P6 Programme and Service Development Policy and Procedure

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P6 Programme and Service Development Policy and Procedure

1. PURPOSE AND POLICY CONSIDERATIONS

The purpose of the Forus Training Programme and Service Development Policy is to ensure the appropriate preparation, coordination and management of the development of programmes and services at Forus Training, in compliance with QQI quality assurance guidelines.

Programme development is overseen by the P1 S4 **AD HOC Programme Development Committee**, reporting to the **Quality Assurance and Academic Governance Council (QAAGC).**

It is important to note that Forus Training maintains a Master File of Validated Programmes. This controls the delivery of programmes and limits them to appropriately validated programmes, with the following status controls.

Status of Module
In Development
Validation Application Submitted
Awaiting PAEC Decision
Validated
Withdrawn
Withdrawn by Provider

Table 1: Status of Components in Master File

2. DEFINITIONS

Programme development is the process of designing and developing a programme to be approved and validated via QQI's Policies and criteria for the validation of programmes of education and training.

3. SCOPE

Forus Training identifies potential new programmes in a number of ways:

Formal

- Customer requirements, e.g., service development initiatives
- Formal internal feedback & review processes

- Interested parties, e.g., local development agencies; employment activation bodies
- Change in regulatory framework
- Government initiatives
- Population and other demographic changes

Informal

- Learner feedback
- Trainer/other staff suggestions
- External Authenticator feedback
- Trends in learning and technology tools
- Competitor activity

Our goal at Forus Training is to ensure the continuous development of our programmes and services so that our learners continue to receive high-quality further education and training experiences. Regardless of the source of the new programme concept, all development must follow a structured build and approval process. In particular, the QQI quality assurance guidelines underpin the validation of Forus Training programmes and our approved quality assurance system gives us access to QQI awards. The basic process is outlined below:

4. PROGRAMME AND SERVICE DEVELOPMENT DIAGRAM
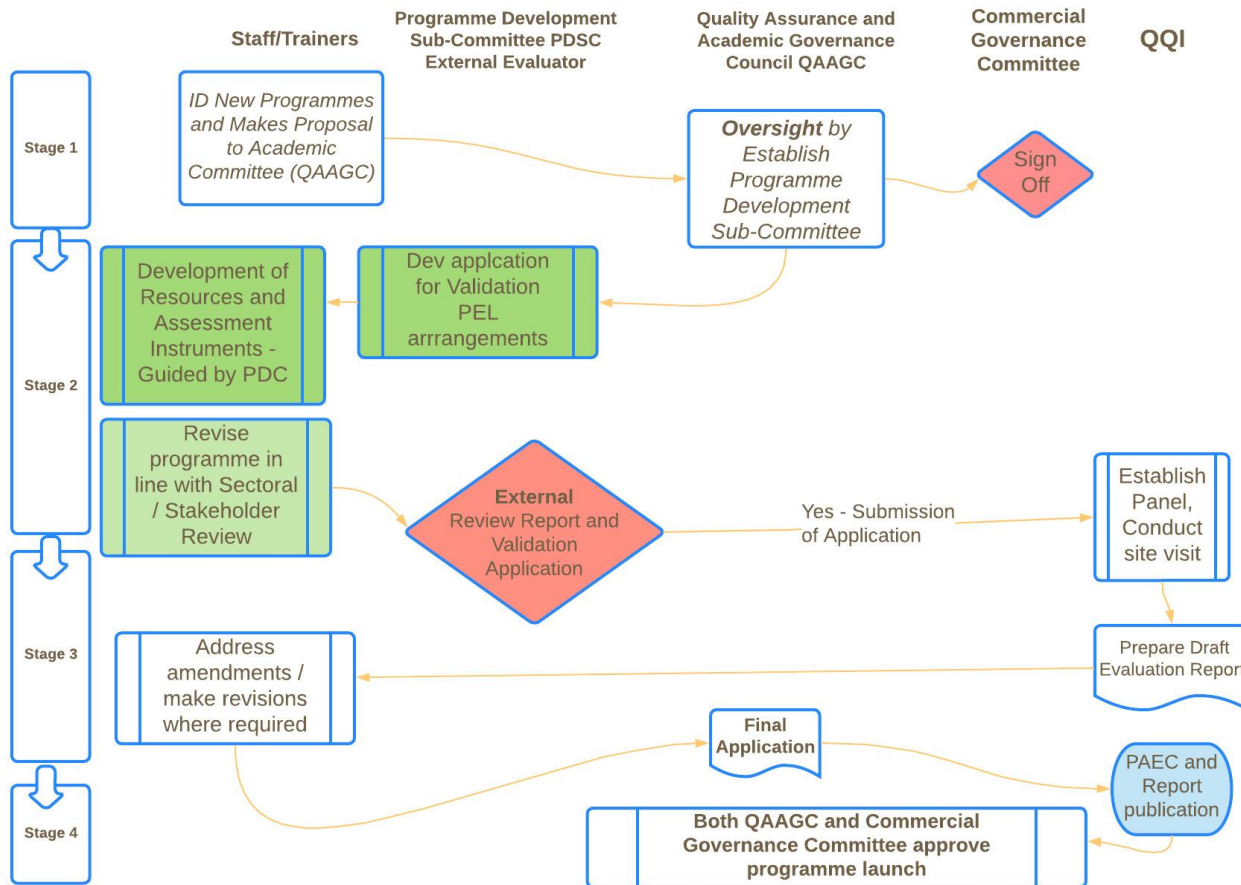
Criteria for the selection of programme developers.

The following criteria should be considered when selecting programme developers:

- Qualifications and/or experience relevant to further education and/or training,
- Experience in the design and development of programmes,
- Qualifications and/or experience in a specific field, domain (Subject Matter Expertise - SME) or level,
- Experience in the design and delivery of learning assessment.

Stage 1 - Exploratory Stage

Step 1 - Identification of potential new programme(s)

As noted above, proposals to explore the viability of a new programme may come from a number of sources. The programme concept may be subject to general discussion before a formal development project is initiated. Potential sources of new programme ideas include:

- Customer requirements - Forus Training works closely with employers through service development initiatives and advisory roles, including conversations with managers, service users, supervisory boards and committees.
- Trainer insights - our trainers have direct experience in working within the sectors in which they train so they can source ideas based on current trends and issues.
- Learner feedback - the learner experience is a key factor in the success of Forus Training. Trainers and the wider support team monitor learner feedback to identify new ways in which we can improve and develop our training and education offerings. We also recognise that learners are connected directly to current thinking, practices and issues within their own workplaces. Learner contacts through workshops, tutorials and informal discussions also add to our knowledge and insights into the contemporary workplace.
- Formal internal feedback & review processes - regular feedback forms part of day-to-day operations and this is collated, reviewed and acted upon as appropriate. Formal review occurs within Forus Training's governance bodies, e.g. Results Approval Panels, the Quality Assurance & Academic Governance Council (QAAGC), and Programme Delivery & Assessment Committee (PDAC).
- Changes in regulatory frameworks and Government initiatives, e.g, the *First 5* strategy in Early Years. Many of the sectors in which Forus Training teaches (e.g. healthcare; childcare) are undergoing rapid change with new legislation and service initiatives. We actively monitor these developments and upgrade existing programmes and develop new ones to reflect these changes.

- Economics and demographics - Irish society is experiencing rapid changes, with a developing economy requiring new skills in the workplace. Population trends and other demographic factors also reflect how Ireland is changing, e.g. where training is now being delivered to learners for whom English is a second language (ESOL).
- Local and national agencies - Forus Training's management and trainers maintain links with local development agencies, employment activation bodies, Chambers Ireland and other national representative bodies, e.g., Nursing Homes Ireland.

Step 2 - Initial review of proposal

The scoping tool **P6 S1 programme Development - Tool 1 - Scope** is used in this initial exploration phase so that informed decisions can be made at both academic and management review levels. The results of this initial review process are presented to the Quality Assurance & Academic Governance Council (QAAGC) for a formal evaluation and approval to proceed to the next stage.

Step 3 - Preliminary academic/business case approvals

If the Quality Assurance & Academic Governance Council (QAAGC) decides that there is a sound academic case for developing a programme validation then an application pack will be prepared with a view to submission to QQI, subject to completing Forus Training's own internal review process. The initial proposal scope may be further updated by QAAGC as part of this process.

The QAAGC sends a report on the proposed programme to the Commercial Governance Committee (CGC) for corporate review. The CGC will consider

- Development budgets
- People and skill sets required
- IT resources
- Commercial factors, including a 5-year projection of costs versus expected income

The Commercial Governance Committee (CGC) may require an extraordinary meeting in order to approve the budget and costs for the programme development. The Accounts Manager will support the CGC's work by preparing a detailed budget for the programme proposal using the finance and resource criteria outlined above.

Both the QAAGC and CGC will then jointly approve whether the programme proceeds to the development stage (Stage 2) with the creation of a Programme Development Committee. Regardless of the outcome, at

this point the decision will be communicated to the original proposer(s) within 5 days of the QAAGC/CGC meeting.

Stage 2 - Programme Development

Step 1 - Create a Programme Development Committee (ad-hoc)

The Programme Development Committee (PDC) is responsible for the delivery of the new programme project under the sponsorship of the QAAGC. The PDC is effectively a Committee of the Quality Assurance & Academic Governance Council (QAAGC) and, as such, the chair of the PDC will report on its activities to the P1 S4 Quality Assurance & Academic Governance Council (QAAGC),

PDC membership will be determined by the nature and purpose of the new programme being proposed, but will include:

Chairperson - Subject Matter Expert (SME)

Membership:

- Industry (Employer) representative
- Programme Leader
- Programme Development and Design Lead
- Trainer representative
- Learner representative

Observer role (optional):

Managing Director/Head of Centre - may attend PDC but has no casting vote on decisions at this stage.

The Chair of the PDC reports to the QAAGC and is responsible for ensuring that:

- The programme framer tool is used in the creation of a project development project plan
- Progress against the project plan is tracked and reported on to the internal staff of Forus Training and to the QAAGC
- Minutes of all meetings are maintained and made available to the QAAGC.

The Terms of Reference of the PDC are available to view in the Quality Assurance Manual. The Chair of the PDC also has the authority to notify the QAAGC if the PDC decides that the programme development process should be discontinued at any time, giving reasons for this recommendation.

Step 2 - Formal research and market identification

The Programme Development Committee (PDC) assists in developing the rationale and general business case for the programme proposal, including:

- Develop a full rationale for the development of the programme:
  - Detailed identification of the target market for the programme
  - Levels of interest in the proposed programme, e.g., employers and employment activation agencies in the training sector;
  - The viability of specific training needs to be addressed by the proposal;
  - Expert reports on skills gaps and future training needs nationally; and
  - Commentary on the long term sustainability of the proposed programme.

- Market research (optional) - if relevant and appropriate this may include formal market research on the part of the PDC. This will generally be qualitative (feedback from learners and employers) but can extend to focus groups, questionnaires and 1-to-1 interviews. Any research process concludes with a brief research report and the recommendation to proceed or not. In addition, a research report will also make recommendations on content and other aspects of the proposed programme.
- The completed research will be presented to the QAAGC.
- Following approval of this report by the QAAGC a complete development costing will be drawn up by the Managing Director/Head of Centre and resources approved by the Commercial Governance Committee (CGC).

Step 3 - Programme design - Teaching and Learning

A programme may be defined as a process by which a learner acquires knowledge, skill or competence. All programme development must be aligned with Forus Training's academic strategy, reflecting best practice in instructional design, teaching and learning: **P1 S4 Academic Strategy Policy**

The Programme Development Committee (PDC) is required to develop the programme with a defined programme structure, teaching and learning methodologies, together with clear and effective assessment methods and instruments (see Step 4 below). In carrying out this work, the PDC must adhere to the following core concepts and procedures:

- ADDIE instructional design model, covering five stages - analysis, design, development, implementation and evaluation - reflecting the overall programme flow and the learner's experience as they engage with the programme's content.
- ABC (Academic Blended Curriculum) Learning Design method for curriculum design - this makes it easy to plan learning experiences based on six learning types from the Conversational Framework model developed by Diana Laurillard. Laurillard's Framework is based on the idea that educators

should "use what we know about what it takes to learn, and build this into a pedagogical framework with which to challenge digital technologies to deliver a genuinely enhanced learning experience" (Laurillard, 2009).   UCL's ABC Learning Design method incorporates Laurillard's Framework into a practical curriculum design process. It supports the blend for programmes, i.e. determining the balance between face-to-face and online (synchronous and asynchronous) elements. ABC allows Trainers to choose digital tools based on the learning types identified by Diana Laurillard, so that it is primarily a method that is driven by pedagogical theory.

In programme design terms, ABC helps Trainers understand and validate their proposed Blended Learning practice and the pedagogical theory that underpins it. It also promotes the sequencing of learning activities, through a storyboard which visualises the learner journey based on their activities through the study programme, giving a structured workflow. It is important to note that the ABC model puts an emphasis on the fact that teaching itself is a form of "design science". More details are available at: https://abc-ld.org/

In procedural terms, the Programme Development Committee (PDC) uses a programme framer and related tools to provide an overview of the proposed programme, reflecting the learning pathways to be used, including:

P6 S1 Programme Development - Tool 2 - Programme Framer This tool sets out and details the programme title, programme profile, typical learner profile(s), programme objectives, entry and progression criteria, assessment schedule and programme review schedule.

P6 S1 Programme Development - Tool 3 - Delivery Framer This tool assists in determining and detailing whether the programme is full-time or part-time, the duration of the programme in total hours, the total award credit value, the modes of delivery and the delivery methodologies.

P6 S1 Programme Development - Tool 4 - Programme Structure Deviser This tool is used to meet the needs of a range of different groups and to figure out the different pathways for each group.

Other factors to be considered by the PDC include the monitoring of learner attendance and engagement management (e.g., VLE reports).

Step 4 - Programme Design - Assessment

As part of the **P1 S4 Academic Strategy Policy** referred to in Step 3 above, the Programme Development Committee (PDC) is required to the develop clear and effective assessment methods and instruments as part of the programme:

P6 S5 Development of Assessment Instruments Procedure

Therefore, the PDCS will ensure that sample assessment instruments, tasks, marking schemes and related evidence are created for each award-stage assessment and also verify that the proposed assessment is e valid and reliable.

In addition, the programme's assessment procedures must:

- Be consistent with QQI's *Quality Assuring Assessment Guidelines for Providers, 2013 (v2, 2018)* requirements.
- Ensure that learners acquire the minimum intended programme module learning outcomes (MIPLOs) if they successfully complete the programme.
- Interact effectively with the Forus Training's QQI approved quality assurance procedures.
- Include an effective written assessment strategy for the programme as a whole and there must be satisfactory module assessment strategies for any of its constituent modules.
- Include formative assessment tasks to support learning and prepare the learner for summative assessment.
- Include sound procedures for the verification and moderation of summative assessment results.
- Ensure that appropriate learner guidance is in place in relation to academic integrity, procedures for learner grade appeals, etc.

The following tools are used at this stage:

P6 S1 Programme Development - Tool 2 - Programme Framer This tool sets out and details the programme title, programme profile, learner profile, programme objectives, entry criteria, assessment schedule and programme review schedule (see Step 3 above).

P6 S2 programmeme Development - Tool 5 - Assessment Scheduler At this point the assessment briefs are developed in full. This is usually carried out by the Subject Matter Expert in conjunction with a member of the Programme Development Committee (PDC). They must adhere to the P9 S9 C1 Fair and Consistent Assessment of Learners Policy. They follow the guidance outlined in the document P6 S5 Development of Assessment Briefs Procedure.

Step 5 - Development of application for QQI validation

Once the programme has been designed to the satisfaction of the Programme Development Committee (PDC), the PDC must then prepare an application for QQI validation in line with P*olicies and criteria for the validation of programmes of education and training (2017).* PDC must bear in mind that from QQI's viewpoint, validation is a quality assurance process intended to ensure that a proposed programme can

enable a learner to acquire and demonstrate the necessary knowledge, skill or competence to justify the award that is being offered in respect of that programme.

Essentially, this comprises a validation pack which includes a number of documents in a format prescribed by QQI:

- Programme Descriptor
- Programme and Stage Schedule Report
- Self-evaluation Report

In addition, QA materials and sample content (e.g., online module, teaching and assessment materials, etc.) are provided in support of the application.

Therefore, at this stage the objectives and purposes of the programme's elements should be clear to those required to deliver the training. Programme modes of delivery, overall structures and schedules must be realistic so as to facilitate the learner fully engaging with the material.

The following tools are used by PDC in developing the application for validation:

P6 S2 Programme Development - Tool 6 - Learner Support Identifier

P6 S2 Programme Development - Tool 7 - Programme Module Objective Developer

P6 S2 Programme Development - Tool 8 - Programme Module Content Developer

P6 S2 Programme Development - Tool 9 - Learning Strand and Delivery Strategy Mapper

P6 S2 Programme Development - Tool 10 - Outcome and Content Mapper

P6 S2 Programme Development - Tool 11 - Assessment and Outcomes Mapper

This process must follow Forus Training's QQI approved quality assurance procedures. General guidance, a toolkit and templates are available from QQI at:

https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/validating-qqi-award-programmes/i-want-to-0

QQI resources available to providers in preparing the validation pack include:

- Programme Descriptor Template
- Guidelines for completing the Programme DEscriptor
- Self-evaluation template (and guidelines)
- Fees form (and fee scales depending on validation type).

Depending on the duration of the programme, the QAAGC will be required to check if the Protection of Enrolled Learners (PEL) arrangements are applicable, including a report to the Managing Director/Head of Centre on this point.

Step 6 - Self- Evaluation review & QAAGC approval

Under Step 5 above, the Programme Development Committee (PDC) formally reviews the draft self-evaluation report with the Quality Assurance and Academic Governance Council (QAAGC). The QAAGC is required to confirm that the programme validation conforms with:

- QQI's requirements per *Policies and criteria for the validation of programmes of education and training (2017).*
- Forus Training's own approved quality assurance policies and procedures.

QAAGC's approval decision will then be notified to the Commercial Governance Committee (CGC). The Programme Descriptor is then signed on behalf of QAAGC and countersigned by the Managing Director/ Head of Centre.

Stage 3 - QQI Programme Validation Review

Step 1 - QQI validation panel (external)

Following approval by the QAAGC, the submission document(s) are forwarded to QQI and proceed through the external evaluation validation process. This process follows the procedures set out in *Policies and criteria for the validation of programmes of education and training (2017)*, including:

- QQI acknowledges the application in writing and checks that the programme validation pack is complete.
- QQI appoints an independent expert validation panel who will carry out a desk review and remote meeting via MS Teams.
- The validation panel prepares a report for QQI on its findings, including recommendations to approve/refuse the programme validation, or approve with conditions.

After QQI has received the independent evaluation report, it will make this available to Forus Training with an invitation to:

- Comment on the factual accuracy of the independent evaluation report,
- Respond briefly to the overall findings (e.g. whether they are accepted by Forus Training as the provider),
- Submit any modified documentation and plans top address any pre-validation conditions proposed in the review panel.

The Programme Development Committee (PDC) will review the outcome of the validation application and prepare a response to QQI, which is subject to prior review and approval by QAAGC and CGC.

Step 2 - Finalise QQI validation panel report

Following consideration of Forus Training's response, the QQI review panel will prepare a brief statement setting out its reaction and its final recommendation to QQI regarding validation. The report and any related commentary is submitted to QQI's Programmes and Awards Executive Committee (PAEC) for formal approval or refusal of the programme validation.

Step 3 - QQI validation decision & programme certification

If successful, following the formal validation decision by PAEC, QQI will issue a Certificate of Programme Validation to Forus Training. All validated programmes will appear in QBS under validated Further Education programmes. Following the validation decision, the expert panel report is published on the QQI website.

Stage 4 - Programme launch

The Certificate of Programme Validation acts as evidence that all academic and quality assurance requirements have been dealt with in relation to the programme. Therefore, it may be offered to learners and registration may commence. However, the final decision to offer the programme for sale rests with the Managing Director/ Head of Centre reporting to the Commercial Governance Committee (CGC).

5. RELATED DOCUMENTS

A.   RELATED POLICIES PROCEDURES AND FORMS

Links to relevant documents

1.   QQI Policies and criteria for the validation of programmes of education and training,

Policies and criteria for the validation of programmes of education and training (2017)

2.   QQI (2014) Policy on Monitoring

Click to Open QQI Policy on Monitoring 2014

3.   QQI (2016) Quality Assurance Guidelines

Core Statutory Quality Assurance Guidelines

4.   Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes

Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes

P6 S5 Development of Assessment Instruments Procedure

B.   LEGISLATION / STANDARDS

1. Qualifications & Quality Assurance (Education & Training) Act 2012
2. Further Education & Training Act 2013
3. QQI Insights: Quality in Irish Further Education & Training – September 2019

6. ROLES AND RESPONSIBILITIES

Academic Manager

Ensure that the courses that are run at Forus Training are always kept up to date and are delivered to a high standard, written using learning outcomes, developed based on evidenced need align with the relevant award standards be subject to internal evaluation and approval prior to submission for validation comply with requirements of Access, Transfer & Progression be subject to ongoing monitoring and periodic review.

Programme Developers:

The role of programme developers is to design and develop a learning package that will describe how a specific award standard will be reached. In developing the programme, the developers should concentrate on the relationship between the typical learner group and the award and consider the journey the programme will take the learners on so that they can reach their destination which is certification in a QQI award.

7. COMMUNICATION PLAN

Forus Training communicates with all members of staff and the trainers about the development of programmes and services.

programmedev@forustraining.ie

8. CONTACT INFORMATION

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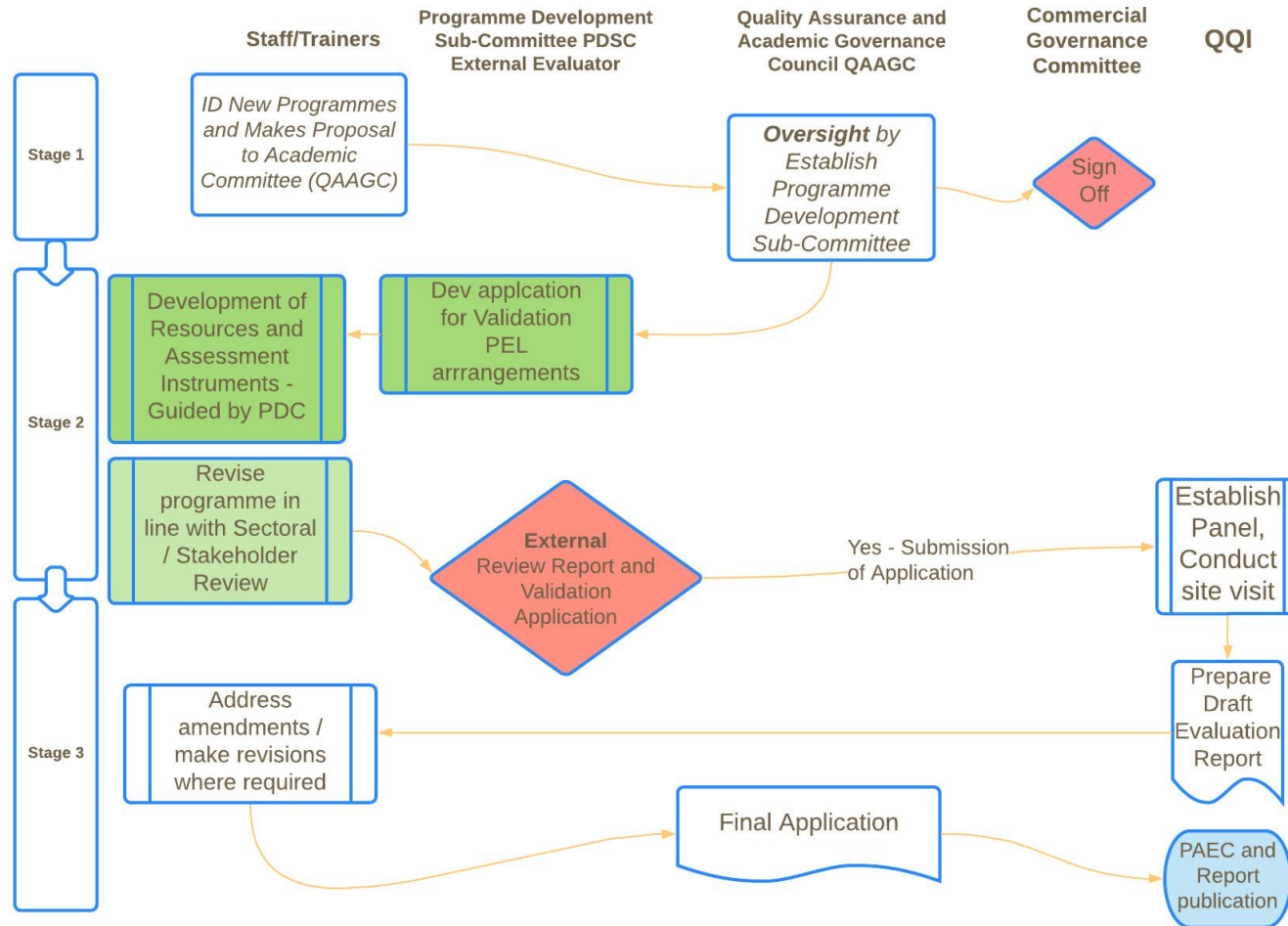
Appendix 1- Programme Leader/Trainer Questionnaire.

- It will be important to have course aims and learning objectives set before considering blended learning opportunities for your course.
- It is important to ask yourself "What do I want my learners to learn by undertaking this course?" Begin by asking the following:
  - "At the end of my course what should a Learner demonstrate? – that is, what are the knowledge, skills, and attitudes that learners should achieve?"
  - What learning and teaching activities would best support the learners' learning?
  - How might the learners demonstrate their learning and achievements?
- The aims and objectives are in the validated programme descriptor.

Once you have a set of course aims and objectives you can then start to consider ways in which you might integrate blended learning in the design of the course.

  - Why do you want to use the online learning environment?
  - How do you want to use the online learning environment?

If you are taking on someone else's course or redesigning your own course, you need to think carefully about the current course practices. Take time to review the course.

- Go back over the programme aims and learning objectives, teaching and learning activities, and assessment tasks.
  - Are all these elements aligned and do they make sense in combination?
  - For example, do the assessment tasks actually allow learners to clearly demonstrate the learning objectives and do the learning and teaching activities specifically support the learners' development of the learning objectives?
- Undertake a content inventory -
  - What resources are you using?
  - And in what format do they exist (print, online, audio, video, etc)?
  - Have learners had any issues accessing a resource?
  - Could this access be improved?
- What are the current teaching strategies? Identify what is valuable and that which you do not want to lose in moving online.
  - How are you currently using the forustraining.ie?
  - Have you used the knowledge base?

- How have the previous Learners used the site?

- Did experiences meet expectations for both you and Learners?

- What have your experiences been in managing the course?

- Are there any aspects that you would like to improve either from your own or your Learner's perspective? (e.g., assignment submission and handling, course communication, assessment guidelines, certain activities or content).

- What was the Learner feedback from the previous iteration of the course?

- What worked well, what could be improved, what do you want to do differently and why? It might be adapting some aspect of the course to blended learning mode may help address some issues or problems that you and the learners experienced.

- For example, increasing student numbers may mean that a particular learning activity is no longer feasible in its current form. This may be a good opportunity to adopt a blended learning approach.

What is your course context?

- Course-level considerations;
  - What are your current teaching environments?
  - Across multiple campuses?
  - Lecture theatres, tutorial rooms, laboratories, industry/community locations?

- Teaching team;
  - Who will be contributing to the development of this course and its resources?
  - Who will be teaching it?
  - What are the respective roles of the contributors to each of these tasks?
  - What time commitments are involved in development and/or teaching?
  - How long will these staff remain with the course?
  - What teaching experience and level of technical knowledge/ skill do they have?

- Will a blended learning approach improve Learner learning outcomes?
  - Are you using technology for a clear purpose or just for the sake of it?
  - Will the blended learning elements I design be scalable (i.e., is it still viable if student numbers increase or decrease)?

- Will the blended learning technologies be sustainable? In the short-term, medium-term and long term future?

  Program, School, Group influences

- What is the current 'culture' regarding teaching and learning in my School/Faculty?
  - Will blended learning 'fit' within this culture?
  - Is there the infrastructure or resources to support the technologies?
  - Identify whether there are any program, school, faculty or Group-based requirements that may influence your design work such as a Minimum Requirements directive. Your Blended Learning Advisor and/or Program Convenor will be able to tell you if there are any requirements that need to be considered by you.
  - Are there industry or professional standards which impact on what you include in the course, and how you include it?
  - Identify where your course fits within the broader program of study and check other courses to achieve balance and cohesion with such things as assessment due dates and use of technologies.

Who are your learners?

It is always crucial to ask whether the particular 'blend' is appropriate for your audience, as there is a range of characteristics that raise different issues which can impact on the success of your blended learning design.

- Year of study – 1st year learners or later year learners
  - Have your learners already experienced blended learning in their program of study? What level of skill or familiarity do they have with technology in learning?
  - For example, if learners were introduced to Discussion Forums in their first year, you could consider designing a more advanced use of this tool as they already will have developed some basic skills in using the technology.
  - However, if it is likely that your learners will have little experience using technology in learning then you need to consider working at a basic level when designing blended learning elements for your course.
- Class numbers – is it a large class or a small class?
  - The number of Learners you have in a class can both constrain and provide opportunities for the use of technology.
  - For example, with the use of instant chat 10 learners might be ok as conversation can be open and easily moderated, but with 50 learners moderation and management becomes very important and can take away from your capacity to engage in a meaningful way with the learners. Having a tutor or assistant to support the moderation process may be

helpful, or you may want to break the larger group into smaller discussion groups. Alternatively you could use a discussion forum, which allows you to structure and moderate the student interaction more easily with such numbers.

● There is a range of ways that you can use technology to make learning and teaching with a large class more efficient and effective.

Learner type – do you have learners who's first language is not English (learners from a low socio-economic background, learners with additional needs, mature age learners, or learners with work/family commitments?

● Language

○ To support ESL (English as a second language) learners consider recording your lectures (they often find it useful listening at their own pace and/or several times for clearer understanding).

○ On one hand ESL learners' written English is often better than their spoken English so group work online can provide a better means for communication, however you lose the nonverbal and face-to-face communication cues and interpersonal exchanges that can help to make it a positive experience.

○ Be aware of the support services available at Forus Training for learners.

● Accessibility

○ It is important not to assume that all learners will have access to a range of technology, for example, a broadband internet connection, the latest mobile devices, or a high-end computer. Whilst access is often high it is not often 100% and more over learners' skill level varies considerably.

○ Consider how easily aspects of your course can be adapted to suit learners with additional needs (e.g., hearing-, vision-, or physically-impaired).

● Experience and Motivation

○ Will learners be familiar with certain technologies already? If not, how might this impact on their motivation and ability to engage with those elements of the course?

○ It is important not to jump to the conclusion that all young people are familiar with and enjoy using technology, just as it is important not to assume that mature age learners will have little or no experience with technology.

○ If you have time, consider finding out in advance your learners' experience with

technology (e.g., survey learners in one semester before designing new blended learning elements for the next iteration).

- ○ Remember to provide time and resources for learners to gain familiarity and the required skills to use the particular technology before they have to formally engage with it.
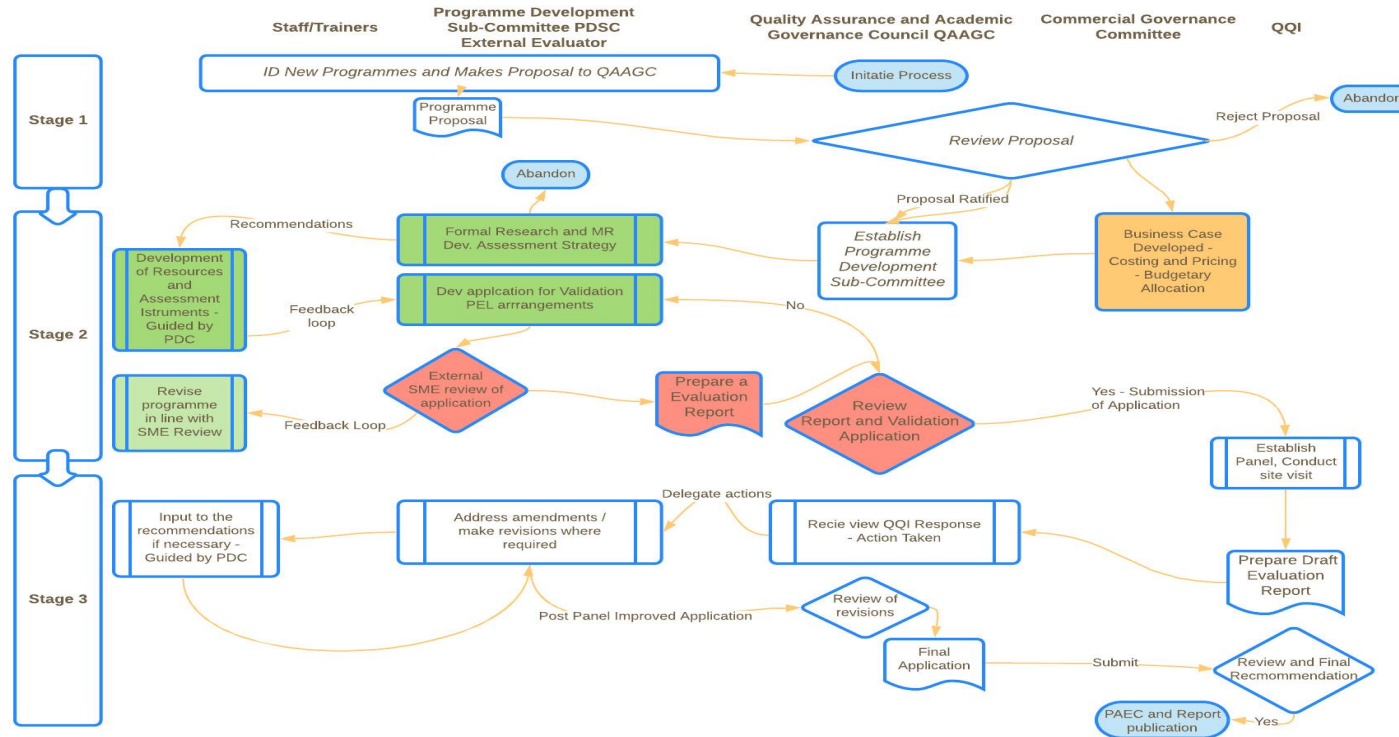
Table: Programme and Service Development Policy and Procedure

Amendment History			
Amendment summary sheet			
Revision	**Date**	**Amendment summary**	**Training Requirements**
	18/02/2020	Initial release	Read and Review
001	12/08/2021	Component validation - inclusion of reference to Master File - a record of Validated Programmes.	Read
002	24/022023	Simplification in line with feedback from QQI panel 8th February - changes made by Academic Manager in line with guidance "Review and simplify the documentation pertaining to programme development and approval. Clarify the steps for academic and commercial approval and represent this visually. Separate out more granular detail on content development processes that may vary or change over time and maintain these in a separate document." Reviewed by QA officer.	Read