PCI College
Established 1991

Ongoing Programme Monitoring Policy

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1. REVISION HISTORY AND APPROVAL

Revision	Nature of change	Approval	Date
1.0	First Issue	JL	27/07/21
1.1	Addition of annual survey	AC	30/6/2025

2. OVERVIEW

2.1. The policy on Ongoing Programme Monitoring values the periodic review of blended and fully online programmes. The policy creates opportunities to evaluate programmes incorporating feedback from staff and learners with a view to improving the quality of the educational experience. The monitoring process relates to the programme and not to the progress of individual learners on PCI College programmes.

3. PURPOSE

3.1. The purpose of the policy and associated procedures is:

3.1.1. To ensure that processes exist for the gathering and consideration of information that can be used to improve the delivery of programmes, now and in the future

3.1.2. To ensure that programmes remain current and continue to meet their stated aims

3.1.3. To monitor the degree to which learners meet the intended learning outcomes of the programmes and the extent to which the assessment mechanisms are appropriate

3.1.4. To contribute to the development of a quality culture in which all participants are aware of their respective roles and that actions are taken to address any opportunities for improvement in the programmes

3.1.5. To contribute to a culture of collaborative and inclusive feedback, valuing the experience of the learner and the lecturer

3.1.6. To position the monitoring of programmes within a framework of systematic periodic reviews.

4. SCOPE

4.1. This document refers to the ongoing monitoring of programmes validated by the College and by any relevant validating and accrediting bodies. (e.g. Middlesex University, QQI, IACP, NCS).

4.2. This policy applies to all types of programme provision, including taught programmes, fully online and blended learning, transnational, collaborative and joint award provision.

5. NATURE OF MONITORING

5.1. Monitoring programmes involves the ongoing examination of the delivery and assessment of programmes and all associated resources.

5.2. The experience gained from delivering the programmes is to be evaluated in the context of the programmes' aims.

5.3. This examination of the programmes is to focus on the delivery and assessment of modules and the needs of learners.

6. ONGOING MONITORING SYSTEMS

6.1. Student Voice Leaders

6.1.1. Each class cohort in each venue elects a Student Voice Leader (SVL) each year to represent that group. Their function is twofold – to bring issues of concern within their cohort to the attention of the College, and to act as a conduit through which the College can communicate with that cohort. The Student Voice Leader also delivers feedback from their class at the Programme Voice Group meeting held twice a year.

6.1.2. The College attends to issues raised by Student Voice Leaders at the Programme Voice Group meetings. These are typically responded to by the Year Head, Programme Leader etc., and those items which are not resolved will be documented and attended to in advance of the next Programme Voice Group. Important updates

from this process are described in the Annual Monitoring Report where significant actions taken, and actions planned to be undertaken, are listed.

6.1.3. Elected SVLs are invited to put themselves forward for nomination as a member on the College's internal governance committees, such as the Academic Council, Subject Boards, Strategy Meeting and ad hoc committees as the need arises.

6.2. Survey of Learners

6.2.1. It is a college requirement that learners are given the opportunity to appraise each module anonymously. At the end of each module, learners are invited to complete an End of Module Feedback Form. This information is collated, analysed and resulting comments are carefully considered and actioned where appropriate. Feedback is provided to learners on the outcomes of their feedback.

6.2.2. As above, learners will be provided with an annual programme survey where they can provide feedback on their academic programme by year of study and overall.

6.2.3. Student Development and Progression Officers (during learner Progression Review Meetings) gather information regarding the progress of learners and their interactions with the lecturers and the course. Discussion of issues pertaining to the learner's experience through the programme is a vital part of this process. Feedback relevant to the programme including themes emerging from PRMs delivered to the Programme Leader by the SDPO.

6.2.4. Actions arising from the learners' surveys will be managed by the relevant Programme Leader.

6.2.5. The appraisal of programmes by learners is a central part in the ongoing monitoring of programmes.

6.3. Learner Collaboration Forums

6.3.1. The College will host Learner Collaboration Forums throughout the academic year to:

6.3.1.1. gather feedback on learner experience to that point

6.3.1.2. evaluate programme pace and workload

6.3.1.3. solicit learner input on College decisions that may affect the wider learner community.

6.4. External Examiners Report

6.4.1. An External Examiner is appointed for all programmes in accordance with the validating body's criteria.

6.4.2. The External Examiner's report provides important information for consideration at the Academic Council and by the College Board. (See the policy and procedures for the role of an External Examiner).

6.5. External Consultant

6.5.1. The External Consultant plays a vital role in the ongoing monitoring of programmes, the learner experience and the provision of resources across the College.

6.5.2. The External Consultant will monitor and advise on the following:

6.5.2.1. Staff training and development

6.5.2.2. Learner Support

- Learner / staff relationships
- Learner matters

6.5.2.3. Course management, content, design, development and assessment

6.5.2.4. Factors in the profession which may need consideration in programme design or evaluation (e.g. revalidation considerations)

6.5.3. Please see the policy and procedure for the External Consultant.

6.6. Lecturing Staff Feedback

6.6.1. At least once in each semester a meeting of all lecturing staff is held to review the various programmes being taught in that year and is designed to solicit feedback on

delivery strengths and weaknesses, areas for improvement, identifying additional resources necessary to support learners and lecturers, college management, college organisation and evaluating existing resources and services which support delivery. Each programme is open to input/critique/ improvement at these meetings.

6.6.2. In addition to All Lecturer's Meetings, lecturer's complete feedback forms at the end of each module which outline considerations related to the delivery of each module.

6.6.3. Lecturers are invited to participate in the annual End of Module Review process.

6.6.4. The Programme Leader manages lecturer feedback (consideration, evaluation, impact assessment, approval/rejection of proposed changes, interaction with affected departments/stakeholders, communication of the outcomes of change evaluation).

6.6.5. Feedback given by lecturing staff is very important to the ongoing monitoring of programmes.

6.7. Peer Observation

6.7.1. Lecturers across all programmes undergo a process of peer observation.

6.7.2. This is a process that involves lecturing colleagues observing the performance of their peers in the live classroom environment.

6.7.3. Peer observation enables the college to monitor the consistency of delivery across venues, cohorts and programmes, identify training needs, provide timely and effective feedback to lecturers and drive a culture of quality and continuous improvement across the learning organisation.

6.8. Programme Assessment

6.8.1. Rigorous and ongoing monitoring of assessments across programmes is fundamental to our quality culture at PCI College.

6.8.2. All programmes have a stated assessment strategy which is maintained and monitored by the relevant Programme Leader.

6.8.3. Assessment Boards are in place as an assessment governance function and provide opportunities for ongoing monitoring of programmes at both a modular and programme level.

6.8.4. Assessment Boards provide the opportunity to monitor learner completion rates.

6.8.5. Assessment standards are reviewed at a national and international level by way of an Annual Comparative Study.

6.8.6. End of Module Reviews are in place to facilitate the annual review of module delivery, workload, assessment and resources.

6.8.7. Learner progression processes, including Progression Boards, monitor ongoing learner progression across all programmes.

6.8.8. Please see Assessment of Learners Policies and Procedures for more information.

6.9. Clinical Support

6.9.1. Progress Review Meetings take place on average twice per academic year. These are conducted by the Student Development and Progression Officers, the Clinical Manager and/or Programme Leader depending on the enrolled programme.

6.9.2. In addition to providing an opportunity for a collaborative discussion related to the learner experience, these provide opportunities to monitor and review all aspects of a learner's clinical experience, including:

6.9.2.1. Readiness to see clients/fitness to practice

6.9.2.2. Engagement with personal therapy requirements

6.9.2.3. Engagement with CPD requirements

6.9.2.4. Engagement with clinical and group supervision requirements

6.9.2.5. Engagement with placement and client work requirements

6.10. Ongoing Programme Monitoring Reports

6.10.1. Annual Monitoring Reports (AMR) are produced to facilitate a programmatic review of the previous academic year and communicate plans for the coming academic year to the necessary validating and accrediting bodies.

6.10.2. The Reports detail any revisions to be undertaken to overcome any opportunities for improvement to the programmes offered by the College.

6.10.3. The PCI College Link Tutor, in collaboration with Programme Leaders and the Head of Counselling and Psychotherapy, has overall responsibility for the completion of the Annual Monitoring Report for each programme and for overseeing changes that are identified in advance of the next programme commencing. No significant changes may be made to in-flight programmes without the consent of the relevant validation and accreditation bodies, i.e. initiate a review, differential validation or revalidation.

6.10.4. The Annual Monitoring Report will reflect staff and learner feedback appropriately.

6.10.5. The Link Tutor finalises the Annual Monitoring Report for the previous academic year in time for consideration by the Academic Council at its winter meeting.

7. REVIEW OF QA PROCEDURES

7.1. The Academic Council provides a governance function in relation to the College's QA management systems.

7.2. The Head of Counselling and Psychotherapy has oversight of all QA systems across all programmes within PCI College.

7.3. The Academic Administrator has responsibility for ensuring the standard of ongoing monitoring systems.

7.4. The Academic Administrator oversees the end of module review process and ensures that all lesson plans, assessment methods and tools, teaching and learning resources, including the portal, are of high quality and adhere to the necessary standards.

7.5. The Programmes Office quality assure all assessment related practice, such as the eSubmission process, assessment boards, etc.

7.6. The Clinical Manager quality assures all clinical related practice systems, such as readiness to see clients and placements.

7.7. The Clinical Manager prepares an annual Discretionary Report for submission to the Irish Association for Counselling and Psychotherapy (IACP).

7.8. Student Services quality assure all learner related processes, such as the Programme Voice Group.

7.9. The Programme Leader quality assures all delivery related aspects of the programme, such as lecturer feedback and the peer observation process, in addition to quality assuring that delivery and assessment modes are developed and implemented according to the applicable learning framework.

7.10. Further detail in relation to the College's management of Quality Assurance can be found within the Quality Assurance Management Policy.

8. ENGAGEMENT WITH EXTERNAL COURSE PROVIDERS

8.1. Relationships with external providers provide a wealth of knowledge that can assist the College in implementing course changes based on the similar experience of learners studying with other providers.

8.2. The Higher Education Colleges Association (HECA) Academic Quality & Enhancement Committee provides a valuable opportunity for members of the senior management team of PCI College to engage with colleagues in other private educational institutions. This committee offers an opportunity to share experiences and learn from other providers on ways they have improved their courses of study.

8.3. The association with the Irish Association of Counsellors and Psychotherapists (IACP) course providers committee also enables the college to learn from other Irish providers of Counselling and Psychotherapy courses. This collaborator form promotes engagement and sharing of best practice to enhance courses and ensure our learners are receiving the most up to date and relevant training that is being utilised by other national providers.

9. INFORMING STAKEHOLDERS

9.1. Where relevant, any changes to programme specifications are published within those programme's handbooks, on the Student Portal, the College Website and via direct email where appropriate.
9.2. Programme related updates are communicated annually upon completion of all annual review processes using a variety of methods.
9.3. Learners receive new programme handbooks annually and information relating to update to the previous version of the handbook are highlighted to learners at the beginning of each academic year.
9.4. Mid-year updates are communicated to learners via Student Services, the Programme Leader or another appropriate department or stakeholder, for example Programmes Office using a variety of means.
9.5. Communication to the relevant validating and accrediting bodies is managed via the PCI College Link Tutor.
9.6. The college's Closing the Feedback Loop procedure outlines how feedback actions are communicated to learners and other relevant stakeholders.

10. LINKED POLICIES AND PROCEDURES

Linked Policies	Assessment of Learners Policy Blended Learning Policy Collaborative Programmes, Transnational Programmes and Joint Awards Policy New Programme Design, Development and Validation Policy Ongoing Programme Monitoring Policy Revalidation Policy QA Management Policy Support for Learners Policy
Linked Procedures	Assessment of Learners Procedures Annual Comparative Study Report Annual Module Review Procedure Annual Programme Review Procedure Blended Learning Procedure Collaborative Programmes, Transnational Programmes and Joint Awards Procedure New Programme Design, Development and Validation Procedure Ongoing Programme Monitoring Procedure Revalidation Procedure Support for Learners Procedures Closing the Feedback Loop Procedure