**Descriptor for FET Programme leading to a CAS Major, Special Purpose or Supplemental Award**

*(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 programme so that it can be validated. 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 derive from the programme purpose, objectives and learner profile and should not be pre-determined by the CAS award and component learning outcomes. Nonetheless, since the programme is intended to lead to a QQI award, the provider must show that the
   1. Programme learning outcomes can be mapped to the certificate learning outcomes (major, special purpose or supplemental award) (6.7a below)
   2. Module learning outcomes can be mapped to component learning outcomes. (7.4 below)
3. It is up to the provider to decide how many modules are in the programme – this does not have to match the number of components i.e. a single module can lead to more than one component. A provider should seek and use opportunities to integrate the learning and assessment across components.

**Structure of this document**

|  |  |
| --- | --- |
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| Section 2 | Programme Overview |
| Section 3 | Programme Management, Staffing and Implementation |
| Section 4 | Programme Concept |
| Section 5 | Access, Transfer and Progression procedures, Criteria and Arrangements |
| Section 6 | Programme Curriculum |
| Section 7 | Programme Module Information |
| Section 8 | Provider Authorisation/Declaration |

**Section 1 Provider Details**

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| **1.1 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 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** | | | | | |
| **Highest NFQ Level** | **Lowest NFQ Level** | **Award Classes** (Major, SPA, Minor) | **Domains of learning** e.g. Healthcare, Business, Engineering, Construction, IT, ELT | | |
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| **Modes of Programme Delivery** (✓ one or more as appropriate) | | | | | |
| **Face to Face only** | | **Blended** | **Apprenticeship** | **f/t** | **p/t** |
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| **Collaborative Provision** (✓ one or more as appropriate) | | | | | |
| **None** | **Yes, as first provider** | **Yes, as second provider** | **Yes, national** | **Yes, transnational** | |
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| **Sites of Delivery** (✓ one or more as appropriate) | | | | | |
| **Owned premises** | | **Long term leased premises** | **On Customer Site** | **Rented space as required** | |
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| **1.6 Extension to Current Scope of Provision** | |
| Will the proposed programmes 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 2 Programme Overview**

**2.1 Programme Details**

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| **2.1.1 Programme title** |  |

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| **2.1.2 QQI Award:**  (Certificate available to learners who complete the programme) | **Award Code** (e.g. 5M2009) | **Award Title** (e.g. level 5 Certificate in Early Childhood Care and Education) | **Award Class:** (Major, SPA, Supplemental) |
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| **2.1.3 QQI component title(s) and code(s) achieved on completion of this programme** | **Code** | **Title** | **Credit Value** |
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| **2.1.4 Credit value achieved on completion of the programme** |  | **2.1.5 ISCED[[1]](#footnote-1) code** (detail: use four digits) |  |

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| **2.1.6 Duration** *(years, months, weeks)* | **Years:** |  | **Months:** |  | **Weeks:** |  |

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| **2.1.7 Proposed intake[[2]](#footnote-2) dates** (for period of validation) | **First intake date[[3]](#footnote-3) (Year 1)** | | **Last intake date (Year 5)** | | |
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| **2.1.8 Minimum and Maximum number of learners per intake** | | | **Min**: | **Max**: | |
| **Maximum number of intakes per annum** | | |  | | |
| **2.1.9 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** |
| **Expected Total - minimum** |  |  |  |  |  |
| **Expected Total - maximum** |  |  |  |  |  |

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| **2.1.10 Will the programme accept learners ordinarily resident abroad and / or foreign exchange learners (yes/no)? If yes, provide details** |  |

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| **2.1.11 Total costs and income over the 5 years** (please attach and reference appendix containing budget for programme showing projected income and expenditure) |
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| **2.1.12 Proposed countries where the programme will be provided** (i.e. where learners will be based –default is Ireland) |  |

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| **2.1.13 Name of centre(s) where the programme is to be provided**  (add rows as required) | **QBS centre code(s)**  (e.g. 38123F) | **Expected minimum number of learners per intake** | **Expected maximum number of learners per intake** |
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| **2.1.14 Criteria for selecting locations for programme delivery** (if being offered outside of the provider premises or in a centre of a multi-centre provider e.g. an ETB**.** Refer to published QA procedure or attach it as an appendix) |
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| **2.1.15 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) |
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| **2.1.16 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) |
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| **2.1.17 Attendance options available to learners:** (Note that if the programme is to be delivered both part time and full time, two separate time tables need to be supplied) | |
| **Option** | **Learner attendance hours per week** (number plus description) |
| Full time |  |
| Part time |  |

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| **2.1.18 Delivery modes** Indicate the primary modes of delivery (how and where the learning will take place). | |
| **Mode** | **Proportion** (% of Total Directed Learning) |
| Classroom / Face to Face |  |
| Workplace |  |
| On Line |  |

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| **2.1.19 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 learner to staff ratio) | | |
| **Methodology** | **Description** | **Learner : Staff ratio** |
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**Section 3 Programme Management, Staffing and Implementation**

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| **3.1 Programme management** (If your QA procedures have been approved against QQI 2016 Guidelines, then include hyperlink to published documents. If not, summarise in an appendix your governance and programme management structures, roles and procedures as described in the guidelines supporting this template. This should explain who is managing and who is overseeing overall programme quality for this programme) |
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| **3.2 Staff Role Profiles[[4]](#footnote-4): Qualifications and Experience[[5]](#footnote-5)** provide information on profiles of staff involved in programme management, delivery and support. 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[[6]](#footnote-6))** |
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| **3.3 Staff Training Needs Analysis / Staff Development** (Describe how staff training needs, if any, are identified and addressed) |
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| **3.4 Special requirements, including physical resources** (refer to guidelines. If appropriate, include photographs of resources in place) | | | |
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| **3.5 Special Validation Requirements (SVR), if applicable** | | | |
| **Component Code** | **Component Title** | **SVR** | **Where (which programme module) and how addressed** |
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**Section 4 Programme Concept**

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| **4.1 Programme concept**  Set out the broad underpinning concept behind the proposal to offer this programme taking into account the learner profile and MIPLOs. If helpful, the various aspects can be explained in more detail using the headings below. Other information can also be provided   * Rationale for programme and justification for selection of QQI award(s): * Programme Development process: * Who was consulted: * Involvement of employers and practitioners: * Evidence of learner demand for the programme: * Link to funding / regulatory / employment requirements, licence to practice if any: * Employment / progression opportunities for learners who complete the programme: * Comparison / benchmark against similar programmes already on offer: |
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**Section 5: Access, transfer and progression procedures, criteria and arrangements for the programme**

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| **5.1 Information to be made available to a learner** (Reference your website information and / or append learner handbook / programme brochure and / or other relevant information about the programme. For more information, refer to guidelines supporting this template) |
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| **5.2 Entry Procedures** (refer to guidelines supporting this template) |
| **Entry Criteria:** make as clear as possible, how you will identify those learners who have a reasonable chance of succeeding on this programme. make as clear as possible, how you will identify those learners who have a reasonable chance of succeeding on this programme. If there are numeracy and/or language requirements, they should be made clear. |
| **Selection procedures:** Describe / reference procedures for advertising programme and selecting learners. |
| **Recognition of Prior Learning (RPL) for Entry: - process and criteria:** Whereyour entry criteria include qualifications, explain if and how you allow learners who do not have those qualifications to gain entry to the programme on the basis of experience. |

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| **5.3 Entry – Transfer and Progression options, if applicable** If learners 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** |
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| If learners 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** |
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| **5.4 Exit – Transfer and Progression options, if applicable** If learners 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** |
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| If learners 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 6: Programme Curriculum**

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| **6.1 Programme Aim / Purpose** (refer to guidelines supporting this template) |
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| **6.2 Programme Objectives** (refer to guidelines supporting this template. Add additional rows if required) |
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| **6.3 Curriculum Structure - summary** (with reference to sections above on Brief Synopsis, Learner Profile and entry criteria, set out a summary of the programme structure i.e. list of programme modules indicating and sequence and approximate duration. If you have the curriculum already documented, please append the document and reference it here) | | | | | | |
| **Prog. Module**  **Number** | **Module Title** | | **Approx. Duration (weeks)** | | **Associated QQI component(s)**  (code and title) | |
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| **6.4 Rationale for the curriculum structure** | | | | | | |
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| **6.5 Typical learning effort hours required for the programme** (Refer to Guidelines and particularly Appendix B) | | | | | | |
| Total Learner Effort (Hours) | Directed Learning (Hours Range – include face to face, work-based and on-line as appropriate) | | Self-Directed Learning (Hours Range - Range – include work-based and on-line as appropriate) | | | |
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| **6.6 Indicative timetable and its rationale** (add / delete rows as required) | | | | | | |
| **Module Title** | | **Classroom** | | **On the Job / Work Based** | | **On line Directed** |
| 1. Example Module | | 6 hrs/wk x 8 wks | | 1 day/wk x 8 wks | | 8 hrs/wk x 8 wks |
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| **Rationale for timetable:** | | | | | | |

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| **6.7 Minimum Intended Programme Learning Outcomes (MIPLOs)**  List the learning outcomes for the programme as a whole i.e. what a learner should be capable of on completion of the programme. Do not just restate the learning outcomes of the QQI components, but what you have identified as the critical outcomes a learner should achieve on completion of the whole programme. The MIPLOs should be relevant to the certificate cited in 2.1.2 above. |
| On completion of this programme, the learner will be able to … |
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| Add / remove rows as required |

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| **6.7a Mapping of Programme Learning Outcomes (MIPLOs) to award learning outcomes in QQI Certificate specification** (add / delete rows as required). This table should also explain where and how key teaching and learning opportunities will be provided to facilitate a learner to achieve the MIPLOs and to evidence their achievement through the assessment tasks related to the programme. | | | |
| **MIPLOs**  (insert the MIPLO number(s) from 6.7 above which will address the award learning outcome in first column) | **QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme.** (Insert the award learning outcome number and text from the relevant certificate specification) | **Key Teaching and Learning opportunities provided to facilitate achievement of the MIPLOs by the learner**  Describe what organised experience(s) in the programme allows the learners to achieve this MIPLO | **Where achievement of MIPLO is evidenced i.e. assessment techniques / tasks**  Describe where and by what technique(s) and specific tasks the learners can show their achievement of this MIPLO. |
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| **6.8 Programme teaching and learning strategy**  Set out your overall approach / strategy to support teaching and learning, taking into account the learner profile and MIPLOs. If helpful, the various aspects can be explained in more detail with reference to the headings listed below. Other elements can also be described as appropriate.   * Learning environment * Integration of learning within and/or across the modules * Language, Literacy and Numeracy supports * Monitoring of learners learning * Work based learning – design and supports * Use of formative assessment and feedback * Teaching suited to learning and learners * Meeting learners’ needs * On-line Content: (Note that samples of on line material should be available for panel members to view as if a learner) |
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| **6.9 Organisation and oversight of work-based learning** (this should include quality assurance of work-based assessment) |
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| **6.10 Information / Guidance / Care for Learners** (Refer to guidelines supporting this template) |
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| **6.11 On line delivery and programme management, if applicable** | | | |
| **Learner Management System (LMS) / Virtual Learning Environment (VLE)**: (give details of the system(s) used to provide content to learners and to track learner engagement with and progression through the programme) | | | |
| **Sample of On Line Programme:** The panel will need to be able to sample the prospective learner’s user experience of the proposed programme. Please provide relevant details to facilitate access. | | | |
| **url** | **Username** | **password** | **Instructions** |
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| **6.12 Programme assessment strategy**  Set out the broad approach to assessment of this programme taking into account the learner profile, MIPLOs, as well as provider policy and procedures for assessment. See guidelines.  If helpful, the various aspects can be explained in more detail using the headings below. |
| **Assessment Plan** (How a learner is facilitated to evidence all MIPLOs prior to certification requests being made to QQI.) |
| **Integration of assessment tasks**: |
| **Giving formative feedback on assessment to learners**: |
| **Provider regulations for learners repeating assessments**: |
| **Provider regulations for learners appealing grades**: |
| **6.12a Quality Assurance of Assessment**  Where appropriate hyperlinks / appendices to / of your Assessment Policy and Procedures will suffice. |
| **Moderation and Internal Verification – summary description**: |
| **Sampling strategy and criteria for appoint external authenticator:** |
| **Results Approval prior to requesting certification – summary description:** |

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| **6.13 Programme structure** |

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| **Programme Module Number and Title**  (add / delete rows as required) | **Status Mandatory /Optional**  ***M/O*** | **Mode/s of delivery** | **Award Information**  (Components) | | | | | **Total Learner Effort Module (hours)** | | **Assessment Techniques and Weightings** | | | **Indicate when in the programme assessment is due** |
| **Component Title(s)** | | **Component Code(s)**  **NFQ Level** | **Credit**  **Value(s)** | | **Directed** | **Self- Directed** | **Technique(s)** | | **Weighting(s)** |
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| **Compliance with CAS Award rules – please confirm that the requirements for a learner to achieve the linked certificate can be met with this programme structure:** | | | | | | | | | | | | | |
| **Mandatory components will be covered (Y/N)** |  | **All Component Pool requirements will be met Y/N?** (e.g. where one component from a limited list must be covered) | |  | | | **Full credit requirement will be available to achieve Y/N?** | | | |  | | |

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| **6.14: Is a shareable curriculum being used? (yes/no).**  If so, indicate where the curriculum was sourced and provide evidence that permission to use the curriculum has been obtained) |
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**Section 7 Programme Module Information** *(copy and paste 7.1 to 71.10 for each additional module)*

**Programme Module 1**

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| **7.1 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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| **7.2 QQI component(s) available on this module** (insert additional rows if necessary) | | | | | | | | | | | |
| **Code** |  | | **Title** |  | | | | | **Credits** |  | |
| **Code** |  | | **Title** |  | | | | | **Credits** |  | |
| **Code** |  | | **Title** |  | | | | | **Credits** |  | |
| **7.3 Purpose of this module** | | | | | | | | | | | |
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| **7.4 Module learning outcomes (MIMLOs)** (insert additional rows as required) | | | | | | | **Mapping of MIMLO to learning outcomes in CAS Component specification(s)** | | | | |
| On completion of this module, a learner will be able to ...... | | | | | | | QQI award statement of knowledge skill and competence (Expected Learning Outcome ELO) to be achieved by a learner. (Identify component code, title, learning outcome number and text e.g. 5N2706 Care of the Older Person, LO5 –‘Summarise the role of the health care assistant in providing care for older people.’)` | | | | |
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| **7.5 Minimum typical learner 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)** | **Work-based learning  (hours)** | | | **Total effort (hours)** |
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| **7.6 Specific module-related requirements** | |
| **7.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:** | |
| **7.6b Learner : Staff Ratio:** | |
| **7.6c Physical resource requirements, including QQI specific validation requirements:** | |
|  | |
| **7.7 Module curriculum** | |
| **7.7a 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) | |
|  | |
| **7.7b Module Content –** set out *what* will be taught in this module i.e. identify the key teaching and learning opportunities design to allow achievement of the MIMLOs. Show that all MIMLOs are addressed. | |
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| **7.7c Mode(s) of Delivery** | **Proportion** (% of Total Directed Learning) |
| Classroom / Face to Face |  |
| Workplace |  |
| On Line |  |
| **7.7d Teaching Resources (reading lists etc.)** | |
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| **7.8 Module summative assessment strategy** (consider work-based learning, work practice-placement and e-learning where applicable) | | |
| **7.8a Assessment Techniques chosen for this module** | | |
| **Technique** | **Rationale for choice of Technique** | **Weighting** |
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| **7.8b Mapping of module learning outcomes to assessment techniques/tasks** (Refer to guidelines supporting this template.) | |
| **Module Learning Outcome** | **Assessment Technique(s) / Tasks** |
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| **7.8c Guidelines for Assessors designing briefs / exams** (Refer to guidelines supporting this template.) | |
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| **7.8d Assessment criteria** (These may be presented as learner marking sheets which can be included as appendices) | |
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| **7.8e Guidelines for Assessors when assigning grades** (Refer to guidelines supporting this template.) | |
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| **7.8f Sample assessment materials** (Refer to guidelines supporting this template. Samples to be supplied) | |
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| **7.9 Pre-requisite module(s) (if any).** Identify and explain reasons | |
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| **7.10 Co-Requisite module(s) (if any).** Identify and explain reasons | |
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**Section 8 Provider Authorisation/Declaration**

**8.1 Provider declaration**

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| 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 |

**8.2 Provider authorisation signature and date**

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Head of 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. The date you propose to start the first group of learners on the programme [↑](#footnote-ref-3)
4. Teaching staff and staff dedicated to the monitoring, development and administration of the programme should be included [↑](#footnote-ref-4)
5. 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-5)
6. 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-6)