**Programme Descriptor Template – Apprenticeship Programme(s) leading to new FET Major Award(s)**

*(Version 1, 2019)*

**Guidance for Completing this document**

**Purpose of the document**: This document is designed to capture all the relevant information about a new apprenticeship 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 (apprentices) and (iii) can facilitate those apprentices to demonstrate that they have achieved the knowledge, skills and competence required for the award specified. It is also intended to ensure that an expert panel has all the necessary information to enable it to evaluate the programme against the criteria for validation.

It is intended that this document will be of continued use to the providers (coordinating and collaborating) well beyond the validation process i.e. it should clearly set out

* what the programme is about
* how quality assurance procedures are to be applied to this specific programme
* how it is to be staffed and managed, both on and off the job
* how it is to be communicated to apprentices, employers and others
* 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, both on and off the job elements, should integrate with the coordinating provider’s QA procedures and systems.
2. The programme learning outcomes and module learning outcomes should clearly derive from the programme purpose, objectives and approved occupational profile.
3. Since the programme is intended to lead to a new QQI award, the coordinating 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.
4. 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.

**Structure of this document**

|  |  |
| --- | --- |
| Section 1 | Coordinating Provider Details |
| Section 2 | Apprenticeship Governance and Quality Assurance |
| Section 3 | Apprenticeship Programme Overview |
| Section 4 | Programme Aims, Objectives, Standards and MIPLOs |
| Section 5 | Programme Development |
| Section 6 | Proposed Programme Structure and Curriculum |
| Section 7 | Access, transfer and progression procedures, criteria and arrangements |
| Section 9 | Programme Module Information |
| Section 10 | Provider Authorisation/Declaration |

**Application for Validation of Apprenticeship Programme**

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| **Proposed Programme Title** |
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| **Occupational Profile as approved by Apprenticeship Council** | |
| **(text of Profile or hyperlink to published document)** | **Date of Approval by Apprenticeship Council** |
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**Section 1 Coordinating Provider Details**

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| **1.1 Coordinating Provider** | |
| **Name** |  |
| **Address** |  |
| **QBS Username** |  |

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| **1.2 Contact for validation** | |
| **Name:** |  |
| **Title:** |  |
| **Address:** |  |
| **E-mail:** |  |
| **Phone:** |  |
| **Mobile:** |  |

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| **1.3 Programme Manager (if different to 1.2 above)** | |
| **Name:** |  |
| **Title:** |  |
| **Address:** |  |
| **E-mail:** |  |
| **Phone:** |  |
| **Mobile:** |  |

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| **1.4 Contextual information about the coordinating provider and its other programmes, especially those related to this proposed programme. State the current scope of provision and append a list of other QQI validated programmes.** |
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| **1.5 Approved Scope of Provision – Overview of currently validated programmes already offered by the coordinating provider** | | | | | |
| **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-the-Job** | **Rented space as required** | |
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| **1.6 Approval of Quality Assurance procedures for Apprenticeship programmes** Please supply the date of approval by QQI of the coordinating provider’s QA Procedures for Apprenticeship programmes and a link to where these procedures are published | |
| Date: | Link to published procedures: |

**Section 2 - Apprenticeship Governance and Quality Assurance**

The following are to specify how the consortium provider’s quality assurance and governance procedures for apprenticeship programmes have been applied to this particular programme.

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| **2.1 Consortium Steering Group Chair** |
| **Name:** |
| **Title:** |
| **Organisation:** |
| **E-mail:** |
| **Phone:** |
| **Mobile:** |

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| **2.2 Consortium Steering Group Member Organisations** (name and address of organisation) | |
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| **2.3 Memorandum of Agreement for Consortium:** (append document or insert hyperlink) |
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| **2.4 Collaborating Providers – name, address and contact person** | | | |
| **Provider Name** | **Address** | **Contact Person** | **Contact email** |
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| **2.5 Roles and Responsibilities of Consortium Steering Group** (text or hyperlink) |
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| **2.6 Roles and Responsibilities of Coordinating Provider** (text or hyperlink) |
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| **2.7 Programme Board – Membership and Terms of Reference** (text or hyperlink) |
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| **2.8 Memorandum of Agreement for Collaborating Providers:** (append pro-forma document or insert hyperlink) |
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| **2.9 Memorandum of Agreement for Employers:** (append pro-forma document or insert hyperlink) |
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| **2.10 Monitoring of On-The-Job elements of the programme:** describe how and by whom monitoring is to be carried out and where the information gained will be reported. |
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| **2.11 Monitoring of Off-The-Job elements of the programme:** describe how and by whom monitoring is to be carried out and where the information gained will be reported |
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| **2.12 Management of Curriculum and Assessment updates:** describe how the consortium will manage updates and improvements to the programme. |
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| **2.13 Gathering and using stakeholder feedback:**  describe how feedback on programme from apprentices, employers and industry representatives is systematically collected and used |
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| **2.14 Expansion of programme nationally** (set out the process by which the consortium will expand availability of the programme nationally, including addition of collaborating training providers. |
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**Section 3 Apprenticeship Programme Overview**

**3.1 Principal Programme**

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| **3.1.1 Programme title** | |  | | | | | | | | |
| **3.1.2 Award Class** (Major, SPA, Supplemental, Minor) | |  | | | **3.1.3 NFQ Level (5 - 6)** | | | |  | |
| **3.1.4 FET Credit value** (achieved on completion of the programme) | |  | | | **3.1.5 ISCED[[1]](#footnote-1) code** (detail: use four digits) | | | |  | |
| **3.1.6 Duration** *(years, months, weeks)* | **Years:** |  | **Months:** | |  | | **Weeks:** | |  | |
| **3.1.7 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 apprenticeship programme) | | | | | | | | | | |
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| **3.1.8 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 apprentice group) | | | | | | | | | | |
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| **3.1.9 Proposed Start Date for programme** i.e. when first apprentices will be recruited. | | | |  | | | | | | |
| **3.1.10 Maximum number of intakes[[2]](#footnote-2) per annum** | | | | | | |  | | | |
| **3.1.11 Proposed new apprentices over five years – enter expected total per year (i.e. all intakes in all centres)** | | | | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** |
| **Total expected minimum number of**  **new apprentices in the year** | | | |  | |  |  |  | |  |
| **Total expected maximum number of**  **new apprentices in the year** | | | |  | |  |  |  | |  |

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| **3.1.12 Total costs and income over the 5 years** (reference appendix containing budget for programme showing projected income and expenditure) |
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| **3.1.13 Proposed countries where the programme will be provided** (i.e. where apprentices will be based –default is Ireland) | |  | |
| **3.1.14 Will the programme accept apprentices from abroad and / or foreign exchange apprentices (yes/no)?** If yes, provide details | |  | |
| **3.1.15 Name of collaborating providers’ centre(s) where the off-the-job programme is to be provided.** (add rows as required) | **QBS centre code(s)** if applicable  (e.g. 38123F), | **Expected minimum number of apprentices per intake** | **Expected maximum number of apprentices per intake** |
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| **3.1.16 Criteria for selecting additional off-the-job locations for programme delivery** (Refer to published QA procedure or attach it as an appendix) | | | |
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**Off-the-Job Elements of the Programme**

In this section you are asked to supply information about the way the programme will operate in the collaborating providers’ centres i.e. where the off the job elements of the programme will be delivered.

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| **3.1.17 Attendance options available to apprentices:** (Note that if the programme is to be delivered both part time and full time, two separate time tables need to be supplied) | |
| **Option** | **Apprentice attendance – days and hours per week** (description) |
| Block Release |  |
| Day Release |  |

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| **3.1.18 Delivery modes:** Indicate the primary modes of delivery (how and where the off the job learning will take place). | |
| **Mode** | **Proportion** (% of Total Directed Learning) |
| Classroom / Face to Face |  |
| On Line |  |

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| **3.1.19 List the teaching and learning methodologies:** (e.g. one-to-one, instructional, group discussions/group interactions, practical sessions /workshops /laboratories /studio, simulated work environment/ work experience, tutorials / one on one supported learning, field trips, on the job training. Clarify each with a brief description of what it means in the context of this programme and a staff to apprentice ratio) | | |
| **Methodology / Learning Activity** | **Description** | **Staff to Apprentice Ratio e.g. 1:12** |
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| **3.1.20 Staff Role Profiles[[3]](#footnote-3): Qualifications and Experience[[4]](#footnote-4)** provide information on profiles of staff involved in programme management, delivery and support – on and off the job. Information should include professional and educational qualifications, licences-to practise, experience and the staff/learner ratio | | |
| **Role e.g. Tutor, Mentor etc** | **Qualifications & experience required:** | **# of Staff on the programme with this profile (WTEs[[5]](#footnote-5))** |
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| **3.1.21 Special requirements, including physical resources** (identify any particular resources / facilities required to deliver this specific programme in a collaborating provider’s centre.) | | |
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**On-the-Job Elements of the Programme**

In this section you are asked to supply information about the way the programme will operate on the job i.e. in the apprentice’s place of employment.

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| **3.1.22 List the teaching and learning methodologies employed when the apprentice is in the workplace** | |
| **Methodology / Learning Activity** | **Description** |
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| **3.1.23 Employer Staff Profiles[[6]](#footnote-6): Qualifications and Experience[[7]](#footnote-7)** | **Role in relation to the Apprentice** | **# of Staff with this profile (WTEs[[8]](#footnote-8))** |
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| **3.1.24 Role Description for On-the-Job mentor:** (text or hyperlink) |
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| **3.1.25 Special requirements, including physical resources** required to be available in the workplace |
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**Section 4 Programme Aims, Objectives, Standards and Minimum Intended Programme Learning Outcomes (MIPLOs)**

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| **4.1 Programme Aim / Purpose** |
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| **4.2 Programme Objectives** |
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| **4.3 Minimum Intended Programme Learning Outcomes (MIPLOs)**  List the learning outcomes for the programme as a whole i.e. what a apprentice should be capable of on completion of the programme.  The mapping of the MIPLOs to the award standards will be done in 4.4 below |
| On completion of this programme, the learner (apprentice) will be able to … |
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| **4.4a Mapping of Programme Purpose to that of Professional Award Type Descriptor at nominated NFQ Level (Level N)** As an example, Level 6 standards are inserted as Level N, with level 5 entered as Level N-1 | | |
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| **Purpose Statement of QQI Award Type Descriptor (Level N-1)** | **Purpose Statement of QQI Award Type Descriptor (Level N)** | **Purpose Statement of this Programme** (Ref 4.1 above) |
| The knowledge, skill and competence acquired are proper to autonomous professional practice at this level as a member of a well-defined professional community of practice, typically in a structured setting or in an organisation, as well as relevant to personal development, participation in society, the community of practice, employment and study including access to additional formal education and training | The knowledge, skill and competence acquired are proper to autonomous professional practice at this level as a member of a well-defined professional community of practice, typically in a structured setting or in an organisation, as well as relevant to personal development, participation in society, the community of practice, employment and study including access to additional formal education and training |  |

| **4.4b Mapping of Programme Learning Outcomes (MIPLOs) to Award Standards at nominated NFQ Level N** . As an example, Level 6 standards are inserted as Level N, with level 5 entered as Level N-1 | | | | |
| --- | --- | --- | --- | --- |
| To show that the programme learning outcomes are consistent with the standards for the nominated award Level (Level N) it is necessary to compare them and to show that the MIPLOs are different from the standards for the level below. Note that one programme learning outcome may be relevant to a range of the award learning outcomes. The mapping does not have to be one to one.  You should also show where in the programme e.g. what module(s), the MIPLOs will be taught and where (by which assessment technique) their achievement will be evidenced. | | | | |
| **QQI award statements of knowledge skill and competence to be achieved by an apprentice successfully completing this programme.**  **Level N-1** | **QQI award statements of knowledge skill and competence to be achieved by an apprentice successfully completing this programme.**  **Level N** | **MIPLO statement(s)** (for each, include number and text from 4.1 above) | **Key teaching and learning opportunities provided to facilitate achievement of the MIPLO** | **Where achievement of MIPLO is evidenced (assessed) across the programme** |
| **Knowledge:** Broad current general knowledge and an integrated body of specialised knowledge required to support a craft or occupational discipline and knowledge of its connections with related activities; Specialised knowledge here involves some theoretical concepts and abstract thinking with significant depth in some areas.  Practical understanding of facts, concepts, rules, regulations, methods, materials, tools, devices, techniques; their development and limitations; and how they are applied in current occupational activity  Knowledge of the context for professional activity (familiarity with the community of practice and with safety, employment, technological and regulatory perspectives) and awareness of disciplines likely to be encountered as a member of the community of practice | **Knowledge:** Broad current general knowledge and an integrated body of specialised knowledge required to support a craft or an occupational discipline and knowledge of the connections with related disciplines; Specialised knowledge here involves significant underpinning theory and an awareness of the boundaries of that knowledge  Practical understanding of facts, concepts, rules, regulations, abstract models, methods, materials, tools, devices, technologies; their development and limitations; and how they are applied in current occupational activity  Knowledge of the context for professional activity (familiarity with the community of practice and with safety, employment, technological and regulatory perspectives and with relevant economic, social and environmental issues) and awareness of other disciplines likely to be encountered as a member of the community of practice |  |  |  |
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| **Know How and Skill** Select from a broad range of specialised skills and tools and apply them to problems arising in professional activity; problems here are usually predictable but are subject to change  Evaluate and use information to draw conclusions and determine solutions to predictable problems arising in professional activity that take due account of social, field specific and ethical insights  Communicate oral and written information effectively in familiar contexts; engage in the transfer of knowledge and skills within the professional community of practice; convey information and decisions, to specialists and non-specialists, including clients | **Know How and Skill:** Select from a comprehensive range of specialised skills and tools and apply them to the generation of creative solutions to problems arising in professional activity  Plan and develop investigative strategies and evaluate information to determine creative, evidence-informed solutions to predictable and unpredictable problems and respond to unpredictable change arising in professional activity that take due account of social, field specific and ethical insights  Communicate complex oral and written information effectively in familiar and unfamiliar contexts; facilitate the transfer of knowledge and skills within the professional community of practice; justify decisions, to specialists and non-specialists, including clients |  |  |  |
|  |  |  |
| **Competence:** Exercise autonomy and judgement in applying knowledge and skills in varied and specific contexts including professional practice and learning  Exercise initiative and independence in professional activity, taking responsibility for the nature and quality of outputs and for decisions in work and learning contexts  Act effectively in team roles within multiple, complex and heterogeneous groups Assist in the supervision of routine work or learning activities Take responsibility for leading on some occupational activities Contribute to the review and development of the performance of others  Maintain professional knowledge and skill taking responsibility for own learning within a managed environment; Provide learning support, and guidance to others in the professional contexts Seek guidance as appropriate when working independently  Assume full responsibility for consistency of self- understanding and behaviour at personal, occupational, societal, and environmental levels | **Competence:** Exercise autonomy and judgement in applying knowledge and skills in a variety of contexts including professional practice and learning  Exercise initiative and independence in professional activity, taking responsibility for the nature and quality of outputs and for decisions in work and learning contexts  Act effectively in team roles within multiple, complex and heterogeneous groups Exercise supervision in contexts of work or learning activities Lead a variety of occupational activities Contribute to the review and development of the performance of others; Take some responsibility for the evaluation and improvement of work or learning activities  Evaluate and maintain professional knowledge and skill taking responsibility for own learning within a structured learning environment; Provide learning support and guidance to learners in the professional context; assist others in identifying learning needs; Seek guidance as appropriate when working independently  Express an internalised, personal world view, reflecting engagement with others at the personal, occupational, societal, and environmental levels |  |  |  |
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|  |  |  |
| **Articulation and Progression**: Access arrangements must include mechanisms for recognising prior learning. Progression arrangements must be established | **Articulation and Progression**: Access arrangements must include mechanisms for recognising prior learning. Progression arrangements must be established. |  |  |  |
| **Assessment:** The minimum expected knowledge, skill and competence associated with the award must be expressed and validly and reliably assessed. This will involve integrative assessment to ensure transversal learning outcomes have been achieved | **Assessment:** The minimum expected knowledge, skill and competence associated with the award must be expressed and validly and reliably assessed. This will involve integrative assessment to ensure transversal learning outcomes have been achieved. |  |  |  |

**Section 5 Programme Development**

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| **5.1 Programme concept**  Set out the broad underpinning concept behind the proposal to offer this programme taking into account the apprentice profile and MIPLOs. If helpful, the various aspects can be explained in more detail using the headings below. |
| **Rationale for programme**: |
| **Programme Development process**: |
| **Who was consulted**: |
| **Involvement of employers and practitioners:** |
| **Evidence of apprentice demand for the programme**: |
| **Link to funding / regulatory / employment requirements, licence to practice** if any: |
| **Employment / progression opportunities for apprentices who complete the programme**: |
| **Comparison / benchmark against similar programmes already on offer**: |

# Section 6 Proposed Programme Structure

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| **Principal Programme** | **Award Class** | | **Award Level** | **Award Credits** | **Award Title** | | | | | | |
|  |  | |  |  |  | | | | | | |
| **Programme Module Number and Title**  (add / delete rows as required. Use numbering to indicate sequence if relevant) | **M/O** | **On / Off the Job** | **Mode/s of delivery** | | **Module credits** | **Weeks** | **Total Apprentice Effort Module (hours)** | | **Assessment Techniques and Weightings** | | **Indicate when in the programme when assessment is due** |
| **Directed** | **Self- Directed** | **Technique** | **Weighting** |
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| **6.1 Rationale for the proposed programme structure set out above** | | |
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| **6.2 Typical learning effort hours required for the programme** (Refer to Guidelines and particularly Appendix B) | | |
| **Off-the-Job** | | |
| **Total Apprentice Effort (Hours)** | **Directed Learning (Hours Range – include face to face and on-line as appropriate)** | **Self-Directed Learning (Hours Range - include face to face and on-line as appropriate)** |
|  |  |  |
| **On-the-Job** | | |
| **Total Apprentice Effort (Hours)** | **Directed Learning (Hours Range – include face to face and on-line as appropriate)** | **Self-Directed Learning (Hours Range - include face to face and on-line as appropriate)** |
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| **6.3 Programme teaching and learning strategy for this specific programme**  Set out your overall approach / strategy to support teaching and learning, taking into account the apprentice profile and MIPLOs. If helpful, the various aspects can be explained in more detail using the headings below. |
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| Language, Literacy and Numeracy supports: |
| Monitoring of apprentices learning: |
| Use of formative assessment and feedback: |

# Section 7 Programme Assessment

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| **7.1 Programme assessment strategy**  Set out the approach to assessment of this programme taking into account the apprentice profile, PLOs, provider policy and procedures for assessment. The strategy should explain how the overall grade will be claculated |
| **7.2 Calculation of Grade:** (explain how the overall grade will be arrived at for apprentices who complete the programme) |
| **7.3 QA of Assessment**  The various aspects of assessment QA can be explained using the headings below. Where appropriate hyperlinks / appendices to / of your Assessment Policy And Procedures will suffice. |
| **Integration of assessment tasks**: |
| **Opportunities for workplace assessment**: |
| **Provider regulations for apprentices repeating assessments**: |
| **Provider regulations for apprentices appealing grades**: |
| **Moderation and Internal Verification – summary description**: |
| **Sampling strategy and criteria for appoint external authenticator:** |
| **Results Approval prior to requesting certification – summary description:** |

**Section 8: Access, transfer and progression procedures, criteria and arrangements for the programme**

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| **8.1 Information to be made available to an apprentice** (Reference your website information and / or append apprentice handbook / programme brochure and / or other relevant information about the programme. For more information, refer to guidelines supporting this template) |
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| **8.2 Entry Procedures** (refer to guidelines supporting this template) |
| **Selection procedures:** Describe / reference procedures for advertising programme and selecting apprentices. |
| **Entry Criteria:** make as clear as possible, how you will identify those apprentices who have a reasonable chance of succeeding on this programme. make as clear as possible, how you will identify those apprentices who have a reasonable chance of succeeding on this programme. If there are numeracy and/or language requirements, they should be made clear. |
| **Recognition of Prior Learning (RPL) for Entry: - process and criteria:** Whereyour entry criteria include qualifications, explain if and how you allow apprentices who do not have those qualifications to gain entry to the programme on the basis of experience. |

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| **8.3 Entry – Transfer and Progression options, if applicable** If apprentices can *transfer* into your programme from another programme, yours or another provider’s, give details of that programme (note that ‘transfer’ implies a programme at the same level) | |
| **Programme Title** | **Provider** |
|  |  |
| If apprentices can *progress* into your programme from another programme, yours or another provider’s, give details of that programme (note that ‘progress’ implies a programme at a lower level) | |
| **Programme Title** | **Provider** |
|  |  |
| **8.4 Exit – Transfer and Progression options, if applicable** If apprentices can *transfer* from your programme to another programme, yours or another provider’s, give details of that programme (note that ‘transfer’ implies a programme at the same level) | |
| **Programme name** | **Provider** |
|  |  |
| If apprentices can *progress* from your programme onto another programme, yours or another provider’s, give details of that programme (note that ‘progress’ implies a programme at a lower level) | |
| **Programme Title** | **Provider** |
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**Section 9 Programme Module Information** *(copy and paste for each additional module)*

**Programme Module 1**

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| **9.1 Module title** (Refer to guidelines supporting this template. Note that a module title can be but does not have to be the same as the QQI component associated with the module) | | | | | | |
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| **9.2 Purpose of this module** | | | | | | |
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| **9.3 Module learning outcomes (MIMLOs)** | | | | | | |
| On completion of this module, a apprentice will be able to | | | | | | |
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|  | | | | | | |
| Insert / delete rows as appropriate | | | | | | |
| **9.4 Minimum typical apprentice effort in hours for this module** (Refer to guidelines supporting this template) | | | | | | |
| **Directed classroom (or equivalent) contact (hours)** | **Directed practical activities (hours)** | **Directed e-learning (hours)** | **Independent learning (hours)** | **Other hours (specify)** | **On-the-Job learning  (hours)** | **Total effort (hours)** |
|  |  |  |  |  |  |  |
| **9.5 Module Credits** | |  | | | | |
| **9.6 Specific module-related requirements** | | | | | | |
| **9.6a Staffing requirements – set out tutor profile to include any module specific required professional and educational qualifications and / or experience:** | | | | | | |
| **9.6b Apprentice : Staff Ratio:** | | | | | | |
| **9.6c Module Specific Physical resource requirements, if any:** | | | | | | |

|  |  |  |
| --- | --- | --- |
| **9.7 Module curriculum** | | |
| **9.7a Teaching and learning strategy**, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning) | | |
|  | | |
| **9.7b Module Content –** set out *what* will be taught in this module. | | |
|  | | |
| **9.7c Mode(s) of Delivery** | **Proportion** (% of Total Directed Learning) | |
| Classroom / Face to Face |  | |
| Workplace |  | |
| On Line |  | |
| **9.7d Teaching Resources (reading lists etc.)** | | |
|  | | |
| **9.8 Module summative assessment strategy** (consider work-based learning, work practice-placement and e-learning where applicable) | | |
| **9.8a Mapping of module learning outcomes to assessment techniques/tasks** (Refer to guidelines supporting this template.) | | |
| **Module Learning Outcome** | | **Assessment Technique(s) / Tasks** |
|  | |  |
|  | |  |
|  | |  |
|  | |  |
| **9.8b Guidelines for Assessors designing briefs / exams** (Refer to guidelines supporting this template.) | | |
|  | | |
| **9.8c Assessment criteria** (Refer to guidelines supporting this template. These may be presented as apprentice marking sheets which can be included as appendices) | | |
|  | | |
| **9.8d Guidelines for Assessors when assigning grades** (Refer to guidelines supporting this template.) | | |
|  | | |
| **9.8e Sample assessment materials** (Refer to guidelines supporting this template. Samples to be supplied) | | |
|  | | |
| **9.9 Pre-requisite module (if any)** | | |
|  | | |
| **9.10 Co-requisite module (if any)** | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| **9.11 Awards available on this module, if any** | | |
| **Awarding Body** | **Award Code** | **Award Title** |
|  |  |  |
|  |  |  |

**Section 10 Coordinating Provider Authorisation/Declaration**

**11.1 Provider declaration**

|  |
| --- |
| I, the undersigned,  verify the accuracy of the information in this application for programme validation  provide assurance that resources to deliver the programme are in place  assure QQI that programmes are being developed, delivered and reviewed in accordance with the policies and procedures agreed at the time of Provider registration  confirm compliance with QQI requirements in relation to monitoring  confirm that all necessary rights and permissions have been secured to use properties required by the programme  confirm that all validation criteria have been addressed and the programme complies with applicable statutory, regulatory and professional body requirements |

**11.2 Provider authorisation signature and date**

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Head of Coordinating Provider (e.g. Chief Executive) Date

1. See Validation Website for link to ISCED table of ISCED codes [↑](#footnote-ref-1)
2. An ‘Intake’ refers to a group / cohort of learners enrolled onto a programme [↑](#footnote-ref-2)
3. Teaching staff and staff dedicated to the monitoring, development and administration of the programme should be included [↑](#footnote-ref-3)
4. 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 8 qualification. The award type and discipline area(s) should also be included [↑](#footnote-ref-4)
5. 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-5)
6. Employer staff engaged in training, assessment and / or mentoring [↑](#footnote-ref-6)
7. Qualifications and experience should be explicitly stated. For example, it is not sufficient to simply state a level 8 qualification. The award type and discipline area(s) should also be included [↑](#footnote-ref-7)
8. 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-8)