



Programme Initiation, Design, Implementation and Review

September 2026

Table of Contents

Supersedes the Curriculum Review Process · Draft for Senate approval · September 2026

1	Purpose and Scope	2
2	Position within the Quality Assurance Framework	2
3	Notation and Roles	2
4	Stage 1 – Project Outline	3
5	Stage 2 – Market Analysis.....	4
6	Stage 3 – Programme Design and Planning	4
7	Stage 4 – Programme Accreditation	5
8	Stage 5 – Market Launch.....	6
9	Stage 6 – First Implementation.....	6
10	Stage 7 – Review and Control of Success	7
11	Periodic Programme Review	8
12	Changes to Programmes and Modules	9
13	Documentation and Evidence	10
14	Approval and Review of this Document	10
	Annex 1: Responsibility Matrix.....	11

1 Purpose and Scope

This document sets out how Triagon initiates, designs, accredits, launches, implements and reviews its study programmes. It supersedes the Curriculum Review Process effective from 13 December 2022, which it incorporates and extends.

The process covers the full life of a programme in seven stages, from the first indication of a market need through to the review of the second delivery and the decision on how to proceed. It also covers the periodic review of established programmes and the handling of changes to programmes and modules.

The purpose of documenting the process is to ensure that programme development is evidence-based, that responsibility for each step is assigned to a named role, that decisions are taken at the appropriate level, and that the resulting record can be followed by internal and external reviewers.

2 Position within the Quality Assurance Framework

This process operates within Triagon's quality management system and is read together with the Constitution, the Policy for Quality Assurance and the Quality Management Handbook. Academic scrutiny of programme proposals, significant changes and periodic review is provided by the Internal Quality Assurance Board, whose remit is set out in its Terms of Reference.

The relationship between the bodies involved is as follows.

Body	Role in this process
Senate	Approves the project outline and the decision to seek accreditation; receives reports and decides which recommended amendments to implement.
President	Takes decisions on course development, resources, the marketing strategy and the academic and economic success of a programme.
Executive Dean	Holds responsibility for the great majority of stages; revises programmes and initiates external accreditation where required.
Internal Quality Assurance Board	Reviews the project outline before it goes to the Senate and the programme design before the Senate decides on accreditation; reviews significant changes; conducts the periodic programme review and reviews monitoring evidence; reports to the Senate.
Quality Management	Maintains market and feedback intelligence, assures module quality, analyses evaluations and coordinates documentation and follow-up.

Table 1: Bodies involved and their role

3 Notation and Roles

Each stage below is presented as a table of steps. The columns record where decision-making authority sits, which role carries responsibility for the step, and which roles carry it out. The notation used in the underlying responsibility matrix is as follows.

Notation	Meaning
D	Decision-making authority
R	Responsibility
X	Implementation
x	Optionally involved in the implementation

Table 2: Notation used in the responsibility matrix

Eighteen roles participate in the process. Annex 2 sets out the complete responsibility matrix in a single view, using the abbreviations listed there.

4 Stage 1 – Project Outline

The first stage converts an idea into a concrete proposal. Ideas may originate anywhere in the institution: the initiative step is open to every role other than the Senate and the Examination Board. The stage closes with a Senate decision on whether the proposal proceeds.

Step	Activity	Decision	Responsible	Carried out by
1.1	Regular query of market information, feedback of students and teachers	–	–	Quality Management
1.2	Initiative; suggestion to the Executive Dean	–	–	optionally all roles other than Examination Board and Internal Quality Assurance Board and Senate
1.3	Decision on the development of a project outline	–	–	Executive Dean
1.4	Get ideas from teachers and students	–	Executive Dean	Student representatives — optionally Programme Manager; Module Leader; Teacher; Student Service; Teaching Support
1.5	Development of project outline	–	–	Executive Dean
1.6	Consultation with students, faculty, employees and external stakeholders	–	Executive Dean	Student representatives — optionally Programme Manager; Module Leader; Teacher; Student Service; Teaching Support
1.7	Internal Quality Assurance Board review of the project outline prior to submission to the Senate	–	Executive Dean	Quality Management; Internal Quality Assurance Board — optionally Student representatives
1.8	Approval of the project outline; decision on further proceeding	Senate	Executive Dean	–
1.9	Formation of a project team including students	–	Executive Dean	Student representatives — optionally Programme Manager; Module Leader

Table 3: Stage 1 – Project Outline

Internal Quality Assurance Board. At step 1.7 the Board satisfies itself that the outline is academically sound and that the evidence supporting it is adequate before the Senate is asked to decide.

5 Stage 2 – Market Analysis

The project team or an appointed expert establishes whether the proposal is viable, drawing on literature, job descriptions and career opportunities, comparable provision at other institutions, and the recommendations of the Scientific Advisory Board, the EOE network and industry experts. The stage closes with a decision on course development.

Step	Activity	Decision	Responsible	Carried out by
2.1	Analysis of literature, job descriptions, career opportunities	–	–	Project team / expert
2.2	Analysis of study programs of other HEI	–	–	Project team / expert
2.3	Incorporation of recommendations of the Advisory Board, EOE, and industry experts	–	–	Project team / expert
2.4	Analysis summary including opportunities, risks, and resource requirements	–	–	Project team / expert
2.5	Decision on course development	President; Executive Dean; IUNworld CEO	–	–
2.6	Internal communication	–	Executive Dean	Director of Administration

Table 4: Stage 2 – Market Analysis

6 Stage 3 – Programme Design and Planning

Design work produces the qualification objectives and learning outcomes, the curriculum layout and the course handbook, followed by review, the approval of the resources required, and the review of the design by the Internal Quality Assurance Board before the Senate decides on accreditation.

Step	Activity	Decision	Responsible	Carried out by
3.1	Formulation of the qualification objectives and learning outcomes	–	Executive Dean	Programme Manager — optionally Project team / expert
3.2	Layout of curriculum	–	Executive Dean	Programme Manager — optionally Project team / expert
3.3	Creation of course handbook including description of all modules and assessments	–	Executive Dean	Programme Manager; Module Leader — optionally Project team / expert
3.4	Review of content and formal aspects	–	Executive Dean	Director of Administration; Programme Manager; Examination Board; Quality Management
3.5	Planning and approval of required resources	President; IUNworld CEO	–	Executive Dean; Director of Administration; Programme Manager — optionally Project team / expert
3.6	Internal Quality Assurance Board review of the programme design prior to the Senate decision on accreditation	–	Executive Dean	Quality Management; Internal Quality Assurance Board — optionally Programme Manager; Project team / expert

Table 5: Stage 3 – Programme Design and Planning

Internal Quality Assurance Board. At step 3.6 the Board reviews the academic and quality assurance aspects of the design. Its review is proportionate to the programme and normally considers the rationale and target group, the MQF level and ECTS allocation, the learning outcomes and curriculum coherence, teaching and assessment methods, admission and progression arrangements, staffing and learning resources, accessibility and academic integrity, arrangements for online or blended delivery, and compliance with institutional and MFHEA requirements. No programme proceeds to the Senate decision on accreditation without this review.

7 Stage 4 – Programme Accreditation

Accreditation is decided by the Senate and prepared under the President, with the Director of Administration carrying out the process and Quality Management supporting it.

Step	Activity	Decision	Responsible	Carried out by
4.1	Decision on accreditation	Senate	–	President; Executive Dean
4.2	Preparation of the accreditation	–	President	Executive Dean; Director of Administration; Quality Management
4.3	Carrying out the accreditation	–	–	Director of Administration

Table 6: Stage 4 – Programme Accreditation

8 Stage 5 – Market Launch

Launch covers the marketing strategy and its approval and implementation, the briefing of staff, the planning of courses and examinations, the recruitment of teachers, advice to prospective students, and the decision on whether registrations justify implementation.

Step	Activity	Decision	Responsible	Carried out by
5.1	Development of a marketing strategy (target groups, communication, B2B strategy)	–	Executive Dean	Programme Manager; IUNworld Marketing
5.2	Get feedback from students, teachers and employees	–	Executive Dean	Programme Manager; IUNworld Marketing
5.3	Approval of the marketing strategy	President; Executive Dean; IUNworld CEO	–	–
5.4	Information and training of academic and administrative staff	–	–	Executive Dean; Programme Manager
5.5	Implementation of the marketing strategy	–	Executive Dean	Programme Manager; Student Service; IUNworld Marketing; IUNworld Information Centre
5.6	Planning of courses and examinations according to the didactic model	–	Programme Manager	Teaching Support
5.7	Recruiting of teachers	–	Programme Manager	Teaching Support
5.8	Information and advice for prospective students	–	Director of Administration	Programme Manager; Student Service; IUNworld Information Centre
5.9	Decision on the implementation of the program depending on the number of registrations	Executive Dean; Director of Administration	–	–
5.10	Procurement of literature for the library	–	Programme Manager	Module Leader; Teacher; IUNworld Library

Table 7: Stage 5 – Market Launch

9 Stage 6 – First Implementation

Implementation appoints module leaders and teachers, builds the modules in the virtual learning environment according to the didactic model, assures their quality, and delivers the modules and examinations.

Step	Activity	Decision	Responsible	Carried out by
6.1	Determination of module leaders and teachers	–	Executive Dean	Programme Manager; Module Leader; Teacher; Teaching Support
6.2	Design of the VLE-modules according to the didactic model	–	Executive Dean; Programme Manager	Module Leader; Teaching Support
6.3	Quality assurance of the modules and the preparation of the teachers	–	Executive Dean	Programme Manager; Quality Management
6.4	Implementation of the modules	–	–	Module Leader; Teacher; Examination Board; Teaching Support
6.5	Implementation of the examinations	–	–	Module Leader; Teacher; Examination Board; Teaching Support

Table 8: Stage 6 – First Implementation

10 Stage 7 – Review and Control of Success

The final stage evaluates the first delivery, determines academic and economic success, plans and implements improvements, evaluates the second delivery and decides how to proceed.

Step	Activity	Decision	Responsible	Carried out by
7.1	Active promotion of evaluation by students, teachers, program manager and Exec Dean	–	Executive Dean; Director of Administration	Programme Manager; Module Leader; Teacher; Student representatives; Quality Management
7.2	Analysis of the evaluations	–	Executive Dean; Director of Administration	Quality Management
7.3	Internal Quality Assurance Board review of the monitoring evidence; conditions and recommendations recorded	–	Executive Dean	Quality Management; Internal Quality Assurance Board — optionally Student representatives
7.4	Determination of the academic and economic success of the study program	President	–	Executive Dean; Director of Administration; Programme Manager
7.5	Planning of content and organizational improvements	–	Executive Dean	Programme Manager; Module Leader
7.6	Implementation of the improvements	–	Executive Dean	Programme Manager; Module Leader
7.7	Evaluation of the second implementation	–	Executive Dean; Director of Administration	Quality Management
7.8	Determination of the academic and economic success of the second implementation	President	–	Executive Dean; Director of Administration; Programme Manager
7.9	Decision on further proceeding	President	–	Executive Dean; Director of Administration

Table 9: Stage 7 – Review and Control of Success

Internal Quality Assurance Board. At step 7.3 the Board considers the evidence arising from this stage and determines whether the programme continues to achieve its intended learning outcomes, remains relevant and appropriately supported, and whether improvement measures are required. Conditions and recommendations are recorded with the responsible function, the expected evidence and the deadline.

11 Periodic Programme Review

Programme review is continuous, but Triagon conducts a comprehensive review of each programme at least every five years. The Senate decides whether to conduct a study programme review. The review is conducted by the Internal Quality Assurance Board, which draws on the subject and external expertise appropriate to the programme under review, as provided for in its Terms of Reference.

The review draws on:

- ☐ feedback from the student survey
- ☐ feedback from the Scientific Advisory Board
- ☐ lecturers' module self-review
- ☐ suggestions from the Senate

- ☐ external assessors' feedback
- ☐ industry consultation

The Board is free to choose which sources to employ. It studies the current documentation, collects and analyses new data, and submits a report setting out the shortcomings and merits of the programme, its curriculum and its individual modules. The report is transmitted to the Senate together with any required modifications. The Senate decides which amendments to implement, and the Executive Dean is responsible for revising the programme and, where required, initiating a new external accreditation.

A review evaluates:

- ☐ the programme's learning outcomes
- ☐ the changing needs of industry and society
- ☐ student expectations, needs and satisfaction in relation to the programme
- ☐ students' actual workload, progression and completion
- ☐ the effectiveness of the procedures for the assessment of students
- ☐ the mode of learning and whether it remains adequate
- ☐ the virtual learning environment
- ☐ the support services and their fitness for purpose

The following statistical information is used, for the current and the previous year:

- ☐ admissions, including the ratio of applications to entrants and the rise or fall in applications
- ☐ student numbers and the staff/student ratio
- ☐ student profile, including analysis by age, domicile, gender, full-time/part-time ratio and disability
- ☐ progression, dropout and graduation rates
- ☐ student achievement, for example the pattern of grades
- ☐ information on students' first employment destinations

The exercise serves as the preparation for programme reaccreditation.

12 Changes to Programmes and Modules

Significant academic changes proposed to an existing programme or module are reviewed by the Internal Quality Assurance Board. The Board assesses whether the change may proceed through the internal institutional review and approval process, or whether its nature and significance require notification, approval, reaccreditation or other regulatory action by MFHEA.

Where regulatory action or approval is required, the change shall not be implemented until the internal institutional process has been completed and the applicable MFHEA requirements have been fulfilled.

13 Documentation and Evidence

Each stage generates records that together form the audit trail for the programme. These normally include the project outline and the Senate decision on it, the market analysis summary, the curriculum and course handbook, the resource approval, accreditation documentation, the approved marketing strategy, module quality assurance records, evaluation results and their analysis, and the record of improvements planned and implemented.

Records of Internal Quality Assurance Board consideration, including conditions, recommendations and follow-up actions, are retained by the Quality Assurance function in accordance with Triagon's requirements for document control, data protection and quality assurance.

14 Approval and Review of this Document

This process is approved by the Senate. It is reviewed annually by the Quality Assurance function, and additionally whenever the governance structure, the regulatory framework or the programme portfolio changes materially.

Document Owner	Triagon Academy
Approval Authority	Senate
Supersedes	Curriculum Review Process, effective 13 December 2022
Review Cycle	Annually, or earlier where required by regulatory or institutional changes
Document Status	Draft for Senate approval
Date of Approval	
Chair of Senate / Authorised Signatory	
Next Review	

Table 10: Document control and Senate approval

Annex 1: Responsibility Matrix

The matrix reproduces the process workflow in full. D marks decision-making authority, R responsibility, X implementation and a lower-case x optional involvement in the implementation. Role abbreviations are listed beneath the matrix.

Step	Activity	SEN	PRE	ED	DoA	PM	ML	TCH	PT	EB	SS	TS	SR	QM	IQAB	CEO	MKT	IC	LIB
1	Project Outline																		
1.1	Regular query of market informationen, feedback of students and teachers													X					
1.2	Initiative; suggestion to the Executive Dean		x	x	x	x	x	x	x		x	x	x	x		x	x	x	x
1.3	Decision on the development of a project outline			X															
1.4	Get ideas from teachers and students			R		x	x	x			x	x	X						
1.5	Development of project outline			X															
1.6	Consultation with students, faculty, employees and external stakeholders			R		x	x	x			x	x	X						
1.7	Internal Quality Assurance Board review of the project outline prior to submission to the Senate			R									x	X	X				
1.8	Approval of the project outline; decision on further proceeding	D		R															
1.9	Formation of a project team including students			R		x	x						X						
2	Market Analysis																		
2.1	Analysis of literature, job descriptions, career opportunities								X										
2.2	Analysis of study programs of other HEI								X										
2.3	Incorporation of recommendations of the Advisory Board, EOE, and industry experts								X										
2.4	Analysis summary including opportunities, risks, and resource requirements								X										
2.5	Decision on course development		D	D												D			
2.6	Internal communication			R	X														
3	Course Design & Planning																		
3.1	Formulation of the qualification objectives and learning outcomes			R		X			x										
3.2	Layout of curriculum			R		X			x										

Step	Activity	SEN	PRE	ED	DoA	PM	ML	TCH	PT	EB	SS	TS	SR	QM	IQAB	CEO	MKT	IC	LIB
3.3	Creation of course handbook including description of all modules and assessments			R		X	X		x										
3.4	Review of content and formal aspects			R	X	X				X				X					
3.5	Planning and approval of required resources		D	X	X	X			x							D			
3.6	Internal Quality Assurance Board review of the programme design prior to the Senate decision on accreditation			R		x			x					X	X				
4 Program Accreditation																			
4.1	Decision on accreditation	D	X	X															
4.2	Preparation of the accreditation		R	X	X									X					
4.3	Carrying out the accreditation				X														
5 Market Launch																			
5.1	Development of a marketing strategy (target groups, communication, B2B strategy)			R		X											X		
5.2	Get feedback from students, teachers and employees			R		X											X		
5.3	Approval of the marketing strategy		D	D												D			
5.4	Information and training of academic and administrative staff			X		X													
5.5	Implementation of the marketing strategy			R		X					X						X	X	
5.6	Planning of courses and examinations according to the didactic model					R						X							
5.7	Recruiting of teachers					R						X							
5.8	Information and advice for prospective students				R	X					X							X	
5.9	Decision on the implementation of the program depending on the number of registrations			D	D														
5.10	Procurement of literature for the library					R	X	X											X
6 First Implementation																			
6.1	Determination of module leaders and teachers			R		X	X	X				X							

Step	Activity	SEN	PRE	ED	DoA	PM	ML	TCH	PT	EB	SS	TS	SR	QM	IQAB	CEO	MKT	IC	LIB
6.2	Design of the VLE-modules according to the didactic model			R		R	X					X							
6.3	Quality assurance of the modules and the preparation of the teachers			R		X								X					
6.4	Implementation of the modules						X	X		X		X							
6.5	Implementation of the examinations						X	X		X		X							
7	Review and control of success																		
7.1	Active promotion of evaluation by students, teachers, program manager and Exec Dean			R	R	X	X	X					X	X					
7.2	Analysis of the evaluations			R	R									X					
7.3	Internal Quality Assurance Board review of the monitoring evidence; conditions and recommendations recorded			R									x	X	X				
7.4	Determination of the academic and economic success of the study program		D	X	X	X													
7.5	Planning of content and organizational improvements			R		X	X												
7.6	Implementation of the improvements			R		X	X												
7.7	Evaluation of the second implementation			R	R									X					
7.8	Determination of the academic and economic success of the second implementation		D	X	X	X													
7.9	Decision on further proceeding		D	X	X														

Table 11: Responsibility matrix for the programme process

Code	Role	Code	Role
SEN	Senate	SS	Student Service
PRE	President	TS	Teaching Support
ED	Executive Dean	SR	Student representatives
DoA	Director of Administration	QM	Quality Management
PM	Programme Manager	IQAB	Internal Quality Assurance Board
ML	Module Leader	CEO	IUNworld CEO
TCH	Teacher	MKT	IUNworld Marketing
PT	Project team / expert	IC	IUNworld Information Centre
EB	Examination Board	LIB	IUNworld Library

Table 12: Role abbreviations used in the matrix