Appendix A : Terms of Reference for Programmatic Review

Scope
These terms of reference apply to all HET programmes offered by SQT which are due for Programmatic Review.

Programme approval is required from 1st September 2016

Programme(s) under review
The programmes under review are due for review and require review to conform with recent policies including Assessment and Standards (Revised 2013) and HET Core Validation Policy and Criteria (Revised 2013).

Programmes for which programmatic review is required			Last intake approved
NFQ Level	Title	Credits	
8	Lean Six Sigma Black Belt, Diploma in Process Engineering (Special Purpose Award)	60	September 2016
8	Lean Six Sigma Black Belt (Service & Transaction), Certificate in Process Engineering (Special Purpose Award)	40	September 2016
7	Lean Six Sigma Green Belt , Certificate in Process Engineering (Special Purpose Award)	10	September 2016
6	Lean Six Sigma Green Belt , Certificate in Process Engineering (Special Purpose Award)	10	September 2016

The suite of Lean Six Sigma programmes under review are delivered to a wide range of practitioners and industry sectors. These are designed to address industry requirements and are in continuous demand. On completion of these programmes, learners are equipped with powerful tools and methodologies necessary to successfully lead and contribute to improvement projects within the organisation. Programmes are delivered on an in-company or public basis throughout the year. The vast majority of registered students are mature and in full-time employment.

These programmes will be reviewed against the validation criteria which includes a review of:
- Programme aims and objectives

- The quality systems and processes in place to successfully deliver and monitor the programmes
- The views of teaching staff, past and current learners, administrative staff servicing the programme, views of other staff that have any association with the programme or those involved with/on the programme
- An analysis of the strengths and weaknesses of the programmes
- The identification of potential opportunities and threats, together with the possible actions to be taken
- An analysis of the success of the programme to date, learner registrations, student throughput, project cost savings, assessment results and completion rates
- The current resources available for the delivery of the programmes
- Feedback from all stakeholders including graduates, current students, students who have withdrawn from the programme, tutors, external examiners, administration staff and additional external stakeholders
- Employment/advancement opportunities for learners
- The teaching, assessment and learning strategy employed for the delivery of this suite of programmes
- The assessment strategy for each individual programme
- Research and relevant consultancy and project work undertaken by the Tutors
- Links with employers, industry, professions, the business and wider community
- All programme content included in the programme(s)

The following will also be included in the SER:
- Draft programme schedules, incorporating the proposed changes
- Detail of programme changes proposed and the rationale for same
- Programme Improvement plan

Programmes excluded from programmatic review and being discontinued		
Level	Title	Credit
	NA	

Objectives of programmatic review[1]

The objective of a programmatic review is to review the development of programmes over the previous five years, with particular emphasis on the achievement and improvement of educational quality[2]. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs in light of the validation criteria (Section 3 of HET Core Validation Policy and Criteria, revised 2013) and relevant awards standards.

The specific objectives of a programmatic review are to:

- Analyse the effectiveness and efficiency of each validated programme, including detail of learner numbers, retention rates and success rates

- Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments

- Evaluate the response of the provider/school/department to market requirements and educational developments

- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback

- Evaluate the physical facilities and resources provided for the provision of the programme(s)

- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes

- Evaluate feedback from employers of the programmes' graduates and from those graduates

- Review any research activities in the field of learning under review and their impact on teaching and learning

- Evaluate projections for the following five years in the programme(s)/field of learning under review

- Make proposals in relation to updating programmes and modules; proposals in relation to the discontinuation of programmes/ modules and the development of new programmes[3].

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[1] HET Provider Monitoring Policy and Procedures
[2] The provider's quality assurance procedures should provide the framework for conducting the review
[3] All changes should be identified and a rationale provided

Special considerations (complete as appropriate)

SQT underwent an Institutional Review which culminated in a site visit in May 2012. The report of the Expert Panel is accessible here. The report noted 2 conditions and 22 recommendations. A report detailing progress on all conditions and recommendations was submitted to QQI in October 2014. This report can be accessed here. The report demonstrated the organisations commitment to embracing the conditions and recommendations set out in the panel report. An up to date report will also be provided as supplementary information to the Peer Review Group.

All of the conditions and 21 of the recommendations are now closed. Below is the remaining open recommendation which has been progressed to an advanced stage. Specific material relating to the Institutional Review can be made available at the discretion of the Peer Review Group.

> **Recommendation 1:** While SQT has begun to establish links with other organisations, especially through its membership of Independent Providers of Higher Education (IPHE), and has tentative or tangential links with other HEIs in Ireland and abroad, the panel recommends that it establishes formal links with providers of similar programmes in Europe and elsewhere for the purpose of programme benchmarking. Status: In Progress – Advanced Stage

1. **The introduction of new programme structures for each of the following programmes:**

There are no new structures proposed. Programme changes are still under review and being considered by the programme team. At present, the most significant proposed changes are:
- Proposed increase in credits for Level 7 - Lean Six Sigma Green Belt , Certificate in Process Engineering (Special Purpose Award) from 10 credits to 15 credits. A comprehensive rationale for this proposed change will be included in the SER document.
- Change in assessment methodology for Level 6 - Lean Six Sigma Green Belt, Certificate in Process Engineering (Special Purpose Award). This is currently under consideration by the team. Should they agree to propose this change a comprehensive rationale will be included in the SER document.

2. **Changes in Programme Title:**

The following changes to programme titles are proposed:

> **Not applicable – no new titles proposed**

Current Title	Proposed Change of Title

3. **The implementation of Assessment & Standards, revised 2013**
   The programmes under review will comply with QQI HET Assessment and Standards (revised 2013). A programme and module assessment strategy will be provided for each programme enabling the learning outcomes to be assessed. The review of assessment strategies for each programme will ensure validity, reliability, consistency and fairness of the assessment methods employed. The inclusion of a capstone module in the award stage of the programmes will be reviewed with a view to providing learners with an opportunity to integrate learning attained in other modules and/or stages.
   NOTE: Given the structure of SQT's special purpose awards, a capstone module is not included, however, the integration of learning is clearly set out in the programme assessment strategy.

Organisation of the programmatic review

The programmatic review will be carried out in line with QQI protocol and procedures as set out in SQT's Quality Assurance Manual. The review will be managed by Lorraine Halpin, Director of Quality and Academic Affairs. The internal project team are as follows:

- Lorraine Halpin – Project Manager & Director of Quality and Academic Affairs
- Siobhan Cunningham – Managing Director
- John Ryan – Programme Leader (Level 8 Black Belt) and Tutor
- Éamon Ó Béarra – Programme Leader (Level 6 and 7 Green Belt) and Tutor
- Nicola Donohoe - Tutor
- Padraig Kelly - Tutor
- Jean Feehan – Lean Six Sigma Programme Manager
- Eilis Cummins – Systems and Accreditation Manager
- Emeritus Professor Tom Kennedy – Chair of SQT's Academic Council & Non-Executive Director and Consultant to the Project team

A number of learners will be available for interview during the site visit via conference facilities / phone.

Membership of Peer Review Group (membership to be proposed by provider and agreed with QQI

- **Chairperson**: Naomi Jackson (*Dublin Business School* – Director of Academic Affairs)
- **Secretary:** Jean Feehan (*SQT Training Ltd* – Lean Six Sigma Programme Manager)

- **Subject Matter Expert 1**: Mary Hickey (*Adelaide and Meath Hospital* – Quality Manager, Quality, Safety & Risk Management Directorate & Master Black Belt)
- **Subject Matter Expert 2**: Colm Crowe (Limerick Institute of Technology – Lecturer in Engineering)
- **Industry / Employer Representative:** Nuala O' Hagan (*Rabo Bank* - Process and Change Specialist)
- **Learner Representative (Past Level 7 and Level 8 learner):** Stephen Delaney (*Diageo* - Manufacturing Excellence Manager Baileys)

Please see profile /rationale for selection on the attached document.

Note:
The provider must make arrangements for the peer review group report to be drafted and agreed with the Chair of the Panel.
The provider must ensure that where required, Protection for Enrolled Learners (PEL) arrangements comply with QQI's protocols.

Proposed timeline

Review Phase	For Completion by
Preparation of the self-evaluation report (SER) (Appendix 2)	Sept '15 to Jan '16
Consideration and approval of the SER by the Academic Council	22nd January '16 (submitted to AC) 27th January '16 (AC meeting – special sitting)
Submission of SER to the peer review group	29th January '16
Meeting of peer review group	26th February '16
Submission of a report by the peer review group (programmatic review report), to include recommendations for the provider (to be issued within one month)	29th March '16
Consideration of the report of the peer review group by the Academic Council, followed by the preparation of a formal response and implementation plan	7th April '16 (AC meeting – special sitting)
Submission of the programmatic review report to QQI, together with the response and implementation plan of the provider, and a formal request for revalidation	May '16

Appendix 1

HET Core Validation Policy and Criteria – Section 3

The review of programmes should include a review of:
- Minimum intended programme learning outcomes and their compliance with the relevant awards standard(s) as determined by QQI
- The prerequisite learning for participation in the programme and any other assumptions relating to the programme's target learners
- Module learning outcomes and prerequisite requirements
- Programme and module assessment strategies
- Teaching and learning strategies employed
- The operation of access, transfer and progression
- Relevant research activities
- Links with relevant industry and/or professional bodies
- Profile and qualifications of teaching staff
- Level and appropriateness of resources available
- Benchmarking against other similar programmes

Appendix 2

Self- Evaluation Report (SER)

The SER should contain wide ranging information on the unit/programme(s) being evaluation including:
- A statement of its strategic objectives
- A review and critical analysis of the quality systems and processes which are in place to enable the achievement of its objectives
- The views of teaching staff, past and current learners, administrative staff servicing the programme, views of other staff that have any association with the programme or those involved with/on the programme
- An analysis of its strengths and weaknesses
- The identification of potential opportunities and threats, together with the possible actions to be taken
- An analysis of the success of the programme to date, including access statistics, performance of learners at each stage (including grade profiles and trends), completion rates by stage, graduate performance, etc.
- The identification of resources required for the delivery of its programmes
- A review of reports from programme boards and student feedback forms
- A review of employment/advancement opportunities for learners
- A review of the teaching, assessment and learning strategy of the provider in the relevant field
- A review of the assessment strategies for each programme
- An analysis of all research activity within the unit and future plans in that regard
- A review of its links with employers, industry, professions, the business and wider community
- Detail of programme changes proposed and the rationale for same
- A review of all modules included in the programme(s) under review
- Draft programme schedules, incorporating the proposed changes

Programmatic Review Report in respect of:

Diploma in Process Engineering, Level 8, (Lean Six Sigma Black Belt)

Certificate in Process Engineering, Level 8 (Lean Six Sigma Black Belt Service & Transaction)

Certificate in Process Engineering, Level 7, (Lean Six Sigma Green Belt)

Certificate in Process Engineering, Level 6, (Lean Six Sigma Green Belt)

Delivered by SQT Training Ltd leading to QQI Special Purpose Awards

26th February 2016

Contents

1 Programmatic Review/Revalidation Panel Report

SQT Training Ltd., Callan Centre, Limerick Technology Park, Limerick

1.1 Programmes submitted for revalidation:

Title of Programme No of Credits

SQT are seeking revalidation of 4 Special Purpose Awards

1. Diploma in Process Engineering, Level 8, 60 ECTS Credits
   Lean Six Sigma Black Belt
2. Certificate in Process Engineering, Level 8, 40 ECTS Credits
   Lean Six Sigma Black Belt (Service & Transaction)
3. Certificate in Process Engineering, Level 7, 10 ECTS Credits
   Lean Six Sigma Green Belt
4. Certificate in Process Engineering, Level 6, 10 ECTS Credits
   Lean Six Sigma Green Belt

Date of Evaluation: 26th February 2016

Date of Report: 14th March 2016

1.2 Membership of the Programme Evaluation Panel

Naomi Jackson, Director of Aacdemic Affairs, Dublin Business School, (Chair)

Mary Hickey, *Adelaide and Meath Hospital* – Quality Manager, Quality, Safety & Risk Management Directorate & Master Black Belt

Colm Crowe, Limerick Institute of Technology – Lecturer in Engineering

Nuala O'Hagan, *Rabo Bank* - Process and Change Specialist

Stephen Delaney, *Diageo* - Manufacturing Excellence Manager Baileys, (Learner Representative)

1.3 Introduction and Context

This validation process was undertaken under the revalidation (programmatic review) process as outlined in QQI's HET Core Validation Criteria & Policy, 2013. The terms of reference and composition of expert panels were proposed by SQT and approved by QQI.

The review event took place on February 26th in a series of meetings at the Castletroy Park Hotel, Limerick.

Representatives of SQT under the leadership of the Director of Quality and Academic Affairs, coordinated the provision of documentation to panel members in advance of and during the course of the site visit. In addition, a member of SQT staff acted as rapporteur to the panel during the site visit and provided a record of proceedings. SQT staff were not members of the panel nor did they take part in or attend the deliberations of the panel.

This report is the agreed report of the panel members.

1.3.1 Profile of provider:

SQT Training Ltd. Is an independent higher education and training organisation established in 1989 with 1 Programme, (ISO90001 Lead Auditor), which is still running 25 years later. SQT now provides training in a range of areas, both accredited and non-accredited, at various levels of the NFQ up to level 8. SQT have 130 programmes titles available. In 2015 SQT delivered 580 instances of training programmes and trained 7562 learners.

1.3.2 Terms of reference

The objective of a programmatic review is to review the development of programmes over the previous five years, with particular emphasis on the achievement and improvement of educational quality. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs in light of the validation criteria (Section 3 of HET Core Validation Policy and Criteria, revised 2013) and relevant awards standards.   1

The terms of reference for this review were agreed between QQI and SQT and are as follows:

The specific objectives of a review of programme validation are to:

- Analyse the effectiveness and efficiency of each validated programme, including detail of learner numbers, retention rates and success rates.
- Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments.
- Evaluate the response of the school to market requirements and educational developments.
- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback.
- Evaluate the physical facilities and resources provided for the provision of the programmes.
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes.
- Evaluate feedback from employers of the programmes' graduates and from those graduates.
- Review any research activities in the field of learning under review and their impact on teaching and learning.
- Evaluate projections for the following five years in the programmes under review.
- Make proposals in relation to updating programmes and modules; proposals in relation to the discontinuation of programmes / modules and the development of new programmes.

Special Considerations for SQT

- Progress since the Institutional Review of 2012 and the impact of this on programme management and delivery;
- Proposed increase in credit weighting for the level 7 Certificate in Process Engineering
- Change in assessment methodology for level 6 Certificate in Process Engineering
- Implementation of Assessment and Standards, revised 2013

Following its evaluation of the validated programmes under review, the expert peer review group may recommend that some or all of the programmes may be revalidated.

However, should the expert peer review group be of the opinion that: a) The programme of education and training validated under Section 25 of the Qualifications (Education and Training) Act, 1999 no longer meets the criteria for programme accreditation (HET Core Validation Policy and

Criteria 2010, revised 2013 [see Appendix 1] and Policy And Criteria For The Validation of Further Education And Training Programmes Leading To QQI CAS Awards Revised October 2013 [Appendix 2]); or b) It may recommend withdrawal of programme validation.

1.4 Process and Nature of Review

The panel was provided with a comprehensive suite of documents that comprised a distinct self-evaluation report for the suite of programmes under review, a specific proposed programme document for each programme under review and a range of supporting documents to provide context and rationale for the proposed changes to programmes.

The panel is of the view that a very thorough, in-depth self-study was completed with strong engagement from a range of stakeholders. This was reflected in the depth of insight provided through the self-evaluation report which was presented to a very high standard.

The panel did note that the proposed programme documents did not follow the standard programme validation document template as issued by QQI. The panel recommends that all future submissions adhere to the required template (Core Validation Policy & Criteria, 4.4 - HET General Programme Validation Manual, Revised 2013).

1.5 Programme Management, Delivery and Assessment

The Panel received a detailed presentation from the Managing Director outlining the extensive evolution of SQT Training since 2012 and detailing the distinct elements of corporate and academic governance. The strategic intent of the provider was clearly evident within this and was further reinforced in the programme management and delivery model.

The panel interrogated the provider's QA procedures in a variety of areas to establish fitness for purpose to match the strategic intent of the provider and the nature in which programmes are managed, delivered and assessed. Particular consideration was given to assuring the quality of delivery of programmes in locations separate to where the provider is based. In addition, a review of procedures for the recruitment, management and review of personnel delivering programmes was undertaken.

The Panel were notably impressed with the extent of the development of the organisation and its governance structures since 2012. Much good practice was evidenced and the Panel were confident of the ongoing commitment to quality assurance and enhancement as well as the fitness for purpose of QA procedures.

1.5.1 Market Demand and Programme Viability

The panel noted the detailed evidence of demand and the relative consistency of this over the period under review, whilst recognising the impact of national factors such as the economic environment. The panel were confident there remained a demand for the suite of programmes under review and that they were deemed to have a significant value.

The panel questioned why the level 8 Service and Transaction programme was offered as a closed programme to employers only. Noting the time elapsed since the review of demand for this publicly, the panel recommends that SQT consider undertaking more recent research to determine demand for this to be delivered as an open programme.

1.5.2 Admissions

The Panel noted the varied entry requirements and enquired as to the application of the APEL arrangements. The panel were satisfied that a robust APEL process was in place and that SQT monitored the performance and attainment of APEL learners to ensure the entry standard set was suitable.

The panel questioned the wording of the level 7 and level 8 entry requirements in the comparison with the progression options for learners of the level 6 and level 7 awards. SQT confirmed that completion of the lower level award would qualify a student for admission to the next level of award. The panel recommends that the entry requirements of the programmes are re-worded to reflect this more accurately.

1.5.3 Technology to Support Teaching and Learning

SQT outlined the extensive investment in technology to support and enhance teaching and learning and the learner experience. A demonstration of the website and of the Moodle platform was provided to the panel. The panel questioned the security and contingency arrangements for the use of an online platform and how any failure of the technology would impact the delivery of programmes. SQT confirmed that appropriate arrangements were in place and also re-emphasised that the online platform is an enhancement tool to improve access to support materials for learners, rather than a learning environment for programme delivery. The platform is also used for submitting assessments.

1.5.4 Programme Structure

The panel discussed the proposed structure of each programme. Specifically there was discussion relating to the rationale for the increase in credits from 10 to 15 ECTS for the level 7 award. The panel were satisfied that there was a strong and appropriate rationale and that the revised programme reflected the requirements of 15 ECTS.

SQT outlined intentions to increase the taught element of the Level 8 Service and Transaction Award in order to better equip learners to engage in their projects successfully. The panel were fully supportive of this proposal.

The panel further recognised the benefits of adding the industry tag to the programme title.

1.5.5 Assessment

The Panel enquired as to the assessment arrangements for each of the special purpose award programmes under review. Examples of assessments and projects were presented to the panel along with in depth explanations of the means of assessing learners, including both formative and summative assessment.

The assessment regulations for the programmes were discussed in detail. SQT outlined how these were enforced and consistently applied.

Discussion of the alignment of programme learning outcomes with assessment methodologies took place in respect of each of the programmes. The Panel was satisfied that the proposed removal of special regulations in respect of the level 6 (formerly required to pass each component of assessment) and the level 8 (formerly required to pass 4 out of 5 components of the module) was

appropriate and that the revised assessment strategy ensured that in passing the module overall learners would satisfy the minimum intended learning outcomes.

The panel were satisfied that the operation of assessment regulations was consistent with the QQI HET Assessment and Standards 2013 and that consideration was given to ensuring the best opportunity for learners in respect of the programme demands and learning outcomes. It was noted that the terminology applied in learning outcomes might benefit from further review to ensure objective measurability of the outcomes. The panel also recommends that the differentiation of learning outcomes between the two level 8 awards is considered to more accurately reflect the difference in the programmes, their content and their credit weighting.

1.5.6 Learner Support

The panel were provided with extensive examples of the type and nature of support provided to learners in and out of the classroom and specifically in the completion of the major project. The panel sought clarification on support for learners whilst in the workplace and any requirements or expectations of the workplace. SQT confirmed that it does encourage employers to support staff members (who are typically being funded by their employers to complete these programmes) but recognised that this is not essential and that SQT retained the responsibility for supporting the learners.

The panel was confident in the extent of support provided to learners and the arrangements in place to allow for the varying degree of support that may or may not be provided by employers. The panel recommends that SQT consider developing guidelines for employers detailing minimum expectations.

1.6 Relationship with Industry and the wider sector

The nature of the programmes under review requires ongoing engagement with industry to maintain currency of knowledge and relevance of application in the classroom. As referenced, SQT has a trainer recruitment model in place, previously approved by QQI, which ensures all trainers are suitably qualified and experienced but also continue to practice through consultancy in their areas of expertise. In addition to this SQT has an ongoing programme of development and review that engages all stakeholders and particularly those employers who seek out SQT to deliver in house programmes. SQT is a highly regarded brand for the delivery of these programmes. The panel were advised that the QQI accreditation further strengthened this and therefore made the validation and revalidation of these programmes a core goal for SQT.

The panel noted the extensive engagement with employers as part of the self-evaluation process as documented in the report. Feedback received was also apparent in informing proposed changes.

The Panel enquired about relationships with the wider higher education and training sector. SQT advised that it is a member of the Higher Education Colleges Association (HECA) and is proactively engaged in the work of HECA and works closely with a number of its members on a range of initiatives. SQT have also identified their intent to develop relationships with other HEIs with a view to establishing a greater variety of progression opportunities for graduates. SQT further confirmed that it has an arrangement in place with LIT in respect of the level 8 awards entitling learners to exemption from a specific module in LIT.

The panel recommended such progression opportunities be investigated with the possibility of agreeing exemptions from specific programmes with named providers.

1.7 Research & Staff Development

The panel heard how training staff are involved in further development in the areas of teaching & learning and sharing best practice. SQT conducts frequent reviews of student satisfaction and in particular seeks feedback on a variety of factors relating to the practice of the trainer in the classroom. Further to this, SQT supports the development of staff through the engagement in a variety of conferences and professional networks, personal consultancy (as outlined), and maintaining professional body memberships as applicable. Evidence of how professional practice informed and enhanced teaching and learner was demonstrated through the feedback provided to the panel and also in the variety of teaching, learning and assessment materials made available for review.

1.8 Learner Feedback

The panel engaged with a group of learners and graduates from across all the programmes under review. The level 6 and 7 learners and graduates were consulted as one group and the level 8 learners and graduates as a separate group.

All learners and graduates felt they received an exceptional degree of support throughout their studies and that their expectations had been met from the outset. Some graduates had completed their studies prior to the introduction of Moodle and outlined how alternative means of accessing regular information and support would have been a further improvement but that this was by no means a weakness. Those learners who had engaged with Moodle did feel that it was very user friendly and provided an excellent means of support. However, it was consistently noted by both groups that more time needed to be given to a Moodle induction to familiarise learners with how to use the platform to its full capacity.

1.9 Protection for Enrolled Learners

SQT confirmed to the panel that as a member of HECA they are engaging with QQI in presenting a proposal that is acceptable as satisfying the requirements of the 2012 legislation. The Chair confirmed that any recommendation for revalidation would be subject to PEL arrangements being approved by QQI.

1.10 Panel Decision

1.10.1 Commendations

The panel commends the provider for the evident progress and improvement during the period under review and specifically in the development and implementation of effective governance procedures that seek to separate corporate and academic governance matters.

The panel further commends the programme teams on the following:

- The open and honest manner and approach taken to the review and engagement with the panel;
- The commitment of training staff to remaining at the forefront of the area of learning through the engagement in active consultancy;

- The extensive supports including materials, tools and opportunities provided for and to learners, including through the Moodle platform;
- The introduction of the storyboard tool.

1.10.2 Conditions of Approval:

C1. The programme documentation is presented using the template required by QQI. In doing this consideration is given to the terminology of learning outcomes to ensure objective measurability of attainment and that the programme learning outcomes of the level 8 awards highlight the differentiation in programme size and content more explicitly.

1.10.3 Recommendations:

R1. A more detailed induction and introduction to Moodle is incorporated into the programme orientation

R2. Consideration is given to conducting market research into the viability of offering the level 8 service and transaction programme as an open programme

R3. Consideration is given to the explicit parameters of the sponsor mentor role and ensuring students have adequate in-workplace support.

R4. Subject to satisfying QQI requirements, consider revising the award of the Level 8 Certificate in Process Engineering (Service and Transaction) from a certificate to a Diploma to more accurately reflect the programme.

1.11 Programmes recommended for revalidation:

Title of Programme No of Credits

- Diploma in Process Engineering, Level 8, 60 ECTS Credits
  Lean Six Sigma Black Belt
- Certificate in Process Engineering, Level 8, 40 ECTS Credits
  Lean Six Sigma Black Belt (Service & Transaction)
- Certificate in Process Engineering, Level 7, 15 ECTS Credits
  Lean Six Sigma Green Belt
- Certificate in Process Engineering, Level 6, 10 ECTS Credits
  Lean Six Sigma Green Belt

The Programmes outlined above are recommended to the Programmes and Awards Executive Committee of QQI for revalidation subject to the satisfaction of the condition outlined at 1.10.2.

Signed on behalf of the Programme Evaluation Panel: Chair: Naomi Jackson

Date: 14th March 2016

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

Appendices

Appendix 1: List of SQT staff met

Lorraine Halpin – PR Project Manager & Director of Quality and Academic Affairs

Siobhan Cunningham – Managing Director

John Ryan – Programme Leader (Level 8 Black Belt) and Tutor

Éamon Ó Béarra – Programme Leader (Level 6 and 7 Green Belt) and Tutor

Nicola Donohoe - Tutor

Jean Feehan – Lean Six Sigma Programme Manager

Eilish Cummins – Systems and Accreditation Manager

Emeritus Professor Tom Kennedy – Chair of SQT's Academic Council & Non-Executive Director

Appendix 2: Agenda for Site Visit

Agenda

Panel Visit for Programmatic Review for SQT Training Ltd

Castletroy Park Hotel, Limerick

Friday 26th February 2016

8.30   Private Meeting of Panel Members

9.15   Opening of Meeting with SQT Training Ltd
        Introduction by Panel Chairperson. Short presentation by SQT Training Ltd
        Siobhan Cunningham, Lorraine Halpin, Prof Emeritus Tom Kennedy

09.45   Programme Management and Review Process
        *John Ryan, Éamon Ó Béarra, Nicola Donohoe, Eilish Cummins, Jean Feehan, Siobhan
        Cunningham, Lorraine Halpin, Prof Emeritus Tom Kennedy*

10.15   Coffee Break- (Panel on its own)

10.30   Consideration of L6 and L7 programmes
        John Ryan, Éamon Ó Béarra, Nicola Donohoe, Eilish Cummins, Lorraine Halpin

11.45   Consideration of L8 Programmes
        John Ryan, Éamon Ó Béarra, Nicola Donohoe, Eilish Cummins, Lorraine Halpin

13.00   Lunch

14.00   Moodle demo and panel review of documentary evidence

14.30   Discussion with Learners and Graduates (by telephone)

15.15   Coffee Break / Panel Deliberations (Panel on its own)

16.00   Informal feedback from Chairperson on behalf of the panel.
        *John Ryan, Éamon Ó Béarra, Siobhan Cunningham, Lorraine Halpin, Prof Emeritus Tom
        Kennedy*

SQT Training Ltd

Response to Programmatic Review

Expert Panel Report

May 2016

Programmes under Review:

- Diploma in Process Engineering, Level 8, (Lean Six Sigma Black Belt)
- Certificate in Process Engineering, Level 8 (Lean Six Sigma Black Belt Service & Transaction)
- Certificate in Process Engineering, Level 7, (Lean Six Sigma Green Belt)
- Certificate in Process Engineering, Level 6, (Lean Six Sigma Green Belt)

Introduction:

A programmatic review was undertaken on SQT's suite of QQI (HET) Lean Six Sigma special purpose award programmes in February 2016.

The management of SQT Training Ltd thank the members of the Expert Panel for a very thorough and constructive review. We consider the findings of the panel to be fair and to accurately reflect the status of these programmes, including related administration and management, in the period under review.   In particular, SQT were pleased with the panel's recognition of the organisations progress with respect to continuous review and improvement.

> *'The Panel were notably impressed with the extent of the development of the organisation and its governance structures since 2012. Much good practice was evidenced and the Panel were confident of the ongoing commitment to quality assurance and enhancement as well as the fitness for purpose of QA procedures'.*
>
> *Expert Panel Report, Pg. 5*

A number of other commendations were also made which were also very much welcomed by SQT.

- The open and honest manner and approach taken to the review and engagement with the panel;
- The commitment of training staff to remaining at the forefront of the area of learning through the engagement in active consultancy;
- The extensive supports including materials, tools and opportunities provided for and to learners, including through the Moodle platform;
- The introduction of the storyboard tool.

This was the second programmatic review of these programmes which were initially validated between 2008 and 2009. This validation process was undertaken under the revalidation (programmatic review) process as outlined in QQI's HET Core Validation Criteria & Policy, 2013. The terms of reference and composition of the Expert Panel were proposed by SQT and approved by QQI.

The primary objective of the review was to evaluate the development of programmes over the previous four years, with particular emphasis on the achievement and improvement of educational quality. The internal phase of the review involved the completion of a rigorous Self-Study report which required an extensive evaluation and consultation process with a wide range of internal and external stakeholders.

As per the agreed schedule, SQT made the following documentation available to the Expert Panel on 28th January, one month in advance of the Site Visit which took place at the Castletroy Park Hotel in Limerick on 26th February 2016.

- Terms of Reference
- Self-Evaluation Report with comprehensive appendices
- SQT Quality Assurance Documentation
- Current and Proposed Course Schedules
- QQI Guidelines for Participation on Expert Panels

In addition to the above, a range of documentation was also made available during the site visit. This documentation is listed within Appendix 1.

Following the site visit, the Report of the Expert Panel was received by SQT on the 24th March 2016. The panel recommended that QQI revalidate all programmes under review subject to completion of one single condition i.e. programme documentation is presented using the template required by QQI and review of learning outcomes for both Black Belt programmes. This condition is now complete. The report also included a number of special commendations (noted on page 2) and four recommendations. In addition, a number of recommendations were proposed by SQT as part of the review process and were subsequently endorsed by the panel – these are referenced on page 6. SQT accept each recommendation proposed by the panel and are committed to implementing each action as set out in the Programme Improvement / Implementation Plan (Appendix 2).

The Programme Board met to consider the actions required to address the specific recommendations and agree a suitable action plan and timeline for implementation. A full report detailing the progress of all actions documented within the implementation plan will be submitted to SQT's Academic Council in November 2016.

Response to the Report of the Review Panel:

This section of the report provides responses to the condition and recommendations made by the Expert Panel. An overall programme improvement plan is available in Appendix 2.

Condition:

C1. *The programme documentation is presented using the template required by QQI. In doing this consideration is given to the terminology of learning outcomes to ensure objective measurability of attainment and that the programme learning outcomes of the level 8 awards highlight the differentiation in programme size and content more explicitly.*

SQT RESPONSE: Programme documentation has been competed using the template required by QQI. The programme team has reviewed the learning outcomes for both level 8 Black Belt programmes. For the most part it was found that the outcomes on both programmes were appropriate for the level and credit value of each award. The breath of statistical tools which are applicable to the Diploma in Process Engineering, (Lean Six Sigma Black Belt) is greater than those used in the Certificate in Process Engineering, (Lean Six Sigma Black Belt Service & Transaction). For example, design of experiments (Learning Outcome No. 1) is solely applicable to the manufacturing environment. This element comprises approximately three of the twenty days content during the face-to-face component. On review of the learning outcomes, it was decided to amend one learning outcome for the Service & Transaction programme. Learning Outcome No. 10 was amended to differentiate the importance of change management within service and transactional environments. Within manufacturing environments, change is often of a technical nature and seldom requires significant ongoing stakeholder engagement to sustain the improvement.

It is also worth noting that Service & Transaction projects are, by their nature, predominantly smaller in scale. This is reflected in the variance of savings targets between the two programmes (Learning Outcome 7 i.e. €50,000 annualised savings for the Service & Transaction programme Vs €100,000 for the standard Black Belt programme). Finally, many Service & Transaction projects require IT development cycles which justifies the same assessment duration for both programmes, however, the learner effort hours is lower in service and transaction projects as the learner is not directly involved in the IT development cycle hence 40 ECTS credits Vs 60 ECTS credits.

Recommendations:

R1. *A more detailed induction and introduction to Moodle is incorporated into the programme orientation.*

SQT RESPONSE: SQT are currently working on the design and development of a series of online videos which will introduce / demo the Moodle system. A number of features will also be included such as navigation of the platform, uploading project charters, qualifications and assessment and communicating with the Tutor via Moodle. These videos will be complete by July 2016 and will be made available to all learners.

R2. *Consideration is given to conducting market research into the viability of offering the level 8 service and transaction programme as an open programme.*

SQT RESPONSE: SQT will survey existing service and transaction LSS customers to assess the viability of a 12 day LSS Black Belt programme during 2016. The programme team are currently working on the development of revised course programme documentation and will offer the programme on a public basis on a pilot basis from Sept 2016.

R3. *Consideration is given to the explicit parameters of the sponsor mentor role and ensuring students have adequate in-workplace support.*

SQT RESPONSE: SQT currently provide a Three – Way Partnership model which details the commitments required from SQT, the Learner and the Employer. Employer Commitment guidelines will be further elaborated in a guideline document which will be made available to companies as part of the initial programme proposal process.

R4. *Subject to satisfying QQI requirements, consider revising the award of the Level 8 Certificate in Process Engineering (Service and Transaction) from a certificate to a Diploma to more accurately reflect the programme.*

SQT RESPONSE: SQT very much welcomed this recommendation, however, following consultation with QQI it was discovered that the minimum ECTS credits required for a Diploma is 40. This recommendation will not be implemented on this basis.

The recommendations below were proposed by SQT and endorsed by the panel. These are included in the Programme Improvement Plan as referenced by the numbers below.

- **Programme Improvement No. 10:** SQT proposed to remove the special regulation for the level 6 programme and amend the regulations for the level 8. The panel was satisfied that the proposed removal of special regulations in respect of the level 6 and level 8 programmes. (formerly required to pass each component of assessment) and the level 8 programme (formerly required to pass 4 out of 5 components of the module) was appropriate and that the revised assessment strategy ensured that in passing the module overall learners would satisfy the minimum intended learning outcomes.

- **Programme Improvement No. 11:** SQT proposed to increase the ECTS credits on the L7 programme from 10 to 15 ECTS. The panel were satisfied that there was a strong and appropriate rationale and that the revised programme reflected the requirements of 15 ECTS. QQI have agreed to the implementation of this proposal.

- **Programme Improvement No. 12:** SQT outlined intentions to increase the taught element of the Level 8 Service and Transaction Award in order to better equip learners to engage in their projects successfully. The panel were fully supportive of this proposal.

In addition, SQT proposed the addition of an industry specific tag to the existing QQI programme title. This change is proposed to increase the appeal of the programmes to specific industry sectors with the hope to boost registration numbers. For example, 'Lean Six Sigma Green Belt (Pharmaceutical)'. The panel recognised the benefits of adding the industry tag to the programme title. Following consultation with QQI it was discovered that this improvement could not be implemented as it was not included in the original Terms of Reference (TOR) document. The reason for this omission is that the recommendation arose as a result of the self-evaluation process which was finalised after the TOR was agreed.

APPENDIX 1:   List of Documentation Made Available During the Site Visit

Learner Feedback
- Completed Course Evaluation Forms
- Feedback from Moodle Survey
- Feedback from Withdrawn Survey
- Feedback from Stakeholders

Records of Meetings
- Exam Board Minutes (Appendix, Confidentiality)
- Programme Board Minutes
- Academic Council Minutes
- Programmatic Review Specific Meeting Minutes

Quality
- Quality Committee Meeting Minutes
- Quality Reports
- Quality Improvement Plan
- Internal Audit Schedule
- Record of PINS

Handbooks & Policies
- Student Handbook
- Tutor Handbook
- QA Manual
- Exit Strategy Policy

SQT Strategy
- Digital Strategy
- Strategic Plan

Internal Process
- KPI Monitoring
- Work Instructions
- Admin Process Flow

Assessment
- Sample Projects and Case Studies
- Storyboards
- Results Sheets (each assessment element)
- Assignment Briefs
- External Examiner Reports

Moodle
- Access to Moodle
- Minutes of Moodle Meetings
- Moodle Handbooks

Marketing
- SQT Brochures

- SQT Schedule
- Marketing material sent to Clients
- Enquiry Packs

Institutional Review
- IR SER
- IR Response
- IR Report Expert Panel
- Progress Report

2011 Programmatic Review
- SER Report
- Improvement Plan

Agreements
- Expert Panel Confidentiality Agreement Declarations
- ASST Legal Agreement

Appendix 2: Programme Improvement / Implementation Plan

No.	Programme	Area for Improvement	Improvement	Responsibility	Action Required	Completion Date	Status
1	All	Course Material	Enhancement of programme handouts and presentation material with a view to providing additional support materials within Moodle.	Tutors	Review, develop and implement appropriate visual media in the classroom setting and online via Moodle. Also consider classroom exercises that capitalise on the sharing of experiences from LSS GB L7 projects for LSS GB L6 learners.	Sept 2016	In Progress
2	LSS GB L7	Indicative Syllabi	Revise indicative syllabi	Programme Leaders	Broaden the indicative syllabi to allow more flexibility/customisation in the content for leaners from service or manufacturing organisations.	Sept 2016	Complete – APPROVED BY PANEL
3	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Workshops	Addition of one day workshops	Marketing	Actively promote the inclusion of specific workshops such as 'Project selection and scoping'	February 2016	Complete
4	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Assessment	Capture learners with project difficulties earlier	Accreditation / Systems Manager	Review and update reminder emails to students.	November 2015	Complete
5	LSS GB L7	Assessment	Increase submission rates for project plans and storyboards	Director of Quality and Academic Affairs	Review Moodle system and current documentation and instruction available to learners and amend as necessary	November 2015	Complete
6	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Assessment	Reduce the number of issues experienced with Sigma XL software	Course Manager	Liaise with Sigma XL to establish if a patch or guidelines are available which can be uploaded to Moodle and create additional support material for learners.	October 2015	Complete

No.	Programme	Area for Improvement	Improvement	Responsibility	Action Required	Completion Date	Status
7	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Assessment	Increase project awareness amongst senior management	Programme Leaders	Development of a video promoting importance of commitment to projects, selection of projects, supports required for successful completion etc.	Sept 2016	Not yet started
8	LSS GB L6	Assessment	Case study restructure	Programme Leader	One case study will be further developed and customised to make it less industry specific and allow for applicability across manufacturing industry.	Sept 2016	In Progress
9	LSS BB L8 LSS BB (S&T) L8	Assessment	Additional Minitab support	Programme Leaders	Continue to develop visual Minitab resources for Moodle which demonstrate the use of Minitab using online screen cast technology (Jing).	On-going	In-Progress
10	LSS GB L6 LSS BB L8 LSS BB (S&T) L8	Assessment	Revise Assessment Special Regulations	Programme Leader	L6: Remove special regulation which stated that all elements of the assessment must be taken and Learners must achieve a minimum of 40% in each element. L8: Change to regulation – From requirement to achieve 40% in 4 of the 5 elements to 'achieve 40% in the two main elements; oral presentation and written report'	September 2016	Complete – APPROVED BY PANEL
11	LSS GB L7	ECTS Credit Allocation	Change in ECTS Credits	Director of Quality and Academic Affairs	Increase ECTS Credits from 10 to 15	September 2016	APPROVED BY PANEL – Agreed by QQI

No.	Programme	Area for Improvement	Improvement	Responsibility	Action Required	Completion Date	Status
12	LSS BB L8(S&T)	No. Days Teaching	Increase direct contact time	Director of Quality and Academic Affairs	Increase teaching days from 10 to 12	September 2016	Complete – APPROVED BY PANEL
13	All	Policy	Review of Extension Request Policy	Director of Quality and Academic Affairs	Review current extension request policy and amend to accommodate deferral requests. A Working protocol is required for what should be considered as "Extenuating circumstances".	October 2015	Complete
14	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Process	Moodle Enhancement	Course Manager	Liaise with Moodle Partner (Enovation) to explore potential for in-house programme managers to have restricted access to Tutor feedback to learners.	March 2016	In-Progress
15	All	Policy	Reintroduce deadline for learner applications	Course Manager	Include a deadline for receipt of application forms (2 weeks prior to course commencement on course enquiry emails.	October 2015	Complete
16	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Process	Online Form for Tutor sign-off On APEL applications	Course Manager	Form to be developed using Google docs to increase efficiency of APEL sign-off process.	October 2015	Complete
17	All	Process	Review of Internal Form Structure	Accreditation / Systems Manager	Review forms which are completed by Tutors to establish if some fields can be prepopulated to save time.	October 2015	Complete

No.	Programme	Area for Improvement	Responsibility	Improvement	Action Required	Completion Date	Status
18	All	Progression	Director of Quality and Academic Affairs	Review External Progression Opportunities	Investigate potential exemptions and progression opportunities for graduates.	March 2016	In-Progress
19	All	Moodle	Director of Quality and Academic Affairs	Moodle Induction	**PANEL RECOMMENDATION** A more detailed induction and introduction to Moodle is incorporated into the programme orientation.	July 2016	In-progress
20	LSS BB (S&T) L8	Market Research	Marketing Manager	Programme Viability Study	**PANEL RECOMMENDATION** Conduct a market research study into the viability of offering the level 8 service and transaction programme as a public programme.	December 2016	Not yet started
21	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Policy	Programme Leaders	Guidelines for Sponsor / Mentor Role	**PANEL RECOMMENDATION** Development of specific guidelines which contain the explicit parameters of the sponsor mentor role and ensuring students have adequate in-workplace support.	Sept 2016	Not yet started
22	LSS GB L7 LSS BB L8 LSS BB (S&T) L8	Entry Requirements	Director of Quality and Academic Affairs	Revise Entry Requirements	**PANEL RECOMMENDATION** Reword the entry requirements for the L7 and L8 programmes to reflect that that completion of the lower level award would qualify a student for admission to the next level of award.	March 2016	Complete

I have reviewed the revised submission documents for the following awards:

- Diploma in Process Engineering, Level 8, (Lean Six Sigma Black Belt)
- Certificate in Process Engineering, Level 8 (Lean Six Sigma Black Belt Service & Transaction)
- Certificate in Process Engineering, Level 7, (Lean Six Sigma Green Belt)
- Certificate in Process Engineering, Level 6, (Lean Six Sigma Green Belt)

In addition I have considered the provider response to the panel report and have received feedback from the External Review Panel who also received and reviewed same. I can state on behalf of the panel that the provider has addressed, in a manner satisfactory to the panel, the conditions set by the panel.

On behalf of the panel, I recommend the above programmes for revalidation to QQI.

Naomi Jackson

External Review Panel Chair

24th May 2016

CERTIFICATE OF VALIDATION

Provider name	SQT Training Ltd
Date of validation	16 June 2016

	First intake	Last intake
Enrolment interval	September 2016	September 2020
Number of annual intakes		

	Code	Title	Award	Duration
Principal programme	TBC	Diploma in Process Engineering	Diploma (Special Purpose Award Level 8)	17 months
Principle programme	TBC	Certificate in Process Engineering	Certificate (Special Purpose Award Level 8)	15 months
Principle programme	TBC	Certificate in Process Engineering	Certificate in Process Engineering Level 7)	7 months
Principle programme	TBC	Certificate in Process Engineering	Certificate in Process Engineering Level 6)	3.5 months

	Name	Maximum number of learners	Minimum number of learners
Approved centre	Public programmes: typically delivered in hotels In-house programmes: delivered in organisations	4	15

Target learner groups	As per the validated programmes
Number of learners per intake	Minimum 4 and Maximum 15
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time
The teaching and learning modalities	As per the validated programmes
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	As per the validated programmes
Specifications for teaching staff	As per the validated programmes
Specifications for the ratio of learners to teaching-staff	As per the validated programmes

Programmes being replaced		
Code	**Title**	**Estimated closure date**
PG20181	Diploma in Process Engineering	August 2017
PG20178	Certificate in Process Engineering	August 2017
PG20179	Certificate in Process Engineering	January 2017
PG20180	Certificate in Process Engineering	January 2017

Conditions of validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

a) co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,

b) establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,

c) continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and

d) provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

Conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

The provider of the programme shall (for each programme):

1. Maintain the status of the programme(s) recognition;

2. Establish, having regard to existing quality assurance procedures, procedures for quality assurance for the purpose of further improving and maintaining the quality of education and training which is provided, organised or procured by that provider as part of the programme(s) concerned, and agree those procedures with QQI;

3. Operate quality assurance procedures agreed with QQI;

4. Implement procedures for the assessment of learners which are consistent with Assessment and Standards, Revised 2013;

5. Implement the procedures described in the document Policies, Actions and Procedures for Access, Transfer and Progression for Learners;

6. Implement any special conditions of validation attached to the relevant awards standards.

Other conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

7. Notify QQI of any change in circumstances affecting the provider which could affect or be perceived to affect the provision of the programme(s). This includes significant changes in corporate or academic governance, ownership, legal status, profile of teaching staff, profile of learners, numbers enrolled, facilities, or resources;

8. Maintain learner data records (personal identification, progression, module marks, stage classification etc.) in order to assist QQI in the performance of its functions;

9. Provide the information required by QQI's award making and monitoring functions, including information in respect of completion rates;

10. Implement the programme in accordance with the **approved programme schedule(s)** (appended) and current assessment strategies;

11. Subject to Section 4.6.1 of *HET Core Validation Policy and Criteria 2010*, Revised 2013, obtain QQI's approval prior to substantially amending the programme's minimum intended learning outcomes, save in the case of incremental enhancements arising from the implementation of findings of the provider's agreed quality assurance procedures;

12. Notify QQI of any information concerning the programme(s), or circumstances that may reasonably be expected to give QQI cause to consider reviewing the programme. Explicitly this includes where another awarding body withdraws or seeks to withdraw validation from the programme(s) and /or any alterations to accreditations (additions or withdrawals) by a professional or regulatory body;

13. Implement the programme(s) as agreed with the resources indicated;

14. Adhere to, and implement the Provider Lifecycle of Engagements.

Quality and Qualifications Ireland
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Approved Programme Schedule(s)

Name of Provider:	SQT Training Ltd
Programme Title (i.e. Named Award):	Diploma in Process Engineering
Award Title (QQI Named Award):	Diploma in Process Engineering
Stage Exit Award Title	Diploma in Process Engineering
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ level	Award EQF Level	Stage (1,2,3,4,…, or Award Stage):	Stage NFQ Level	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Special Purpose	8		Award Stage	8		60	Sept 2016	

Module Title	Semester no where applicable. (Semester 1 or Semester2)	Module Status	NFQ Level[1] where specified	ECTS Credit Number[5]	Total Student Effort Module (hours)			Allocation Of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours of Independent Work	C.A. %	Proj. %	Prac. %	Final. %
DMAIC (Define, Measure, Analyse, Improve, Control)	NA	M	8	60	1480	180	1300	20%	80%		

Special Regulations (Up to 280 characters)

1. All elements of the assessment must be taken and Learners must achieve a minimum of 40% in the written report and the oral presentation assessments and must achieve a minimum of 40% in the overall assessment.

2. Integrative assessment of 5 DMAIC elements – Define, Measure, Analyse, Improve and Control

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Name of Provider:	SQT Training Ltd
Programme Title (i.e. Named Award):	Certificate in Process Engineering (Service & Transaction)
Award Title (QQI Named Award):	Certificate in Process Engineering
Stage Exit Award Title	Certificate in Process Engineering
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ level	Award EQF Level	Stage (1,2,3,4,…, or Award Stage):	Stage NFQ Level	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Special Purpose	8		Award Stage	8		40	Sept 2016	

Module Title	Semester no where applicable. (Semester 1 or Semester2)	Status	NFQ Level[1] where specified	ECTS Credit Number[5]	Total Student Effort Module (hours)			Allocation Of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours of Independent Work	C.A. %	Proj. %	Prac. %	Final. %
DMAIC (Define, Measure, Analyse, Improve, Control)	NA	M	8	40	1480	960	850	20%	80%		

Special Regulations (Up to 280 characters)

1. All elements of the assessment must be taken and Learners must achieve a minimum of 40% in the written report and the oral presentation assessments and must achieve a minimum of 40% in the overall assessment.

2. Integrative assessment of 5 DMAIC elements – Define, Measure, Analyse, Improve and Control

QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Name of Provider:	SQT Training Ltd
Programme Title (i.e. Named Award):	Certificate in Process Engineering
Award Title (QQI Named Award):	Certificate in Process Engineering
Stage Exit Award Title	Certificate in Process Engineering
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ level	Award EQF Level	Stage (1,2,3,4,…, or Award Stage):	Stage NFQ Level	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Special Purpose	7		Award Stage	7		15	Sept 2016	

Module Title	Semester no where applicable. (Semester 1 or Semester2)	Module Status	NFQ Level[1] where specified	ECTS Credit Number[5]	Total Student Effort Module (hours)			Allocation Of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours of Independent Work	C.A. %	Proj. %	Prac. %	Final. %
DMAIC (Define, Measure, Analyse, Improve, Control)	NA	M	7	15	200	40	160	20%	80%		

Special Regulations (Up to 280 characters)

1. Integrative assessment of 5 DMAIC elements – Define, Measure, Analyse, Improve and Control

Name of Provider:		SQT Training Ltd					
Programme Title (i.e. Named Award):		Certificate in Process Engineering					
Award Title (QQI Named Award):		Certificate in Process Engineering					
Stage Exit Award Title		Certificate in Process Engineering					
Modes of Delivery (FT/PT):		PT					

Award Class	Award NFQ level	Award EQF Level	Stage (1,2,3,4,…, or Award Stage):	Stage NFQ Level	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Special Purpose	6		Award Stage	6		10	Sept 2016	

Module Title	Semester no where applicable. (Semester 1 or Semester2)	Module Status	NFQ Level[1] where specified	ECTS Credit Number[5]	Total Student Effort Module (hours)			Allocation Of Marks (from the module assessment strategy)				
					Total Hours	Contact Hours	Hours of Independent Work	C.A. %	Proj. %	Prac. %	Final. %
DMAIC (Define, Measure, Analyse, Improve, Control)	NA	M	6	10	200	40	160	40%	60%		

Special Regulations (Up to 280 characters)

1. Integrative assessment of 5 DMAIC elements – Define, Measure, Analyse, Improve and Control