



Developing and Validating New Taught Programmes Policy

Document Area	Academic Quality Assurance and Enhancement
Document Function / Owner	Vice President for Academic Affairs & Registrar
Author	Quality Assurance & Enhancement Team
Required Approval	Academic Council

Issued Document Location

Internal Staff Portal / Hub	Yes (default repository)
Internal Student Portal / Hub	No
ATU Website	Yes
Issue date	To be completed by document controller

Table of Contents

1. Purpose	3
2. Scope	3
3. External Reference Documents	4
4. Policy Description	4
4.1 Guiding Principles	4
4.1.1 Principle of Academic Excellence	5
4.1.2 Principle of Student-centred Experience and Values	6
4.1.3 Principle of Stakeholder Engagement.....	6
4.1.4 Principle of Sustainability, Agility and Responsiveness	6
4.2 Definitions.....	7

4.2.1	Programme development.....	7
4.2.2	Validation.....	7
4.2.3	Outline Permission.....	7
4.2.4	Academic Approval.....	7
4.2.5	Differential Validation.....	8
4.3	Programme Development and Validation Process.....	8
4.3.1	Engagement with Stakeholders.....	9
4.3.2	Resources, marketing, and financial planning.....	9
4.3.3	Professional, statutory, and regulatory bodies (PSRBs).....	10
4.3.4	Collaborative programmes.....	10
4.3.5	Programme Design and Documentation.....	10
4.3.6	Approval of Exceptions from the Programme Design Policy.....	11
4.3.7	Proposals for the use of New Award Titles and Award Standards.....	11
4.4	Programme Validation.....	12
4.4.1	Validation procedures.....	12
4.4.2	Timescales.....	12
4.4.3	Student representation in validation processes.....	12
4.4.4	Criteria for Validation.....	13
4.4.5	Commendations, Conditions and Recommendations for Validation.....	13
4.4.6	Expiry of Validation and Changes to Validated Programmes.....	14
4.5	Roles and Responsibilities.....	14
4.5.1	Programme Development Team (PDT).....	14
4.5.2	Faculty Executive.....	15
4.5.3	Faculty Academic Planning Committee (APC).....	15
4.5.4	Office of Vice President for Academic Affairs & Registrar.....	16
4.5.5	Academic Council.....	17
4.5.6	University Planning Team (UPT).....	17
5.	Associated Documents Generated by this Policy.....	18
5.1	Procedures.....	18
5.2	Records.....	18
6.	Revision History.....	18
7.	Appendix List of Acronyms.....	19

1. Purpose

Atlantic Technological University (ATU) is a multi-campus University of scale, quality and impact connecting students, staff, research entities and global communities with a vision to provide the highest quality education, to inspire people and accelerate sustainable economic, social, and cultural development of the region and beyond. The provision of taught programmes is a cornerstone in achieving the University's vision. This policy document articulates the principles and standards underpinning the University's approach to developing and validating new taught programmes, to ensure that programmes are of the highest quality, relevant, and developed in a consistent and effective manner.

This policy establishes the parameters for developing and validating taught programmes and includes:

- reference documents and legislation,
- the principles that guide and underpin the development and validation of programmes,
- the stages in the process for programme development and validation,
- the timescales that should guide the process,
- the criteria which must be met for validation of a programme, and
- roles and responsibilities relating to the above.

2. Scope

This policy applies to all our staff involved in developing and validating new taught programmes, including collaborative and joint programmes, and applies to all taught programmes leading to awards at Level 6 to Level 9 on the National Framework of Qualifications (NFQ). Separate policies will be in place for developing and validating research programmes leading to awards at Level 9 and Level 10 on the NFQ.

Additional *Policies, Procedures, Guidelines, and Forms* are being developed in support of this policy. Additional policies that apply to the quality assurance of taught programmes at ATU are:

- 1) The *Programme Design Policy* which articulates the qualification frameworks that govern programme structure and design, the award-types that may be validated as part of the ATU suite of programmes and the parameters for the structure and design of those programmes. All programmes at ATU must be designed in adherence to this policy.
- 2) The *Blended and Online Programmes Policy* which specifies the additional criteria that apply to programmes where the mode of delivery is blended or online.

- 3) The *Collaborative Engagement Policy* which establishes the principles underpinning the relationships with entities external to ATU which are involved in the design, development, validation, and delivery of programmes, including apprenticeships, linked providers joint awards, and transnational awards.
- 4) The *Managing, Monitoring and Enhancing Programmes Policy* which establishes the principles and processes for the ongoing review of programme delivery, the day-to-day management of programmes and for making changes to validated programmes.
- 5) The *Periodic Programme Review Policy* which establishes the parameters and processes for the periodic evaluation of programmes.

3. External Reference Documents

The following documents were referred to in the development of this policy and are available at the *Staff portal*:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- Quality and Qualifications Ireland (QQI) Core Quality Assurance Guidelines (QQI, 2016)
- Statutory Quality Assurance Guidelines developed by QQI for Designated Awarding Bodies (QQI, 2016)
- Joint-sectoral protocol between Designated Awarding Bodies and Quality and Qualifications Ireland for the inclusion of qualifications within the National Framework of Qualifications – July 2022 (QQI, 2022)

4. Policy Description

4.1 Guiding Principles

The ethos of Quality Assurance of Programmes at ATU is underpinned by 4 principles as illustrated in Figure 1. These principles underpin both the *Programme Design Policy* and the *Developing and Validating New Taught Programmes Policy*.



Figure 1. Principles underpinning Programme Development and Validation

4.1.1 Principle of Academic Excellence

In the context of developing and validating taught programmes, the principle of academic excellence establishes the academic, professional, and personal development of the student in the relevant discipline area as fundamental to the rationale for developing programmes.

Programme development must:

- Enrich the diverse programme provision across the University by fostering an integrated and collaborative approach and align with the strategic plan for the University,
- Foster synergies between research and programme provision,
- Benchmark and evaluate programme learning outcomes (PLOs) against comparable national and international programmes,
- Consider and plan the effective use of resources in supporting the teaching, learning and assessment strategy for the programme, and
- Research national and international best practice in teaching, learning and assessment techniques for the discipline area.

Validation processes must:

- Establish whether the programme is of value to both students and other stakeholders,

- Provide opportunities to demonstrate the richness of the academic experience in the discipline area, and
- Use internal and external review mechanisms.

4.1.2 Principle of Student-centred Experience and Values

In the context of programme development and validation, this principle places the student perspective as central in shaping the development of learning programmes at ATU. In reinforcing student-centred experience and values, processes for developing and validating programmes must:

- Establish validation criteria that are founded on student-centred values, for example appropriate entry requirements and opportunities for access, transfer, and progression, and principles of Universal Design for Learning (UDL),
- Facilitate timely input and feedback from students on, for example, the design of the programme, teaching, learning and assessment strategy for the programme, supports for students, and mechanisms for same, and
- Establish student representation in the validation process.

4.1.3 Principle of Stakeholder Engagement

This principle recognises that robust processes for developing and validating taught programmes require open, transparent, collaborative, and coordinated engagement with relevant stakeholders. Stakeholders include subject matter experts, industry representatives, professional, statutory, and regulatory bodies (PSRBs), civic and community organisations, linked providers, other Higher Education Institutions (HEIs), and external quality assurance agencies.

Programme Development and Validation processes must:

- Facilitate input and feedback from external stakeholders such as industry and enterprise, PSRBs, civil and community organisations on programmes being developed,
- Facilitate alignment with accreditation processes of PRSBs as required,
- Ensure that programme information for approved programmes is published in a publicly accessible manner, and
- Report on new programme validations annually to QQI.

4.1.4 Principle of Sustainability, Agility and Responsiveness

This principle recognises the role that taught programme provision has in honouring the commitment that our university makes in its mission to *'enabling sustainable economic, social and cultural development; connected to our region and with a mindset that reaches far beyond it'*.

Programme Development and Validation processes must:

- Address education for sustainability, 21st century skills and global citizenship,
- Establish processes for gathering and considering information that identifies the need to develop a new programme and/or inform programme design,
- Demonstrate due consideration for the financial viability and sustainability of the programme,
- Recognise timeliness as being to the fore of programme development in designing programmes to address a specific need; this may be regional/national skills need or in response to national policy or economic circumstances,
- Establish programme development and validation processes which, whilst being robust and comprehensive, are agile and respond to emergent needs in a timely manner, and
- Establish procedures for the validation of programmes that are proportionate and appropriate for the type of award being approved.

4.2 Definitions

4.2.1 Programme development

Programme development is the systemic process of initiating, planning, formulating, evaluating, and refining a programme of learning before seeking validation of the programme by the University.

Programme development, being grounded in continuous improvement and enhancement, is an iterative, multi-stage process.

4.2.2 Validation

Validation of a programme is the process by which a proposed programme is formally recognised by the University as comprising a body of learning in a designated discipline or disciplines which leads to an award at a specified level on the NFQ. The validation of the programme also results in the validation of each of its constituent modules.

4.2.3 Outline Permission

Outline Permission is a stage in the programme development and validation process in which an outline of a proposed programme is considered by either the Faculty Academic Planning Committee or the Academic Programme Provision Committee of UPT (Major Awards only) who decide whether permission to proceed to detailed development of the programme will be granted.

4.2.4 Academic Approval

Approval is the formal acknowledgement by the Academic Council that the conditions of validation processes are met. A programme is validated once approved by Academic Council.

4.2.5 Differential Validation

Differential validation is the process by which changes to validated programmes are approved.

4.3 Programme Development and Validation Process

The development of a taught programme from its initial inception to approval is a multi-stage process as illustrated in Figure 2.

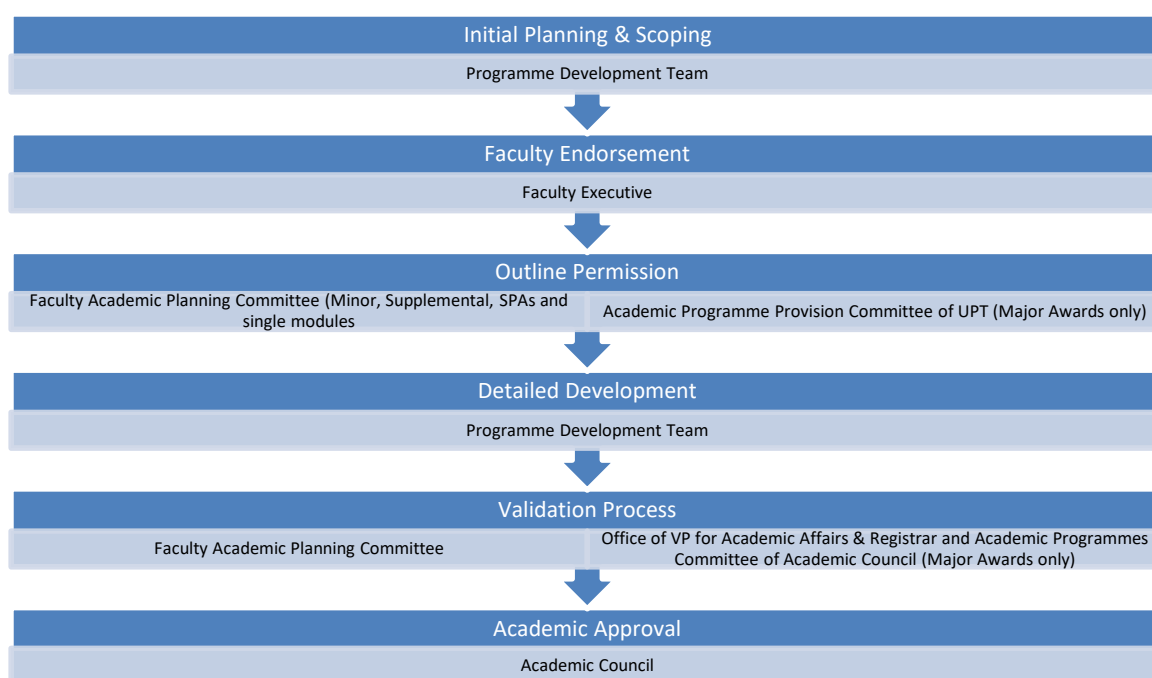


Figure 2. Stages in the Programme Development Process indicating the body responsible for each stage.

The development of all taught programmes leading to awards at our university must adhere to the stages of programme development: Initial Planning and Scoping, Faculty Endorsement, Outline Permission, Detailed Development, Validation Process and Approval.

In outlining the stages of programme development, we recognise the differences in programmes and consequently, the validation process stage has proportional requirements depending on the award type, level, and number of credits for which validation is sought. Please refer to section [4.4.1](#).

The proposal for a programme may emanate from any academic staff member or group. The proposal must be discussed with the relevant Head(s) of Department/School/Faculty who will consider the strategic fit and merits of the proposal and may establish an initial Programme Development Team (PDT) to scope out the proposal.

The PDT seeks endorsement for all proposed programmes from the Faculty Executive. Programme proposals that are endorsed by the Faculty Executive proceed to the Outline Permission Stage of the process.

At the Outline Permission stage, for programmes leading to Major awards, the APPC of the UPT assess the strategic fit and projected financial viability and sustainability of any proposal. The committee may grant permission to proceed to detailed development and prescribe conditions that must be satisfied before commencement of a validated programme.

For all other programme proposals (for example those leading to Minor, Supplemental, Special Purpose awards), the Faculty APC assess the suitability and viability of such proposals.

Academic Council will note all programme proposals approved to proceed to detailed development.

Following detailed development, the programme proposal as detailed in the Programme Specification document must be reviewed and evaluated through internal and external validation processes.

Once the validation processes have successfully concluded the Academic Council must formally approve the programme. A programme is validated once approved by Academic Council.

The decision to commence a programme is made by the VP for Academic Affairs and Registrar in conjunction with the Faculty Executive and is subject to fulfilment of the conditions prescribed at the Outline Planning Stage by the APPC.

4.3.1 Engagement with Stakeholders

We recognise the diverse expertise that exists across our university. In conducting their work, the PDT should consult persons/units of expertise across the University as appropriate to the proposed programme.

The PDT must formulate a plan for identifying, engaging, and gathering information from external stakeholders. The rationale, justification for the programme, and demand for graduates must be evident in the proposal.

4.3.2 Resources, marketing, and financial planning

A marketing analysis must be performed for a new taught programme proposal by the PDT. This analysis must:

- examine the demand for the programme,

- identify and indicate feedback from the target applicants and key influencers for recruitment,
- identify other similar programmes offered regionally and nationally,
- outline the unique attributes of the proposed programme, and
- identify the career pathways and progressions routes for graduate.

The PDT must evaluate the adequacy of resources required for a new programme proposal. This includes human resources, physical resources, equipment, library requirements and any additional student supports.

The PDT should examine the financial viability and sustainability of the design of a programme. An *ATU Programme Planning Tool* will be available as an aid.

4.3.3 Professional, statutory, and regulatory bodies (PSRBs)

Professional, statutory and regulatory bodies are a diverse group of organisations that include professional bodies, regulators, and those with statutory authority over a profession or a group of professions. We support engagement with PSRBs through the approval, recognition and accreditation of our programmes and recognise the value added to programmes by this engagement.

Where a programme is being developed to produce graduates to work in a regulated profession this must clearly indicated at the Outline Permission Stage. In developing the programme, the PDT must also ensure that all mandatory requirements for accreditation set out by the regulatory body are adhered to.

For programmes that aim to achieve professional body recognition, approval, or accreditation for non-regulated professions the programme should be designed in accordance with the standards and criteria set out by the relevant professional body.

Where possible, the PDT may liaise with the PSRB to align their accreditation process with the University's validation processes.

4.3.4 Collaborative programmes

We support the development of collaborative, transnational and joint taught programmes. Such programmes require additional quality assurance measures. Engagement with collaborative partners, including linked providers, must be underpinned by an agreement setting out the terms of reference of the collaboration. Collaboration agreements must be in place before the process of programme development can begin. Please refer to the *Collaborative Engagement Policy* for further detail on the quality assurance measures required for collaborative programmes.

4.3.5 Programme Design and Documentation

The *ATU Programme Design Policy* must be adhered to in the design of all new taught programmes. Two documents must be completed by the PDT during the process:

- The New Programme Proposal Form provides an outline of the programme proposal and is completed following initial planning and scoping for the programme by the PDT.
- The Programme Specification document is the final document containing the particulars of the programme, including the module descriptors for the constituent modules. The Programme Schedule, which is the definitive record of the constituent modules and pathways to achieve the intended PLOs, must be included.

Templates are available for all documentation in the *Staff Portal*.

4.3.6 Approval of Exceptions from the Programme Design Policy

The *Programme Design Policy* articulates the qualification frameworks that govern programme structure and design, the award-types that may be validated as part of the ATU suite of programmes and the parameters for the structure and design of those programmes.

Where a programme diverges from the parameters set out in the *Programme Design Policy*, the PDT must seek approval from the Academic Council for an exception to policy before further developing or seeking validation for the programme.

4.3.7 Proposals for the use of New Award Titles and Award Standards

Award Titles

The *Programme Design Policy* prescribes a list of Award Titles that can be used for new programmes. We support the case for greater specificity of titles but not the proliferation of degree titles.

Where an alternative from the approved list of award titles is proposed, a strategic case must be made, based both on the integrity of the discipline and the potential to signal to stakeholders (potential students and employers) the learning outcomes of the programme that leads to the award more effectively. A new award title must be approved by the Academic Council. This approval process is detailed in the *Procedure for Proposing a New Award Title*.

Award Standards

The award standards approved by our university are set out in the *Staff portal*. They include both general standards for a particular award-type and specific standards for named awards in particular subjects or fields of learning.

Where a proposed award title does not align with one of the approved Award Standards, a proposal for a new award standard may be made.

A new award standard must be approved by the Academic Council. The approval process is detailed in the *Procedure for Proposing a New Award Standard*.

4.4 Programme Validation

The suite of modules that make up a programme and the programme schedule must be considered to validate a taught programme. Piecemeal validation of constituent modules will not accomplish the validation of a programme, because the validation process must assess how the entire suite of modules fulfil the aims, objectives, and PLOs.

However, the validation of the programme will result in the validation of each of its constituent modules. These modules, subject to validation, may then be offered as standalone modules. They may also be included in other programmes if the module learning outcomes align with the PLOs, subject to validation.

4.4.1 Validation procedures

The procedure for validating an award varies, depending on the type of award and number of credits. Details of the specific route to validating a programme can be in the following procedures:

- *Procedure for the Validation of New Major Awards, and*
- *Procedure for the Validation of New Minor, Supplemental and Special Purpose Awards and Single Modules.*

4.4.2 Timescales

Early planning for any new programme is advised. This is of particular importance for programmes which are intended for offer through the Central Applications Office (CAO), collaborative programmes and those responding to an urgent need or funding call.

The Office of the Vice President for Academic Affairs and Registrar, through the Quality Office must publish, on an annual basis, a schedule of key dates that are important to facilitate planning for the development of new taught programmes. This should include deadlines for inclusion in the ATU Prospectus, the CAO Handbook deadline and relevant ATU publications.

The New Programme Proposal form must indicate an intended commencement date, and a timescale for the validation process must be established and agreed by the PDT and the Quality Office.

A programme must not be marketed or promoted until the validation process stage of the development process has been completed, and the Quality Office has confirmed that requirements have been satisfactorily met.

4.4.3 Student representation in validation processes

We are committed to establishing student representation in our validation processes. Student representatives must be provided with the key skills, knowledge and competencies required to participate in the process by our university. This will be organised by the Quality Office.

To be eligible to participate as a student representative a student must:

- Be a registered student at our university, and
- Have completed the required training to participate a student representative.

The Office of the Vice President for Academic Affairs & Registrar, through the Quality Office, must maintain a register of eligible students for participation in the validation process.

4.4.4 Criteria for Validation

New programmes must comply with the following criteria for validation:

- The programme aims and learning outcomes are clear and aligned with the proposed award title.
- The rationale for the programme is well informed and justified.
- The design of the programme is suitably structured and fit for purpose.
- The design of the programme ensures that students can successfully achieve the PLOs.
- The teaching, learning and assessment strategy is well planned and appropriate for the discipline area and type of award.
- Assessment techniques are fair, valid, reliable, consistent and a credible measure of the academic standard attained by students.
- The planned resources, including staff, physical, online, library and student supports, sufficiently support the teaching, learning and assessment strategy for the programme.
- The programme facilitates lifelong learning for a diverse student population by setting out appropriate entry requirements and opportunities for access, transfer, and progression.
- There is demand for potential graduates from the programme.
- The learning environment and mode of delivery are consistent with the needs of the intended students of the programme and accessible and appropriate support services for students have been provided for.
- Students will be well informed on the requirements of the programme, guided to relevant resources and supported in their studies in a caring environment.

4.4.5 Commendations, Conditions and Recommendations for Validation

Validation is intended to be a collegial, reflective, and evaluative process which creates the opportunity for academic debate on the merits of a programme and opportunities for

enhancement. Commendations for programmes which acknowledge particular strengths in the proposal must be documented and noted in the validation process.

Validation processes require those adjudicating the programme to assess it relative to the criteria set for validation by our university. Where it is deemed that the criteria for validation have not been met, 'conditions for validation' must be prescribed, or the programme may be referred back to the PDT for further development.

Opportunities for further enhancement of a programme should be documented as 'recommendations' in the validation process.

The PDT must address the conditions and recommendations, as specified below:

- 1) Conditions must be dealt with in full by the PDT for a programme to be validated.
- 2) Recommendations must be seriously considered by the PDT. Where the PDT provides compelling justification for not addressing recommendations, the validation will not be impeded by non-compliance with same.

4.4.6 Expiry of Validation and Changes to Validated Programmes

All programmes that are successfully validated are approved for a period of 5 years.

Re-validation must be sought through the Periodic Programme Review Process, the details of which are available in the *Periodic Programme Review Policy*.

Changes to validated programmes are accommodated via the *Management, Monitoring and Enhancement of Programmes Policy*.

4.5 Roles and Responsibilities

4.5.1 Programme Development Team (PDT)

The PDT are responsible for the development of the programme from initial planning to validation. The PDT are responsible for the programme design and documentation and for developing programmes that meet the specified criteria for validation.

The PDT is normally attached to a department, and the Head of Department is the lead proposer. Cross-departmental, interdisciplinary, and multi-disciplinary programmes are encouraged across the University. Such programmes may establish joint proposers, as appropriate. Heads of School/Faculty may also lead proposals.

The PDT must be constituted by the proposing Head(s) of Department/School/Faculty and will comprise:

- Head(s) of Department/School/Faculty (lead proposer(s))
- Other Heads of Department/Heads of School relevant to the programme proposal
- Academic staff with experience and expertise in the relevant discipline area(s)

- Other nominees as appropriate with relevant expertise in, for example, student support services; access; teaching and learning; flexible, online and life-learning; equality, diversity, and inclusion; research; sustainability goals; internationalisation; work placement; apprenticeships; industry and external engagement; marketing and financial planning of programmes.

Following validation, the PDT is disbanded, and a Programme Board is established for the management, delivery, and assessment of the programme.

4.5.2 Faculty Executive

The Faculty Executive comprising the Heads of Faculty/School and Departments are responsible for reviewing all programme proposals for strategic fit and consistency with Faculty plans.

The Faculty Executive will have the following specified duties:

- to review and evaluate all New Programme Proposal forms, and
- to endorse programmes to proceed to the Outline Permission Stage.

4.5.3 Faculty Academic Planning Committee (APC)

The Heads of Faculty/School will establish and chair a Faculty APC. The function of the committee will be to advise, support and evaluate academic planning, in particular the development, validation, management, and monitoring of programmes within the faculty.

The Faculty APC will typically comprise:

- The Head of Faculty/School (Chair),
- All Heads of Faculty/School and Department within the Faculty,
- 3-5 Members of Academic staff
- Nominee(s) from the Office of the VP Academic Affairs and Registrar, and
- Student representatives.

The Faculty APC will be responsible for:

- the review and approval of any programmes leading to Minor, Supplemental, Special Purpose awards and single modules at the Outline Permission stage of the process,
- the conduct of internal validation mechanisms of programmes leading to Major Awards as outlined in the relevant procedure, and
- the conduct of validation mechanisms of programmes leading to Minor, Special Purpose and Supplemental Awards and Single Modules, as outlined in the relevant procedure.

Dedicated programme review sub-committees may be established and delegated the authority for validation processes. The specification for the composition and procedures for the conduct of programme review sub-committees are detailed in the relevant procedure.

The Faculty APC are responsible for conducting internal validation processes for programmes leading to Major Awards. A nominee from the Office of the VP for Academic Affairs & Registrar and a member of the Academic Programmes committee of the Academic Council must participate in the internal validation process.

The Faculty APC are responsible for conducting validation processes for programmes leading to Minor, Special Purpose and Supplemental Awards and Single Modules.

Other nominees may be requested by the sub-committee to take part in validation processes. This may include persons with expertise in, for example, student support services; access; teaching and learning; flexible, online and life-learning; equality, diversity, and inclusion; research; sustainability goals; internationalisation; work placement; apprenticeships; industry and external engagement; marketing and financial planning of programmes.

4.5.4 Office of Vice President for Academic Affairs & Registrar

The Office of Vice President Academic Affairs & Registrar, through the Quality Office, will facilitate quality assurance of the programme development and validation processes by providing appropriate oversight of the processes.

The Vice President Academic Affairs & Registrar will nominate representation to the Faculty Academic Planning Committees. This nominee must participate in the internal validation of all programmes leading to Major Awards.

This Office will perform the following specific duties:

- Publish a schedule of key deadlines to facilitate planning and development timelines for new programmes. The schedule will include including deadlines for inclusion in the ATU Prospectus, the CAO deadline and relevant ATU publications,
- Agree a timescale for the validation process with the lead proposer,
- Organise training for student representatives and maintain a register of eligible students for participation in the validation process,
- Organise and oversee external validation mechanisms as required in the validation procedures,
- Maintain a *Register of Approved Programmes* which records the details of all programmes validated across the University,
- Ensure that approved programmes are included on the *Irish Register of Qualifications*,

- Ensure that approved programmes are included on the *Interim List of Eligible Programmes* (ILEP) where relevant,
- Present an annual list of all Major awards approved by Academic Council to Governing Body, and
- Co-ordinate the review of this policy.

4.5.5 Academic Council

The Academic Council maintains overall responsibility for the validation of programmes developed by the University.

Accordingly, the Academic Council has the following specific roles:

- Approval of this policy and all other relevant policies,
- Approval of proposals for New Award Titles, proposals for New Award Standards, and exceptions from *the Programme Design Policy*, and
- A member of the Academic Programmes Committee will participate in the internal validation of new programmes leading to Major Awards
- To formally approve the programme.

4.5.6 University Planning Team (UPT)

The UPT has executive responsibility for the provision of taught programmes. The UPT's Academic Programme Provision Committee (APPC) is chaired by the Vice President for Academic Affairs & Registrar. Its remit is to review academic programme provision in the University in terms of strategic fit and resources.

Accordingly, the APPC committee will have the following specific roles:

- To review proposals for programmes leading to new Major awards at the Outline Permission stage of the Programme Development and Validation Process and assess strategic fit, projected programme viability and sustainability, and
- To approve the programme to proceed to the Detailed Development stage of the process following the granting of Outline Permission. The decision to run a programme may be subject to conditions.

The APPC will liaise with the proposing Department/Faculty as required and make final recommendations to the President/UPT. The President may delegate decision-making authority to the APPC, as appropriate.

Membership of the APPC will comprise:

- Vice President for Academic Affairs & Registrar (Chair),
- Head of School/Faculty x 2,
- Head of Department x 2,
- Academic Administration Manager,

- Assistant Registrar,
- Marketing Manager, and
- Finance Manager.

5. Associated Documents Generated by this Policy

5.1 Procedures

- *Procedure for the Proposal of a New Award Title*
- *Procedure for the Proposal of a New Award Standard*
- *Procedure for the Validation of New Major Awards*
- *Procedure for the Validation of New Minor, Supplemental and Special Purpose Awards and Single Modules*

5.2 Records

- Register of University Programmes
- Irish Register of Qualifications (IRQ)
- Interim List of Eligible Programmes (ILEP)

6. Revision History

Revision No	Description of Change	Approval Date
000	New ATU policy agreed.	17 th Feb 2023 Academic Council

7. Appendix List of Acronyms

APC	Academic Planning Committee (of Faculty)
APPC	Academic Programme Provision Committee
ATU	Atlantic Technology University
CAO	Central Applications Office
IRQ	Irish Register of Qualifications
ILEP	Interim List of Eligible Programmes
NFQ	National Framework of Qualifications
PDT	Programme Development Team
PLO	Programme Learning Outcomes
PSRB	Professional, statutory, and regulatory body
QQI	Quality and Qualifications Ireland
UPT	University Planning Team