



Code: **QA050**
Title: **Curriculum Design and Management Policy**
Version: **1.0**
Date: June 2021
Approval: Academic Council
Policy Owner: Secretary for Governance & Academic Affairs

Purpose

The purpose of the Curriculum Design and Management Policy is to provide the principles, policies and process which enable the appropriate governance of Curriculum Approval and Change at NUI Galway.

Description

This policy applies to all NUI Galway staff involved in the creation or change of curriculum. It is the responsibility of each individual to ensure they have an appropriate level of understanding of the policies and the process which underlie this overall policy prior to embarking on any such work.

It should be noted that there is a significant lead time required for bringing new programmes from the initial drafting stage to the intake of the first cohort of students, in line with the protocols outlined in this document and the application of the relevant marketing and recruitment activities. Colleagues embarking on the development of a new programme should normally plan for an 18-month lead-in period.

Definitions

1. The University provides **courses** that are either part of a named *Programme of Study* leading to a recognised qualification, or standalone modules (taken either for CPD or personal interest).
2. A **Programme of Study** is described by an over-arching **Programme Description Document** which contains all the key information (see Table 1 below) required to define and manage the programme. Appendix 3 Programme Structure provides further explanation on the key information required to define a programme. The Programme Description Document should provide the full rationale for the programme as well as a rich description of its aims and intended outcomes, and should demonstrate coherence in structure, content, ethos and operations.
3. All programmes will consist of modules (each of which will have ECTS attached and will be fully described in the Curriculum Management System) and the total ECTS will comply with the [Bologna requirements](#) for award of qualifications at the specified level. These are: Honours Degree: 180/240 ECTS, Masters Programmes: 90/120 ECTS (or Masters Programmes of 60 ECTS), *etc*, with full-time study over the duration of two semesters being the equivalent of 60 ECTS. For programmes which run for a complete calendar year (*e.g.*, Masters or fulltime PhD) the equivalent is 90 ECTS. ECTS for part-time programmes will be issued on a pro-rata basis.
 - **ECTS (European Credit Transfer System)** ratings represent 'student effort hours' and therefore include all scheduled teaching and assessment, in addition to individual study. In NUI Galway ECTS are rated at 20-25 hours of such effort per 1.0 ECTS.

4. All programmes must have a named, and appropriately qualified, **Programme Director** and a Programme Board, which oversees strategy and operations as outlined in [QA008 Programme Boards](#). The Programme Director is responsible for ensuring that information in the Programme Description Document is current and provides an accurate representation of the programme.
5. All programmes are only **validated by the University** for a fixed period of no greater than 7 years, by which time a Quality Review process must be completed, after which re-validation for a further period of up to 7 years will automatically be granted where there is a satisfactory Quality Review. This process can continue until such time as the Programme may be considered for discontinuation/replacement/retirement.
6. Validation: Validation is when programme proposals are subject to scrutiny at the level of the institution and the decision is made as to whether to endorse/approve the proposal (either in whole, or subject to specified conditions), to reject it, or to pass it back for re-drafting. This is the stage at which the University agrees to include the programme within its portfolio of offerings.
7. Revalidation: Revalidation is when a programme successfully undergoes a quality review process, having undergone in-depth reflection and dialogue between relevant stakeholders, with the added benefit of independent expertise from external reviewers in academic disciplines and/or professional subject areas.

“Must”, or the terms **"required"** or **"shall"**, refer to an absolute requirement of the policy.

“Must not” or **"shall not"**, refer to statements which are an absolute prohibition of the policy.

“Should” or **"recommended"** refer to a statement that should be applied. In certain circumstances, there may be a valid reason to ignore a particular item. In this case the full implications must be understood and carefully weighed before choosing a different course.

“Should not” or **"not recommended"** mean the specified behaviour should not be performed. There may exist valid reasons in particular circumstances when the particular behaviour is acceptable, but the full implications should be understood and the case carefully weighed before implementing any behaviour described with this label.

1. Oversight of Programme Proposals and Changes

A University Committee called the *Curriculum & Programme Board* will be established to:

- Review and approve proposals for new undergraduate and postgraduate taught programmes/modules from a variety of perspectives, *e.g.*, academic, alignment with University strategy, business case including market demand, quality and standards, fit with existing University portfolio, confirming College agreement to resourcing requirements, space usage, *etc.*;
- Review and approve major, substantive changes (see Section 1.2) to existing programmes.
- In accordance with [QA006 Review of Taught Programmes Policy](#), a full Programme Quality Review is required for all programmes once every 7 years. The University Curriculum & Programme Board will review the 7 year Programme Review Reports and approve their re-validation as appropriate.

1.1. Development of New Programmes

In preparing a new Programme proposal the relevant School should undertake the following:

1. Convene a **Programme Drafting Team** which will take responsibility for designing the programme and leading it through the key stages. Members of the Programme Drafting Team should be cognisant of the key elements of good practice in course design and be familiar with the University's related policies and processes. It is recommended that at least one member of the Programme Drafting Team will normally have successfully completed appropriate training on curriculum design in Higher Education (*e.g.*, CEL261, PgCert in Teaching & Learning or other relevant training), All members of the Programme Drafting Team must complete a short online lesson on the basic principles of curriculum design and planning which aims to reduce confusion over terminology, explain the process, and ensure members are aware of formal requirements.
2. Conduct a *market analysis* to determine the potential demand for the proposed programme. Advice on how to conduct a market analysis can be sought from the Student Recruitment and Outreach Office, and where appropriate the International Office. Appendix 2 details what should be included in such an analysis and the [New Programme Proposal Form](#) should be completed.
3. Confirm the award type for the programme (see Appendix 3 for guidelines on Award Type).
4. Consider if arrangements need to be put into place for an external review, advisor, or partnership arrangement (*e.g.*, for programmes closely connected with a particular profession, with industry/business, or with another educational institution).
5. Develop a clear structure for all years of the programme, identifying year-level learning objectives and outcomes, modules, available/required resources, and potential lecturers/contributors.
6. In designing the programme, the Programme Drafting Team will consider potential overlap with existing electives/modules and seek to avoid duplication and share electives, where feasible.
7. For programmes which are part-time, or available in a flexible mode, review the considerations listed in Appendix 4.
8. Obtain agreement from other Schools or Colleges that are required/expected to contribute to the programme in advance of submitting a new programme proposal.
9. Complete the *Programme Description Document* (see Section 2.1 for details) and submit it to College Board for approval before submission for consideration by the University Curriculum & Programme Board.

1.2. Changes to Existing Programmes

Changes to programmes may be categorised as either **Major** or **Minor**.

Major changes include:

- Changes in the rationale for the programme, its purpose, involvement and impact of stakeholders;

- Change in programme-level learning outcomes;
- Change in programme title;
- Change of Award Type;
- Change of NFQ (National Framework of Qualifications) level;
- Change of mode of study i.e. fulltime or part-time; online, blended learning, or classroom based;
- Change of programme duration;
- In cases where a large number of modules are changing (20 ECTS or more in a year or stage of a programme), leading to a major change in the substantive nature of the programme, or where changes to shared modules impact on other programmes, the adding, deleting, retiring or substituting modules on offer within a year or stage of a programme are considered Major Changes
- Creation of a minor award (or early exit route) from major award;
- Change in access, transfer and progression requirements (*i.e.*, entry requirements, pathways for transfer from programmes and articulation to further higher-level programmes);
- Provision of work placement, with associated assessment requirements;
- Programme management (*e.g.*, introduction of a collaborative provider);
- Retirement of an existing programme.

All such changes require to be approved by the appropriate College curriculum committee, in the first instance, followed by consideration by the University Curriculum & Programme Board, which will make a recommendation to Academic Council Standing Committee.

Minor changes are those which should be approved locally at either the appropriate College-level curriculum committee level or by the Programme Board/Discipline/School-level curriculum committee. The terms of reference for each College curriculum committee (or equivalent committee handling curriculum matters), ratified by its College Board, will indicate the most appropriate level of approval within the College for the changes outlined below.

Minor changes which do not require the approval of the University Curriculum & Programme Board include:

- Changing assessment type (*i.e.*, minor changes that address the need for a variety of assessment instruments);
- Change in assessment weighting (minor);
- Change of module description;
- Change of module learning outcomes;
- Change of module weighting;
- Introduction of new modules
- Adding, deleting, retiring or substituting modules on offer within a year or stage of a programme (provided that this will not result in a change to the programme-level learning outcomes or a substantial alteration to the overall programme content, and that there is no impact on other programmes);
- Significant change of assessment type and weighting;
- Change of teaching semester;
- Other operational issues which require approval at College level.

In the event of uncertainty as to whether a Programme Change is Minor or Major on either the part of the University Curriculum & Programme Board or the College, the matter may be referred to the Deputy President & Registrar by the Chairperson of the University Curriculum & Programme Board or the Executive Dean of College for a decision on the appropriate level at which the change should be considered.

1.3 Programme/Course/Module Retirement

Prior to retirement of any programme/course/module the implications should be reviewed by the College curriculum committee or equivalent committee so appropriate mitigation can be put in place.

Non-core, optional or elective modules can be retired or withdrawn at the College level, provided that: (a) they do not have an impact on the overall shape of the programme; (b) any commitments to students (e.g. in course documentation) are fulfilled; (c) the programme directors of any other programmes which may avail of these modules have been consulted in sufficient time for alternative arrangements/offerings to be made available to their students.

In the case of retirement of a programme, the request for retirement should come from the relevant College and should be submitted to the University Curriculum & Programme Board. All Programme Directors of programmes utilising a module, or multiple modules from a particular programme, should be consulted and sign off on retirement prior to review by the College curriculum committee. The University Curriculum & Programme Board will make recommendations to Academic Council Standing Committee which, on behalf of Academic Council, is the designated decision-making Committee.

2. Procedure for the development and approval of a new programme

As outlined in Section 1.1, there are a number of preparatory steps which need to be completed, and relevant information gathered, before a formal submission is made for approval of a new programme. The complete process for development and approval of a new programme is as described below, with the work flow set out in Appendix 6.

2.1 Drafting and Outline Stage

1. The Programme Drafting Team (see Section 1.1) will oversee the production of a **Programme Description Document** in consultation with appropriate stakeholders and interested parties, including industry advisory board and learner representatives, which will be submitted to the School Teaching and Learning/Curriculum Committee for initial approval. The contents of this document are listed in Table 1, and a formal standard template is available to download [here](#). For the first stage consideration and discussion by the College curriculum committee, a draft version of the document which contains the key information may be sufficient, with the full [New Programme Proposal Form](#) to be submitted to the College curriculum committee prior to the granting of final approval at College level, and for onward submission to the University Curriculum & Programme Board. This document will enable determination of feasibility (from the perspective of the College) at a relatively early stage. This document will also be used if the programme is approved, for future quality reviews, re-validation, and as an overall descriptor.

| | |
|---|---|
| 1 | The Programme Title, Identifier Code, mode of delivery, award class, award type, NFQ level and brief summary of the areas of study covered by the programme. |
| 2 | A statement of Aims of the Programme and a list of intended Programme Level Learning Outcomes clearly aligned with the NFQ indicators (<i>See Appendix 5</i>). |
| 3 | A statement of the Graduate Attributes pertinent to the Programme (and mapped to the University's official Graduate Attributes Statements). |
| 4 | A description of the structure of the Programme, including a year-by-year (or key stages) breakdown; identifying the key learning objectives and outcomes for each year or stage and listing the modules and making clear the distinction between those which are core and any which are optional; pre-requisites and co-requisites, the extent to which the Programme might be available |

| | |
|---|---|
| | on part-time, flexible, blended, or online modes; and any professional accreditation requirements; ECTS weightings; progression requirements. |
| 5 | Listing of the range of teaching, learning, and assessment methods which students will experience over the course of the programme. Demonstration of /checklist for compliance and alignment with the appropriate level on the National Framework of Qualifications and the University's Learning, Teaching, and Assessment Strategy. |
| 6 | A statement regarding diversity, accessibility, and student learning support provision. |
| 7 | A listing of the key staff associated with the Programme including: <ul style="list-style-type: none"> • The Programme Director (Name, School, College) and Administrator • The Programme Board – including any 'Year Supervisors' • Those responsible for each listed module (where known) • An indication of the likely profile/source of potential external examiners. |
| 8 | Resources: <ul style="list-style-type: none"> • Planned student numbers on the Programme and at each stage • Fully costed programme budget, or budget formula • Resource and Capacity statements relating to existing teaching staff capacity, and for laboratory or specialist requirements; also, any dependence on Temporary Teaching Assistants or additional external training provision. |
| 9 | Lifespan/Lifecycle information – dates of launch, duration of any pilot/evaluation period, scheduling of Quality Review (in accordance with QQI/Quality Framework requirements), schedule of any required professional accreditation. |

Table 1: Contents of the *Programme Description Document*

2. For programmes which involve external collaborative partnerships, there is additional information required in keeping with the [Policy on Collaborative Provision \(QA246\)](#). Details of these requirements are provided in Appendix 1.
3. It is expected also that all appropriate internal stakeholders will be duly consulted in the drafting of the proposed programme, where relevant. For example, this may include Buildings & Estates, Career Development Centre, ISS, the Library, CELT, and Student Services, particularly in regards issues of resources and specialist provision. This may also include Registry and the Office of the Secretary for Governance & Academic Affairs if there are issues relating to course structure and pathways which either deviate from the norm, or may have impact on other programmes.
4. In addition, the Drafting Team will complete the [New Programme Proposal Form](#). This document must include evidence of any market research/analysis undertaken (no programme can be considered beyond this stage without having completed such research); identify any similar or related existing programmes in Irish higher education institutions; and present a fully costed budget that describes the fees basis, projected numbers, a case for the financial viability/sustainability of the proposed programme, and a summary of the staffing, space and any other specialist requirements. The budget should be developed in consultation with the College Finance and Business Manager. All financial and resource aspects of the proposal require the approval of the Executive Dean of College at the College Review stage. The University Curriculum & Programme Board has no role in approving programme resources.
5. A **New Programme Proposal Form** should be submitted to the College curriculum committee accompanied by the Programme Description Document. The New Programme Proposal Form will ask for nominations of two (for full undergraduate degree programmes), or one (for postgraduate programmes), external reviewer(s) for the purposes of programme validation¹.

¹ See Section 2.3

2.2 College-level Review

1. The College curriculum committee will review the proposal (using a set of guidelines for new programmes) and decide to:
 - a. Approve the proposal and recommend submission of the fully completed documentation (with appropriate signature of the Executive Dean) to the University Curriculum & Programme Board;
 - b. Refer the document back to the Drafting Team with suggested changes for reconsideration of a revised draft at a later date; or
 - c. Decline approval of the proposed programme.
2. If a programme has contributions from other Colleges, then the proposal will also require the approval of the other Executive Deans (including for the resourcing and staffing model proposed), before it may be submitted to the University Curriculum & Programme Board.

2.3 University-level Review

1. Proposals approved at the College-level will be submitted to the University Curriculum & Programme Board for consideration. All documentation must be fully complete and proposals should clearly demonstrate that any issues regarding Buildings, IT, other infrastructure, and any impact on support services have been fully addressed, and that the proposed financial model is sound.
2. The University Curriculum & Programme Board will schedule a 'Validation' meeting for new programme proposals.
3. Each member of the Curriculum & Programme Board, or an appropriately constituted sub-group thereof, will review the proposal (supported by a guidance document/checklist) and note any particular questions or issues for which they feel clarification is needed.
4. If the programme is a new area and significantly different from existing programmes in the University (*e.g.*, a new subject discipline, or a major extension into a particular area) then the Programme Description Document will be sent to the nominated external reviewer(s) for their comments and recommendations. Please note that this step may take a number of weeks to complete.
5. The Chair (or appropriate designated member) will compile and summarise any such queries and include these in an invitation to the Programme Drafting Team to attend the Validation meeting.
6. The new Programme Director/Lead Proposer will be invited along with representatives of the Drafting Team to a Validation meeting with the University Curriculum & Programme Board. The session will commence with a brief overview of the proposal and then a response to questions from the Board.
7. In cases where the University Curriculum & Programme Board is satisfied it has all of the information it requires to make a decision, a validation meeting with the Programme Director and Team may not be required.
8. The Board will come to a decision which will be:
 - (a) Recommend that the proposal be accepted and endorsed by Academic Council/Standing Committee.
 - (b) Refer the documents back to the Drafting Team for major changes/revisions and a subsequent re-submission at a later date/validation round; or
 - (c) Decline approval of the proposed programme.

2.4 Membership of the University Curriculum & Programme Board

The University Curriculum and Programme Board shall be constituted as follows:

- Secretary for Governance & Academic Affairs, Chairperson
- One member per College from the College membership of Academic Council Standing Committee

- Director of Centre for Excellence in Learning & Teaching
- Director of Centre for Adult Learning & Professional Development
- Vice President: International or nominee
- Director Student Recruitment & Outreach

The membership of the Committee will reflect the University's requirement for 40% gender balance. 50% of the membership in attendance will constitute a quorum for decision-making.

The Secretariat to the Committee will be provided by the Office of the Secretary for Governance & Academic Affairs.

2.5 Meetings of the University Curriculum & Programme Board

The University Curriculum & Programme Board will meet at least twice a year in advance of Academic Standing Committee meetings to consider applications. Meetings will be scheduled for **September and January** to align with lead times for recruitment cycles.

2.6 Appeal of a Decision of the University Curriculum & Programme Board

A decision of the University Curriculum & Programme Board may be appealed to the Deputy President & Registrar. The grounds for the appeal should be set out in writing and submitted, together with the Programme Description Document and the New Programme Proposal Form, to the Deputy President & Registrar by email at dpr@nuigalway.ie

The decision of the Deputy President & Registrar shall be final.

3. Validation and Review

All approved programmes are validated for a period of up to 7 years.

In accordance with [QA006 Review of Taught Programmes Policy](#), a full Programme Quality Review is required within that timeframe to renew the validation for a further period of up to 7 years.

Responsibilities

| Responsibility | Name |
|--|--|
| Policy Owner | Secretary for Governance & Academic Affairs |
| Approval of the policy | Academic Council |
| Revisions and updates to the policy | Office of the Secretary for Governance & Academic Affairs |
| Responsible for implementation of the policy | Programme Directors/Programme Boards; Discipline/School/College curriculum committees; University Curriculum & Programme Board |
| Approval of recommendations of University Curriculum & Programme Board | Academic Council Standing Committee |
| Monitoring and reporting compliance with the policy | Internal and external audit |

Appendix 1. Additional Requirements for Collaborative Partnership

The Programme Drafting Team must consult Policy [QA246 Collaborative Partnerships](#) to determine the prior requirements for establishing a Collaborative Agreement (where such are defined in the [QQI Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards](#)).

The Programme Drafting Team must demonstrate that any such Collaborative Agreement is in place before the New Programme Proposal is brought before the College curriculum committee.

Appendix 2. Elements to include in Market analysis

The rationale for the market analysis component (in the New Programme Proposal Form) is to determine the extent to which there may be an appetite for the proposed new programme, and the extent of such a market or likely levels of demand.

Aspects which should be considered by Programme Drafting Teams include the following:

- Identify external data sources for market analysis (including both domestic and international markets):
 - HEA
 - Offerings from other Irish universities
 - Offerings from international universities
 - Guidance counsellor feedback
 - Feedback from secondary school students at school visits or recruitment events, *e.g.*, Higher Options
 - Employers, *e.g.*, from placement feedback
 - Visiting expert lecturers'/talk providers
 - Employment trends
 - External consultants
- Identify internal data sources for market analysis
 - Research Institutes and Centres (opportunities in areas of expertise)
 - Lecturer feedback
 - Student Recruitment feedback
 - Work Placement Officers feedback
 - School / College administrators' feedback
 - Current student feedback
 - Marketing Office
 - Alumni feedback
 - Website
- Identify relevant external stakeholders

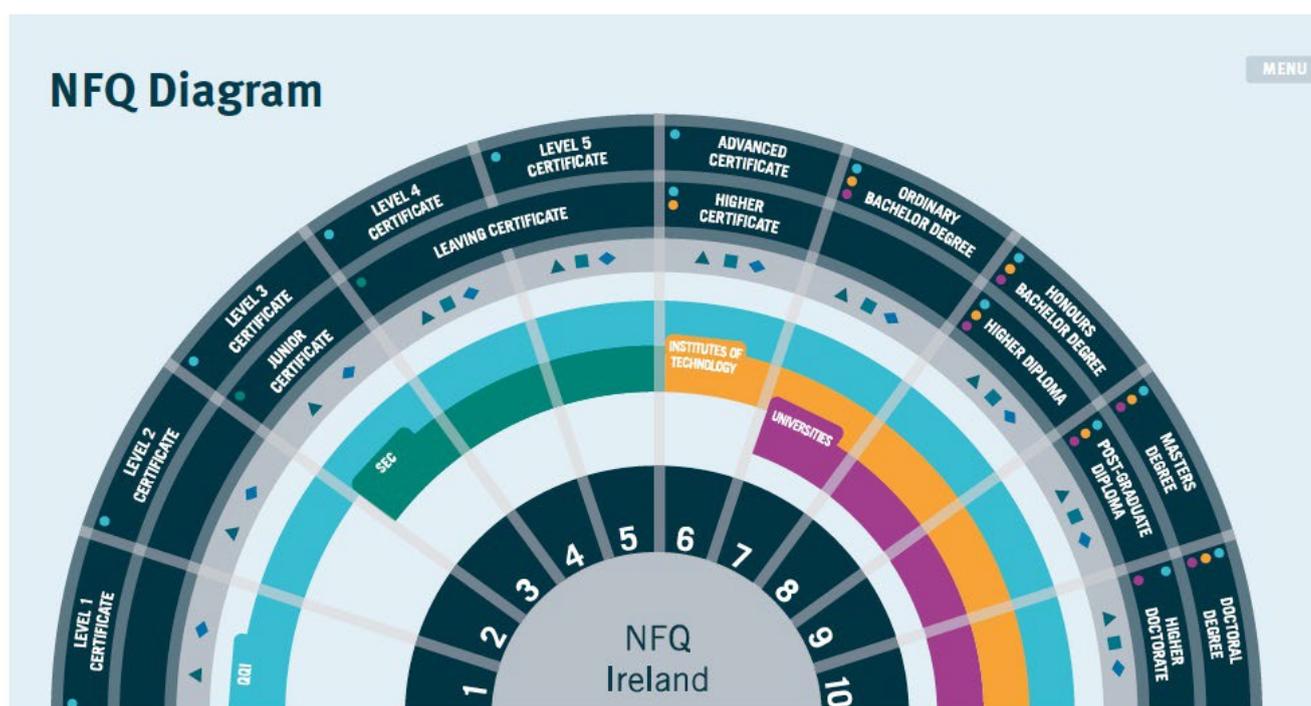
The New Programme Proposal Form is available to download [here](#).

Appendix 3. Guidelines on Award Types

The Irish National Framework for Qualifications (NFQ) (Figure 1 below) is a 10-level, single national entity through which all learning achievements may be measured and related to each other. Underpinned by quality assurance principles, the Irish NFQ describes qualifications in the Irish education and training system and sets out what each qualification says about what learners know, understand and are able to do. It also sets out qualifications pathways from one NFQ level to the next.

The Irish NFQ is aligned to the European Framework for Qualifications (EFQ) to enhance the transparency, comparability and portability of qualifications.

Full details on the National Framework for Qualifications are available [here](#).



There are four categories (classes) of awards in the NFQ.

- **Major awards** are the main class of award made at a level. You may have heard of some of these, for example the Leaving Certificate, the Advanced Certificate or the Honours Bachelor Degree. There are 16 major awards in the Framework which can be seen in the [‘fan’ diagram](#).
- **Minor awards** provide recognition for learners who achieve a range of learning outcomes but not the specific combination of learning outcomes required for a major award. These awards allow learners to build up units of learning at their own pace to meet their own needs.
- **Special-purpose awards** are made for very specific purposes. An example of a special-purpose award is Driving - Heavy Goods Rigid.
- **Supplemental awards** are for learning which is additional to a previous award. They could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development.

Appendix 4: Factors to consider when developing part-time or flexible programmes

1. Award Type and Category (non-major awards)

Many part-time courses fall into the non-major award type category and it is important to identify the correct category for each part-time programme seeking approval. Three types of non-major award have been determined by the National Qualifications Authority.

Minor awards: provide recognition for learners who achieve a range of learning outcomes, but not the specific combination or volume of learning outcomes required for a major award. The associated learning outcomes of these awards form a component part of the learning outcomes of a major award

Special Purpose awards: are standalone and are made for specific, relatively narrow purposes

Supplemental awards: are for learning which is additional to a previous award. These could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development.

Within NUI Galway the majority of non-major awards are classified as minor or special purpose awards, however the full range of award categories should be considered when classifying a part-time course for validation purposes. Minor, special purpose and supplemental awards span from levels 6-9 on the national framework of qualifications. The learning outcomes of the programme should be identified initially, followed by their precise level in the Framework.

The guidelines set out by NQAI indicate that for major awards 60 credits of learning outcomes need to be at the level of the award; for non-major awards the balance of learning outcomes need to be at the level at which the award is included.

2. Titling of Award

The titling of awards is on the basis of credit associated with each award, rather than the level on the framework. While responsibility for the naming of awards lies with NUI Galway as the awarding body, naming conventions regarding the titling of awards are found in the following guide documents and should be adhered to in the naming of major and non-major awards.

- [Policy and Criteria for Making Awards](#)
- NUI Galway descriptors for nomenclature of awards (in development)

Appendix 5 – Learning Outcomes

National Framework of Qualifications GRID OF LEVEL INDICATORS

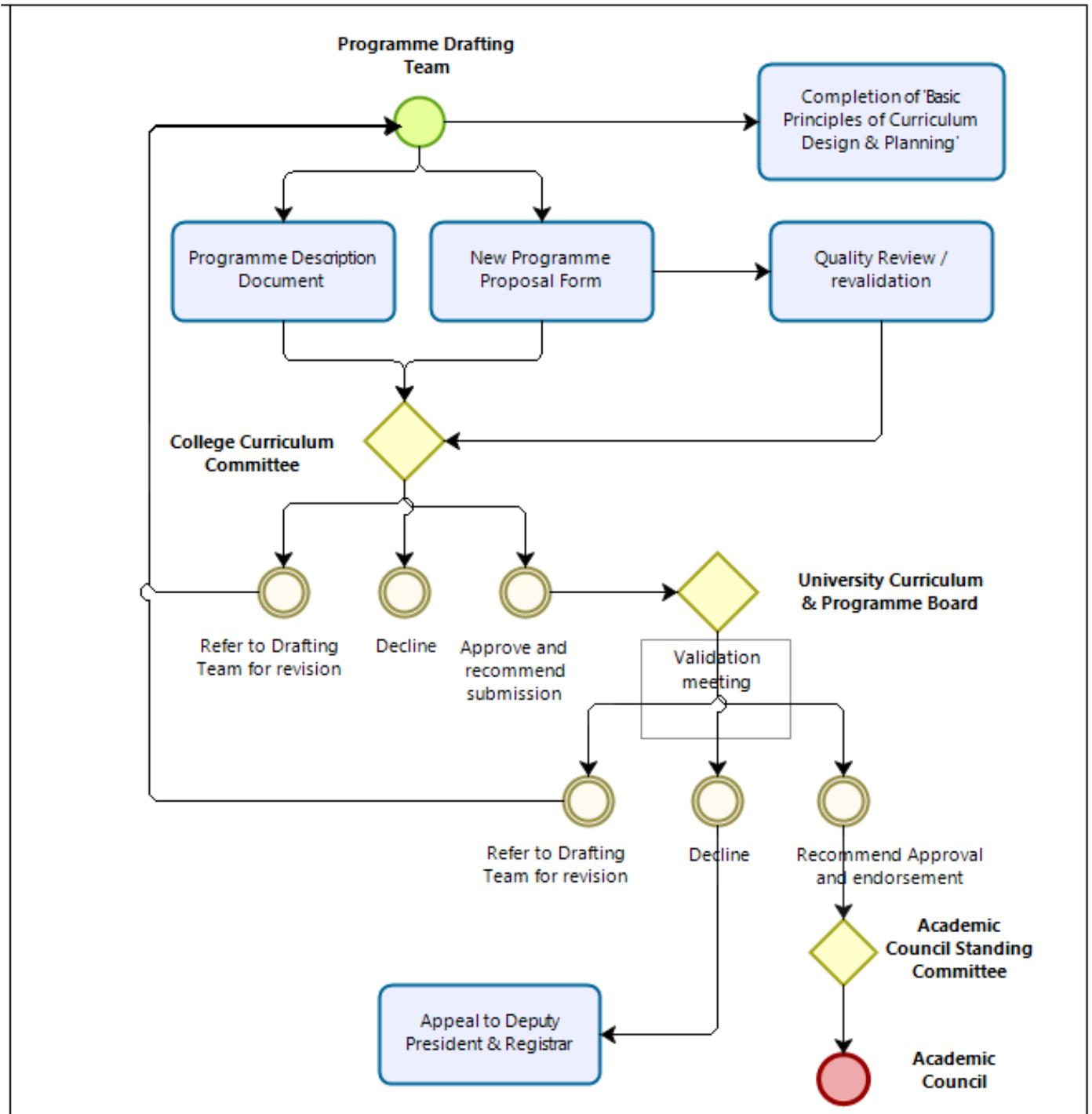


| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 | LEVEL 6 | LEVEL 7 | LEVEL 8 | LEVEL 9 | LEVEL 10 | |
|---|--|---|--|---|--|--|---|--|--|--|---|
| Knowledge Breadth | Elementary knowledge. | Knowledge that is narrow in range. | Knowledge moderately broad in range. | Broad range of knowledge. | Broad range of knowledge. | Specialised knowledge of a broad area. | Specialised knowledge across a variety of areas. | An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning. | A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning. | A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning. | Knowledge Breadth |
| Knowledge Kind | Demonstrable by recognition or recall. | Concrete in reference and basic in comprehension. | Mainly concrete in reference and with some comprehension of relationship between knowledge elements. | Mainly concrete in reference and with some elements of abstraction or theory. | Some theoretical concepts and abstract thinking, with significant depth in some areas. | Some theoretical concepts and abstract thinking, with significant underpinning theory. | Recognition of limitations of current knowledge and familiarity with sources of new knowledge, integration of concepts across a variety of areas. | Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s). | A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning. | The creation and interpretation of new knowledge through original research, or other advanced scholarship, of a quality to satisfy review by peers. | Knowledge Kind |
| Know-How & Skill Range | Demonstrate basic practical skills, and carry out directed activity using basic tools. | Demonstrate limited range of basic practical skills, including the use of relevant tools. | Demonstrate a limited range of practical and cognitive skills and tools. | Demonstrate a moderate range of practical and cognitive skills and tools. | Demonstrate a broad range of specialised skills and tools. | Demonstrate comprehensive range of specialised skills and tools. | Demonstrate specialised technical, creative or conceptual skills and tools across an area of study. | Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity. | Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry. | Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning, develop new skills, techniques, tools, practices and/or materials. | Know-How & Skill Range |
| Know-How & Skill Selectivity | Perform processes that are repetitive and predictable. | Perform a sequence of routine tasks given clear direction. | Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems. | Select from a range of procedures and apply known solutions to a variety of predictable problems. | Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems. | Formulate responses to well-defined abstract problems. | Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes. | Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing. | Select from complex and advanced skills across a field of learning, develop new skills to a high level, including novel and emerging techniques. | Respond to abstract problems that expand and redefine existing procedural knowledge. | Know-How & Skill Selectivity |
| Competence Context | Act in closely defined and highly structured contexts. | Act in a limited range of predictable and structured contexts. | Act within a limited range of contexts. | Act in familiar and unfamiliar contexts. | Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. | Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts. | Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts. | Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making, transfer and apply diagnostic and creative skills in a range of contexts. | Act in a wide and often unpredictable variety of professional levels and ill-defined contexts. | Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts. | Competence Context |
| Competence Role | Act in a limited range of roles. | Act in a range of roles under direction. | Act under direction with limited autonomy, function within familiar homogenous groups. | Act with considerable amount of responsibility and autonomy. | Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups. | Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources; form and function within, multiple complex and heterogeneous groups. | Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work. | Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups. | Take significant responsibility for the work of individuals and groups; lead and initiate activity. | Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes. | Competence Role |
| Competence Learning to Learn | Learn to sequence learning tasks; learn to access and use a range of learning resources. | Learn to learn in a disciplined manner in a well-structured and supervised environment. | Learn to learn within a managed environment. | Learn to take responsibility for own learning within a supervised environment. | Learn to take responsibility for own learning within a managed environment. | Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs. | Take initiative to identify and address learning needs and interact effectively in a learning group. | Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically. | Learn to self-evaluate and take responsibility for continuing academic/professional development. | Learn to critique the broader implications of applying knowledge to particular contexts. | Competence Learning to Learn |
| Competence Insight | Begin to demonstrate awareness of independent role for self. | Demonstrate awareness of independent role for self. | Assume limited responsibility for consistency of self-understanding and behaviour. | Assume partial responsibility for consistency of self-understanding and behaviour. | Assume full responsibility for consistency of self-understanding and behaviour. | Express an internalised, personal world view, reflecting engagement with others. | Express an internalised, personal world view, manifesting solidarity with others. | Express a comprehensive, internalised, personal world view, manifesting solidarity with others. | Scrutinise and reflect on social norms and relationships and act to change them. | Scrutinise and reflect on social norms and relationships and lead action to change them. | Competence Insight |

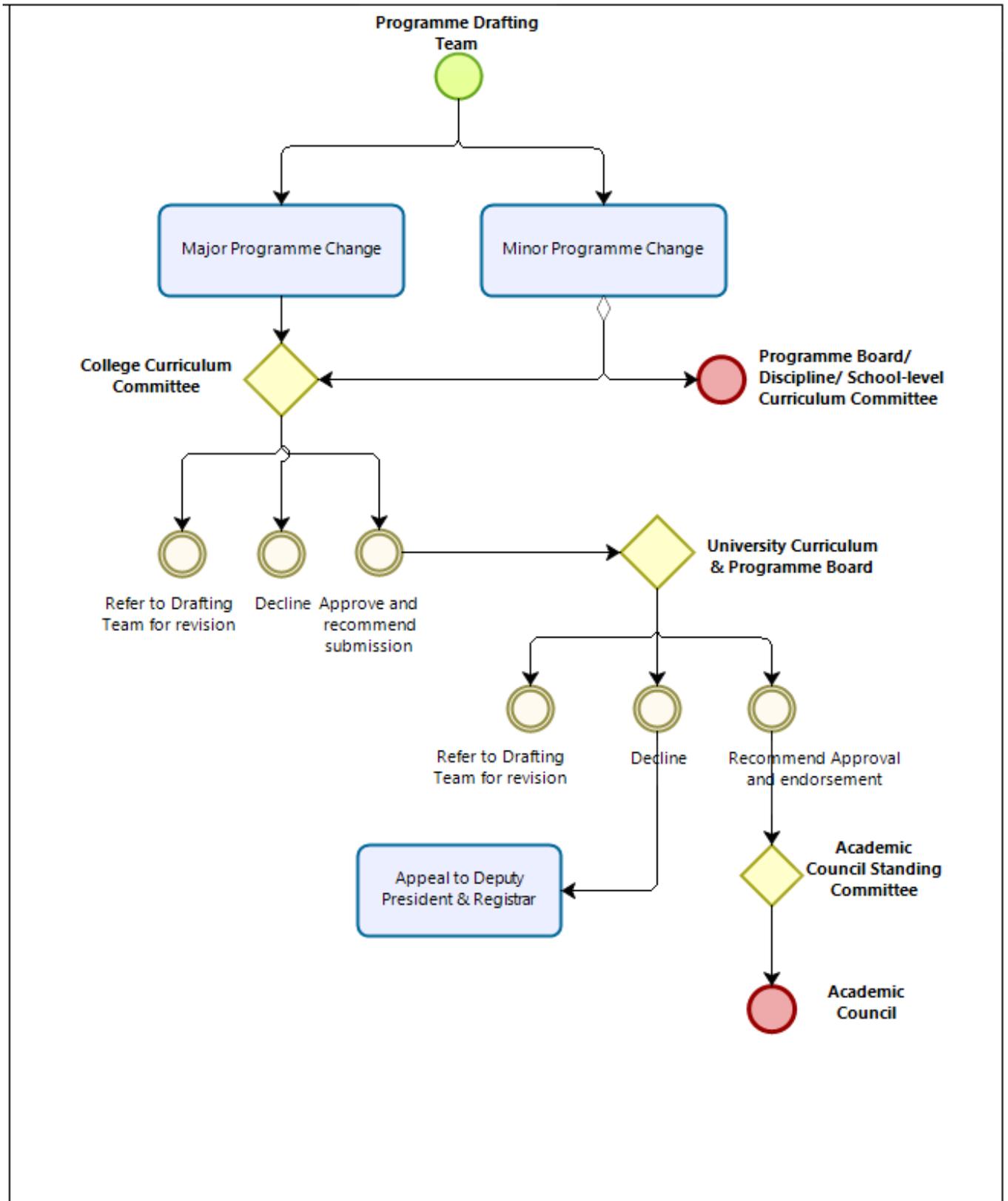
This 10-level grid of level indicators forms part of the determination of the National Framework of Qualifications under Section 7(a) of the Qualifications (Education and Training) Act, 1999

Note: The outcomes at each level include those of all the lower levels in the same sub-strand.

Appendix 6: Workflow for New Programme Approval Process



Appendix 7: Workflow for Changes to Existing Programme Process





Code: QA153
Title: Equality Impact Assessment Guidelines ¹
Date: Pilot documents approved June 28th 2019. Mainstreaming approved October 15th 2020
Approval: Údarás na hOllscoile



Policy Development/Review Equality Impact Assessment Form

Equality Impact Assessment (EIA) is a systematic and evidence-based process which verifies that the University’s policies and practices are non-discriminatory, and are fair and inclusive in meeting the legitimate needs of the diverse groups that make up the University community. The key purpose of the Equality Impact Assessment Guidelines and Form is to help identify any Equality, Diversity and Inclusion (EDI) impact (either positive or negative) associated with new or updated policies, along with any potential discrimination or gaps in policy development.

This form should be completed, with reference to the EIA Guidelines, and submitted for approval to the relevant governance body in advance of any policy development or major review of existing policy/practice. Equality impacts should continue to be considered throughout the policy drafting process (please see EIA Guidelines for details) and the completed Equality Impact Assessment Form should be signed and submitted again with the final policy/document for approval by the relevant approving body.

Section A: Initial Screening

| | |
|--|--|
| Name of proposed policy/revised policy (name of policy or subject of review/decision) | QA050 Curriculum Design and Management Policy |
| Purpose of proposed policy/revised policy (who is the intended target group?) | To provide the principles, policies and process which enable the appropriate governance of Curriculum Approval and Change at NUI Galway. This policy applies to all NUI Galway staff involved in the creation or change of curriculum. |
| College/School/Unit | All Colleges |
| Date | 08/02/22 |

¹ This document draws significantly on similar work in UCD, The Royal Holloway, University of London and University of Cumbria.

| | |
|------------------------|---|
| Name(s) of assessor(s) | Ms Caroline Loughnane, Dr Iain McClaren, Ms Nuala McGuinn |
|------------------------|---|

STAGE 1 - Consider any potential impact (on staff, students and the public)

What is the potential impact on any of the following groups?

i.e. How might the proposal affect people from diverse backgrounds and circumstances, either adversely or beneficially? This includes both direct effects and other effects as an indirect consequence of the policy. Remember we need to:

- **Eliminate discrimination**
- **Promote equality of opportunity and treatment** of staff, students and other persons to whom we provide services
- **Protect human rights** of our members, staff, students and other persons to whom we provide services

| Characteristics | Potentially Beneficial | Potentially Adverse | No Anticipated Impact | Evidence/explanation of this impact |
|---------------------------------------|------------------------|---------------------|-----------------------|-------------------------------------|
| Gender | | | ✓ | |
| Civil Status | | | ✓ | |
| Family Status | | | ✓ | |
| Age | | | ✓ | |
| Disability | | | ✓ | |
| Race | | | ✓ | |
| Sexual Orientation | | | ✓ | |
| Religious Belief | | | ✓ | |
| Membership of the Traveller Community | | | ✓ | |
| Other e.g. part-time, fixed-term | | | ✓ | |

| EIA screening outcome | Mark below as appropriate | Next step |
|-----------------------------------|---------------------------|--|
| No impact identified | | Go to Stage 5 of the Guidelines (pg. 10) |
| Only beneficial impact identified | | Go to Stage 5 of the Guidelines (pg. 10) |

| | | |
|--------------------------------------|--|-------------------------|
| Potential negative impact identified | | Go to Section B (below) |
|--------------------------------------|--|-------------------------|

Section B: Detailed Assessment

| STAGE 2 - Collecting the relevant data | |
|---|--|
| What evidence have you gathered to help you to assess the impact of this policy on particular groups? Please give details. | |
| What consultation has been undertaken as part of this Equality Impact Assessment? Please state who has been consulted, how and when. | |
| What were the results of the consultation? Please summarise. | |

| STAGE 3 - Analysing the evidence | | |
|---|--|--|
| | No | Yes |
| a) Does the proposed policy have the potential to advance equality of opportunity and protect human rights? | <i>Go to Stage 3(b)</i> | <i>Please Explain and then proceed to Stage 3(b)</i> |
| b) Is there an adverse impact on any of the following protected characteristics or groups? <ul style="list-style-type: none"> • Gender • Civil Status • Family Status • Age • Disability • Race • Sexual Orientation • Religious Belief • Membership of Traveller Community • Other e.g. part-time, fixed-term | <i>Go to Stage 5 of the Guidelines</i> | <i>Please Explain and then proceed to Stage 4</i> |

| STAGE 4 – Identify and address any adverse impact | | |
|--|---|---|
| <i>Characteristics</i> | Analyse the evidence Comment on evidence and potential impact | Eliminate or reduce any adverse impact Recommended actions or specific requirements (e.g. reasonable accommodations for disability) |
| Gender | | |
| Civil Status | | |
| Family Status | | |
| Age | | |
| Disability | | |
| Race | | |
| Sexual Orientation | | |

| | | |
|--|--|--|
| Religious Belief | | |
| Membership of the Traveller Community | | |
| Other e.g. part-time, fixed-term | | |

| Stage 5 - Share results and keep evidence | Next steps |
|--|--|
| <p>Equality information published by the University (a legal requirement) must include evidence that we have paid 'due regard' to equality issues.</p> | <ul style="list-style-type: none"> • Send a digital copy of the completed EIA form and any attachments to the OVPED, so that the EIA can be kept (and published as appropriate): VPEqualityandDiversity@nuigalway.ie. • A copy of the EIA should also be appended to the policy for the duration of the life of the policy. • Share the EIA results with the Trade Unions and/or Students' Union, as appropriate, as part of the normal consultation process • Keep a copy of the completed EIA form and any associated documents, emails, data, or information |

| Stage 6 – Monitor Actual Impact and Review Policy | Next Steps |
|--|---|
| <p>Equality Impact Assessment is an ongoing process that does not end once a policy has been agreed or implemented. This does not necessarily mean repeating the Equality Impact Assessment, but using the experience gained through implementation to check the findings and to make the necessary adjustments.</p> <p>At the proposed date of review, consider the actual impact of the policy taking into account any changes that have occurred (e.g. structural, organisational, demographic, customer requirements).</p> | <ul style="list-style-type: none"> • The policy should be reviewed at a future date which should be identified and clearly stated as part of the Equality Impact Assessment. The length of time between one analysis and the next will depend on the relevance of the policy to equality issues and any potential impact on groups with protected characteristics. • At the proposed date of review, consider the actual impact of the policy taking into account any changes that have occurred (e.g. structural, organisational, demographic, customer requirements). |

Signed by the Chair of the Policy Development/Review Group:



Chair

8th February 2022

Date