



Annual Programme Review Procedures

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1. REVISION HISTORY AND APPROVAL

Revision	Nature of change	Approval	Date
1.0	First Issue	JL	27/07/21

2. ASSESSMENT BOARDS

- 2.1. Programmes Office, in conjunction with the Academic Department, are responsible for instigating an annual programme assessment review procedure. This is initiated through the Assessment Boards Procedure.
- 2.2. Assessment Boards are run by the Programmes Office.
- 2.3. Assessment Board sheets are drafted by the Programmes Office and illustrate each grade awarded to each learner as well as the overall grading trends for each module and final award outcome for each learner.
- 2.4. The Board sheets include an overview of the grades and grading trends awarded for entire modules to ensure consistency across programme venues in order to track and address issues such as grade inflation.
- 2.5. Assessment Boards initiate an overview and discussion of overall programme performance also.
- 2.6. This is achieved through review of the documents presented at the Board meetings in order to facilitate decisions on awards classifications, progression and overall learner performance.
- 2.7. Programmes Office schedule all Boards, which are conducted twice annually. This includes inviting all relevant attendees.
- 2.8. Assessment Board attendees include:
 - 2.8.1. External Examiner
 - 2.8.2. Head of Counselling and Psychotherapy
 - 2.8.3. Academic Co-ordinator
 - 2.8.4. Link Tutor
 - 2.8.5. External Consultant
 - 2.8.6. Representative from validating body (where relevant)
 - 2.8.7. Programme Leader
 - 2.8.8. Members of the lecturing team
 - 2.8.9. Clinical Manager
 - 2.8.10. Learners (for Programme Voice Groups and Subject Boards)
- 2.9. Reports resulting from Assessment Board are discussed and actioned via the Academic Council.

3. ANNUAL MONITORING REPORT (AMR) – VALIDATING BODY

- 3.1. The PCI College Link Tutor is responsible for co-ordinating the work to produce an AMR. This report is requested annually by Middlesex University as part of programme operation.
- 3.2. AMRs will be produced and submitted to QQI for all QQI validated programmes via the Link Tutor as requested.
- 3.3. Two months prior to the report submission date, the Link Tutor compiles an overview of all programme processes summarising and reviewing the following:
 - 3.3.1. Learner Recruitment and Profiles
 - 3.3.2. Learner Continuation and Achievement
 - 3.3.3. Learning, Teaching and Assessment
 - 3.3.4. New Programme/Curriculum Development
 - 3.3.5. Employability
 - 3.3.6. Internal QA Processes
 - 3.3.7. Notable Strengths and Good Practice
- 3.4. The Link Tutor consults with each college department to ascertain an overview of the year in review.
- 3.5. Department feedback is received, collated and written-up by the Link Tutor.

- 3.6. Actions identified are highlighted in the report with associated action owners, action steps, action measurements and a target completion date.
- 3.7. Actions from prior AMRs are updated in the report.
- 3.8. The Link Tutor reviews the completed report with the Head of Counselling & Psychotherapy.
- 3.9. The Link Tutor submits the approved report to the relevant Validating Body.
- 3.10. Feedback from the Validating Body is presented to the Academic Council and remedial actions captured in the Academic Council minutes for follow up.

4. ANNUAL MONITORING REPORT (AMR) – ACCREDITING BODY

- 4.1. The Programme Leader of the accredited programme is responsible for co-ordinating the AMR.
- 4.2. Two months prior to the report submission date, the Programme Leader compiles an overview of all programme processes summarising and reviewing the following:
 - 4.2.1. Learner Enrolments
 - 4.2.2. External Examiner details
 - 4.2.3. Core Staff details and qualifications
 - 4.2.4. Course requirements checklist
 - 4.2.5. Changes in accredited training course including:
 - 4.2.5.1. Requirements for Course Accreditation; change that occurred, reason for change
 - 4.2.5.2. Admission; change that occurred, reason for change
 - 4.2.5.3. Staff; change that occurred, reason for change
 - 4.2.5.4. Course Rationale, Philosophy and Design; change that occurred, reason for change
 - 4.2.5.5. Work on Self; change that occurred, reason for change
 - 4.2.5.6. Work with Clients; change that occurred, reason for change
 - 4.2.5.7. Supervision; change that occurred, reason for change
 - 4.2.5.8. Theory; change that occurred, reason for change
 - 4.2.5.9. Skills Training; change that occurred, reason for change
 - 4.2.5.10. Methods; change that occurred, reason for change
 - 4.2.5.11. Professional Issues; change that occurred, reason for change
 - 4.2.5.12. Assessment; change that occurred, reason for change
- 4.3. The Programme Leader consults with each college department, their faculty team, the External Consultant, the External Examiner and considers feedback from the Programme Voice Group to ascertain an overview of the year in review.
- 4.4. Feedback is received, collated and written-up by the Programme Leader.
- 4.5. Actions identified are highlighted in the report with associated action owners, action steps, action measurements and a target completion date.
- 4.6. Actions from prior AMRs are updated in the report.
- 4.7. The Programme Leader reviews the completed report with the Head of Counselling & Psychotherapy.
- 4.8. The Programme Leader submits the approved report to the relevant accrediting body.
- 4.9. Feedback from the relevant accrediting body is presented to the Academic Council and remedial actions captured in the Academic Council minutes for follow up.

5. ANNUAL COMPARATIVE STUDY REPORT

- 5.1. Following the Summer Assessment Boards, the Research and Ethics Committee (REC) Chair requests the grading trends for the previous academic year from PCI College Programmes Office.
- 5.2. List of requested data:
 - a. Subject Board Sheets

- b. Awards Board Sheet
 - c. External Examiner/External Consultant Feedback
- 5.3. The Chair delegates to the membership an investigation of recent publications and practical solutions on methods of assessment at third level education institutions, both nationally and internationally
- 5.4. Both sets of data are uploaded to the REC MsTeam for comparative analysis by all REC members
- 5.5. The comparative data is evaluated within the next sitting of the REC.
- 5.6. REC produces a report for the Academic Council that includes:
 - a. Comparison of PCI College assessment strategies to parallel external trends
 - b. Identification of strengths and limitations of PCI College assessment methods/outcomes
 - c. Suggestions for a development plan for PCI College on discussed issues
- 5.7. The Academic Council reviews, approves or provides feedback in relation to the report which initiates action for the REC to proceed, or not, with the recommendations noted therein.
- 5.8. Upon approval from the Academic Council, the recommendations of the Annual Comparative Study Report are actioned through the REC Chair.

6. LINKED POLICIES AND PROCEDURES

Linked Policies	Assessment of Learners Procedures Blended Learning Policy Collaborative Programmes, Transnational Programmes and Joint Awards Policy Ongoing Programme Monitoring Policy Revalidation Policy Support for Learners Policy
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