**Provider’s Programme Review Report Template**

**Principal Programme with/without Embedded Programme(s)**

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# 

# Executive Summary

## Introduction

*(Overview of the process – what programmes are being reviewed, what programmes are being put forward for revalidation, any new embedded programmes being proposed for validation as part of the process etc.)*

## Programme Review Process

*Set out the stages of the review process and details of who was involved.*

## Overall Findings and Recommendations

## Main Programme Changes being proposed following Review

*(This should be a narrative overview of the changes to be made to the programme following review. A more detailed description of the changes is listed in Section 7 below)*

# Section 1 Context and Terms of Reference for the Programme Review

*(Section 1 contains key information relating to the programme being reviewed including provider details, person responsible for the review, previous validation reports, Certificate of Validation etc.)*

|  |  |
| --- | --- |
| **1.1 – Provider** | |
| **Name** |  |
| **Address** |  |
| **QBS Username** |  |

|  |  |
| --- | --- |
| **1.2 - Contact for programme review and revalidation** | |
| **Name:** |  |
| **Title:** |  |
| **Address:** |  |
| **E-mail:** |  |
| **Phone:** |  |
| **Mobile:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1.4 Programmes being reviewed** *– can include embedded programmes* | | | | | |
| **Principal Programme Title** | **Programme Code** | **Award Type and Level** | **Exit Award?** | **ECTS Credits** | **Last Validated by QQI (year)** |
|  |  |  |  |  |  |
| **Embedded Programme 1 - Title** | **Programme Code** | **Award Type and Level** |  | **ECTS Credits** | **Last Validated by QQI (year)** |
|  |  |  |  |  |  |
| **Embedded Programme 2 - Title** | **Programme Code** | **Award Type and Level** |  | **ECTS Credits** | **Last Validated by QQI (year)** |
|  |  |  |  |  |  |
| **Embedded Programme 3 - Title** | **Programme Code** | **Award Type and Level** |  | **ECTS Credits** | **Last Validated by QQI (year)** |
|  |  |  |  |  |  |

|  |
| --- |
| **1.4.1. If the programme is also validated by another body e.g. regulatory/professional body, include information here** |

|  |
| --- |
| **1.4.2 Location(s) where programme is delivered** |

|  |
| --- |
| **1.4.3 Modes of programme delivery (e.g. traditional classroom delivery, flipped classroom, blended learning, work-based learning etc)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.4.4 Programme Enrolment** | | | | |
|  | **Duration (Months)** | **Intakes per annum** | **Maximum Enrolment per Intake** | **Intake Period(s) (e.g. September, February etc)** |
| **Full-Time** |  |  |  |  |
| **Part-Time** |  |  |  |  |

|  |
| --- |
| **1.4.5 Any other pertinent features of the programme e.g. programme is provided in collaboration with another provider / is a transnational programme / includes a workplace component / clinical component etc** |

|  |
| --- |
| **1.5 Most recent Validation Report, Programme Review Report, Provider’s Response to Programme Review Report and Certificate of Validation**  *(Please provide a link(s) to an electronic copy of the most recent Validation Report, Programme Review Report and Provider’s Response to Programme Review Report (if applicable) and Certificate of Validation for the programme(s) under review)* |

|  |
| --- |
| **1.6 If this programme was reviewed and revalidated previously, highlight any issues or conditions made by the panel as part of the previous programme review and revalidation and explain how these issues/conditions were addressed and dealt with by the provider in the intervening period** |

Note: At the end of every section, there will be a space (headed in green) for individual panel members who have been asked to review the provider’s report to make their own comments on what they have read. This individual commentary can be shared with other panel members when planning for the meeting with the provider.

|  |
| --- |
| **Independent Panel Member Observations on: Programme Overview, Most recent Validation Report, Certificate of Validation, Programme Review Report and Provider’s Response to Programme Review Report** |

|  |
| --- |
| **1.6 Terms of Reference**  *(please provide a link to an electronic copy of the Terms of Reference for the review of this programme agreed with QQI here, including details of the independent panel appointed to undertake the review)* |
|  |

|  |
| --- |
| **1.6.1 If high-level ‘Proposed modifications for consideration’ were included in the Terms of Reference, please list here** |

|  |
| --- |
| **1.6.2 If ‘Special considerations’ were included in the Terms of Reference, please list here** |

Independent Panel Member Observations - Terms of Reference

# Section 2 Provider Information and Programme Context

## 2.1 Provider details

|  |
| --- |
| **2.1.1 Provider’s overall mission and strategy**  *(Provide overall contextual information about provider’s policies and procedures for the quality assurance of education, training, research and related services. Identify any significant changes to the provider’s mission and strategy, including significant changes to QA policies and procedures since the most recent validation of the programme)* |

## 2.2 Department details *(if applicable, may not apply to smaller providers)*

|  |
| --- |
| **2.2.1 Name of department responsible for the programme under review** |

|  |
| --- |
| **2.2.2 Department profile**  *(Characterise the department, profile - complement of programmes, staffing, resources, departmental strategies, collaborators (e.g. employers, other providers, regulatory bodies, agents etc))* |

|  |
| --- |
| **2.2.3 Department operations and management arrangements**  *(Outline who is responsible for the department and how the department integrates into the institution as a whole)* |
| **2.2.4 Programme Management**  *(Explain how the programme was managed and detail staff roles and responsibilities)* |

## 2.3 Programme details

*(Section 2.3 to 2.7 requires you to provide information regarding the existing programme, currently under review. Where any findings are specific to an embedded programme, please identify the programme)*

|  |
| --- |
| **2.3.1 Programme objectives**  *(Include information on the social, cultural, educational, professional or employment objectives of the programme, as appropriate. Describe how the programme objectives fitted with the institutional and departmental strategies)* |

|  |
| --- |
| **2.3.2 Target Learners**  *(Describe the target learners for the programme(s) as envisaged when it was last validated e.g. school*  *leavers/mature learners/international learners, education level required, professional experience*  *expected, targeting funding initiatives e.g. Springboard etc)* |

|  |
| --- |
| **2.3.3 Minimum entry requirements** *(if these vary for a non-exit programme, please clarify)* |
|  |

|  |
| --- |
| **2.3.4 Describe how the programme linked with other programmes provided by the institution, particularly within the department responsible for the programme**  *(Links identified between programmes may impact on review and revisions to linked programmes)* |

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| --- |
| **2.3.5 Describe programme-specific quality assurance procedures which are currently in place for the programme (if any)**  *(Programme-specific quality assurance procedures may not apply in all cases. Specific QA procedures may be in place e.g. when the programme has a clinical element, programmes with a work placement component, blended, collaborative or transnational programmes etc.)* |

|  |
| --- |
| **2.3.6 Implications/changes suggested for the programme arising from any of the issues addressed in Section 2** |

Independent Panel Member Observations – Provider Information and Programme Context

# Section 3 Baseline qualitative and quantitative information

*(Sections 3.1 and 3.2 should be completed in executive summary style. Each section follows a ‘Data – Analysis – Implications for Revised Programme’ format. Each section should be completed. Analysis under each section should be provided from a high-level, reflecting on the issue under consideration over the five years of programme delivery, or the number of years since the most recent validation of the programme. If you wish to provide documentation to support any of the sections, please include as appendices to this document*

*As there is currently no common agreement on definitions of some of the headings in this section in the higher education sector (e.g. applications, attrition and progression etc) providers should include a narrative explanation of their interpretation and implementation of the heading in question.*

## 3.1 Programme Overview

### 3.1.1 Applications for programme

|  |
| --- |
| **3.1.1.1 Applications – Data**  *Number of people that applied for each intake (full-time/part-time). Factors/Variables to be considered as appropriate: gender, age, nationality, CAO points (if applicable), qualifications (by award type and NFQ level), educational background, professional experience, employment status. Also, if applicable, SAT scores and English proficiency.* |
| Please provide a narrative explanation of how **Applications** is understood and measured in your organisation.  The format in which the data are represented (e.g. tables, charts, text etc) should be decided by the provider |

|  |
| --- |
| **3.1.1.2 Applications – Analysis of data** |

|  |
| --- |
| **3.1.1.3 Implications for revised programme** |

Independent Panel Member Observations – Applications for Programme

### 3.1.2 Enrolment on Programme

|  |
| --- |
| **3.1.2.1 Enrolment – Data**  *Number of learners enrolled by intake (full-time/part-time). Factors/Variables to be considered as appropriate: gender, age, nationality, CAO points (if applicable), qualifications (by award type and NFQ level), educational background, professional experience, employment status. Also, if applicable, SAT scores and English proficiency.* |
| Please provide a narrative explanation of how **Enrolment** is understood and measured in your organisation.  The format in which the data are represented (e.g. tables, charts, text etc) should be decided by the provider |

|  |
| --- |
| **3.1.2.2 Enrolment – Analysis of data** |

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| --- |
| **3.1.2.3 Implications for revised programme** |

Independent Panel Member Observations – Enrolment on Programme

### 3.1.3 Attrition, transfer, progression and completion on Programme

|  |
| --- |
| **3.1.3.1 Attrition, transfer, progression and completion by programme stage – Data**  *For each intake and cohort who were enrolled, track the cohort through the programme to full completion, transfer to another programme or provider; drop out (indicate destination if known), suspension of studies.* |
| Please provide a narrative explanation of how each of **Attrition, Transfer, Progression** and **Completion** are understood and measured in your organisation.  The format in which the data are represented (e.g. tables, charts, text etc) should be decided by the provider |

|  |
| --- |
| **3.1.3.2 Attrition, transfer, progression and completion – Analysis of data** *(please list any anomalies identified)* |

|  |
| --- |
| **3.1.3.3 Are the mechanisms for capturing attrition, transfer, progression and completion data fit-for-purpose and effective?** |

|  |
| --- |
| **3.1.3.4 Implications for revised programme** |

Independent Panel Member Observations - Attrition, transfer, progression and completion by programme stage

### 3.1.4 Grades / Awards Classification

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| --- |
| **3.1.4.1 Grades / Awards Classification by stage - Data**  *For each cohort who are enrolled, track the grades and awards obtained by learners each per cohort/per year through the programme to full completion, completion of an exit award sub-programme, transfer to another programme or provider.* |

|  |
| --- |
| **3.1.4.2 Grades and awards classification by stage – Analysis of data**  *(Analysis of grades and QQI award classifications comparing these against entry qualifications and other learner characteristics. Identify trends in grades and awards classification, identify any blockages that have become evident or stages/years where there are issues)* |

|  |
| --- |
| **3.1.4.3 Benchmarking grades and classifications against corresponding results published by other providers (via HEA or QQI data)**  *(Analysis of grades and classifications against grades and classifications of comparable programmes nationally. The analysis should consider trends)* |

|  |
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| **3.1.4.4 Implications for revised programme** |

Independent Panel Member Observations – Grades and Awards Classification by stage

### 3.1.5 Graduate Destinations

|  |
| --- |
| **3.1.5.1 Destinations of learners – Findings**  *(Information provided here should be as comprehensive as possible. Graduate destinations of part-time learners and / or international learners may not be as readily available as for full-time nationally based learners)* |

|  |
| --- |
| **3.1.5.2 Graduate Destinations – Analysis of findings** |

|  |
| --- |
| **3.1.5.3 Implications for revised programme** |

Independent Panel Member Observations – Graduate destinations

## 3.2 Programme Delivery & Teaching and Learning Strategies

### 3.2.1 Physical facilities and resources required for the delivery of the programme

|  |
| --- |
| **3.2.1.1 Physical facilities and resources – Data** |

|  |
| --- |
| **3.2.1.2 Physical facilities and resources – Analysis of data**  *(Analysis the suitability and sufficiency of the physical facilities and resources required for the delivery of the programme)* |

|  |
| --- |
| **3.2.1.3 Implications for revised programme** |

Independent Panel Member Observations – Physical facilities and resources

### 3.2.2 Timetabling of contact hours

|  |
| --- |
| **3.2.2.1 Timetabling of contact hours – Data**  *(Review the timetabled contact hours for the programme and modules against the approved Programme Schedule for each delivery mode associated with the programme.)* |

**3.2.2.2 Timetabling of contact hours – Analysis of data**

*(Analysis on the extent to which timetabling of the programme supported the teaching and learning strategies of the programme)*

|  |
| --- |
| **3.2.2.3 Implications for revised programme** |

Independent Panel Member Observations – Timetabling of contact hours

### 3.2.3 Learner workload by module and stage

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| --- |
| **3.2.3.1 Workload by module and stage – Data**  *(With reference to the original programme schedule, include details of staff/learner feedback regarding programme workload including findings regarding assessment burden, if any.)* |

|  |
| --- |
| **3.2.3.2 Workload by module and stage – Analysis of data** |

|  |
| --- |
| **3.2.3.3 Implications for revised programme** |

Independent Panel Member Observations - Workload by module and stage

### 3.2.4 Attendance

|  |
| --- |
| **3.2.4.1 Attendance – Findings**  *(Provide summary information regarding attendance over the five years, by stage and cohort. Highlight any anomalies in the findings, where this data is available)* |

|  |
| --- |
| **3.2.4.2 Attendance – Analysis**  *(Include analysis of how attendance is affecting successful participation in the programme by learners)* |

|  |
| --- |
| **3.2.4.3 Implications for revised programme** |

Independent Panel Member Observations – Attendance

### 3.2.5 Teacher to Learner Ratios

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| --- |
| **3.2.5.1 Teacher to Learner Ratios – by module**  *(Include teacher to learner ratios for the delivery modes including lectures/tutorials/research components etc)* |

|  |
| --- |
| **3.2.5.2 Teacher to Learner Ratios – Analysis of ratios** |

|  |
| --- |
| **3.2.5.3 Implications for revised programme** |

Independent Panel Member Observations - Teacher to learner ratios

### 3.2.5 Teaching and learning strategies

|  |
| --- |
| **3.2.5.1 Teaching and learning strategies – feedback / findings**  *(Set out the teaching and learning strategies which were in place for the programme. Consideration should be given to current or potential use of online learning as part of blended provision)* |

|  |
| --- |
| **3.2.5.2 Teaching and learning strategies – Analysis of feedback / findings** |

|  |
| --- |
| **3.2.5.3 Implications for revised programme** |

Independent Panel Member Observations - Teaching and learning strategies

### 3.2.6 Learning Outcomes achieved

|  |
| --- |
| **3.2.6.1 Learning outcomes achieved – feedback / findings**  *(Set out the findings regarding learning outcomes achieved / not achieved by learners)* |

|  |
| --- |
| **3.2.6.2 Learning outcomes achieved – Analysis of data** |

|  |
| --- |
| **3.2.6.3 Implications for revised programme** |

Independent Panel Member Observations – Learning outcomes achieved

### 3.2.7 Assessment strategies

|  |
| --- |
| **3.2.7.1 Assessment strategies – feedback / findings**  *(Set out the assessment strategies which were in place for the programme, including summative and formative assessment. Consideration should be given to current or potential use of online assessment as part of blended provision)* |

|  |
| --- |
| **3.2.7.2 Assessment strategies – Analysis of feedback / findings** |

|  |
| --- |
| **3.2.7.3 Implications for revised programme** |

Independent Panel Member Observations - Assessment strategies

### 3.2.8 Application of community of practice learning

|  |
| --- |
| **3.2.8.1 Application of community of practice learning**  *(Explain how policy, research and regulatory activities in the field of learning under review inform teaching and learning strategies associated with the programme)* |

### 3.2.9 Programme documentation

*(Complete sets of the following documents for the duration of programme delivery should be made available to the panel of independent evaluators when they conduct the site visit relating to the review of the programme. Please tick documents which will be made available. Note that the list is not mandatory but indicative and can be edited or added to by the provider. However, it is expected that most of this list should be available.)*

|  |  |
| --- | --- |
| **3.2.9.1 Document** | **Tick** |
| Exam papers |  |
| External examiners’ reports |  |
| Learner feedback, surveys, complaints and appeals reports |  |
| Programme monitoring reports |  |
| Annual programme evaluation reports[[1]](#footnote-2) |  |
| Amendments to the programme since it was last validated |  |
| Programme-specific quality assurance procedures (if appropriate) |  |
| Programme Descriptor (Old version of programme) |  |
| Learner Handbook(s) |  |
| Other documents: (please list) |  |
|  |  |
|  |  |

Independent Panel Member Observations - Programme documentation provided

# Section 4 Evaluation of the programme by stakeholders

## 4.1 Evaluation by current learners and graduates of the programme

|  |
| --- |
| **4.1.1 Evaluation of the programme by currently enrolled learners and graduates of the programme – Data**  *(Present findings of learner and graduate surveys etc conducted for the duration of the programme delivery with currently enrolled learners and graduates of the programme)* |

|  |
| --- |
| **4.1.2 Evaluation of the programme by currently enrolled learners and graduates – Analysis of data** |

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| --- |
| **4.1.3 Implications for revised programme** |

Independent Panel Member Observations - Evaluation of the programme by currently enrolled learners and graduates

## 4.2 Evaluation of the programme by staff

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| --- |
| **4.2.1 Evaluation of the programme by staff involved in programme delivery – Data**  *(Include evaluations by academic staff, workplace mentors, administrative staff and other staff associated with the programme)* |

|  |
| --- |
| **4.2.2 Evaluation of the programme by staff involved in programme delivery – Analysis of data** |

|  |
| --- |
| **4.2.3 Implications for revised programme** |

Independent Panel Member Observations - Evaluation of the programme by staff involved in programme delivery

## 4.3 Evaluation of the programme by external stakeholders

|  |
| --- |
| **4.3.1 Evaluation of the programme by external stakeholders – Data**  *(Should consider fitness for purpose of the programme and the reputation of its graduates, particularly their competence. Include professional bodies, regulatory bodies, employers, providers offering progression opportunities, providers preparing learners for access etc. and please identify external stakeholders that were consulted as part of the evaluation)* |

|  |
| --- |
| **4.3.2 Evaluation of the programme by external stakeholders – Analysis**  *(Analysis should include an evaluation of the formal links between the provider and industry, business and the wider community in order to maintain the relevance of the programme under review)* |

|  |
| --- |
| **4.3.3 Implications for revised programme** |

Independent Panel Member Observations - Evaluation of the programme by external stakeholders

## 4.4 External examiner feedback

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| --- |
| **4.4.1 External examiner feedback**  *(Explain how feedback from external examiners is incorporated into annual evaluation of the programme and the processes in place for acting on this feedback)* |

|  |
| --- |
| **4.3.2 External Examiner Feedback – Analysis of feedback**  *(Analysis should include an evaluation of the feedback received and how the feedback was acted upon)* |

|  |
| --- |
| **4.3.3 Implications for revised programme** |

Independent Panel Member Observations - Evaluation of the programme by external stakeholders

# Section 5 Programme Quality Assurance

## 5.1 Complaints, appeals and commendations

|  |
| --- |
| **5.1.1 Learner feedback, complaints and appeals – Data**  *(Include details of all learner feedback, complaints, appeals and commendations for the duration of the programme, which has been captured in a formal manner. Define what constitutes learner feedback, complaint or appeal)* |

|  |
| --- |
| **5.1.2 Learner feedback, complaints and appeals – Analysis of data** |

|  |
| --- |
| **5.1.3 Implications for revised programme** |

Independent Panel Member Observations - Learner feedback, complaints and appeals

## 5.2 Quality Assurance Systems and Processes

|  |
| --- |
| **5.2.1 Effectiveness of quality assurance systems and processes**  *(Review how quality systems are operating for the programme)* |
|  |

|  |
| --- |
| **5.2.2 Effectiveness of quality assurance systems and processes – Analysis**  *(Analyse how well mechanisms for gathering feedback from learners, staff and other stakeholders are operating)* |
|  |

|  |
| --- |
| **5.2.3 Implications for revised programme**  *identify any changes that need to be made to the quality systems and processes* |
| Independent Panel Member Observations - Programme quality assurance |

# Section 6 Summary Analysis of the programme considering the findings

*(Section 6 should be completed considering the findings and analysis obtained from Sections 3,4 and 5.)*

|  |
| --- |
| **6.1 Summarise the strengths, weaknesses, opportunities and threats associated with the programme** |

|  |
| --- |
| **6.2 Evaluate whether the programme should continue to be provided** |

Independent Panel Member Observations - Analysis of the programme considering the findings

# 

# Section 7 Revision of the programme

*(Revisions to the programme in this section should be justified based on the evidence provided in Sections 3 to 6)*

|  |  |  |
| --- | --- | --- |
| **7.1 Modifications that are being proposed to the revised programme considering the findings and analysis of the review of the existing programme**  *(Clearly present the proposed changes to programme structure including changes to MIPLOs, MIMLOs, modules and module content etc. This should clearly demonstrate how the programme is changing between the old validated programme and the proposed revised programme being put forward for revalidation. Also, include information on proposed changes to programme-specific quality assurance procedures, teaching, learning and assessment strategies etc, if applicable.)* | | |
| **Change Category** | **Summary of Change** | **Reference(s)** – document title(s) and page numbers |
| Programme Title |  |  |
| Award – Class, Type, Standard |  |  |
| Additional / Modified MIPLOs |  |  |
| Duration – FT and / or PT |  |  |
| Intakes – size, frequency |  |  |
| Modules added |  |  |
| Modules removed |  |  |
| Module title changes |  |  |
| Module content / MIMLOs |  |  |
| Teaching and Learning Strategy |  |  |
| Assessment Strategy |  |  |
| QA Procedures. *(Will online learning / assessment require enhanced / additional QA procedures?)* |  |  |
| Staffing |  |  |
| Physical and other Resources |  |  |
| Other |  |  |

Independent Panel Member Observations - Revision of the programme

1. The titles and purpose of these reports will vary from provider to provider and they can be edited accordingly. For example, Programme monitoring reports and Annual Programme Evaluation Reports could mean the same thing in some providers and be separate reports in others. [↑](#footnote-ref-2)