

GLOBTER INTERNATIONAL COLLEGE

Policies and Procedures for the Design, Monitoring, and Review of Programmes

Academic Quality Assurance and Enhancement Framework

Document Type	Institutional Policy and Procedure
Issued By	Principal / Academic Management
Applies To	All academic departments, programme leaders, and quality assurance staff
Core Areas	Programme design, approval, monitoring, review, improvement, and closure
Review Cycle	Annually and at periodic review points

This document sets out the institutional arrangements used by Global International College to design, approve, monitor, review, and enhance academic programmes in a planned, transparent, and quality-assured manner.

Document Control

Document Title	Policies and Procedures for the Design, Monitoring, and Review of Programmes
Institution	Globter International College
Approval Authority	Principal / Academic Board or delegated management authority
Effective Date	To be inserted by the College on adoption
Related Documents	Code of Ethics, Student Data Management System, Employment Handbook, Complaints Policy, Professional Development Plan
Primary Users	Academic managers, programme leaders, lecturers, quality assurance personnel, and relevant administrative staff

1. Purpose

The purpose of this policy is to ensure that all programmes offered by Global International College are designed, approved, delivered, monitored, and reviewed through a structured process that supports academic standards, student success, regulatory compliance, and continuous improvement.

The policy establishes clear responsibilities, evidence requirements, and decision-making arrangements so that programme development remains aligned with the College mission, labour market expectations, student needs, and applicable quality assurance expectations.

2. Scope

This policy applies to all credit-bearing and non-credit programmes, short courses, certificated provision, and any related academic pathway or progression route managed by the College. It applies to new programme proposals, modifications to existing programmes, ongoing monitoring, formal periodic review, and programme suspension or closure where necessary.

3. Principles Guiding Programme Management

Programme design, monitoring, and review at Global International College shall be guided by the following principles:

- Programmes must reflect the strategic aims and educational values of the College.
- Programme learning outcomes, content, and assessment must be coherent, achievable, and appropriate to the level of study.
- Programme decisions must be evidence-based and informed by student performance, stakeholder feedback, and academic judgment.
- Monitoring and review processes must encourage enhancement rather than simply compliance.
- Documentation, approval routes, and records must be clear, secure, and accessible to authorised staff.
- Students and staff should be involved in evaluation and improvement activities wherever appropriate.

4. Roles and Responsibilities

Role	Main Responsibility	Evidence / Outputs
Principal / Academic Management	Approves institutional policy, oversees academic quality, and authorises major programme	Approved policy, review outcomes, strategic decisions

	decisions.	
Programme Leader	Leads programme design, annual monitoring, action planning, and documentation.	Programme specifications, annual reports, action plans
Lecturers / Module Tutors	Contribute to curriculum development, assessment review, student support, and improvement activities.	Module feedback, assessment analysis, proposed improvements
Quality Assurance Officer or Equivalent	Coordinates process compliance, record keeping, review schedules, and evidence collection.	Templates, review logs, committee papers, audit trail
Administrative Staff	Support data collection, scheduling, communications, and secure storage of records.	Meeting records, student data summaries, correspondence
Students and External Stakeholders	Provide feedback on relevance, experience, employability, and quality.	Survey feedback, consultation notes, stakeholder input

5. Procedures for Programme Design

New programme development shall follow a staged and documented process to ensure that academic, operational, and student support considerations are addressed before delivery begins.

1. A programme concept shall be proposed with a clear rationale, intended student group, progression or employment value, and alignment with the College strategic direction.
2. Initial feasibility shall be considered, including market demand, staffing capacity, learning resources, assessment arrangements, and administrative implications.
3. A draft programme specification shall be prepared, setting out aims, learning outcomes, structure, entry requirements, teaching and learning approach, assessment methods, and expected student support arrangements.
4. Relevant staff shall review the proposal for coherence, compliance, and practical deliverability before it is submitted for internal approval.
5. Formal approval shall be recorded through the designated management or academic review route before recruitment or delivery may begin.
6. Approved programme documentation shall be version-controlled and communicated to relevant staff before implementation.

6. Monitoring of Programme Delivery

Each programme shall be monitored on an ongoing basis to ensure that the approved curriculum is being delivered effectively and that student achievement, progression, and satisfaction are appropriately supported.

Routine monitoring shall normally consider the following sources of evidence:

- Student enrolment, attendance, retention, progression, completion, and achievement data.
- Assessment outcomes and internal moderation records.
- Student feedback, complaints trends, and representative comments.
- Staff observations on curriculum delivery, learning resources, and academic support needs.
- External or employer feedback, where relevant to the programme.
- Compliance with published programme information and approved assessment arrangements.

7. Annual Monitoring Cycle

Stage	Timing	Key Activity	Output
1	During delivery	Collect performance data, student feedback, and delivery observations.	Monitoring evidence set
2	End of teaching period	Review achievement, assessment, and operational issues.	Programme monitoring summary
3	Annually	Produce an annual monitoring report with strengths, risks, and actions.	Annual monitoring report
4	Following review	Agree responsibilities and timelines for improvement actions.	Action plan
5	Next cycle	Check completion of actions and measure impact.	Follow-up report / closure notes

8. Periodic Review of Programmes

In addition to annual monitoring, the College shall conduct periodic review of programmes at planned intervals, or earlier where significant concerns or major curriculum changes make this necessary. Periodic review provides a broader and more strategic evaluation of programme quality, standards, relevance, resources, and future viability.

A periodic review should normally consider programme aims, curriculum structure, assessment effectiveness, student outcomes, progression opportunities, staffing capacity, physical and digital learning resources, and trends identified through previous monitoring cycles.

7. The review schedule shall be maintained centrally and communicated in advance to relevant staff.
8. The Programme Leader shall compile the required review documentation and supporting evidence.
9. A review meeting or panel shall consider the evidence and determine whether the programme should continue unchanged, continue with conditions, be revised, be suspended, or be withdrawn.
10. Review conclusions and actions shall be formally documented and approved through the appropriate authority.
11. The implementation of review outcomes shall be monitored and recorded.

9. Student and Stakeholder Involvement

Global International College values student voice and stakeholder feedback as essential components of academic enhancement. Students should have appropriate opportunities to provide input through surveys, meetings, representation mechanisms, and feedback exercises. Where appropriate, employers, placement providers, industry contacts, or partner organisations may also contribute to programme design or review discussions to support relevance and employability.

10. Managing Modifications to Existing Programmes

Any proposed change to an existing programme shall be assessed for its academic, operational, and student impact before implementation. Minor changes may be approved through a simplified internal route, while major changes shall require fuller review and authorisation.

Examples of changes requiring formal consideration include amendments to learning outcomes, programme structure, assessment patterns, entry requirements, duration, delivery mode, or progression arrangements.

11. Addressing Concerns and Risk Indicators

Where monitoring or review identifies concerns such as declining achievement, recurring complaints, inadequate resources, persistent assessment issues, low retention, or misalignment between approved and delivered curriculum, the College shall require a documented improvement response.

Improvement responses may include additional staff development, curriculum redesign, enhanced student support, assessment revision, stronger monitoring, or escalation to senior management where risk remains significant.

12. Review Criteria and Decision Framework

Area	Indicators Considered	Possible Decision
Academic Standards	Learning outcomes, assessment validity, moderation, achievement trends	Continue / revise / condition
Student Experience	Feedback, complaints, attendance, support access, completion	Enhance support / revise delivery
Resources and Staffing	Staff expertise, workload, facilities, digital systems, materials	Invest / reallocate / phase changes
Strategic Relevance	Demand, progression value, employability, fit with college priorities	Continue / redesign / close
Compliance and Governance	Record quality, approval status, data accuracy, policy adherence	Rectify gaps / monitor closely

13. Documentation and Record Keeping

All documentation connected with programme design, approval, monitoring, review, and enhancement shall be retained securely in line with the College data management arrangements. Records should be complete, dated, version-controlled where necessary, and accessible to authorised personnel for audit, operational continuity, and quality assurance purposes.

Typical records may include programme specifications, committee minutes, annual monitoring reports, action plans, review outcomes, stakeholder feedback summaries, and evidence of completed improvements.

14. Staff Development and Support

The College shall provide appropriate guidance and professional development to staff engaged in programme design and review activities. This may include induction, template guidance, assessment design support, training on monitoring processes, and development activities linked to quality assurance responsibilities.

15. Policy Review

This policy shall be reviewed at least annually, or earlier if required by changes in institutional structure, regulatory expectations, or internal quality assurance findings. Any revisions shall be approved through the appropriate College authority and communicated to all relevant staff.