

CMIT Quality Policy and Procedures

3. Programme Development, Validation and Admissions policies



College of Management and IT
Southern Cross Business Park
Bray, Co. Wicklow.

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3.1 Introduction

What is the purpose of this policy?

- To describe CMIT's policies and procedures for developing, designing, approving, monitoring, and improving programmes of training and education.

To whom does this policy apply?

- This policy applies to management, staff, committees, faculty, and external specialists who responsible for developing, reviewing, and updating programmes.
- It also applies to the Academic Board and Board of Directors when approving programmes before they are to be introduced.
- It applies to staff who provide information to learners in relation to admissions, access, transfer, and progression.
- It applies to management and staff who are responsible for ensuring protection for learners is in place.

Who is responsible for implementing the policy?

- The Programme Committee.
- The Academic Board.
- Those who hold Executive management roles and academic management roles are responsible for the implementation of this policy within their departments.

Sections in this document

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3.2 Programme Design and Approval Policy

Programmes need identification.

- The need for a programme can be identified in several ways, including learner demand, learner surveys, stakeholders, employers, or Solas / Forfas Reports regarding demand for skills. CMIT's Strategic Plans also guides decisions on the development of new programmes.
- New programmes must conform to the College's mission, and strategic plan as determined by the Board of Directors. Programmes are developed to meet an identified need and in fields of learning in which CMIT has capacity and expertise.
- All QQI programmes are approved by the Academic Board and the Board of Directors before submission to QQI for validation.

Programme design principles

- The development of new programmes is conducted systematically.
- Sufficient time is allowed for the necessary internal and external consultations with stakeholders to be undertaken. This includes an evaluation of new programmes by the appropriate internal decision-making structures, allowing for consideration and approval of new programmes by the Board of Directors and Academic Board.
- The blended or online learning environment will be developed to be consistent with the needs of the programme's prospective learners.
- Subject matter experts are appointed to design programme content and assessment briefs.
- Programmes must be formally approved by QQI, the Academic Board and the Board of Directors before a programme commences.
- Where a programme is being developed for submission to QQI for validation as a programme leading to an award on the National Framework of Qualifications (NFQ), it is developed in line with QQI's validation policies and criteria.
- Award title(s) are consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards and complies with applicable statutory, regulatory, and professional body requirements.
- The programme title and any embedded programme titles are: (1) consistent with the title of the QQI award sought, (2) clear, accurate, succinct, and fit for the purpose of informing prospective learners and other stakeholders.
- In compliance with QQI validation conditions, CMIT ensures that: (1) the

programme as implemented does not differ materially from the programme as validated; (differing is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria), (2) the programme is provided with the appropriate staff and physical resources as validated, (3) CMIT's written quality assurance procedures, in respect of the programme (as approved by QQI), will be implemented, (4) CMIT will make no significant change to the programme without the prior approval of QQI, (5) CMIT will continue, in respect of the validated programme, to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression, (6) CMIT will implement the programme and procedures for assessment of learners per the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme, and (7) when advertising and promoting the programme and awards, the programme title is used as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.

- All QQI regulations and procedures are adhered to for certification. This is outlined in the Assessment section of this QA manual.
- CMIT commits that QQI will be notified without delay of (a) any material change to the programme; (b) anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; (c) anything that infringes the conditions of validation; or (d) anything that would be likely to cause QQI to consider reviewing the validation, and (e) will notify QQI in writing to determine the implications for CMIT's validated programmes, where the CMIT is likely to, or planning to, merge (amalgamate) with another entity or to acquire or be acquired by another entity.

Principles and criteria which guide mode of delivery

- A
- B
- C
-

Feasibility review procedures

- Potential programme suggestions are initially submitted to the Programme Committee for review. The committee will decide whether to progress to feasibility stage. This is where evidence is produced to demonstrate the business case for the programme; this entails: (1) cost benefit analysis, (2) projections on costs and income.

- The outcome of this stage is a document which provides the following: (1) cost benefit analysis, (2) identification of a potential award, (3) development of the target learner profile, (4) the development of programme aims and objectives, (5) overview of programme delivery methodologies, (6) the general approach to assessment and integration across programme modules, and (7) the general structure for the overall programme.
- The feasibility study will be presented to the Board of Directors. The Board of Directors will determine whether resources should be allocated for the idea to progress to the 'design' stage.
- If a programme is being progressed to design stage, then the Academic Board will be advised of this and that a proposal will be presented to the Academic Board for approval before submission to QQI for validation.

Programme design procedures

- Programme Design is the responsibility of the Programme Committee.
- During the 'design' phase, their role is to (1) oversee course design, (2) complete programme descriptors, (3) oversee development of course materials, (4) oversee completion of validation application documentation/ descriptors. See Appendix 3.1 (flowchart).
- A Learning Resources Plan is devised by listing all resources required to deliver the programme. See Appendix 3.2
- PEL arrangements (where necessary) are also completed at this stage.
- The outcome of this stage is: (1) mapping of learning outcomes to indicative content, (2) mapping of learning outcomes to assessment techniques, (3) completion of a marking scheme and rubrics, and (4) breakdown of course delivery hours in terms of programme/tutor directed hours, and self-directed learning/practice hours, (5) preparation of programme descriptors, (6) preparation of course content (course manual, quizzes, video, reading resources and case studies) and (7) preparation of assessment briefs.
- All QQI programmes must be formally approved by the Academic Board and Board of Directors, prior to submission to QQI for validation.

In order to meet the criteria applicable to programmes leading to awards in the NFQ, new programmes being submitted to QQI for validation must address the following:

- The duration and credit value must be appropriate for the programme being proposed.
- The expected proportion of synchronous vs asynchronous teaching and learning.
- The tutor to learner ratio.

- Prior engagement with key stakeholders and relevant business intelligence which has been drawn on during the programme development process.
- The agreements that are in place to mitigate risks and maintain business continuity of digital services.
- The qualifications and experience that are required by all staff who are involved in the provision of blended and/or fully online learning delivery. This also includes arrangements for training and ongoing professional development.
- The digital tools and platforms used by the college to facilitate blended and online teaching and learning. This may include providing access to sample digital learning resources and materials.
- The planned curriculum design, teaching, learning and assessment strategies used and how they reflect learner-centred principles and good practice in blended and/or fully online learning provision.
- The learning resources and materials that will be available to learners, including access to a library and other electronic databases.
- The good practice and learner-centred teaching methods (synchronous and/or asynchronous) that will be used to support interactions between Tutors and Learners and between groups of Learners completing the same programme.
- The testing of the delivery platform that has taken place to ensure that it is possible for learners to engage in blended and/or fully online learning.
- How the programme meets and is bound to privacy and data protection laws and how it will safeguard learners' confidentiality and consumer rights.
- How the identity of learners is verified throughout their programme, particularly regarding assessment, to mitigate risks against fraudulent practices, attempts to gain unfair advantage, or academic misconduct.
- The policies, procedures and resources which are used to promote academic integrity, including mitigation of fraudulent practices and monitoring for the use of AI tools.
- The online communication channels available for Learner enquires and interactions with teaching, professional and administrative staff.
- The supports available to Learners and how Learners can develop their digital skills and their ability to learn how to be an effective online Learner.
- The administrative protocols used to accurately maintain records, monitor progression and achievement and the interventions offered to Learners who may be struggling or at risk of failure, especially those studying fully online.
- The times and days that staff are available for learner consultations.
- How learner engagement, success and a sense of belonging is promoted through the learning design.

Programme validation procedures

- Programme Validation is the process for obtaining approval from QQI for a new or existing programme. Programme Validation is the responsibility of the Programme Committee. See Appendix 2.1 (flowchart).
- Two descriptor templates must be used in every application, irrespective of whether the programme leads to a major award, special purpose award or a single component. Application Form Part 1 describes the programme and how the provider intends to resource and deliver it. Application Form Part 2 is used to detail the content, assessment, staffing and resourcing of each module of the programme. Therefore, that template will be used multiple times for any programme which contains more than one module.
- Before submission for validation, testing of the programme content is undertaken, and a Learning Resources Plan is completed confirming that all necessary resources are in place to run the course.
- A programme must be approved by the Academic Board and the Board of Directors it is submitted for validation.
- The Programme is submitted for Validation via the QQI Validation online system and will include the following documentation: (1) Application Part 1 and 2, Self-Evaluation, QA Manual, and (2) Protection for Enrolled Learners documentation (where applicable).
- The outcome of the Validation Application is recorded.
- CMIT adheres to the statutory (section 45(3) of the 2012 Act) conditions of validation, i.e. that provider of the programme shall: (1) co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider, (2) establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) is acquired, and where appropriate, demonstrated, by enrolled learners, (3) continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and (4) provide to QQI such information as QQI may from time to time require for the performance of its functions, including information in respect of completion rates.

3.3 Admissions and Access to Programmes

Admissions and access policy

- Arrangements and criteria for entry into a programme are transparent, fair, and communicated to potential learners.
- We will ensure that learners can make informed choices regarding the programme(s) on offer by the provision of transparent, accurate and comprehensive programme information, to ensure that they are selecting an appropriate programme of study.
- A statement of entry requirements exists and is presented on the website for each course. Pre-requisites are identified on the website and prospectus. See section 9. Public Information and Communication.
- Pre-requisite may include the following: education level, ability to gain work placement, language skills, residency, PC skills. There are criteria in place to assess a learners work or life experience as a means of entry to a programme.
- For QQI courses, learners must be a resident of Ireland / based in Ireland.

Reasonable Accommodation and Extenuating circumstances

- There is published policy and procedures in place for Reasonable Accommodation and Extenuating circumstances see 7. Learner Supports and the Learner Journey.
- Learners who require accommodations, due to disability, may apply, on Reasonable Accommodation grounds, see section on Reasonable Accommodation 7. Learner Supports and the Learner Journey.
- Learners who cannot complete their programme, due to unexpected illness or other extenuating circumstances (e.g., unable to complete on-the-job work experience) may apply, to defer or pause their programme, this is covered in section on Extenuating circumstances in 7. Learner Supports and the Learner Journey.
- These policies address any accommodations which are made in relation to participation and assessment.
- In addition, learners should read the instructions in their Personal Learning Plan.

QQI registration procedures

- Learners are contacted, by the College, before being enrolled on a programme to verify that they meet the specific entry requirements for the programme.
- Following initial access to a QQI programme, Learners must complete and submit a Personal Learning Plan to confirm they meet pre-requisites before commencement.
- A Learner's ability to meet the assessment standards is considered by the Tutor when reviewing the first assessment submission for the programme. Concerns are notified to the Academic Director, who will further assess the Learner work. Outcomes at this stage may include exiting from the programme. CMIT will aim to facilitate Learners in transferring to a suitable programme.
- See Appendix 3.3 (flowchart)

ILM registration procedures

- Learners will be registered on the ILM online system for each subject they are taking – even if there is no end test.
- Registration confirms to ILM that the learner is taking the course, enabling them to produce the necessary documentation and assign an External Verifier/Moderator.
- Learners can transfer their registration and achievement to date between centres.
- Transfer between programmes is permitted if requested within 6 months of registration. Transfers will be made on a timely basis, ensuring that adequate information about the transferee's position and progress is communicated.

Garda vetting in relation to work placement

- The college will facilitate vetting for learners in respect of work placements and / or activities that will bring them into contact with children and / or vulnerable persons if required.
- The vetting process will be carried out in accordance with the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 – 2016 and other relevant laws.
- Learners will be required to provide a completed NVB 1 form along with certified copies of the required documentation.
- Those learners under the age of 18 must also provide a completed NVB 3 form.
- On receipt of an application to access vetting, the application will be reviewed for completeness. In the case of any errors or omissions the application will not be processed and will be returned to the learner with an explanation.

- Complete applications will be processed and access to vetting applied for on behalf of the learner.
- The learner will be required to complete the vetting process in full via the NVB online portal.
- The results of the vetting process will be issued to the college and a copy of same issued to the learner.
- In the event of a negative disclosure which would materially impact on the learner's ability to secure the required work placement for the programme the learner will be contacted by the Academic Director and advised of same.
- Learners who cannot meet the work experience requirements for a programme will be unenrolled from that programme.
- Learners who have resided outside of the Republic of Ireland for a period of 6 months or more (from the age of 16 years) will be advised of the requirement to furnish either a Police Clearance Certificate from their country (or countries of residence) or an Affidavit signed in the presence of a Commissioner of Oaths or Solicitor confirming that they have no current or pending criminal convictions.
- Vetting is only applicable for the duration of, and activities carried during the course of completing the programme.

3.4 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) policy

- Recognition of Prior Learning allows learners to use previously gained **awards** or **experience** to gain: (1) access to a programme where a person may not have obtained the standard entry requirements, (2) Exemptions from components of a programme which duplicate the learning already acquired, or (3) As a credit towards a qualification.
- All applications for RPL will be assessed against the appropriate award standards and learning outcomes for the target award.
- CMIT will provide exemptions to learners who have previously completed common awards QQI qualifications with other centres, to complete a QQI Major Award that CMIT offers.
- CMIT will facilitate learners who are progressing in their studies with other colleges or institutions. This may include issuing copies of Statement of Results, Transcripts, or letters of course completion.
- CMIT will facilitate transfer both to and from consortium members where there is a shared curriculum in place and an agreement to support transfer.
- Course information on the website outlines access, transfer, and progression opportunities for each QQI course. This information may include options to use previous learning towards specific Major Awards or the use of Major Awards via the Higher Links Scheme (HELS) to gain access to higher education.

General RPL procedures

- RPL will be offered to facilitate learners seeking admission to a programme who may not have obtained the standard entry requirements but who may through a combination of certified learning and relevant life, or work experience meet the criteria required for entry.
- Learners who have completed QQI or ILM certified learning will be facilitated, where possible, in gaining access and recognition for previously certified learning.
- Entry routes based on previously certified learning are communicated clearly to learners and details on how to apply are provided on our website.
- Exemptions on non-CAS QQI awards will be granted for learners who hold QQI CAS awards, where mapping confirms the learning that has taken place meets the outcomes of the target module.

- The process by which CAS awards are mapped to non-CAS modules will be documented in programme specific RPL Implementation Guidelines (e.g., QQI Early Learning and Care RPL Implementation Guidelines)
- Previous certified learning for which a learner is seeking RPL must be less than 5 years old at the time of application.
- On receipt of certificates/transcripts, learners are advised of the availability of exemptions from components of a major award (where applicable).
- The Academic Director processes RPL applications in line with awarding body policies.

Procedures for QQI exemptions (CAS Awards)

- Learners are advised of RPL and Exemption options during the enrolment process.
- Learners who hold previously completed QQI qualifications are advised to send details of same by email. The Academic Director will review these.
- For QQI awards, the Exemption Claim Request Form is completed by the Academic Director and filed with a copy of the certificate/transcript for review by the External Authenticator during the Certification Process.
- Exemptions are inputted to the QBS system for QQI awards, where required, during the Certification Process.
- Written confirmation is uploaded to the relevant assessment area on the course page notifying the Learner and Tutor of the components for which the Learner is exempt.
- Learners are advised of any specific requirements, or limitations, of using their previously gained qualifications (e.g., the use of legacy awards to claim exemptions).

Procedures for RPL (Non-CAS awards)

- Learners are advised of RPL and Exemption options during the enrolment process.
- Learners who hold previously completed QQI qualifications are advised to send details of same by email. The Academic Director reviews these.
- In the case of transfer between the providers of a shared curriculum learners will be required to resubmit their assessment work for grading unless a grade has been recorded on QBS. There may be a charge for providing this service to learners.
- Results / RPL decisions are inputted to the QBS system for QQI awards, where required, during the Certification Process.
- Assessments are uploaded to the relevant assessment area on the course page notifying the Learner and Tutor of the details of any exemptions.

- Learners are advised of any specific requirements or limitations of using their previously gained qualifications (e.g., timelines for the use of previously completed awards, grade implications).

Procedures for ILM exemptions

- Learners completing ILM programmes may use previously completed and verified ILM units if the unit completed is part of the overall target award specification.
- For ILM awards the learner is registered by CMIT using their previous ENR number which will merge their records verifying their previous achievements.
- This is undertaken by the certification department.

3.5 Amendments and improvements to programmes

The need for changes and amendments

- There is an ongoing requirement to update and amend programmes to ensure, for example, that programmes remain up to date with current legislation, industry best practice and new awarding body requirements.
- Changes may include updates to content, amending quizzes, adding latest videos, new reading lists, new case studies or more significant changes which include changes to an assessment.
- CMIT identifies changes to programmes from a variety of sources including the following:
 - Systematic online student surveys are undertaken at two points in the learner journey: (1) while learners are completing programmes, and (2) when learners have completed a programme.
 - Programme Improvement Plans which are completed as part of the Programme Review process.
 - Third-party stakeholders' input from including by prospective students, alumni, employers, accrediting bodies, other providers, and representative bodies.
 - Reports generated from External Authenticators, External Moderators or External Auditors.
 - Updates from Accreditation bodies.

Responsibility for managing the change process

- Programs are monitored and reviewed on an on-going basis to identify any issues, and to make improvements or enhancements.
- The Programme Committee are responsible for monitoring programmes and approving minor enhancements and enhancements.
- All changes must be formally approved and documented by this committee before being implemented.
- Changes may only be made within the constraints of the existing validation that is in place for a programme.

Authority for approving changes to programmes policy

- Authority for approving changes is dependent upon the extent of the change and the level of divergence from the validated programme.
- These procedures ensure that programmes continue to meet the regulatory criteria for their approval.
- Minor changes are managed by the Programme Committee and approved by this Committee prior to being implemented.
- Significant changes which do not exceed 20% difference from the originally validated programme must be approved by the Programme Committee and subsequently approved by the Academic Board.
- Major changes which would alter the programme beyond 20% of the agreed validated programme must be approved by the Programme Committee, the Academic Board and QQI through the re-validation process. Changes are notified to QQI via the QHelp facility on the QQI website. Confirmation of the change is recorded once received notifying if either (a) the change has been accepted by QQI, or (b) the proposed change requires revalidation of the programme.

Scope of change	Type of change	Who is required to approve changes?
<ul style="list-style-type: none"> • Minor changes to content. 	<ul style="list-style-type: none"> • Minor update or amendment to programme content or assessment. • Additional resources or content for learners (e.g., video or case study) aimed at improving the current validated award. 	<ul style="list-style-type: none"> • Programme Committee.
<ul style="list-style-type: none"> • Significant changes which do not exceed 20% difference from the originally validated programme. 	<ul style="list-style-type: none"> • Significant changes in programme content. 	<ul style="list-style-type: none"> • Programme Committee and Academic Board.
<ul style="list-style-type: none"> • Major changes which would alter the programme beyond 20% of the agreed validated programme. • Changes to the title of a programme, mode of delivery or assessment instrument used. 	<ul style="list-style-type: none"> • Changes to the title of a programme. • Changes in the mode of delivery. • Significant changes in programme content. • Changes to assessment instruments being used. • Changes in the requirements for the award of a qualification. • Additions, substitutions, or deletions of modules. 	<ul style="list-style-type: none"> • Programme Committee, Academic Board and QQI.

3.6 Protection for Enrolled Learners

Protection for Enrolled Learners policy

- CMIT adheres to the conditions required for the protection of enrolled learners (PEL) as set out in the Qualifications and Quality Assurance (Education and Training) Act 2012.
- CMIT adheres to QQI approved protocols to facilitate providers in fulfilling their legal obligations regarding PEL: Protection of Enrolled Learners: Protocols for Implementation of Part 6 of the 2012 Act.
- CMIT will ensure procedures are in place for alternate providers and QQI to access learner records, including fee payment records and assessment material (including assignment briefs and marking criteria etc.) in the event of the provider ceasing the programme prematurely for whatever reason. To ensure IP and data sharing issues are resolved before the PEL arrangement is confirmed and submitted to QQI.
- CMIT ensures that adequate records are kept for QQI monitoring and that due diligence is completed regarding the adequacy of PEL arrangements.

Procedure for notification and application of PEL to QQI

- Specific PEL arrangements are agreed with QQI, before the advertisement and delivery of each programme of three months duration or more.
- PEL will be initially arranged at programme validation stage.
- For each programme, for which PEL is required, CMIT will submit the following information on the PEL arrangements in place to QQI:
 - Details of the PEL arrangements (alternate provider / insurance bond / bank bond).
 - Details of how we have satisfied due diligence arrangements.
 - Procedures for access to learner records.
- Confirmation of due diligence on alternate providers.

Procedure for publishing PEL arrangements

- The 2012 Act also aims to ensure that learners are furnished by providers with adequate and accurate information about the programme on which they wish to

enrol and on the protections in place if the programme ceases before completion. This procedure ensures that certain programme-related information is provided in writing before enrolling learners or accepting money from or on behalf of learners in respect of a programme of education and training as per Protocols for Protection of Enrolled Learners - Guidelines for Providers as outlined by QQI.

- The names and contact details of the alternate providers or the names of the alternate programmes or a summary of the insurance or bank guarantee arrangements that are in place will be published on our website. Where an insurance bond is used, learners receive a copy of the insurance policy following the commencement of the programme.
- A statement that, in the event of the implementation of a PEL arrangement, learner data may be shared with QQI, and alternate providers will be included in our Terms and Conditions.
- We will notify enrolled learners of any change to information notified within 14 days of becoming aware of a change.

Procedure for limiting enrolled learners.

- The number of enrolled learners on a programme (single or multiple courses) must not exceed the stated maximum number in the PEL capacity set for that programme. The maximum number of enrolled learners will be as specified to QQI upon notification.
- A weekly report of the number of live students (enrolled and awaiting certification) along with the current PEL capacity will be generated by the Student Services Director. This will be circulated to the management team. The report is reviewed and acted upon as necessary, to ensure learner numbers are not exceeded.

PEL alternate provision arrangements documentation

- Insurance and Bank Bonds
 - We will agree to put in place a refund arrangements document (insurance or bank bond) which outlines how learners will be refunded in the event of PEL coming into place. Documentation is in line with the Protocols for Protection of Enrolled Learners - Guidelines for Providers as outlined by QQI.
- Alternate Providers
 - We will agree to the following conditions as an Alternate Provider: (1) relevant documentation and confirmations to the Alternate Provider, (2) notification if CMIT no longer provides the programme, (3) where PEL is activated, affected learners may transfer to a similar programme, (4) a smooth transition of learners

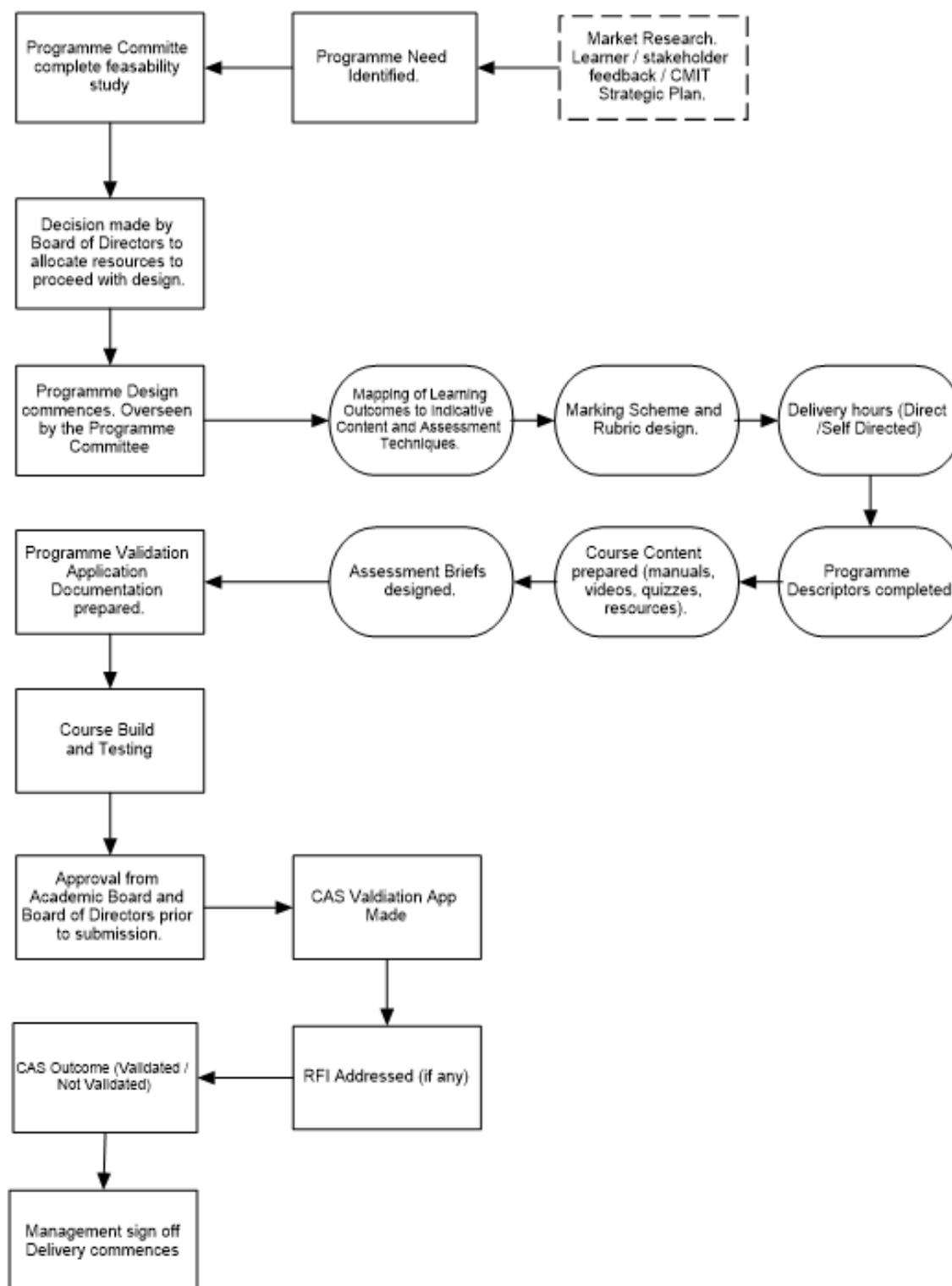
to similar programmes, (5) marking of all assessment work, and (6) Internal verification of assessment, external authentication of assessment, processing of the certification and issuing of certificates – under CMIT’s agreed quality processes. Documentation will be in line with the Protocols for Protection of Enrolled Learners - Guidelines for Providers as outlined by QQI.

Contingency plan for PEL

- Protection for learners is activated when: (1) a provider ceases trading while learners are enrolled on programmes, (2) a provider ceases offering a specific programme while learners are enrolled on the programme, or (3) QQI withdraws validation of the programme while learners are enrolled.
- Notification of QQI and Insurer(s): If any of the above three situations arise, CMIT will immediately notify QQI and the named Insurer in writing.
- Individual Learner Action Plan: If PEL is activated, CMIT will devise an individual plan of action for each enrolled learner. This plan will contain at least the following:
 - Explanation of PEL arrangements.
 - Name, role, and contact details of the Insurance Company/ Bank/Alternate Provider.
 - How Learners may complete the programme / receive a refund.
 - Procedure for refund of monies or completion of the programme.
 - Arrangements for assessment of work (if applicable).
 - Arrangements for certification (if applicable).
- **Data:** CMIT will compile all relevant data and assessment work for the Insurance Company/Bank/Alternate Provider (as applicable). This will be provided to QQI. This will include the following:
 - Contact details post-closure, i.e., the name and contact details of who can be contacted by QQI regarding getting access to learner records and assessment material should it be required.
 - The following information for each relevant programme: Title, Duration, Target QQI certificate, i.e., component / major award (code and title) and Date validated (if appropriate). Details of each learner affected, i.e., First Name and Surname (Clearly Distinguished), Postal Address, Contact Telephone Number, Email Address, Fees Recently Paid, Start Date on Programme, Previously Expected Finish Date, Certification Status, Components Assessed but not yet Submitted for Certification (Code and Title), Components to be Assessed (Code and Title). Indicating for each whether Training is Complete.
- Where a bank guarantee or insurance policy is in place, CMIT will immediately notify QQI and the relevant bank/insurance company. Arrangements for the drawdown of funds must be communicated to QQI.

- CMIT will contact each enrolled learner immediately, informing them of the situation and provide them with an individual plan of action for completion of the programme and/or arrangements involving alternate providers or for the transfer to QQI of monies in the case of a bank guarantee.
- A press statement will be prepared for distribution, outlining PEL arrangements.

Appendix 3.1 Programme Development Process



Appendix 3.2 Contents of Learning Resources Plan

Human Resources

- Details of the programme development team.
- Suitably qualified tutor(s) in place.
- Suitably qualified holiday/relief tutor(s) in place.
- Details of the student support team.
- Qualified internal verifier(s) in place.
- Qualified External Authenticator(s) identified.

Course Resources

- Course manuals.
- Quizzes.
- Videos.
- Webinars.

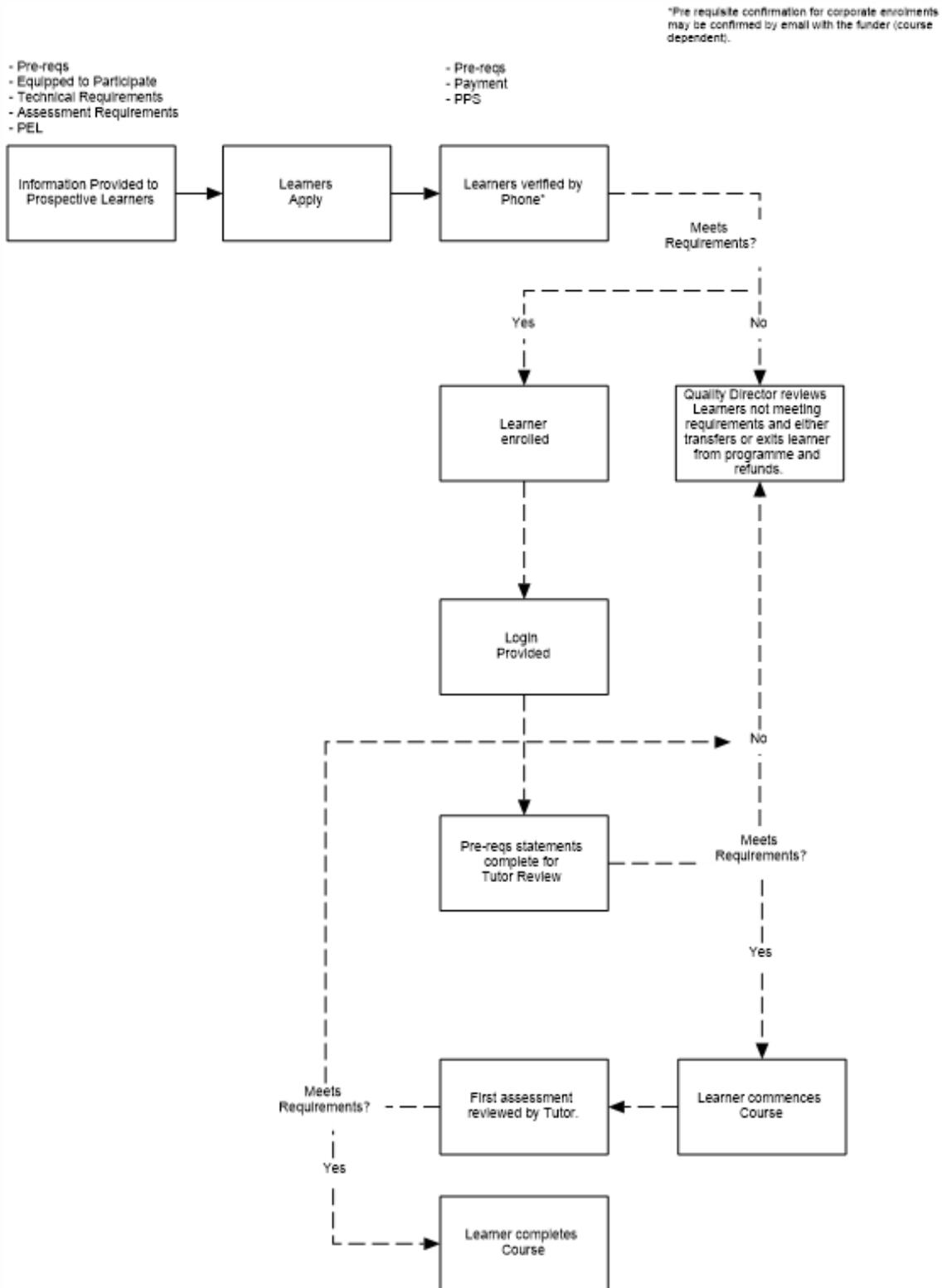
Details of other resources.

- Reading and links.
- Assessment Resources
- Assessment brief.
- Assessment guidelines.
- Personal Learning Plan.

Student Support Resources

- Direct private messaging.
- Tutor Announcements.
- Tutor feedback on assessment.
- Tutor/Learner discussion forums (where applicable).
- Welcome message.
- Telephone support.
- Reminder message to submit the first assignment.
- Course expiry notification process in place.
- Course specification.
- Tutor marking scheme.
- Learning outcomes mapping guide.
- Learner feedback template.

Appendix 3.3 QOI Learner admissions and identity verification process



Appendix 3.4 ILM Registration Process

