is appropriate technical and administrative support available?
- Is there an overall strategy for the deployment of learning resources?
- How effectively is learning facilitated in terms of the programme and resources?
- Are suitable teaching and learning venues available?
- Are suitable equipment and appropriate information technology facilities available to learners?

8. How are equal opportunities assured for all applicants and students?

- What arrangements are in place to support students with disabilities?
- How does the programme take account of the duty to promote equal opportunities/diversity, including racial equality, disability and gender?

9. Is there adequate Safety provision in place at Teaching Venues?

- Is there 3rd party liability insurance in place?
- Does the proposed Venues have safety statements?
- Evacuation procedures?
- Marked Assembly Points?