# Programme Validation Descriptor

**For programme(s) leading to HET Major, Special Purpose and Minor Award(s)**

*(Edition 4, 2020)*

**Purpose of the document**

This document is designed to capture all the relevant information about a new programme so that it can be evaluated for the purpose of validation by QQI. It is intended to ensure that the provider has done all the planning, research and development necessary to make it likely that the programme (i) is viable, (ii) can meet the needs of the target learner group and (iii) can facilitate those learners to demonstrate that they have achieved the knowledge, skills and competence required for the award specified.

It is also intended that this document will be of continued use to the provider well beyond the validation process i.e. it should clearly set out

* what the programme is about
* how it is to be staffed and managed
* how it is to be communicated to learners
* how it is to be delivered and assessed
* how its success or otherwise will be monitored and reviewed

**What to Keep in Mind**

1. The programme should integrate with your QA procedures and systems.
2. The programme learning outcomes and module learning outcomes should clearly derive from the programme purpose, objectives and learner profile.
3. Since the programme is intended to lead to a new QQI award, the provider needs to be able to show that the Programme Learning Outcomes are consistent with the relevant QQI award standards i.e. the knowledge, skill and competence statements in the award type descriptors for the nominated NFQ Level.

**Principal and Embedded Programmes**

If it is intended to offer more than one award on the programme e.g. a special purpose, supplemental or minor as well as a major, then the parts of the programme leading to the special purpose, supplemental or minor award need to be set out as an embedded programme.

Where the application includes at least one embedded programme(s) leading to a QQI award, the information necessary to validate each programme in its own right should be present e.g. MIPLOs, mapping, programme schedule(s), timetable(s) etc.

However, it is accepted that much of the information pertaining to an embedded programme will be the same as that which applies to its principal. Hence, the same descriptor can be used to supply information about a principal programme and one or more embedded programmes.

Section 1B below must set out how many programmes are in the application.

Section 1C.1 requires structured information about the principal programme.

Section 1C.2 requires structured information about an embedded programme, where present. If there is no embedded programme this can be marked N/A. If there is more than one, the page should be copied for each additional.

Sections 2 to 6 of the document capture the detail of the programme and should be completed in detail for the principal programme. Where one or more embedded programmes are included and differ in any aspect from the principal, then the programme must be identified, and the difference must be made clear.

In sections 2 and 3, the difference is explicitly requested. In sections 4,5 and 6 the provider is relied on to identify any differences.

It is hoped that this will reduce the level of documentation required of a provider.

For details on what is required under the various headings, please also consult the Guide to Completing a HET Programme Descriptor

# Section 1A Provider Details

|  |  |
| --- | --- |
| **1A.1 - Provider** | |
| **Name** |  |
| **Address** |  |
| **QBS Username** |  |

|  |  |
| --- | --- |
| **1A.2 - Contact for validation** | |
| **Name:** |  |
| **Title:** |  |
| **Address:** |  |
| **E-mail:** |  |
| **Phone:** |  |
| **Mobile:** |  |

|  |  |
| --- | --- |
| **1A.3 - Programme Director** | |
| **Name:** |  |
| **Title:** |  |
| **Address:** |  |
| **E-mail:** |  |
| **Phone:** |  |
| **Mobile:** |  |

**1A.4 Contextual information about the provider and its other programmes.**

|  |
| --- |
| **1A.4.1- Contextual information about the provider and its other programmes. (**Especially those related to this proposed programme) |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1A.4.2 - Approved Scope of Provision**  Please complete to give an overview of the range and attributes of your currently validated programmes | | | | | |
| **Highest NFQ Level** | **Lowest NFQ Level** | **Award Classes (Major, SPA, Minor)** | **Domains of learning e.g. Healthcare, Business, Engineering, Construction, IT, ELT** | | |
|  |  |  |  | | |
| **Modes of Programme Delivery** (✓ one or more as appropriate) | | | | | |
| **Face to Face only** | | **Blended** | **Apprenticeship** | **f/t** | **p/t** |
|  | |  |  |  |  |
| **Collaborative Provision** (✓ one or more as appropriate) | | | | | |
| **None** | **Yes, as first provider** | **Yes, as second provider** | **Yes, national** | **Yes, transnational** | |
|  |  |  |  |  | |
| **Sites of Delivery** (✓ one or more as appropriate) | | | | | |
| **Owned premises** | | **Long term leased premises** | **On Customer Site** | **Rented space as required** | |
|  | |  |  |  | |

|  |
| --- |
| **1A.5 - Extension to Current Scope of Provision** |
| Will the proposed programme(s) require an extension to the current approved scope of provision as set out above? |
|  |
| If so, please set out the QA implications of the extension and reference/attach the amended QA procedures involved. |
|  |

# Section 1B Application Summary

Use the tables below to summarise the programme or programmes being submitted for revalidation in this application. If the application is intended to offer more than one award (major, special purpose or supplemental) then it will consist of a principal programme leading to the largest award at the highest level, with an embedded programme for each of the other awards.

**1B.1 Principal Programme**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme title** | **Award Class** | **ISCED code** (use four digits) | **NFQ Level** | **ECTS** | |
| **Total** | **Max Per Year[[1]](#footnote-1)** |
|  |  |  |  |  |  |

**1B.2 Embedded Programme(s)[[2]](#footnote-2) leading to other major award(s)** – enter N/A if none

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme title** | **Award Class** | **NFQ Level** | **ECTS** | | **Exit Award[[3]](#footnote-3)** (Y/N) |
| **Total** | **Max Per Year** |
|  | Major |  |  |  |  |

**1B.3 Embedded Programme(s) leading to special purpose / supplemental award(s)** – enter N/A if none

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme title** | **Award Class** | **NFQ Level** | **ECTS** | | **Exit Award** (Y/N) |
| **Total** | **Max Per Year** |
|  | SPA |  |  |  |  |
|  |  |  |  |  |  |

**1B.4 Embedded Programme(s) leading to stand alone minor award(s)** – enter N/A if none

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme title** | **Award Class** | **NFQ Level** | **ECTS** | | **Exit Award** (Y/N) |
| **Total** | **Max Per Year** |
|  | Minor |  |  |  |  |
|  | Minor |  |  |  |  |

# Section 1C Programme Overview

## 1C.1 Principal Programme

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1C.1.1 - Programme title** | |  | | | |
| **1C.1.2 - Award Class** (Major, SPA, Supplemental, Minor) | |  | | **1C.1.3 - NFQ Level (6 - 9)** |  |
| **1C.1.4 - ECTS value** (achieved on completion of the programme) | |  | | **1C.1.5 - ISCED[[4]](#footnote-4) code** (detail: use four digits) |  |
| **1C.1.6 - Duration F/T** | **Years:** |  | **Months:** |  | |
| **Duration P/T** | **Years:** |  | **Months:** |  | |

|  |  |
| --- | --- |
| **1C.1.7 - Attendance options available to learners:** (Note that if the programme is to be delivered both part time and full time, two separate timetables need to be supplied) | |
| **Option** | **Learner attendance hours per week** (number plus description) |
| **Full time** |  |
| **Part time** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1C.1.8 - Intakes onto the programme – full time and part time.** | | | | | |
|  | **First Intake Date** | **Intakes per Annum** | | **Enrolment i.e. learners per Intake** | |
| **Minimum** | **Maximum** | **Minimum** | **Maximum** |
| **Full-Time** |  |  |  |  |  |
| **Part-Time** |  |  |  |  |  |
| If there are multiple intakes per annum, please set out how these will be spaced e.g. September, April etc. | | | | | |

|  |
| --- |
| **1C.1.9 - Brief synopsis of the programme** (refer to guidelines as to what should be entered here. In summary, use this opportunity to give an overview of the entire programme) |
|  |
| **1C.1.10 - Target learner group** (this should be as well described as possible. The programme learning outcomes should reflect not only the programme content but the needs and expectations of this particular target learner group) |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1C.1.11 - Proposed new learner numbers over five years – all attendance options and intakes** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **Minimum total enrolment into first year:** |  |  |  |  |  |
| **Maximum total enrolment into first year:** |  |  |  |  |  |

|  |
| --- |
| **1C.1.12 - Total costs and income over the 5 years:** (reference appendix containing budget for programme showing projected income and expenditure) |
|  |

|  |  |
| --- | --- |
| **1C.1.13 - Proposed countries where the programme will be provided** (i.e. where learners will be based –default is Ireland) |  |
| **1C.1.14 - Will the programme accept learners from abroad and / or foreign exchange learners (yes/no)?** If yes, provide details |  |

|  |  |  |
| --- | --- | --- |
| **1C.1.15 – Additional delivery locations, if any.** (if the programme is to be delivered (all or in part) in a regular location other than the provider’s premises, please give details.) | | |
| **Location Name and Address** | **Rationale for choice** | **Covered by Provider QA?** |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **1C.1.16 - Delivery modes** *Indicate the primary modes of delivery (how and where the learning will take place. Note that blended learning will have a proportion in more than one mode).* | |
| **Mode** | **Proportion** *(% of Total Directed Learning)* |
| Classroom / Face to Face |  |
| Workplace |  |
| Online |  |

|  |  |  |
| --- | --- | --- |
| **1C.1.17 - List the teaching and learning methodologies** (e.g. one-to-one, group sessions, practical sessions (workshops / laboratories / studio), simulated work environment / work experience, tutorials, one on one supported learning, field trips, on the job training.)  Describe how and where this features in the programme and state the expected staff to learner ratio.) | | |
| **Methodology / Learning Activity** | **Description** | **Staff to Learner Ratio e.g. 1:12** |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **1C.1.18 - Staff Role Profiles[[5]](#footnote-5): Qualifications and Experience[[6]](#footnote-6)** | |  |
| **Role e.g. Lecturer, Mentor, Librarian** | **Profile (Qualifications and Experience expected)** | **No. (WTEs[[7]](#footnote-7)) of Staff on the programme with this role and profile** |
|  |  |  |
|  |  |  |

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| --- |
| **1C.1.19 - Staff Training Needs Analysis / Staff Development** (Describe how staff training needs, if any, are identified and addressed. This can be a hyperlink to relevant QA policy / procedure) |
|  |
| **1C.1.20 - Special requirements, including physical resources** (If appropriate, include photographs of resources in place) |
|  |

## **1C.2 Embedded Programme 1**

(copy and paste for any additional embedded programme)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1C.2.1 - Programme Title** | |  | | | | |
| **1C.2.2 - Award Class** (Major, SPA, Supplemental, Minor) | |  | | **1C.2.3 - NFQ Level (6 - 9)** | |  |
| **1C.2.4 - ECTS Value** | |  | | **1C.2.5 - ISCED[[8]](#footnote-8) code** (detail: use four digits) | |  |
| **1C.1.6 - Duration F/T** | **Years:** |  | **Months:** |  | **Weeks:** |  |
| **Duration P/T** | **Years:** |  | **Months:** |  | **Weeks:** |  |
| **1C.2.7 - Exit Award?[[9]](#footnote-9)** Please clarify and show how this programme will or will not lead to an exit award. | | | | | | |
|  | | | | | | |
| **1C.2.8 - Brief synopsis of the programme** (this should clarify how this programme differs from the principal programme of which it is part) | | | | | | |
|  | | | | | | |
| **1C.2.9 Target learner group** (this should be as well described as possible. If this is not an exit programme i.e. if it can be advertised and enrolled onto independent of the principal programme, then the target learner group profile should be clear) | | | | | | |
|  | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1C.2.10 - Intakes onto the programme – full time and part time.** (Do not complete for exit award programmes) | | | | | |
|  | **First Intake Date** | **Intakes per Annum** | | **Enrolment i.e. learners per Intake** | |
| **Minimum** | **Maximum** | **Minimum** | **Maximum** |
| **Full-Time** |  |  |  |  |  |
| **Part-Time** |  |  |  |  |  |
| If there are multiple intakes per annum, please set out how these will be spaced e.g. September, April etc. | | | | | |

# Programme Details

# Educational and training objectives and minimum intended programme and module learning outcomes

## Programme aims and objectives

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Rationale for the choice of QQI named award stem sought and for the named award title

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## QQI awards standards used *(if more than one set used, please make explicit)*

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Minimum intended programme learning outcomes (MIPLOs)

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Minimum intended module and (where applicable) stage learning outcomes (MIMLOs)

## QQI awards standards for programmes of higher education and training - See table in Appendix 1

*Note: Providers are expected to either map MIPLO’s to all strands of the award descriptor/standards or give a rationale as to why the strand is not relevant.*

## Comparing the MIPLOs with those of comparable programmes

**Embedded Programme**: (Identify programme and complete if different from principal.)

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Mapping the MIMLOs against the QQI awards standards

*This must be done for any module for which a QQI minor award is to be made OR an NFQ level is to be assigned. If this mapping is presented with module descriptors, then cross-reference here.*

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Other matters

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

# Programme concept, implementation strategy, and its interpretation of QQI awards standards

## Rationale for providing the programme

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Profile of learners that would be enrolled (target learners)

*Section 4 will deal with formal access requirements and such like. This section should provide a broader perspective to help explain whom the programme is for.*

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Education and training needs met by the programme

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Alignment of the programme with the professional/occupational profile if the programme is a professional one

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## How the programme and its intended programme learning outcomes were conceived, researched and developed

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Interpretation of the awards standards and research supporting the programme’s aims, objectives and the MIPLOs

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Involvement of employers and practitioners in the design of a vocationally oriented programme: process and outcomes

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Comparison with other programmes (of other providers)

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Evidence of support for the introduction of the programme [[10]](#footnote-10)

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Evidence of learner demand for the programme

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Evidence of employment opportunities for graduates

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Planned intake

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Proposed new learner numbers over five years – enter expected total per year (i.e. all intakes)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **Principal Programme Expected Total - minimum** |  |  |  |  |  |
| **Principal Programme Expected Total - maximum** |  |  |  |  |  |
| **Embedded Programme[[11]](#footnote-11) Expected Total - minimum** |  |  |  |  |  |
| **Embedded Programme Expected Total - maximum** |  |  |  |  |  |

## Five-year plan for the proposed programme

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## Other matters

**Principal programme**:

**Embedded Programme**: (Identify programme and complete if different from principal.)

## 

# Access, transfer and progression procedures, criteria and arrangements for the programme

*The information here relates to the principal programme and, unless explicitly stated, to any embedded programmes also. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

## Information to be made available to learners about the programme

## Entry procedures and criteria for the programme including procedures recognition of prior learning

### Entry procedures

### Minimum requirements for general learning

### Minimum requirements for discipline-specific learning

### Minimum experiential requirements (if applicable)

### Minimum language proficiency requirements

### Minimum mathematical proficiency requirements

### Minimum criteria for passing the access interview (if applicable)

### Detail any other criteria for selecting learners

### Programme-specific RPL criteria, and arrangements for entry, exemptions from modules, advanced entry and direct access to the award

|  |  |  |
| --- | --- | --- |
| **Summary of RPL criteria for advanced entry or access to the award (cite supporting documentation)** | | |
| **Stage 1** |  | |
| **Stage 2** |  | |
| **Stage 3** |  | |
| **Stage 4** |  | |
| **Award** |  | |
| **List of specific arrangements for transfer from other programme (inward) to the proposed programme** | | |
|  | **Programme name, Provider** | **Details** |
| **Stage 1** |  |  |
|  |  |
| **Stage 2** |  |  |
|  |  |
| **Stage 3** |  |  |
|  |  |
| **Stage 4** |  |  |
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| --- | --- | --- |
| **List of specific arrangements for progression (inward) to the proposed programme** | | |
|  | **Programme name, Provider** | **Details** |
| **Stage 1** |  |  |
|  |  |
| **Stage 2** |  |  |
|  |  |
| **Stage 3** |  |  |
|  |  |
| **Stage 4** |  |  |
|  |  |

## Programme-specific transfer (outward) procedures and criteria

## Identified transfer and progression destinations

|  |  |
| --- | --- |
| **Progression destinations – Principal Programme** | |
| **Programme name, Provider** | **Details** |
|  |  |

|  |  |
| --- | --- |
| **Transfer destinations – Principal Programme** | |
| **Programme name, Provider** | **Details** |
|  |  |

|  |  |
| --- | --- |
| **Progression destinations – Embedded Programme** | |
| **Programme name, Provider** | **Details** |
|  |  |

|  |  |
| --- | --- |
| **Transfer destinations – Embedded Programme** | |
| **Programme name, Provider** | **Details** |
|  |  |

## Professional accreditation of the programme

**Principal Programme**

**Embedded Programme**

## Detail the credit system used for the programme[[12]](#footnote-12)

## Other matters

# Written curriculum

## Outline of the curriculum

### Stage level outline

**Principal Programme**

|  |  |
| --- | --- |
| **Stage label** | **Stage synopsis** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Embedded Programme** *(identify programme. Copy and paste for others)*

|  |  |
| --- | --- |
| **Stage label** | **Stage synopsis** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Rules for electives and their rationale

### Module-level outline

**Principal Programme**

|  |  |  |
| --- | --- | --- |
| **Stage label** | **Module title** | **Module synopsis** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Embedded Programme** *(identify programme. Copy and paste for others)*

|  |  |  |
| --- | --- | --- |
| **Stage label** | **Module title** | **Module synopsis** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*The information here relates to the principal programme and, unless explicitly stated, to any embedded programmes also. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

## Rationale for the curriculum structure

## Rationale for the programme’s duration, credit allocation

## Indicative timetable and its rationale

## Integrated learning opportunities and assessment in light of the MIPLOs

## Programme teaching and learning (including formative assessment) strategy

## Integration, organisation and oversight of work-based learning

## Programme learning environment

## Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners

## Programme summative assessment strategy

## Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Provider:** | | |  | | | | | | | | | | | | | | | |
| **Programme Title** | | |  | | | | | | | | | | | | | | | |
| **Award Title** | | |  | | | | | | | | | | | | | | | |
| **Stage Exit Award Title3** | | |  | | | | | | | | | | | | | | | |
| **Modes of Delivery (FT/PT):** | | |  | | | | | | | | | | | | | | | |
| **Teaching and learning modalities** | | |  | | | | | | | | | | | | | | | |
| **Award Class4** | **Award NFQ level** | **Award EQF Level** | | **Stage** (1, 2, 3, 4, …, or Award Stage)**:** | | | **Stage NFQ Level2** | | | **Stage EQF Level2** | | | **Stage Credit (ECTS)** | | **Date Effective** | | **ISCED Subject code** | |
|  |  |  | |  | | |  | | |  | | |  | |  | |  | |
| **Module Title**  (Up to 70 characters including spaces) | | | **Semester no where applicable.**  **(Semester 1 or Semester2)** | | **Module** | | **Credit**  **Number5** | **Total Student Effort Module (hours)** | | | | | | **Allocation Of Marks (from the module assessment strategy)** | | | | |
| **Status[[13]](#footnote-13)** | **NFQ Level1**  **where specified** | **Credit Units** | **Total Hours** | **Class (or equiv) Contact Hours** | **Directed e-learning** | **Hours of Independent Learning** | **Work-based learning effort[[14]](#footnote-14)** | | **C.A. %** | **Supervised Project %** | **Proctored practical demonstration %** | | **Proctored written exam %** |
|  |
|  | | |  | |  |  |  |  |  |  |  |  | |  |  |  | |  |
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| **Special Regulations** (Up to 280 characters) | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |

# Module Documentation

## Module 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module title** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **Module NFQ level** (only if an NFQ level can be demonstrated) | | | | | | **Module number / reference** | | | | | **ECTS Value** | | | | **Duration** | |
|  | | | | | |  | | | | |  | | | |  | |
| **Parent programme(s).** Principal programme title, and embedded(s) if relevant | | | | | | | | | | | **Stage of parent programme** | | | | **Semester No.** | |
|  | | | | | | | | | | |  | | | |  | |
|  | | | | | | | | | | |  | | | |  | |
| **Teaching and Learning modes** | | | | | | **Proportion** (% of Total Directed Learning) | | | | | | | | | | |
| Classroom / Face to Face | | | | | |  | | | | | | | | | | |
| Workplace | | | | | |  | | | | | | | | | | |
| Online | | | | | |  | | | | | | | | | | |
| Other (Identify) | | | | | |  | | | | | | | | | | |
| **Entry requirements (statement of knowledge, skill and competence)** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **Maximum number of learners per instance of the module** | | | | | | | |  | | | | | | | | |
| **Average (over the duration of the module) of the contact hours[[15]](#footnote-15) per week** | | | | | | | |  | | | | | | | | |
| **Pre-requisite module title(s) (if any)** | | | | | | | |  | | | | | | | | |
| **Co-requisite module title(s) (if any)** | | | | | | | |  | | | | | | | | |
| **Is this a capstone module? (Yes or No)** | | | | | | | |  | | | | | | | | |
| **Module-specific physical resources and support required** **per centre (or instance of the module)** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.** (Staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) | | | | | | | | | | | | | | | | |
| **Role e.g. Tutor, Mentor etc** | | | | **Qualifications & experience required:** | | | | | | | | | **# of Staff with this profile (WTEs[[16]](#footnote-16))** | | | |
|  | | | |  | | | | | | | | |  | | | |
|  | | | |  | | | | | | | | |  | | | |
|  | | | |  | | | | | | | | |  | | | |
| **Analysis of required learning effort**  (much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency) | | | | | | | | | | | | | | | | |
|  | | | | | | | | | **Hours of Learner effort** | | | | | | | |
| **Classroom and demonstrations** | | **Mentoring and small-group tutoring** | | | **Other (specify)** | | | | **Directed e-learning** | **Independent learning** | | **Other (specify)** | | **Work-based learning** | | **Total effort** |
| Hours | Minimum ratio teacher / learner | Hours | Minimum ratio teacher / learner | | Hours | | Minimum ratio teacher / learner | |  |  | |  | |  | |  |
|  |  |  |  | |  | |  | |  |  | |  | |  | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Allocation of Marks** | | | | | |
|  | **Continuous Assessment** | **Supervised Project** | **Proctored Practical Exam.** | **Proctored Written Exam** | **Total** |
| **Percentage Contribution** |  |  |  |  | **100%** |

### Module aims and objectives

### Minimum intended module learning outcomes

### Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

### Information provided to learners about the module

### Module content, organisation and structure

### Module teaching and learning (including formative assessment) strategy

### Work-based learning and practice-placement

### E-learning

### Module physical resource requirements

### Reading lists and other information resources

### Specifications for module staffing requirements

### Module summative assessment strategy

### Sample assessment materials

## Module [2]

Use the same headings as above and repeat as necessary.

# Programme Staff

*The information here relates to the principal programme and, unless explicitly stated, to any embedded programmes also. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

## Programme director and board

## Complement of staff (or potential staff)

## Arrangements for the interface for work placement of employer-based personnel involved in apprenticeship or traineeship programmes

## Programme-specific staff performance management arrangements

## Arrangements for approval of staff who will have a formal role in this programme

## Specific requirements/qualifications needed for the programme’s key staff (e.g. the programme leadership) and for the identified complement of staff

## Recruitment plan for staff not already in post

# Physical resources

*The information here relates to the principal programme and, unless explicitly stated, to any embedded programmes also. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

## Specification of the programme’s physical resource requirements

## Complement of supported physical resources (or potential ones)

### Premises

### Informational technology resources

### Materials for teaching, learning and assessment (software and printed)

### Specialised equipment

### Technical and administrative support services

## Company placement resources

## Criteria for approving a new centre where the programme may be provided (only if applicable)

## Entitlements to use the property required

# Programme management

*The information here relates to the principal programme and, unless explicitly stated, to any embedded programmes also. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

## Documented procedures for the operation and management of the programme

## Supplementary QA procedures for the programme

## Mechanisms to keep the programme updated and how it will be updated in consultation with stakeholders

## Compliance with special validation criteria or requirements attached to the applicable awards standards

## Membership and terms of reference for the programme board

## Collaborative provision

## Apprenticeship coordinating provider role

## Transnational provision

## Appendix 1 QQI awards standards for programmes of higher education and training

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Analysis of Purpose | | | | | | | |
|  | | **Purpose – NFQ Level N-1** | **Purpose – NFQ Level N** | **Statement of programme’s purpose** | **Evidence** | **Analysis** | **Commentary** |
| **Purpose** | |  |  |  |  |  |  |
| Overview Analysis of the MIPLOs against QQI Standards and Outline of the support for the MIPLOs | | | | | | | |
| **Sub strand/row** | **Thread** | **Indicators – NFQ Level N-1** | **Indicators – NFQ Level N** | **Minimum intended programme learning outcomes for each thread** | **Evidence** | **Analysis** | **Commentary** |
| **Knowledge: breadth and kind** |  |  |  |  |  |  |  |
| ***Know-how and skill: range and selectivity*** |  |  |  |  |  |  |  |
| **Competence—**  **Context** |  |  |  |  |  |  |  |
| **Competence—**  **Role** |  |  |  |  |  |  |  |
| **Competence—**  **Learning-to-learn** |  |  |  |  |  |  |  |
| **Competence—**  **Insight** |  |  |  |  |  |  |  |
| **Articulation and**  **Progression** |  |  |  |  |  |  |  |
| **Assessment** |  |  |  |  |  |  |  |

1. No more than 60 ECTS should be delivered in one calendar year [↑](#footnote-ref-1)
2. An embedded programme is one whose modules are entirely contained within a larger, principal programme [↑](#footnote-ref-2)
3. An Exit Award will be one available to learners who do not complete the principal programme but who do complete the requirements of an embedded programme. Programmes leading to Exit Awards cannot be separately advertised or have their own enrolments. [↑](#footnote-ref-3)
4. <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> [↑](#footnote-ref-4)
5. Teaching staff and staff dedicated to the monitoring, development and administration of the programme should be included [↑](#footnote-ref-5)
6. This should be a generic description of the profile of and not specific to any named person. Qualifications and experience should be explicitly stated. For example, it is not sufficient to simply state a level 9 qualification. The award type and discipline area(s) should also be included [↑](#footnote-ref-6)
7. WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time. [↑](#footnote-ref-7)
8. <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> [↑](#footnote-ref-8)
9. An Exit Award will be one available to learners who do not complete the principal programme but who do complete the requirements of an embedded programme. Programmes leading to Exit Awards cannot be separately advertised or have their own enrolments. [↑](#footnote-ref-9)
10. ‘Support’ in this context is external i.e. such as from employers, or professional, regulatory or statutory bodies [↑](#footnote-ref-10)
11. Identify the embedded programme and add additional rows where there is more than one embedded programme [↑](#footnote-ref-11)
12. Explain how credits are calculated. [↑](#footnote-ref-12)
13. Mandatory (m) or elective (E) [↑](#footnote-ref-13)
14. Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort. [↑](#footnote-ref-14)
15. Effort while in contact with staff [↑](#footnote-ref-15)
16. WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time. [↑](#footnote-ref-16)