

[Higher Education Institution]

2022

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**Annual Quality Report (Institution)**  
**Reporting Period 2020-2021**

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**Annual Quality Report (Institution)**  
**PART A: INTERNAL QA SYSTEM**  
**Reporting Period 2020-2021**

## PREFACE

The **Annual Quality Report (AQR)** (formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

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## Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

### Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

### Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

### Report Structure

#### Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

#### Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

#### Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

## Links to Reference Documents Cited in this Template<sup>1</sup>

### Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

### QQI Documents

#### Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

#### Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

### Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

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<sup>1</sup> These links will be updated as further guidance documents are published.

## PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

## Introduction and Overview of Institution

This is the AQR for Innopharma Labs Ltd for the reporting period **1 September 2020 - 31 August 2021**.

The AQR has been approved by Director of Academic Affairs and Registrar and Academic Council and is submitted by Head of QA and Enhancement

### General Overview

Innopharma Education is an award-winning education, research and technology institute for industry-led education and training programmes, with well-developed expertise in the pharmaceutical, MedTech and food industries. Over the past decade, Innopharma Education has grown to become one of the top institutions serving these sectors in Ireland through strategic collaborations with respected partners. In cooperation with Griffith College and TU Dublin (formerly ITT Dublin), Innopharma Education has developed and delivered QQI validated and recognised qualifications, ranging from NFQ Level 6 Certificates to NFQ Level 9 Master of Science awards.

In the context of this report, it is important to note that Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures.

In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery. It will have its first graduates in September 2022.

All Innopharma Education programmes are developed with employability and career advancement in mind, and this is a hallmark of the existing programme. The programme responds directly to industry demand and identified labour market shortages. It achieves this by integrating the development of scientific, business improvement and professional skills.

Innopharma Education has continually developed and expanded its resources and is well-positioned to deliver their independent programme, as the College employs 40 experienced academic, administrative and support staff as well as over 50 associate lecturers and industry professionals. Notably, since the College was established in 2010, our successful and ongoing collaborations with Griffith College and TU Dublin (formerly ITT Dublin) have proved invaluable to the development of our internal capabilities. In addition to the subject and domain expertise Innopharma has brought to those partnerships, the College team has taken significant responsibility for the management and delivery of accredited, quality assured programmes of education and training. Within those collaborations Innopharma Education has led the development and validation of new programmes (including for online and blended learning delivery), the supervision of research students, the development of teaching, learning and assessment initiatives along learner support programmes.

### Process for the development and approval of the AQR

The process and development of the Annual Quality Review is co-ordinated by the Head of QA & Enhancement under the guidance of the Director of Academic Affairs and Registrar. As a new independent provider, a review of quality processes is ongoing and reflected within the AQR. The quality office coordinates with various

departments including lecturers, admissions, administration and learner support to collate the information sought by QQI under the various headings within this report through a collaborative process. The final AQR is submitted to Academic Council for approval prior to submission to QQI.

# 1.0 Internal QA Framework

## 1.1 Governance and Management of Quality

Innopharma Education has developed a Quality Assurance and Enhancement Framework (QAEF) which ensures robust and effective overarching governance and management structures for quality assurance.

The QAEF of Innopharma Education has been developed with regard to the following standards and guidelines and full details of the QAEF can be found [here](#):

- Core Statutory Quality Assurance Guidelines (QQI, 2016).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines (QQI, 2016)<sup>1</sup>.
- Topic Specific Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI, 2018)
- Assessment and Standards, Revised (QQI, 2013).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

The College's QAEF has, therefore, been developed with regard to the guidelines for quality assurance that are applicable to all providers. In keeping with QQI's guidelines, the QAEF also takes account of the College's specific "*context, overall goals and scope of provision*"<sup>11</sup>.

The policies and procedures with the QAEF additionally meet the requirements of:

- Employment Equality Acts 1998 – 2015
- Disability Act 2005
- Data Protection Act 2018

Within the College, Strategies, Policies, Procedures and Standards are approved by either the **Board of Directors** or the **Academic Council**. In some cases, policies may require approval by both.

Resources are approved by either the **Director of Academic Affairs and Registrar** or the **Director of Academic Programmes**, as appropriate.

### Visual Representation of the QAEF at Innopharma Education



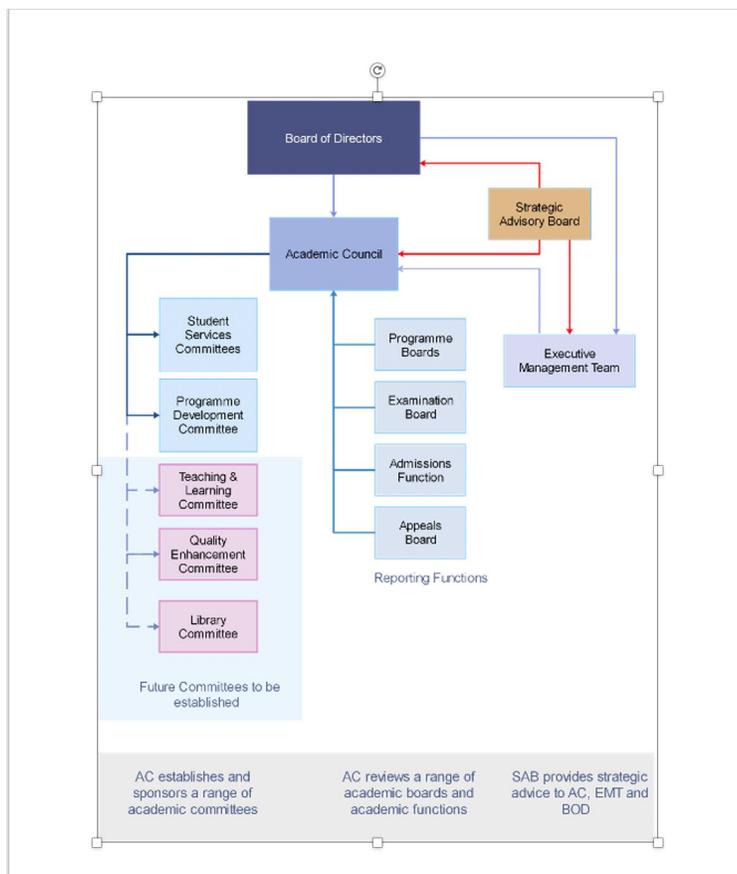
### Governance and Management of Quality

The College is committed to the development and maintenance of a governance structure that is effective and fit for purpose and protects the integrity of academic standards and processes. It ensures that it is governed

and managed effectively, with clear and appropriate lines of accountability for its responsibilities. The governance model ensures that objective oversight is in place to ensure that the College is financially sustainable, that financial management is sound, and that a clear distinction exists between corporate governance (concerned with the strategic, financial and business matters of the College) and academic governance (concerned with the protection and maintenance of academic standards of its programmes of education and training and its awards). Further details on Governance and Management of Quality can be seen [here](#).

The Board of Directors appoints an Academic Council to assist it in the planning, co-ordination, development and overseeing of the educational work of the College and with a mission to protect, maintain and develop the academic standards of the College. It delegates responsibility to that body for academic decision-making, and for overseeing and developing academic standards at the College. Similarly, it delegates responsibility to the Executive Management Team for the day-to-day management of the College. The Board of Directors makes the final strategic decisions for the College, based on advice from the Academic Council or the Executive Management Team, as appropriate. The Board of Directors appoints an independent chairperson and deputy chairperson to the Academic Council, and there is a clear delineation of responsibility between the Board of Directors and the Academic Council.

The following is a visual chart of the overall governance structure at Innopharma Education:



## **Innopharma Education Quality Manual**

The Innopharma Education quality assurance manual provides the framework of the overarching policies and procedures that underpin the college's quality assurance; its academic governance framework; the procedures for quality assurance in teaching, learning & assessment; the on-going monitoring and review of academic and student support activities; programme development and validation; the management of student admission, progression, retention, and completion; the continuous professional development of staff; programme monitoring, the provision of learner supports; and data and information management.

All policies and procedures contained within the quality manual have a designated owner and changes are made in a controlled manner, through the quality office if approved at academic council.

The Innopharma Education Quality Manual can be viewed [here](#)

## **Representation of Learners and External Stakeholders**

Learners are front and centre of everything we do at Innopharma Education and our Learner Charter (reference) has been written in line with the college's core values and expresses its commitment through a partnership with our learners, to ensure good working relations in the College and an efficient, effective and supportive academic environment.

Learner representation is achieved through membership on academic council, programme boards and the teaching and learning committee. Additionally, the class representative system provides an excellent opportunity to get learner feedback along with mid semester, end of semester and end of programme surveys. Innopharma Education continually engage with industry experts and stakeholders in the design, development and validation of its programmes. This ensures that graduates are industry ready to meet the needs of the sector and ensures relevance and currency of module design and content.

External representation is present on the Board of Directors with a non-executive board member, on Academic Council with an external chair and deputy chair and on the Strategic Advisory Board with two external participants.

<sup>[1]</sup> QQI Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016, p.1

## 1.2 Linked Providers, Collaborative and Transnational Provision

<p><b>Collaborative provision of programmes, i.e., where two or more providers are involved by formal agreement in the provision of a programme of higher education and training</b></p>	<p>n/a for this reporting period</p>
<p><b>Transnational delivery of programmes, i.e., the provision or partial provision of a programme of education in one country by a provider which is based in another country</b></p>	<p>n/a for this reporting period</p>
<p><b>Linked providers and their quality assurance, including procedures for approval, monitoring, review, withdrawal of approval and appeal. [Ref: QQI Statutory Sector-Specific Guidelines for Universities and DABs]</b></p>	<p>n/a for this reporting period</p>

### Collaborative Arrangements with the TUD, Tallaght and Griffith College Dublin (GCD)

The College has a collaborative partnership with TUD and GCD for validated provision, in which curricula are developed by the College, in liaison with either TUD or Griffith College, for approval through that provider's quality assurance systems.

To achieve this, the College complies with TUD and GCD's relevant quality assurance processes, and meets all financial, legal and academic due diligence requirements, as defined in their Quality Handbook and collaborative provisions requirements.

The following documents define the collaborative arrangements and agreed policy and procedures for the delivery of validated programmes:

- Memorandum of Understanding
- TUD / GCD Quality Handbook
- All documents and agreements are retained by the Director of Academic Affairs and Registrar's office.
- The overall arrangement for the collaborative partnership between the College and TUD or GCD is subject to review at least every five years.

### Collaborative Arrangements offered by Innopharma Education

The College does not currently offer any formal collaborative, transnational programmes, or joint awards validated or awarded by QQI. However, the College is informed by QQI policies on Transnational, Collaborative Provision, and Joint Awards, when considering collaborative provision and has the following policy in place, should this change in the future:

All collaborations regarding the delivery of academic programmes must be approved by the Academic Council and the Board of Directors. In reaching its decision, the Board of Directors will be advised by the Executive Management Team on strategic development and risk assessment aspects of the proposal. Clear and appropriate policies and procedures for the quality assurance of collaborations with clearly articulated responsibilities must be agreed and underpinned with a formal agreement.

Collaborative arrangements will vary in nature from delivery of programmes developed in partnership with an awarding body, to a study centre arrangement. The application for approval by the Academic Council is prepared by the Head of Faculty or the function proposing the collaboration. All applications for approval must be arranged to cover the following key headings

1. Legal, reputation and compliance requirements
2. Resource, governance and structural requirements
3. Programme development and provision requirements

The due diligence exercised must take account of the overall suite of education and training provision offered by the proposed collaborator. The Director of Academic Programmes is responsible for academic due diligence. The President is responsible for undertaking financial and legal due diligence. All due diligence reports and associated paperwork are submitted to the Academic Council with the final proposal for approval. Following approval by the Academic Council, the proposal is forwarded to the Board of Directors for final approval.

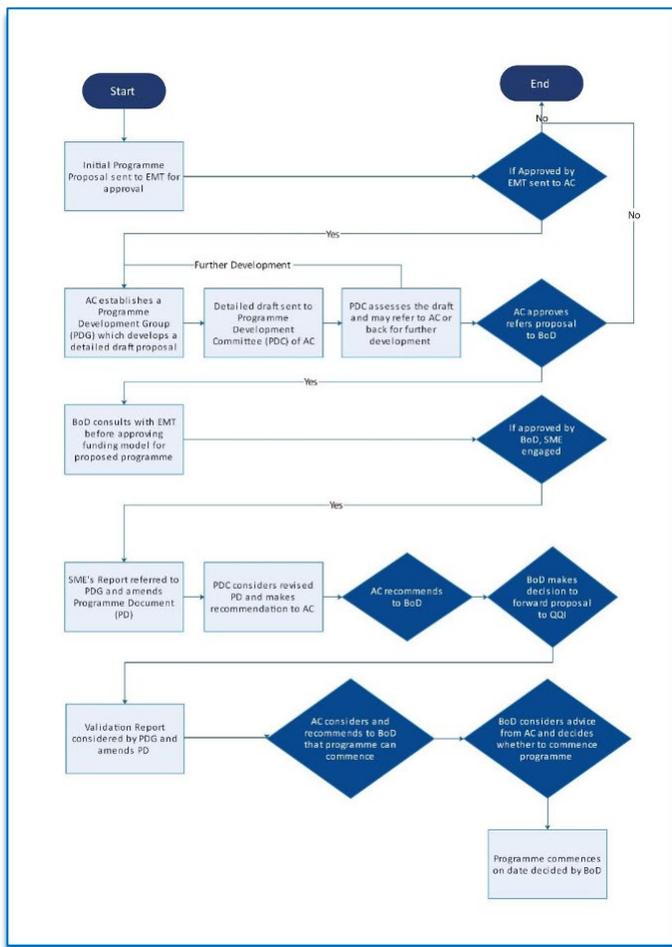
Where a collaborative arrangement is agreed procedures must be put in place to monitor and review the effectiveness of those arrangements. Any review agreed with a collaborating body, must be periodic, two-way and there should be a facility to schedule a review where there is a doubt or concern regarding the quality of the arrangement.

The Director of Academic Affairs and Registrar is responsible for maintaining all formal agreements and Quality assurance arrangements and agreeing a schedule of review.

## 2.0 Programme Development and Delivery

### 2.1 Programme Development and Approval

Innopharma Education operate an institute-wide approach to the quality assurance of the design and approval of their taught programmes. Currently, Innopharma Education does not participate in apprenticeship / work-based learning programmes or collaborate with SOLAS. Innopharma Education has detailed its procedure for Development and Approval of Programmes in its QA Manual along with responsibilities and governance which can be viewed [here](#). There is a programme development flow chart which provides a visual representation of the process, beginning with the initial idea being presented to the Executive Management Team right through to commencement of the programme.



The steps in the approval process are designed to reinforce the separation of functions between the Board of Directors, the executive (Executive Management Team and Chief Executive) and the academic units of governance (Academic Council and Programme Development Group), while also demonstrating the required interaction between them. Programmes are developed to ensure that successful learners will achieve the standard expected at the designated level. This will be measured in achievement of stated Minimum Intended

Programme Learning Outcomes (MIPLOs) appropriate to the level. All programmes developed by the College, in line with this policy, will be placed on the NFQ. All programmes are developed for validation in accordance with the quality assurance procedures outlined in the Innopharma Education Quality Manual.

Programmes are and will continue to be designed to ensure that the National Policy on Access Transfer and Progression is adhered to and that there are articulation and progression routes within the College or, alternatively, that arrangements can be made for such routes with named educational institutions and programmes.

All programmes developed shall be in line with the College's Strategic Plan in place at the time of development. Programme development is informed by consultation with stakeholders such as sectoral interest groups, prospective employers, national and European policy makers and learners. Programmes will be developed by Programme Development Groups, led by an appropriately qualified academic with oversight from the Head of Quality Assurance and Enhancement. Programmes will be delivered and supported by appropriately qualified staff.

There are number of stages which are followed for programme development and are summarized below:

<p style="text-align: center;"><b>Stage 1 - Initial Programme Feasibility</b></p>	<p>Rationale: To examine the feasibility of the programme, paying particular attention to its strategic fit and the education and training rationale for the proposed programme. This stage also checks that the proposed programme is viable, both academically and financially. The initial feasibility will include the following:</p> <ol style="list-style-type: none"> <li>1 Table of Contents</li> <li>2 Programme details (NFQ Level, Total ECTS Credits and Standards Used)</li> <li>3 Rationale for the Proposed Programme</li> <li>4 Fit with Innopharma's Strategic Plan</li> <li>5 Details of Benchmarking Exercise Conducted</li> <li>6 Stakeholder Engagement</li> <li>7 Outline Teaching and Learning Strategy, inclusive of Blended Learning</li> <li>8 Access, Transfer and Progression</li> <li>9 Outline Programme Learning Outcomes</li> <li>10 Details of projected resource requirements.</li> </ol>
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<p style="text-align: center;"><b>Stage 2 - Development to Pre-external Review</b></p>	<p>A programme development group will be established and will further develop the initial programme feasibility and will be guided to ensure the following structure is followed;</p> <ol style="list-style-type: none"> <li>1. Table of Contents</li> <li>2. Programme details (NFQ Level, Credits, Standards Used and delivery mode)</li> <li>3. Rationale for the Proposed Programme</li> <li>4. Fit with Innopharma’s Strategic Plan</li> <li>5. Details of Benchmarking Exercise Conducted</li> <li>6. Stakeholder Engagement</li> <li>7. Teaching and Learning Strategy, inclusive of Blended Learning</li> <li>8. Access, Transfer and Progression</li> <li>9. Developed Programme Learning Outcomes (MIPLOs)</li> <li>10. Module Learning Outcomes (MIMLOs)</li> <li>11. MIPLOs mapped to particular level on NFQ and chosen Standards</li> <li>12. Reference to Section of programme document where MIMLOs are mapped to MIPLOs</li> <li>13. Module details and Syllabi</li> <li>14. Assessment Strategy and Indicative Schedule</li> <li>15. Indicative Costs including capital, materials and human resources.</li> </ol>
<p><b>Stage 3 – Development to completion and external subject matter expert</b></p>	<p>At this point, the Director of Academic Affairs and Registrar will engage with an external subject matter expert to prepare a report on the proposed programme ensuring the following areas are reviewed;</p> <ol style="list-style-type: none"> <li>1. Demand from Employers and support from industry and other stakeholders</li> <li>2. Demand from Learners</li> <li>3. Appropriateness of the Award title/level</li> <li>4. Overall balance of Learner Workload</li> <li>5. Appropriateness of Minimum Intended Programme Learning Outcomes</li> <li>6. Appropriateness of Minimum Intended Module Learning Outcomes</li> <li>7. Appropriateness of Teaching and Learning methodologies, inclusive of Blended Learning</li> </ol>

	8. Appropriateness of proposed delivery mode(s) 9. Appropriateness of the Assessment Strategies
<b>Final Stage – Response to QCI Validation Report and Conditions/ Recommendations</b>	The programme development group will amend the programme document, if required, to comply with any conditions arising from QCI validation report and to consider recommendations provided by the panel.

## 2.2 Admission, Progression, Recognition & Certification

Innopharma Education has a detailed policy on [Access, Transfer and Progression](#) in its QA manual and have established criteria that are implemented consistently and in a transparent manner in accordance with national policies and procedures for Access, Transfer and Progression. Entry requirements are set in order to identify prospective students who will be able to deal with programme demands and who have the interest and commitment to complete programmes. Criteria for academic entry are detailed in QCI validated programme documents.

### Access

The College is committed to providing fair, equitable and consistent access to all applicants to its programmes, and will ensure the following:

- The policy and all admissions arrangements are clear and accessible.
- Decisions regarding the allocation of places on programmes are timely and transparent.
- All applicants are treated in a fair, equal and consistent manner.
- Appropriate arrangements will be in place to facilitate an appeals process.
- For every programme, prospective learners have available statements of the knowledge, skill and competence needed as a basis for successful participation.
- Mechanisms are in place to facilitate Recognition of Prior Learning (RPL).

### Transfer and Progression

The College is committed to identifying, where available, any transfer and progression routes into and onwards from all programmes leading to awards in the framework. Where these are found to exist, any attainments required to facilitate access to a programme leading to an award at the next level will be specified. Where appropriate and feasible, necessary adaptations will be made to programmes to facilitate participants in making successful transitions.

Annual transcripts of performance will facilitate transfer to other programmes or institutions. The European Diploma Supplement will enable graduates to demonstrate competence to employers and facilitate credit transfer between institutions and/or jurisdictions.

Every programme at the College will have clear entry requirements set out and approved at validation. Entry requirements will describe:

- The minimum prerequisite learning (knowledge, skill and competence) required to access the programme.
- Any prerequisite learning for access (or transfer) to higher stages of the programme.
- The minimum English language competence required for participation in the programme.
- The minimum Mathematics, or other specific competence (where relevant), required for participating in the programme.
- Any special requirements as noted in the approved programme document (e.g. a precursor award in a particular discipline for admittance to a programme at a higher level in the NFQ).
- Any programme-specific Recognition of Prior Learning (RPL)/ Recognition of Prior Experiential Learning (RPEL) criteria arrangements for entry, exemptions from modules, advanced entry and direct access to the award

## 2.3 Procedures for Making Awards

PLOs are developed to address the Knowledge, skill and competences required at the appropriate level of the NFQ and to provide the learner with the necessary theoretical and practical underpinning for employment in the Disciplinary area of the Programme. Matching PLOs with the relevant strands and sub-strands of Knowledge skill and competence in the NFQ provides the underpinning assurance that \national Standards are being met and maintained and that the programme is situated at the appropriate level of the NFQ.

## 2.4 Teaching, Learning and Assessment

The follow policies and procedures support Innopharma Education Teaching, Learning and Assessment

- [Teaching, Learning and Assessment](#)
- [Procedure for Implementation of Blended Learning](#)
- [Academic Integrity/ Academic Misconduct](#)
- [Marks and Standards and External Examiners](#)

The overarching Teaching, Learning and Assessment (TLA) Strategy of Innopharma Education ensures that our core practices are aligned with the achievement of our five-year Strategic Plan, and the Mission and Vision of the College.

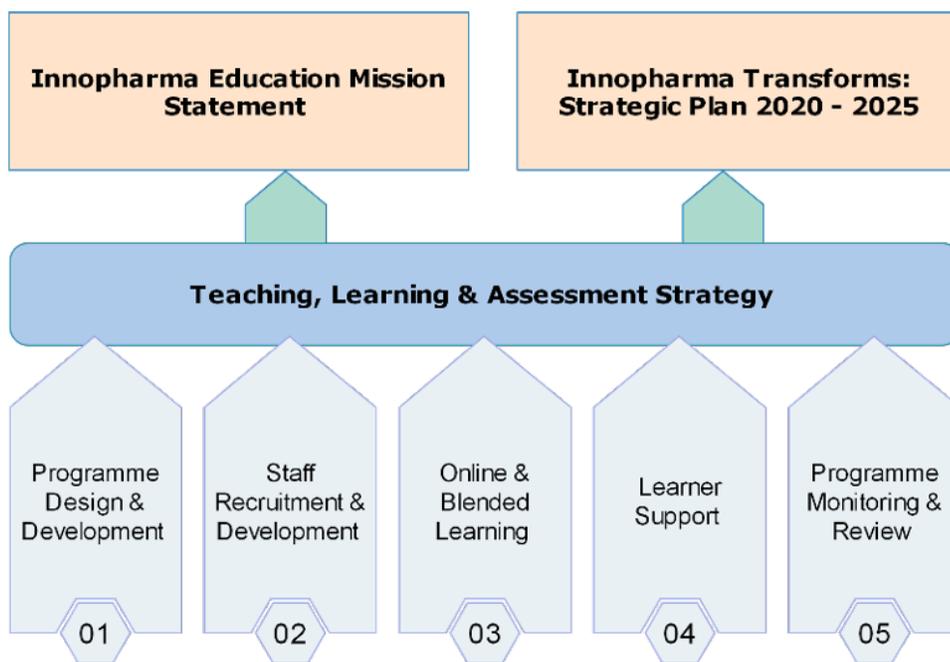
With regard to programmes of education and training:

- Any programme proposed for validation by the College will be accompanied by a programme specific TLA strategy (see criteria 17.9 & 17.10 of QQI's Policy and Criteria for the Validation of Programmes of Education & Training, 2017).
- All programme specific TLA strategies will be developed with reference to Innopharma's overarching strategy.
- As the College operates using blended modes of programme delivery, both the College's TLA strategy and programme specific TLA strategies are informed by best practice in blended and online pedagogy and instructional design.

- The College's overarching TLA Strategy has been developed with regards to QQI's Core Statutory Quality Assurance Guidelines (2016) and Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018).
- The Quality Assurance and Enhancement Framework (QAEF) of the College is integral to the TLA strategy. While all aspects of the QAEF support implementation of the strategy, the most directly relevant dimensions of QA are represented below which demonstrates an integrated approach to Teaching, Learning & Assessment between Innopharma Education's mission statement, strategic plan, and TL&A Strategy.  
Innopharma Education Mission Statement

Our mission is to contribute value to our society by re-skilling, up-skilling and life-skilling our learners, enabling them to grow personally and professionally and build a better future for all.

(Innopharma Transforms: Strategic Plan 2020 – 2025)

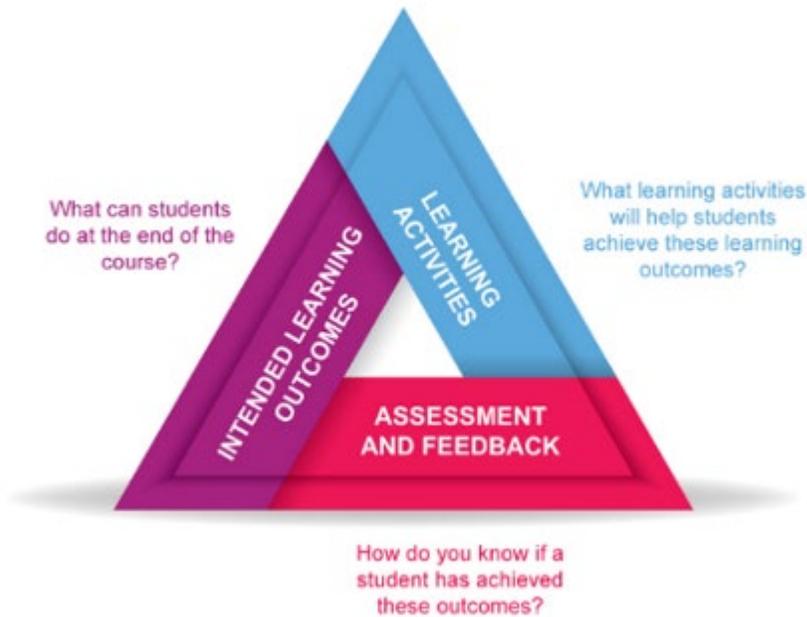


Innopharma education has set out key priority areas for Teaching, Learning & Assessment as follows:

Priority 1: Approaches to Learning, Teaching and Assessment

All teaching, learning and assessment practices at the College are Constructively Aligned. There are three dimensions essential to the concept of constructive alignment.

1. Intended Learning Outcomes (ILOs): These articulate what learners will be able to do upon successful completion of each module and programme.
2. Assessment: The assessment strategy for each module and programme is derived from the ILOs. Assessment must provide learners with an opportunity to demonstrate their achievement of the ILOs.
3. Learning Activities: The learning activities within a module and programme are chosen to facilitate learners acquiring, developing, and practicing the knowledge, skills and competences they need to achieve the ILOs, and to be able to demonstrate this through the assessment process.



ILOs for all modules and programmes within the College are formulated with reference to the Irish National Framework of Qualifications (NFQ) and the Generic and Specific Awards standards published by QQI.



All learning and teaching practices at the College are firmly grounded in a learner-centred approach, with an emphasis on developing transversal skills such as critical thinking, problem-solving and independent learning within the learning journey. Learner-centred instruction emphasizes the facilitative role of teachers and the uniqueness of learners. It encourages the fostering of successful interpersonal relationships between teachers and learners, and an appreciation and respect for diversity and difference.

Formative assessment and feedback are integral to the process learning and reflect the emphasis on learner-centeredness that underpins teaching and learning in the programme. Feedback processes at the College are intended to situate the learner at the centre of the process, emphasizing opportunities for learners to seek and use feedback, and develop self-evaluative judgement over time.

#### Priority 1 Actions

- Module and programme development will be undertaken regarding the principles of Constructive Alignment. Programme development teams will be provided with appropriate training and development in constructively aligning the curriculum, including writing effective ILOs.

- ILOs will be used as the basis on which decisions are made regarding specific assessment methods and approaches to learning and teaching within individual modules and programmes.
- Guidance will be provided to academic staff and module teams in relation to assessment design. That guidance will have regard to the principles of Constructive Alignment, and to the College's agreed minimum standards for communication of assessment (i.e. assessment briefs and related materials) to learners. The latter will be developed by the Teaching and Learning function within the College and approved by the Academic Council.
- Guidance will be provided to academic staff and module teams in relation to the form and timeliness of formative and summative feedback to learners, and with regard to the College's agreed minimum standards for provision of feedback to learners. The latter will be developed by the Teaching and Learning function within the College and approved by the Academic Council.
- Programme Boards will consider the extent to which ILOs are being achieved, and the extent to which the communication of assessment and provision of feedback within modules are aligned to the College's minimum standards for each.

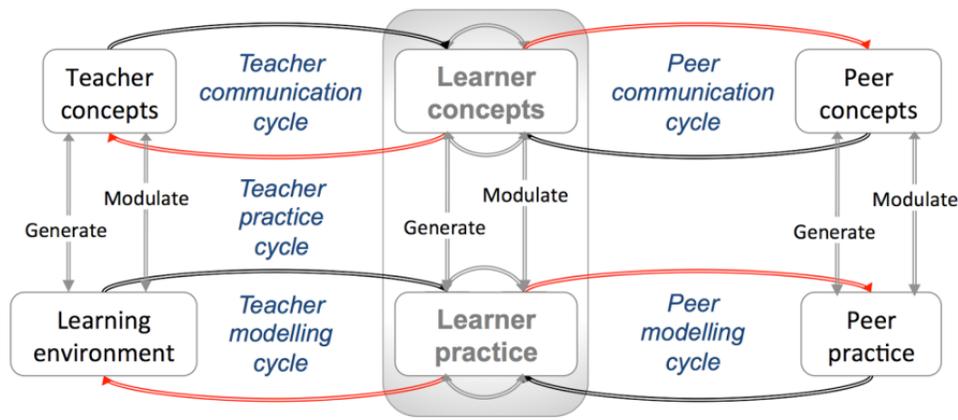
#### Priority 2: Learning Design & Learning Technologies

Programmes and modules at the College are designed specifically for blended and online delivery. Therefore, they are designed using frameworks for learning design that are appropriate to these delivery modes. The College Teaching and Learning function engages learning design expertise with experience in the higher education context to facilitate this.

At an institutional level, learning design at the College is informed by the pedagogic theory of Laurillard's Conversational Framework, which proposes six learning types:

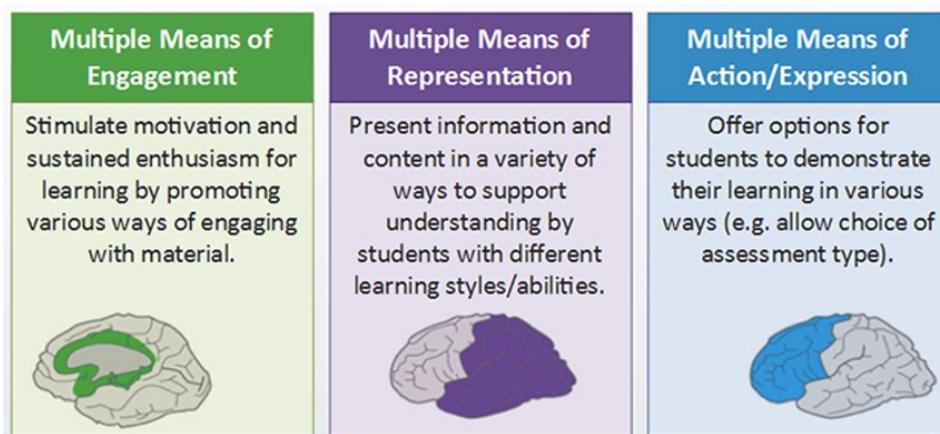
- Acquisition
- Inquiry
- Discussion
- Practice
- Collaboration
- Production.

Laurillard's framework provides explicit guidance for the appropriate selection of learning technologies to facilitate distinct forms of learning. Learning technologies are assessed regarding how appropriate they are to the learning activities required to achieve the ILOs of a module or programme. The use of technology and choice of learning platforms at the College is therefore "subject-led rather than technology-led" and "ensures that technology is in the service of pedagogy" .



The Conversational Framework (Laurillard, 2002)

Within this, the College is additionally committed to applying the principles of Universal Design for Learning (UDL) within its learning design. UDL fosters inclusivity and supports diverse learners with a range of needs and preferences to succeed. The foundational principles of UDL are represented below.



#### Priority 2 Actions

- Programmes and modules will be designed for blended and online delivery in a manner that is consistent with the priorities and objectives of the College's Strategic Plan 2020 – 2025, the Teaching, Learning and Assessment Strategy and QQI's (2018) Statutory Guidelines for Providers of Blended Learning Programmes.
- Online content will be subject to informed peer review and evaluated with reference to the minimum standards of the College.
- The minimum standards for online content and all quality assurance processes and documentation associated with blended and online delivery will be regularly reviewed, and, if required, updated via the College's established processes for amendment or updated to the QAEP
- New platforms and tools will be assessed by the Teaching and Learning and IT functions of the College with reference to a set established criterion, and with regard to the pedagogies they are required to support and enable.
- Planning, development and evaluation of the appropriate infrastructure and resources to support the College's reliable and high-quality provision of blended and online learning will be ongoing. Formal planning and evaluation activities will take place, at a minimum, annually.

- Learners will be clearly informed regarding the details of any hardware or software required to enable access to or participation in college programmes

### Priority 3: Lifelong Learning

Lifelong learning, which promotes the continuing development of knowledge, skills, and competences throughout an individual's career, is central to the ethos of the College. We accept that "learning is all about change and change drives learning". Our mission is to enable our learners to grow personally and professionally. As the majority of learners are mature, we are cognisant of the fundamental principles of adult education in our approaches to teaching and learning, and our curriculum design.

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience provides the basis for the learning activities, and as adults possess significant experience (including mistakes) to the classroom, this should form the basis for learning activities.
3. Adults are most interested in practical subjects that have immediate relevance and impact to their work or personal life.
4. Adult learning is problem-centred rather than content-centred (or memorisation oriented) .

We prepare our graduates to succeed by ensuring their skills are relevant to the dynamic and rapidly shifting context of high-tech manufacturing. The College is committed to supporting learners in their development of transversal skills, for example, problem-solving, communication and creativity. The College will approach this through a range of curricular and co-curricular measures.

### Priority 3 Actions

- Our programmes will be industry informed and developed in response to future skills needs. The curriculum will attend to the importance of lifelong learning for our learner cohorts, and this will be reflected in the programme teaching and learning strategies.
- ILOs will be derived from the relevant Awards Standards and the NFQ, and will have regard to the lifelong learning focus of the College
- Work preparation modules will be embedded within the written curriculum of our programmes. These will be guided by the College's dedicated professional business coaches and allow each learner to develop and implement an individual career strategy.
- Career focused supports and resources will be available and promoted to learners within the VLE and will provide learners with assistance in practical tasks such as structuring and building a CV, or preparing for interviews.
- Our programmes will be developed for regional, blended, and part-time delivery to enable mature learners to balance the demands of study with their work and family commitments, and to foster widened participation.
- Our programmes will be industry aligned, and feature guest lectures by industry experts, site visits and work placements.
- Our teaching and learning will have regard to the principles of adult education in learning design and in all interactions with learners.

### Priority 4: Staff Training & Development

The College is committed to the provision and support of strategically aligned Continuing Professional Development for all staff and has processes within the QAEF to facilitate this. All staff in teaching, academic and learner support roles will be offered training and development opportunities that are directly relevant to their jobs.

#### Priority 4 Actions

- A comprehensive academic induction will be formalised and made mandatory for all staff in teaching, academic and learner support roles. This will include an introduction to the VLE and the College's TLA Strategy (including blended learning).
- A programme for staff development in Learning, Teaching and Assessment at the College will be developed. This will place emphasis on blended and online learning pedagogies and the principles of learning design.
- Both full-time and part-time lecturing staff who do not hold a recognised teaching qualification will be required to complete the College's Learning, Teaching and Assessment development programme.
- In addition to full-time staff, our part-time faculty, online teaching assistants and similar categories of staff will be provided with opportunities to participate in training and CPD activities.
- A formal mentoring system will be established within the College to support academic staff with limited experience in teaching, or in teaching in a comparable context.
- The College will engage actively with national and international Communities of Practice in Teaching and Learning, including (within Ireland) the National Forum for the Enhancement of Teaching and Learning and AHEAD.

#### Policy for Assessment

Innopharma Education programmes leading to QQI awards are governed by QQI's Assessment and Standards, revised 2013, the College's Marks and Standards and the approved programme schedule of the programme in question. Any special regulations are articulated on the approved programme schedule as part of the validation process and are communicated to learners at the outset of their studies and as part of the assessment brief.

All lecturing staff involved in designing, implementing and grading assessments in the College are familiar with the specified assessment tools and techniques and are supported in developing their skills, knowledge and practice in respect of assessment.

The College's assessment regulations, Marks and Standards and QA policy reflect best practice as articulated in guidelines of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015. The ESG sets out the basic principles underpinning assessment as follows:

'The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and that it takes into account the extensive knowledge which exists about testing and examination processes. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support.'

QQI's Assessment and Standards elaborates on these principles under six themes, which the College adheres to in its Teaching, Learning and Assessment Strategies:

1. Learners are responsible for demonstrating their achievement.
2. Assessment supports standards based on learning outcomes.
3. Assessment promotes and supports effective learning and teaching.
4. Assessment procedures are credible.
5. Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
6. Learners are well informed about how and why they are assessed.

## Programme Assessment Schedule

It is College policy that a schedule of assessment be provided to all learners, for all programmes. The assessment schedule will include:

1. The allocation of marks between Continuous Assessment (CA) and the final examination.
2. The number of CA elements and the associated weighting.
3. The type of CAs i.e., practical, report, presentation etc.
4. Whether the CA is group or individual.
5. The submission date for each CA element.
6. The method of repeating the assessment (i.e., exam only, CA only or both CA and examination).

The Assessment Schedule for the academic year is agreed by the Programme Board before teaching begins. The agreed Assessment Schedule is communicated to all learners during induction and made available on the VLE.

## External Examiners

Innopharma Education appoints at least one independent expert External Examiner for each award programme. The appointment is for three years. In some cases, normally to provide continuity in an examining team where appointments were made concurrently, the tenure of one External Examiner per programme may be extended for an additional year, subject to Academic Council approval, on the recommendation of the Director of Academic Affairs and Registrar's.

External Examiners are expected to attend Examination Boards, at a minimum of at least one per programme per annum. If there are several External Examiners as members of a programme examining team, they are assigned, by agreement, to a module or group of modules as determined by the Head of Faculty.

The College reserves the right to recommend termination of an External Examiner's appointment at any time. This will be a decision made by the Academic Council and may be presented in writing to QQI with the reason for termination such as non-engagement with the agreed process.

There are processes in place to ensure there is no conflict of interest in the appointment of an external examiner and clear criteria area set out in Innopharma Education's Marks and Standards, which can be seen [here](#).

## 3.0 Learner Resources and Support

The learner experience and resources to support learners at Innopharma Education are front and centre of the college's ethos and form part of the strategic plan. Resources and support are considered under both academic and non-academic supports to assist the learner through their programme. The College is committed to providing all learners with a fair, accessible and supportive learning environment which allows them to study effectively and with minimum disruption. This is done through careful consideration of learner needs, which are routinely monitored through ongoing learner feedback. All learners at Innopharma Education are domestic and it is not intended, at this time, to offer its programmes to international learners. Complete details of Academic and Non-Academic supports are detailed in the following section of [Innopharma Education QA Manual](#)

### Library Service

The Innopharma Library supports students in a variety of ways. All students have access to the Innopharma online library through which they can access information and supports on topics including academic writing, information literacy, referencing and Zotero, avoiding plagiarism and finding information. Learners also have access to a curated suite of high-quality open access resources which includes books and journals as well as links to grey literature sources including dissertations and government websites. The Innopharma Library catalogue, a module of the KOHA Integrated Library System, provides access to eBooks which students can access 24/7. Innopharma Library also supports students through regular workshops focusing on topics related to academic & study skills; these are recorded and available for students to watch back at any time. The library participates in inductions where all new students are introduced to the librarian and to the wide range of supports available to them. The librarian is also available to take part in lectures on request should lecturers feel that students need additional support on topics such as referencing for example. Students can also avail of one-to-one support with the librarian through Zoom and can also be contacted via email and phone.

### Student Social & Study Facilities

The nature of Innopharma Education's programmes are designed for blended delivery – classes are delivered online 2 evenings per week and 2 Saturdays per month in class. Learners are typically over 25 and are working full time while studying part-time. When students are on campus, there are study facilities available along with canteen and rest areas. Innopharma Education regularly organize pizza day event's while students are on campus together to promote engagement among learners.

### IT Infrastructure

Innopharma Education's IT Manager oversees the infrastructure to support learners. The platforms utilised include Moodle and Zoom. Moodle is used extensively for all programme offerings in course management, content creation and delivery, communication and collaboration.

Forum activities in Moodle are used by lecturers, staff and learners for online discussions which promote collaborative working, engagement and interactivity with all members of the group. Moodle also allows lecturers to provide and display content and allows users to access the content in a controlled, secure environment. It encourages communication and collaboration in learning tasks, thus encouraging cooperation, and adding to the learning experience of the learners. Classes are delivered using the Zoom platform –

learners can easily access their online classes through links on Moodle. Zoom allows for a secure platform for delivery and breakout rooms allows for greater learner engagement during online delivery.

All online classes are supported by an IT support specialist. This ensures that any issues that may occur for learners during the class can be corrected quickly. All recordings of lectures are available to learners after the class – this allows an opportunity for revision, but also to accommodate any learner that may be working overtime or shift work in that week.

### Student Supports

Student Affairs, headed by the Learner Support Coordinator, is responsible for the provision of pastoral care, disability support services, procurement of counselling services, and learner events.

The Learner Support Coordinator is available as an advisor to the Academic Council and its committees.

Full details of student supports are outlined in Innopharma Education QA Manual and can be viewed [here](#).

The range of supports include health services, including counselling, career service and guidance and disability support services.

### Standards for Learner Induction and Supports (Blended Learning)

The College's minimum standards for learner induction and supports in blended learning have been derived from QQI's guidelines and the College's own TLA Strategy. These may be supplemented and augmented as appropriate over time, utilising the processes within the QAEF for ongoing review of QAEF documentation.

*All learners within the College must:*

	Standard	Responsibility
1	<p>Be informed prior to enrolment of the level and nature of the support available. This will include information pertaining to:</p> <ul style="list-style-type: none"> <li>• The blend of learning that will be experienced within a specific programme (i.e., the proportion of online asynchronous, online synchronous and face-to-face learning; the extent to which learning is autonomous, collaborative or supported).</li> <li>• The realistic commitment required from a learner to successfully complete the programme.</li> <li>• Pre-knowledge or technical skills a learner requires to successfully complete the programme.</li> <li>• The hours when academic, technical and pastoral supports are available and the nature of these supports.</li> <li>• Details of any hardware or software required to enable access to or participation in college programmes, and mechanisms to test hardware.</li> </ul>	The Director of Academic Affairs and Registrar

	<ul style="list-style-type: none"> <li>• Mandatory attendance or participation requirements for specific aspects of the programme, where these exist.</li> <li>• Terms and conditions relevant to a specific programme (e.g. specified timings for synchronous learning or assessment, regulations pertaining to re-assessment opportunities).</li> </ul>	
2	<p>Be systematically inducted to the College's VLE and integrated platforms following admission. This induction must include information pertaining to:</p> <ul style="list-style-type: none"> <li>• Overall layout and navigation of the VLE.</li> <li>• Location of contact lists for academic, administrative and technical queries within the College.</li> <li>• Availability of online technical support and contact information.</li> <li>• Location of essential learner support information, policies and procedures within the VLE.</li> <li>• Features and functions of the VLE.</li> <li>• Location of self-help user tutorials for specific features and troubleshooting.</li> <li>• General protocols for communicating online, which promote dignity, courtesy, and respect for diversity.</li> <li>• Communication channels used within the VLE and the College.</li> </ul>	Learner Support Coordinator
3	<p>Be systematically inducted to learning in blended and online modes. This induction must include information pertaining to:</p> <ul style="list-style-type: none"> <li>• Overall expectations and standards.</li> <li>• Strategies for successful blended and online learning.</li> <li>• Academic support services and resources available online, including those relevant to academic integrity and the avoidance of plagiarism.</li> <li>• Online library access and associated resources and supports.</li> </ul>	Learner Support Coordinator
4	<p>Have access to comprehensive information regarding their programme of study, to include:</p> <ul style="list-style-type: none"> <li>• ILOs and teaching, learning and assessment methods for each module and for the programme overall.</li> <li>• Schedules for the submission and assessment of work.</li> <li>• Information on how their performance will be assessed, and the relative weighting of assessment tasks.</li> </ul>	Head of Faculty

	<ul style="list-style-type: none"> <li>• Information on how timely formative feedback will be provided to them in the online Sections of the programme.</li> <li>• Information about the quality assurance processes in place to ensure that assessed work conducted through online activity is appropriately attributed to the learner.</li> <li>• Lists of learning resources available.</li> <li>• Module and programme specific contacts (academic, administrative, technical).</li> </ul>	
<b>5</b>	Have access, within a reasonable time frame, to technical support for asynchronous learning activities.	IT-Manager
<b>6</b>	Have access, in real time, to technical support during synchronous learning activities.	IT-Manager
<b>7</b>	Have the opportunity to provide feedback to the College, both routinely and ad hoc, on their experience of using the VLE and integrated platforms.	Programme Lead
<b>8</b>	Be provided with information in advance of commencement on how their personal data will be used, for instance, in relation to the monitoring of learner engagement with the VLE and integrated platforms.	The Director of Academic Affairs and Registrar

Further details on the colleges blended learning policies and procedures can be seen [here](#).

## 4.0 QA of Research Activities and Programmes

For the reporting period, a policy on QA of research activities and programmes does not exist.

## 5.0 Staff Recruitment, Development and Support

Innopharma Education has set out a detailed policy and procedure on staff recruitment, management and development in its QA Manual which can be viewed [here](#). Included within this is the college policy for equality and diversity. The colleges recruitment and staff development procedures are designed to ensure that all staff are suitably qualified and experienced for their role at Innopharma Education.

### Recruitment

Attracting an excellent team of academic and non-academic staff committed to quality service provision is a key strategic objective for the College. New team members participate in a formal induction process to ensure they have access to all the necessary training, tools and policies to be successful in their role.

- The College is committed to implementing clear, transparent and fair processes for staff recruitment, and setting conditions of employment that recognise the importance of teaching.
- The College is committed to the selection of employees in a consistent and professional manner in accordance with the Employment Equality Acts (1998 – 2008), which does not discriminate on grounds of gender, marital status, family status, sexual orientation, religious belief, age, disability, race or membership of the traveller community.
  - The College is committed to the avoidance of any real or perceived conflict of interest. Therefore, company personnel involved in the hiring process, will avoid interviewing and/or making hiring decisions which involve family members, relations or friends.

### Management

The staff appraisal process supports the cyclical review of performance of roles, the achievement of goals and objectives, and the implementation of staff development plans. It also focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career development.

Each member of staff will typically have:

- A job description that includes individual responsibilities and accountabilities, which is understood by the individual staff member and their manager.
- Individual goals and objectives.
- Development plans if needed in support of the achievement of these goals.

Each member of staff will participate annually in a formal appraisal with their manager. This will include:

- A review of the staff member's job description;
- A review of the staff member's performance against the job description;
- A review of progress toward individual goals and objectives set at the previous meeting;
- Discussion of goals and objectives for the coming year in the context of the College's Strategic Plan and the individual's work area;
- Discussion of possible CPD activities for the coming year.

Informal reviews are carried out to review progress and updates based on evolving business plans and objectives.

### Development

The College is committed to the provision of opportunities for Continuing Professional Development (CPD) of all staff. Opportunities for CPD may occur internally or externally and are enhancement focused. Although

indicative activities may overlap, CPD is distinct from Management of Staff Performance, which takes place within a more supervisory and potentially remedial context.

CPD for all staff is actively promoted by the College's leadership and management. Examples of CPD activities that the College may support include, but are not limited to, the following:

- Participation in internal training modules, workshops or seminars;
- Attendance at externally facilitated webinars, workshops, conferences or industry events;
- Membership or affiliation of the College community to professional bodies in the sector;
- Mentoring and coaching of junior staff;
- Observation of teaching by senior colleagues;
- Peer observation schemes;
- Accredited and non-accredited learning.

Support for CPD may entail:

- Time release;
- Payment for hours spent engaged in CPD activities;
- Full/partial financial support as appropriate.

Some examples of CPD over the reporting period include:

- 3 employees participated in Digital Badge completion with National Forum for Teaching & Learning
- 3 members of staff completed Research Methods for Supervision at Griffith College Dublin
- 4 members of staff are currently completing Certificate in Teaching and Learning at Griffith College Dublin
- 1 member is participating in training programme with AHEAD
- 2 members of staff completed training with AHEAD on their WAM (Willing Able Mentoring) programme
- 1 member of staff is completing certificate in Human Resource Management with NCI
- All staff – GDPR refresher training

## 6.0 Information and Data Management

The College has developed an overarching policy, and it applies to all staff, faculty, associate faculty and third parties that may be involved in the College's use of Data. Full details of the policy on Information and Data Management can be seen [here](#).

The College will ensure that decision-making is informed by the analysis of reliable information and data, and that this process supports the College's quality enhancement agenda. The information gathered for this purpose will reflect the context and mission of the College.

The College is committed to only collecting and processing data for purposes that are lawful, fair and necessary for the purposes of programme provision or the fulfilment of the College's legal obligations. The College respects the privacy and Data Protection rights of its students, staff, and any other persons whose data it holds, and commits to complying with its obligations under all relevant legislation. The College processes data lawfully, for specified purposes.

Processing shall be considered lawful only if and to the extent that at least one of the following applies:

- a) the data subject has given consent to the processing of his or her personal data for one or more specific purposes;
- b) processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract;
- c) processing is necessary for compliance with a legal obligation to which the controller is subject;
- d) processing is necessary in order to protect the vital interests of the data subject or of another natural person;
- e) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller;
- f) processing is necessary for the purposes of the legitimate interests pursued by the controller or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child.

Data will be stored safely and securely by the College, in a format suitable to processing. Data will be disclosed solely to the subject of the data and individuals authorised to process the data. Data retention will adhere to the College's Data Retention Schedule and data will be retained for no longer than is necessary for legal, administrative, financial or historical purposes.

Risk assessments are an essential part of data protection. The College produces Data Risk Assessment Reports. These Reports:

- Identify threats that could breach GDPR and thus indirectly affect the College's reputation and assets.
- Identify and rank the value, sensitivity, and criticality of data by determining the level of risk that data carries if threatened

- Apply cost-effective actions to mitigate or reduce the risk

Areas included are:

- College IT systems.
- College Website and Social Media Platforms.
- Online Learning Platforms
- Data Processing Systems and Operations

The College does not require all staff members to be experts in relation to data protection legislation. However, the College will ensure that all staff receive sufficient training to be able to recognize data protection issues they may encounter in the course of their duties and respond appropriately. It is the responsibility of all employees and authorised agents of the College to ensure they have the competence, training and experience to comply with the data protection policy and procedures outlined in the College's QA Manual.

The following reports, authored as indicated, are routinely produced to inform analysis and decision-making processes, and provide the College with a clear view of levels of achievement against Key Performance Indicators.

<b>Report</b>	<b>Author</b>	<b>Frequency</b>	<b>Proposed By</b>	<b>Approved By</b>
Admissions Report	Director of Academic Affairs and Registrar (Admissions Coordinator)	Per Semester	Admissions Office	Academic Council
Examinations Report	Director of Academic Affairs and Registrar	Per Semester	Director of Academic Affairs and Registrar	Academic Council
External Examiners Overview Report	Director of Academic Programmes	Annually	Programme Board	Academic Council
Progression and Retention Report	Director of Academic Affairs and Registrar	Annually	Programme Board	Academic Council
Learner Feedback Report	Head of Faculty	Per Semester & Annually	Programme Board/ Class Reps Meeting	Academic Council
Alumni Report	Director of Academic Programmes	Annually	Director of Academic Programmes	EMT

Annual Programme Monitoring Report	Programme Director	Annually	Programme Board	Academic Council
Resources and Facilities	Director of Academic Programmes	Annually	Director of Academic Programmes	EMT

## 7.0 Public Information and Communication

The college is committed to ensure all relevant Information published by the College is comprehensive, accurate and honest. Information in this context, is any information about the College that is available publicly or specifically promoted and includes the following and can also be viewed [here](#).

- Essential and legal details about the College.
  - (e.g., full name, location of college, key staff, legal and accreditation status, contact details)
  - These are available on the College website, and through official documentation which is available upon request.
  - (Reviewed and updated, where necessary, annually)
- College Mission and Strategy.
- Information regarding education and training programmes including non-accredited programmes:
  - Programme Information.
  - Arrangements for the protection of enrolled learners.
  - Terms and conditions.
  - Tuition and all associated fees.
  - Pre-enrolment Information.
    - (Reviewed and updated, where necessary, annually)
- QA policies and procedures:
  - Quality Assurance Manual.
  - Access, Transfer and Progress, Recognition of Prior Learning Procedure (RPL) and other relevant (Prospective) Learner information in relation to Programmes of Education and Training.
  - These Policies and Procedures are available in the Quality Assurance Manual.
  - (Reviewed and updated as and when appropriate)
- Reports from QA or programme evaluations, this includes, but is not limited to:
  - Initial engagement and re-engagement.
  - Validation Reports.
  - Programme Revalidation Reports.
  - Institutional review.
- Information Provision and Data Management
  - This information includes information about the use of personal data and right to privacy. It includes details of how the College processes and manages data. This is available on the College website and in the Quality Assurance Manual.
  - (Reviewed and updated, where necessary, annually)
- Marketing Materials
  - This information is available through brochures which are available in the College, and through online advertisements (e.g., Promoted Posts on social media), and at conferences, workshops and events where the College has an active presence. (Reviewed and updated, where necessary, annually)
- Where information provision involves active engagement with the public/stakeholders, all communications shall be conducted in an honest, helpful, respectful, and friendly manner.

## 8.0 Monitoring and Periodic Review

### Self-evaluation

Internal self-monitoring and self-evaluation processes are systematically integrated within the College's overall Quality Assurance Framework. Responsibilities for activities pertaining to this are clearly delineated within the Terms of Reference for various units of governance at the College and within the individual role descriptions outlined in the governance and management structure

These are particularly emphasised within:

- Terms of Reference for Board of Directors
- Terms of Reference for Academic Council
- Terms of Reference for Programme Boards
- Role and responsibilities: Head of Faculty
- Role and responsibilities: Head of Quality Assurance and Enhancement
- Role and responsibilities: Learner Support Coordinator
- Role and responsibilities: Programme Lead

Monitoring and evaluation are crucial to the success of programmes, the enhancement of the learner experience, and are essential to the continued quality of services. The on-going monitoring reports created provide information for the evaluation of programmes, services and quality assurance policies and procedures, as part of internal and external processes and contributes to the enhancement of the learner experience and programme quality in the College.

It is the policy of the College to carry out regular programme monitoring and review, based on a process of self-evaluation, in order to:

- Ensure that programmes remain relevant and fit for their intended target market;
- Inform updates of programme content; delivery modes; teaching and learning methods;
- Learning supports and resources; and information provided to learners;
- Identify the impact of interventions, services or development;
- Identify issues for further learning enhancement or corrective action;
- Identify best practice for further dissemination;
- Ascertain the quality of the experience of stakeholders and act upon them accordingly;
- Evaluate the appropriateness of practices;
- Review learner progression and completion rates;
- Ensure that academic and labour market requirements of the learner are fulfilled;
- Embed and promote a culture of quality and enhancement in which all stakeholders play a role;
- Meet the changing terms and conditions of approved external validating body;
- Review quality assurance arrangements that are specific to that programme;
- Analyse the performance and services of the College and its programmes to inform future actions and developments.

The aims of self-evaluation include identifying appropriate quality measures, setting objectives and gathering evidence of achievement of those objectives. The Programme Boards and the Academic Council ensure that objective setting and prioritising are carried out appropriately, transparently and are reported back to those entities. This ensures that findings are acted on and feed into ongoing quality enhancement through a Quality

Enhancement Plan which sets out a schedule of actions to be undertaken following internal evaluation and identifies the person(s) responsible for actions and follow-up.

### **Periodic Review**

Per the policy on Self Evaluation, Monitoring and Review, which can be viewed [here](#). The following are the key monitoring mechanisms to support and facilitate periodic reviews at Innopharma Education:

- Annual Programme Monitoring Report
- Annual Learner Support Report
- Admissions Report
- Exam Board Monitoring
- Learner Appraisal Report
- Marketing Monitoring Report

### **External Examiners**

External Examiners are appointed who are recognised experts in their subject areas and are from institutions with excellent academic reputations. The College works closely with External Examiners to assure standards, to enhance teaching, learning and assessment and to support programme development.

The External Examining Process Precepts:

- External examining is a QA mechanism employed by the College that supports public confidence in academic qualifications.
- The external examining process offers an objective interface: a principal outcome of external examining is the introduction of an independent element into the procedures for the assessment of learners.
- An external examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to their likelihood of having the authority necessary to fulfil the responsibilities of the role.
- The scope of operation of the External Examiner is agreed with the College. It may be extended, for example, to provide advice and guidance to the programme team. An external examiner may be invited to comment on the design, structure and content of a programme and its constituent components.
- An External Examiner's term of appointment is sufficiently long to allow them to assess trends, and sufficiently short to provide diversity and maintain the required level of independence.

### **Internal / External QA**

Internal QA is informed by statutory, legal and accrediting body requirements.

The College is committed to ensuring that policies and procedures within the QAEF remain effective, relevant, fit for purpose and compliant with changes to statutory, legal and accrediting body requirements. To ensure this, internal quality reviews are conducted on a cyclical basis by the Head of Quality Assurance and Enhancement, with each area of the QAEF reviewed at least once in every two-year cycle. Each policy within the QAEF is assigned to a policy owner, and where this is not the Head of Quality Assurance and Enhancement, review of that policy and associated procedures will be undertaken in communication with the policy owner.

## 9.0 Details of Arrangements with Third Parties

### 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	0
Awarding bodies	1
QA bodies	0

1. Type of arrangement	Awarding body
Name of body:	QQI
Programme titles and links to publications	Higher Certification in Science in Process Digitisation Certificate in Operational Excellence for Digitisation Certificate in Information Technology for Digitisation
Date of accreditation or last review	08/09/2021
Date of next review	08/09/2006

### 9.2 Collaborative Provision

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	0
Franchise programmes	0
Linked providers (DABs only)	0

### 9.3 Articulation Agreements

Articulation agreements - Total number	0
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[Higher Education Institution]

2022

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**Annual Quality Report (Institution)**  
**PART B: INTERNAL QUALITY ASSURANCE**  
**ENHANCEMENT & IMPACT**  
**Reporting Period 2020-2021**

## **PART B: INTERNAL QA SYSTEM**

## 1.0 Quality Implementation and Developments

### 1.1 Strategic QA Updates

In the context of this report, it is important to note that Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures.

In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery. It will have its first graduates in September 2022.

## 1.2 Update on Planned QA Objectives identified in Previous AQR

This is Innopharmalabs first AQR after achieving success of Stage 1 of QQI's Initial Access to Programme Validation as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures. In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery.

<b>No.</b>	<b>Planned objectives (Previous AQR)</b> Note: Include reference to the relevant section of the preceding AQR, where applicable	<b>Update on Status</b> Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1		
2		
3		
4		
5		

## 1.3 Governance and Management

### 1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Academic Council	25 <sup>th</sup> September 2020, 27 <sup>th</sup> November 2020, 29 <sup>th</sup> January 2021, 26 <sup>th</sup> March 2021, 28 <sup>th</sup> May 2021, 30 <sup>th</sup> July 2021
Executive Management Team	Meets bi-weekly on Wednesday
Board of Directors	15 <sup>th</sup> December 2020, 12 <sup>th</sup> April 2021, 23 <sup>rd</sup> June 2021, 22 <sup>nd</sup> September 2021

### 1.3.2 QA Leadership and Management Structural Developments

The following appointments were made during the reporting period of 2020 – 2021:

- Head of Teaching & Learning 2021
- Librarian
- Learner Support Coordinator
- Learning Designer
- Appointment of Chair & Deputy Chair to AC

## 1.4 Internal Monitoring and Review

### 1.4.1 Overview of Periodic Reviews

In the context of this report, it is important to note that Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures.

In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery. It will have its first graduates in September 2022. Therefore, there are no periodic reviews to report for 2020 – 2021.

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
N/A		

## 1.4.2 Expert Review Teams/Panels<sup>2</sup> involved in IQA

### (i) Expert Review Team/Panel Size and Related Processes

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	2				1	1	
<i>of those:</i>							
On-site processes	0						
Desk reviews	0						
Virtual processes	2				1	1	
Average panel size for each process type*	5						

\* excluding secretary if not a full panel member

### (ii) Composition of Expert Review Teams/Panels involved in IQA

	Total	Gender	Internal	National	International	Institution Type
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<sup>2</sup> QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

Type of Expert/ Role on Panel		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair		2				2				1	1
Secretary			2			2				1	1
Academic/Discipline Specific		2	1			3				1	2
Student Representative		2				2				1	1
QA			1								
Teaching & Learning											
External Industry /Third Mission		2				2					

## 2.0 IQA System – Enhancement and Impacts

In the context of this report, it is important to note that Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures.

In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery. It will have its first graduates in September 2022.

The following policies were introduced during the reporting period 2020 – 2021 during programme development stage:

- Academic Integrity Measures and Actions
- Communication Policy for Learners
- Standing Orders of Academic Council
- Policy and Procedure for Venue Approval
- Academic Workload Models

## 2.1 Initiatives within the Institution related to Academic Integrity

In the context of this report, it is important to note that Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures.

In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery.

### 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

#### 3.1 QA and QE supporting the Achievement of Strategic Objectives

In the context of this report, it is important to note that Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures.

In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery.

No.	<b>Relevant objectives</b> Note: Include reference to the relevant section of the preceding AQR, where applicable	<b>Planned actions and indicators</b>  <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i>  <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>

## 3.2 Reviews planned for Upcoming Reporting Periods

In the context of this report, it is important to note that Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process as recently as October 2020, gaining approval of its institutional capacity and quality assurance procedures.

In May 2021, the College had a successful validation process of its first programme of education and training, an NFQ Level 6 Higher Certificate in Process Digitisation. This programme commenced in October 2021 and has yet to complete its first full year of delivery.

### 3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Teaching and Learning	Q1 2022	N/A
Library Services	Q2 2022	N/A
Learner Supports and Resources	Q3 2022	N/A

### 3.2.2 Reviews planned beyond Next Reporting Period

Provide a link to the published review schedule for any reviews beyond the upcoming reporting period.

N/A.