

Guidelines for completing and presenting an application for Validation of HET programme.

Section 1A Provider Details

All sections must be completed, this is a requirement for a valid application.

1A.4.1 Contextual information about the provider and its other programmes

Providers making frequent applications may wish to document general contextual information separately and cite that document here along with more detail on programme specific aspects, in which case it is the applicant's responsibility to ensure that this document is up-to-date and applies to the specific application.

Section 5.3 of "[Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training](#)" indicates the programme and supporting documentation that is required as part of an application for validation of a programme. The following extract from the policy summarises.

The programme-related documentation must include sufficient information to address the applicable validation criteria for example:

- An outline of the programme and identification of the QQI award(s) to which it is designed to lead;
- The documented programme (including for example what is taught, how it is taught, by what means and in which modes it is taught, by whom is it taught, where it is taught, when it is taught, how it is assessed, to whom it is taught in general terms, who owns the programme, and how the programme is managed and quality assured and by whom) should incorporate or be supported by, for example (note - this is indicative and not a check list):
 - o The programme's assessment strategies and procedures;
 - o The programme's teaching and learning strategies (this covers education and training);
 - o Precise specifications of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) and an identified complement of staff (or potential staff);
 - o CVs for the programme's key staff (e.g. the programme leadership);
 - o Precise specifications of the programme's physical resource requirements (required as part of the programme and intrinsic to it) and an identified complement of supported physical resources (or potential supported physical resources);
 - o Comprehensive listing of the programme's key physical resources;
 - o Documented procedures for the operation and management of the programme;
 - o Five-year plan for the programme;
- Samples of the material to be provided to prospective learners;
- Samples of the material to be provided to enrolled learners;
- Samples of assessment tasks, model answers¹ and marking schemes for each award stage.

¹ These are required for the purpose of illustration.

Additional documentation may be required to address the applicable validation criteria. For example, any incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures should be documented and provided with the application.

The programme is expected to be developed to the point that it is ready to be offered to learners. Detailed information is required, not just an outline. The validation criteria must be addressed.

Additional or alternative requirements may be set out in the relevant specialised validation policy and criteria documents.

1A.4.2 Approved Scope of Provision

Complete the table to show all attributes of the range of programmes already validated for your provider. This information is intended to inform an independent panel of the scope of provision already in place in the provider.

1A.5 Extension to Scope of Provision

If this programme will require an extension to the approved scope of provision outlined in 1A4.2 e.g. introduces significant online delivery for the first time, then you should highlight this and demonstrate how the implications for such an initiative has been accommodated within your quality assurance procedures.

Section 1B Application Summary

Use the tables provided to summarise the programme or programmes being submitted for validation 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.

There is a principal programme in every application. There may or may not be embedded programmes also. Make sure it is clear how many programmes there are and that the primary attributes of each are clear.

Embedded programmes are considered exceptional and must independently meet the validation criteria. Modules that lead to minor or special purpose awards must also meet the validation criteria—in higher education it is expected that most modules will NOT lead to QQI awards.

The term exit award is not used in the current validation policy. An exit award programme is a special case of an embedded programme where the exit award programme is never offered to learners independently and only accessed by learners who enrol on a principal programme and then exit early but have been assessed as having met the requirements for the lower NFQ level award.

Section 1C Programme Overview - an outline of the programme and identification of the QQI award(s) to which it designed to lead

The programme outline provides synoptic information about the programme. The template should be used to provide this outline information. Details of the principal programme must always be provided.

1C.1 Principal programme

Provide the headline data and summaries which describe the programme. *Note that this information will be published online in the Irish Register of Qualifications. Hence it is very important that care is taken to ensure accuracy.*

If the programme is to have full time and part time versions, then it is important that the data for each version is clearly entered.

Some of the data provided here may become conditions of validation, so it is essential that what is entered is accurate and carefully thought out.

If the programme involves work placements this should be noted. Otherwise insert 'not applicable' in the box provided.

1C.2 Embedded programme²

An embedded programme could lead to a major, special purpose, supplemental or professional award. It will comprise one or more modules of the principal programme.

For each embedded programme use the same form as used for the principal programme. **Shared features should be identified for the principal programme and referenced for each embedded programme.**

An exit award is a special case of an embedded award. However, the corresponding embedded award programme must only be accessible by learners who are suited to completing the principal programme. Exit award embedded programmes cannot be offered independently or listed publicly as programmes.

Using the templates for embedded programmes and stand-alone modules

The remaining parts are presented assuming a principal programme with no embedded programmes or stand-alone modules. **If there is an embedded programme, any difference between it and the principal programme must be clearly identified and described.** An embedded programme must satisfy all of the validation criteria.

On using the remaining sections to document the programme

The remainder is intended to guide the topics to be covered when documenting the programme. For example, what is taught, how it is taught, by what means and in which modes it is taught, by whom it is taught, where it is taught, when it is taught, how it is assessed, to whom it is taught in general terms, who owns the programme, and how the programme is managed and quality assured and by whom.

For apprenticeship programmes the on-the-job processes must always be addressed as well as the off-the-job process.

The **MIPLOs** (minimum intended programme learning outcomes) and **MIMLOs** (minimum intended module learning outcomes) while important and intrinsic to the programme do not define it. Recall that a programme is defined a process by which a learner acquires knowledge, skill or competence. A metaphor for a programme is a journey with points of departure and destination. MIPLOs are the destination. MIMLOs are intermediate destinations. The entry standard for learners is the point of departure. The target learners must meet the entry standard but may have other characteristics to which the programme attunes. The programme documentation must describe the plan for the journey and **it is never sufficient** just to set out the minimum intended learning outcomes however detailed these are specified.

The information provided about the programme must be sufficient to address the validation policies and criteria comprehensively.

² This needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

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

Address 17.2 (a, b, c, d, e, f, g, h, i)

2.1 Programme aims and objectives

In addition to the overall aims and objectives, state whether there are specific objectives to meet specific statutory, regulatory or professional body requirements.

For example, indicate where the programme aims to meet educational requirements for entry into a specified profession including regulated professions.

For apprenticeship programmes this **must** always include the outcomes achieved via the on-the-job process as well as via the off-the-job process.

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

Providers should ensure the award title is legitimate in all respects. If there are applicable statutory, regulatory and professional body requirements it must be consistent with these.

Providers should consult and its *Policy for Determining Awards Standards* as well as the suite of QQI awards standards.

Address criterion 17.4(f, g).

2.3 QQI awards standards used

The list of HET awards standards is here <https://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx>

The apprenticeship awards standards are here (these are generic)
http://www.qqi.ie/Publications/Professional_Award-types_PS3_2014.pdf

In some cases, more than one QQI standard applies e.g. a Bachelor of Science Honours in Business must satisfy both the science and business standards. The standards applied should be indicated.

2.4 Minimum intended programme learning outcomes

State the minimum intended programme learning outcomes (MIPLOs) in terms of knowledge, skill and competence. The MIPLOs are for the programme as a whole. It is not sufficient to list the minimum intended module learning outcomes for the constituent modules.

If the programme has streams where different group's take different electives there will normally need to be separate MIPLOs for each stream.

2.5 Minimum intended module and (where applicable) stage learning outcomes

State the minimum intended module learning outcomes for each of the programmes modules and stages. This must be done whether or not the modules or stages lead to QQI awards.

Modules and stages for this purpose are discrete parts of the programme.

If the programme involves work-based learning the learning outcomes associated with this learning must be stated explicitly.

If this information is presented with module descriptors, then cross-reference here.

If the programme has streams where different groups take different electives there will normally need to be separate MISLOs for each stream.

2.6 Mapping the MIPLOs against the QQI awards standards and demonstrating consistency

A programme's volume, purpose, minimum intended learning outcomes, minimum prior learning at entry, articulation and progression arrangements and assessment procedures must **align** with the corresponding QQI standard for the award sought.

This should be demonstrated by mapping the minimum intended programme learning outcomes (MIPLOs) (i.e. the minimum knowledge, skill and competence a person must achieve and demonstrate in order to be recommended for the award) against the applicable award standard.

The MIPLOs should meet or exceed the award standard's expected learning outcomes statements.

The presentation of the case for an award at NFQ level N should pay particular attention to the difference between levels N and N-1, for example, the difference between Level 7 and Level 8.

In addition to this mapping of the MIPLOs to the relevant standard, there must be evidence that minimum intended programme learning outcomes (and subsidiary outcomes associated with strands, phases, modules, stages and such like) are assessed validly and reliably and that learners who enter with the minimum entry requirements are enabled to achieve the minimum intended programme learning outcomes and will achieve them should they complete the programme (successfully). In programmes that involve work-based learning there must be explicit intended outcomes associated with the work-based learning and these must be assessed and integrated into the programme and this alignment exercise.

The tabled provided in Unit Error! Reference source not found. should also be completed to help present the mapping and the main supporting evidence for consistency of the MIPLOs with the relevant awards standards. When using this a focus should be placed on the most powerful evidence for a programme's MIPLOs meeting or exceeding the expected learning outcomes of the applicable award standard, rather than trying to exhaustively link all of the evidence. Nevertheless, there must be sufficient evidence.

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.

Here as in all other parts of the application, the application must present the evidence that the applicant wishes QQI (specifically the validation panel) to consider. Evidence that is not included with the application cannot be considered. The onus is on the provider to make a complete application.

All assertions made in the alignment exercise must be supported by evidence. For example, representative sample examination materials (e.g. papers, marking schemes and such like) should be included. The applicant should use the evidence in presenting its case. It is not sufficient to just present it. The provider must not expect the panel to have to trawl the supporting material to assemble the evidence and make the case for itself.

There are two points here (i) information needs to be made available upfront rather than the panel having to seek additional material during the process (ii) evidence needs to be systematically

presented in support of the case rather than delivered in bulk assuming the panel will delve into supporting material to find evidence that supports the application.

It is important to link the expected learning outcomes statements from the QQI standards elements to the MIPOs and to the curriculum and assessment. There should be a clear trail in evidence between these.

Note that in a multi-year programme not all of the expected learning outcomes will be at the level of the final award. **If a major award is sought, then at least 120 FET credits or 60 ETCS (that is 1500-1800 hours of learner effort³) must result in outcomes at the NFQ level of the major award.** This must be demonstrated.

Note that a QQI validation panel will not recommend validation at a lower NFQ level if it cannot recommend recognition at the level sought. It is important therefore for the applicant to be satisfied that sufficient evidence has been provided in support of the award sought in respect of the programme.

2.7 Comparing the MIPOs with those of comparable programmes

Compare the proposed programme's MIPOs with those of existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find. **Where it proves difficult to obtain this information in Ireland because details are not published and where there may be competition between providers, it is sufficient to make international comparisons.**

2.8 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.

2.9 Other matters

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

Address 17.3(a, b, c, d)

3.1 Rationale for providing the programme

3.2 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.

3.3 Education and training needs met by the programme

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

This applies to professional programmes at all levels including apprenticeship programmes.

³ Learner effort for ETCS should be calculated in accordance with the ECTS Users' Guide (2015) http://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf

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

Address 17.3(a) in particular here.

3.6 Interpretation of the awards standards and research supporting the programme's aims, objectives and the MIPLOs

QQI awards standards for apprenticeship programmes are generic (the Professional Award-type Descriptors (PATDs)) and require interpretation in the context of particular occupations. The MIPLOs are the result of that interpretation. These along with the programme aims and objectives must be adequately researched. This should be addressed here.

Awards standards for HET programmes while not always generic are broad and also require interpretation. They should be similarly addressed.

There must be evidence of well-informed interpretation of the QQI awards standards

Note that QQI awards standards even when they are very detailed are not written to function as MIPLOs! It is never appropriate to just copy the QQI award standard and call it the MIPLO.

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

3.8 Comparison with other programmes (of other providers)

The purpose of this comparison is to place the programme in the context of other programmes indicating what it has in common with them and whether it has any distinguishing features. Providing this information will help demonstrate that the development of the programme has been well researched.

The comparisons should cover teaching, learning and assessment strategy as well as outcomes (addressed in section 2), the profile of target learners, and if the programme is professional the professional context.

Compare the proposed programme (not just MIPLOs as above) with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.

3.9 Evidence of support for the introduction of the programme

3.10 Evidence of learner demand for the programme

3.11 Evidence of employment opportunities for graduates

3.12 Planned intake

This should include numbers to be recruited per intake over five years.

3.13 Five-year plan for the proposed programme

This **outline plan** must address criterion 17.7(d) **including costs and income based on the planned intake.**

3.14 Other matters

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

Address 17.3(a, b, c, d, e, f, g).

4.1 Information to be made available to learners about the programme

This information should explain what the programme expects of learners and what they can expect of it and the awards to which it leads. Cite and make available documents and promotional material that will be provided to learners including material that will be used in prospectuses and a (draft) programme (student) handbook.

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

This should provide programme-specific procedures for entry and how they interface with the institutional procedures (the institutional procedures should be made available e.g. online).

Provide details of the procedures and criteria for determining whether or not any of the applicant's qualifications help them to meet the entry requirements or to qualify them for entry to an advanced stage or other exemptions from parts of the programme.

Among other things, details should also be provided about the processes in place for the assessment of learners entering the programme on the basis of being mature learners, or through recognition of prior learning or assessment of prior experiential learning (see Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training NQAI 2005).

4.2.1 Entry procedures

Under each heading provided provide details of the minimum prerequisite learning (knowledge, skill and competence) required to access the programme. Explain how this is assessed in each case.

Similar details should also be provided about prerequisite learning for access (or transfer) to higher stages of the programme.

State the minimum English language competence required for participation in the programme.

Indicate the kinds of qualifications which would demonstrate the achievement of the access requirements above.

If the programme is designed for learners who have completed the leaving certificate (or equivalent) indicate the minimum access requirements in terms of leaving certificate performance (or equivalent) including any subject requirements.

If candidates are interviewed before being granted access state and explain the criteria used to determine whether a person passes the interview stage and explain how the interview is conducted.

4.2.2 Minimum requirements for general learning

State the knowledge, skill and competence. State also any qualifications that will be accepted as indicating that these requirements have been met.

4.2.3 Minimum requirements for discipline-specific learning

State the knowledge, skill and competence. State also any qualifications that will be accepted as indicating that these requirements have been met.

4.2.4 Minimum experiential requirements (if applicable)

4.2.5 Minimum language proficiency requirements

State the knowledge, skill and competence. State also any qualifications that will be accepted as indicating that these requirements have been met.

4.2.6 Minimum mathematical proficiency requirements

State the knowledge, skill and competence. State also any qualifications that will be accepted as indicating that these requirements have been met.

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

State the knowledge, skill and competence.

4.2.8 Detail any other criteria for selecting learners

Include anything that is likely to be relevant to the implementation of the programme. For example, whether the programme caters for international learners, whether it caters for children, whether it caters for mature learners, whether learners are required to be working in a particular role and context...

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

Module specific exemption criteria may be provided within the module descriptors if not here.

4.3 Programme-specific transfer (outward) procedures and criteria

Details of the processes for the transfer of learners from the programme at other than the commencement stage should also be provided.

4.4 Identified transfer and progression destinations

Indicate at least two programmes of education and training that graduates of the proposed programme will be entitled to progress to, following successful completion of the programme.

Indicate any specific transfer destinations that are already known.

4.5 Professional accreditation of the programme

Indicate whether the programme has been professionally accredited (recognised by a professional body as meeting its educational requirements).

Indicate whether or not it is planned that the programme would be professionally accredited.

Give details.

4.6 Detail the credit system used for the programme

Note that ECTS credit requires 25 to 30 hours of learner effort per credit. 25 hours is a minimum for one credit.

60 hours is 2 ECTS.

26 hours is 1 ECTS.

Carefully, explain how credits are calculated.

4.7 Other matters

General guidance for sections 5-8.

The following is general guidance that applies to all of the sub headings in units 5, 6, 7 and 8. Additional guidance is provided under some of the sub-headings.

Each descriptor must

- Specify the aims and objectives for each module and explain how it is included in the programme and how it relates to the minimum intended programme learning outcomes.
- Specify the MIPLOs and MISLOs and MIMLOs
- Detail the indicative content for each module. A module is a process by which learners acquire knowledge, skill and competence. This process should be described in detail here. A teaching plan listing lectures, tutorials, practical work and continuous assessment tasks should be included giving sufficient detail to enable the evaluators to satisfy themselves that the curriculum is appropriate to the intended module learning outcomes.
- Identify reading lists and other prescribed learning materials: a list of core textbooks, lecture notes, e-learning resources and other teaching and learning materials should be included. Copies of these should be available for examination by the expert panel at the site visit. Any supplementary learning materials should be listed.
- Specify minimum staff-learner ratios.
- Specify the staffing requirements (including the particular requirements for each module).
- Describe and explain the assessment strategies: Programme assessment strategies should be produced for each programme, and module assessment strategies for each of its constituent modules. The programme assessment strategy should make particular reference to the role of the capstone modules. Stage assessment strategies should be integrated into the programme assessment strategy.
- Provide sample assessment tasks (e.g. examination papers) with rubrics. Representative samples of examination paper questions and continuous assessment tasks should be provided for each module whose grade contributes to the overall grade/classification for the major award. These should be accompanied by criterion referenced grading schemes (see Assessment and Standards HET) illustrating how learner's responses to assessment tasks will be graded.
- Describe and explain the teaching and learning strategies. Full details should be provided on the intended teaching and learning strategies for each module. These should address the opportunities for learning in the context of the minimum intended programme learning outcomes and the module's prerequisite learning. Cross-reference this with the module assessment strategy particularly regarding the role of assessment in the promotion of learning. In the case of capstone modules explain how learning acquired in other modules is integrated. If the module involves the use of e-learning tools or laboratory facilities or such like this should be noted and the quantity and availability of the relevant resources should be addressed under physical resources.
- Characterise the intended learning environments and explain how they are created (note the relevant validation criteria)
- Precisely specify the physical resource **requirements** (required as part of the programme and intrinsic to it) for the **programme** and where applicable **for each module**. Please don't drop in unspecific information such as the entire library holdings. These include educational and training and other resources e.g.
 - Library holdings for this programme

- Information and communication technology resources (dedicated to this programme e.g. if there is a software package that is provided how many licences and how many workstations are available for the programme and how are they timetabled for this programme).
- Laboratories, workshops and studios (quantifying availability for this programme)
- E-learning resources (quantifying availability)
- Study facilities (quantifying availability for this programme)
- Lecture theatres (quantifying availability for this programme)
- Facilities for learners with special education and training needs (quantifying availability for this programme)
- Common Room (how much room is available,
- Health and Welfare Facilities
- Facilities for International Students
- Identify the supported physical resources (or potential supported physical resources) **that are currently available** to this programme.
- Specify minimum resource-learner ratios.
- Describe and explain the arrangements for learners with special education and training needs (detailing any distinct arrangements for modules).
- Identify the required prior learning for the programme and for modules and co-requisite modules (where applicable).

5 Written curriculum

This will be a substantial part of the programme documentation. It must address the overall programme and each of its modules in turn. It must include indicative content for each module (it is never sufficient just to include the intended module learning outcomes).

It must provide sufficient information about the programme for it to be evaluated against the QQI validation criteria.

It must detail what is taught, how it is taught, by what means and in which modes it is taught, by whom is it taught, where it is taught, when it is taught, what are the minimum intended learning outcomes, how learning is assessed, to whom it is taught in general terms, who owns the programme, and how the programme is managed and quality assured and by whom.

It should also address the intellectual advancement of the learner and the evolution of the learning experience intended with particular reference to the progression journey (beginning–middle–end)

Note that where a programme involves work-based learning this must be treated as rigorously as other parts i.e. all the foregoing need to be addressed.

In all of this it must be explained how the programme, stages and modules enables a learner meeting the prior learning requirements to achieve and demonstrate the minimum intended learning outcomes for the respective programme, modules and stages.

The provider is free to format the written curriculum as it chooses provided that it can be evaluated against QQI's validation criteria. The forms provided in this guideline (including the proposed programme schedule) must always be completed as they provided important headline information about the programme that might, for example, be included on the certificate of validation.

If the work-placement is integrated into one or more modules cite the modules here and provide the details in the relevant module descriptors.

Honours bachelor's degree and master's degree programmes will always include a major (capstone) dissertation or project at the award stage and possibly at other stages. Other programmes may also include such elements. This section should cite the relevant modules.

The structure of the programme must be summarised in a **proposed programme schedule**. A template for the programme schedule is provided in unit **Error! Reference source not found.**

5.1 Outline of the curriculum

5.1.1 Stage level outline

The synopses should address the purpose of the stage in the context of the overall programme.

If the programme has multiple streams, then the stage synopses will normally need to be differentiated for each stream.

5.1.2 Rules for electives and their rationale

Electives allow intended programme learning outcomes to be tailored to the needs of learners.

5.1.3 Module-level outline

5.2 Rationale for the curriculum structure

5.3 Rationale for the programme's duration, credit allocation

In justifying the learner effort and credit allocation, it is necessary to address the effort required by a learner to progress from the minimum entry standard for the programme (prior learning) to at least the MIPLOs.

If the programme duration is atypical the rationale for the atypical duration should be carefully set out.

5.4 Indicative timetable and its rationale

Explain how the learner's time is employed in the programme's activities, this must include, for example, lectures (exact number of hours of learning effort so 45 minutes is 0.75 hours), laboratory demonstrations, time in work placement, time in work (if apprenticeship or traineeship), and such like.

In all cases the distribution of activity over the weeks, months, semesters and years should also be set out clearly. So, for example, if there are 9 hours of laboratory demonstrations per week, indicate how this is distributed over the days of the week. **There should be clear evidence to justify how achievable the programme is.**

5.5 Integrated learning opportunities and assessment in light of the MIPLOs

Explain what opportunities are provided for integration of learning. For example, an assigned project through which the learner draws on a wide range of their knowledge and skills to demonstrate competence.

5.6 Programme teaching and learning (including formative assessment) strategy

Here formative assessment means assessment for learning. Formative and summative assessment may overlap.

Teaching should be understood in its most general sense; to include, for example, workplace training in the context of apprenticeships.

When presenting strategy, set out the objectives, approach and explain how they are achieved.

Ensure that the strategy for interacting with learners is carefully explained not just in terms of inputs (e.g. lectures and tutorials) but also how individual learner progress is continually inferred and how timely interventions are made to support learning (e.g. feedback).

For longer programmes it is important to explain how learners build up to the programme learning outcomes. The strategy should address the academic, professional, intellectual and broader personal development of learners (as appropriate) as they progress through the programme. It is expected that in such programmes, the stage-strategies will evolve with learners' increasing competence.

For apprenticeship programmes take care to address the work-based formation and learning strategy systematically in detail.

Explain the teaching and learning strategy for the programme as a whole. Pay particular attention to the integration of learning within the modules to enable learners to achieve the **intended programme learning outcomes**. The formative assessment strategy should be addressed here—i.e. how assessment is used to guide and support learning.

Teaching should be understood to include all kinds of formational interventions involved in the education or training of learners.

Much information about the teaching and learning strategies will be provided in the module descriptors. This need not be repeated here.

Note that all accredited teaching and learning effort should be addressed with equal rigour including on-the-job learning in traineeship or apprenticeship programmes.

5.7 Integration, organisation and oversight of work-based learning

For apprenticeship programmes, for example, it is particularly important to explain how the formation apprentices receive in the workplace is integrated with the formation they receive in college to form a coherent whole.

5.8 Programme learning environment

The scope includes:

- Physical, social, cultural and intellectual environment
- The learner experience
- The work-based learning environments

For apprenticeship programmes note in particular section 5 of the - Topic-Specific Statutory Quality Assurance Guidelines for providers of Statutory Apprenticeship Programmes.

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

Note criteria 17.11 (a, b, c, d, e, f, g, h, i, j).

For apprenticeship programmes note in particular section 5 of the - Topic-Specific Statutory Quality Assurance Guidelines for providers of Statutory Apprenticeship Programmes.

5.10 Programme summative assessment strategy

Explain the assessment strategy for the programme as a whole. Pay particular attention to explaining how the achievement of MIPLOs is assessed reliably and validly.

Outline the arrangements for the oversight and coordination of learner assessment.

For apprenticeship programmes note in particular section 4.3 of the - Topic-Specific Statutory Quality Assurance Guidelines for providers of Statutory Apprenticeship Programmes.

QQI will be developing new guidelines for assessment in the context of FET programmes. Parts of the current guidelines that are contingent on CAS only apply to programmes leading to CAS awards (i.e. not to apprenticeship programmes). QQI should be consulted if there are any questions about this.

5.11 Proposed programme and stage schedules

A per-stage template for this and guidelines are provided in Part 2.

6 Module Documentation

A module is an element of a programme that is a programme but is not necessarily validated on a stand-alone basis. Modules in higher education programmes are not normally validated on a stand-alone basis.

In an apprenticeship and traineeship programmes the work-based learning phases should be reported as modules.

6.1 Module 1

6.1.1 Headline information about the module

The table MUST be used to provided headline information about each module.

Some repetition of material presented earlier is called for in the following sections here to aid presentation.

6.1.2 Module aims and objectives

6.1.3 Minimum intended module learning outcomes

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

6.1.5 Information provided to learners about the module

Explain how the module is presented to learners e.g. in promotional material and in learner handbooks.

This must, among other things, be consistent with information to be included on the Europass Certificate or Diploma Supplement.

6.1.6 Module content, organisation and structure

This will be a substantial part of the module description.

The presentation should be sufficiently detailed for evaluation of the suitability of the content in light of the MIMLOs and the entry requirements.

It must systematically describe how learners are formed. All applicable modes of teaching and learning should be addressed (including any on-the-job training e.g. in apprenticeship programmes).

It must also be sufficiently detailed to ensure that any two suitably qualified staff who are assigned to teach the module will deliver it reasonably consistently.

6.1.7 Module teaching and learning (including formative assessment) strategy

Modules are programmes within programmes and should be approached strategically. This section should set out the strategy.

The strategy should, among other things, justify the staff/learner ratios and modes of teaching and learning.

6.1.8 Work-based learning and practice-placement

6.1.9 E-learning

If applicable describe the e-learning approach and ensure to provide access to the e-learning content and resources.

6.1.10 Module physical resource requirements

Supported physical resource requirements expressed as a ratio of learners participating (meaning the module will only be offered when these are in place. Refer to criterion 17.7.

Address resource-learner ratio.

6.1.11 Reading lists and other information resources

6.1.12 Specifications for module staffing requirements

Having regard to the information already provided in 6.1.1, specify any further details on qualifications (professional, pedagogical⁴ and academic) and experience requirements refer to criterion 17.6.

This also applies to employer-based personnel who have a formal role in the formation of apprentices or trainees.

Address staff-learner ratio.

6.1.13 Module summative assessment strategy

Note the definition of assessment strategy. Explain the strategy.

⁴ Etymology notwithstanding this is taken to apply to the theory and practice of education and training.

In setting out the strategy include an explanation of how assessment tasks that form part of the strategy are classified using the following standard categories as used in the programme schedule and module summary.

- Continuous assessment
- Supervised project
- Proctored practical examination
- Proctored written examination

6.1.14 Sample assessment materials

6.2 Module [2]

Use the same headings as above and repeat as necessary.

7 Programme Staff

Much information about the specifications for programme staff will be provided in the module descriptors. This need not be repeated here.

7.1 Programme director and board

Each programme should have a programme director and board. These people are expected to meet the independent evaluation group during a validation site visit.

Note that for apprenticeship programmes the make-up of the programme board is addressed by the Statutory QA Guidelines.

Provide the terms of reference for the Programme Board for the particular programme.

7.2 Complement of staff (or potential staff)

Refer top 17.6(b, c) in particular.

Identify staff (or potential staff if not in post already) meeting the requirements. Provide curricula vitae for these:

- Name
- Qualifications (with date and awarding body)
- Employment history
- Educational and training qualifications, experience and history
- Current teaching load without the proposed programme
- Specialisation
- Publications
- Professional memberships
- Affiliations

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

If the provider is doing the assessment this is not required

7.4 Programme-specific staff performance management arrangements

Outline the programme-specific performance management and development arrangements.

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

Can reference section 1.1

7.6 CVs for the programme's key staff (e.g. the programme leadership) and for the identified complement of staff

There must always be an identified complement of staff to run an instance of the programme.

7.7 Recruitment plan for staff not already in post

8 Physical resources

Much information about the programme's physical resources will be provided in the module descriptors. This need not be repeated here.

See 17.7 (a, b, c, d, e).

8.1 Specification of the programme's physical resource requirements

8.2 Complement of supported physical resources (or potential ones)

8.2.1 Premises

Describe the main premises where the programme is to be provided.

Include a signed declaration by the chief executive or equivalent that the premises would meet all applicable legal requirements if the programme were to be provided considering the number of learners planned to be enrolled on this programme in addition to all other persons using the premises.

If the programme is to be provided at multiple unspecified centres and the provider has approved QA procedures that govern this, then set out the minimum requirements that must be met by such a centre.

8.2.2 Informational technology resources

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

8.2.4 Specialised equipment

8.2.5 Technical and administrative support services

8.3 Company placement resources

Note 17.7(b)(vii).

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

Note 17.7(c).

8.5 Entitlements to use the property required

Note 17.7(e).

9 Programme management

Note criteria 17.12 (a, b, c, d, e, f, g, h).

9.1 Documented procedures for the operation and management of the programme

Cite the document which should accompany the application. Explain how the procedures meet the criteria. Note criteria 17.12 (a, b, c, d, e, f, g, h).

9.2 Supplementary QA procedures for the programme

Cite the document which should accompany the application. Explain how the procedures meet the criteria. Note criteria 17.12 (a, b, c, d, e, f, g, h).

Supplementary QA procedures for the programme must be consistent with the applicants QQI approved QA procedures. A link should be provided to the approved QA procedures and the date when these were approved by QQI should be stated.

Reference section 1.1 - additional supplementary QA procedures can include for example a reference to handbooks on website, and a short summary to indicate what procedures are in place

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

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

9.5 Membership and terms of reference for the programme board

9.6 Collaborative provision

If the programme involves collaborative provision see QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards for special requirements. The partner providers should be identified and consulted and involved in the application for validation. They should also be consulted and be involved in the application for validation. The relevant consortium agreement must be established and should also be provided with the application. It should be made clear which partner provider is responsible for what. Collaborative provision should also be addressed under the section on quality assurance.

9.7 Apprenticeship coordinating provider role

Memoranda of understanding/agreement with employers and collaborating providers must be included (see apprenticeship QA guidelines) see also Section 7. If they are not finalised include draft versions and explain what must be done to finalise and identify any critical issues.

9.8 Transnational provision

If the programme involves transnational provision see QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards for special requirements. Transnational provision should also be addressed under the section on quality assurance

Reference QA, show Terms of Reference, outline who is on the Programme Board

10 Proposed Programme Schedule

Template provided in Part 2.

10.1 Introduction

This is a guideline on preparing a *proposed programme schedule*.

A programme schedule is a summary of the information about the programme.

Following a decision to validate or revalidate a programme, QQI issues a certificate of validation. The proposed programme schedule following any modifications required for validation becomes the *approved programme schedule*. It is integrated into the certificate of validation.

The provider, upon receipt of the certificate of validation, is required to check that it is accurate in all respects. If there are any discrepancies or inconsistencies the provider should notify QQI immediately in writing.

10.2 Programme-level information

Programmes are normally divided into *stages* and *modules*. *Stages* and *modules* are sub-programmes within programmes.

The programme's *minimum intended programme learning outcomes* together with its *minimum prerequisite learning requirements* and its total *credit* (FET or HET Credit⁵) influence the determination of the:

- Programme Title
- Award Title (including Award Type)
- Award Class (Major, Minor, Special purpose, Supplemental and Professional)
- Award-type including the NFQ Level of the Award (and any minor awards or embedded awards)

The programme schedule is but a summary. The detail underpinning the proposed programme schedule must be elaborated in any application for validation.

HET Note: The *Principles and operational guidelines for the implementation of a national approach to credit in Irish higher education and training* (NQAI 2006) requires that there be at least 60 credits (ECTS) of new learning at the NFQ level of a major award before that award can be made.

HET Note: *Sectoral Convention 5 (Assessment and Standards 2013) on the Post-award Achievement required for an additional HET major award at the same level.*

⁵ HET Credit is based on the concept that the average workload of a fulltime student in a typical programme of higher education and training is 60 HET Credits per academic year. Note that ECTS stands for the European Credit Transfer System. It is described in detail by the *ECTS User's Guide* (see references). Credit is related to learner effort not of any particular learner but rather in an average sense. 1 ECTS credit is 25-30 hours learner effort.

FET Credit is also based on learner effort in acquiring knowledge, skill and competence. 1 fulltime FET programme involves 120 FET credits.

10.2.1 Award title

Award titles must be consistent with the [QQI Policy and Criteria for Making Awards](#). (pay particular attention to 3.1.b). Standards determinations are addressed by QQI’s [Policy for Determining Awards Standards](#).

In practical terms the specification of a named award consists of a stem and a specialisation.

Named Award Stem	Specialisation
Honours Bachelor of Science	in Nursing in General Nursing
Advanced Certificate	...

Note: The approach to the consistent titling of the specialisation part of apprenticeship award titles is still under consultation with stakeholders—working titles should be proposed in the meantime.

10.2.2 Programme title

The *programme title* consists at least of the award title including the *specialisation*. In many cases, additional information will be required e.g. “Part-time programme leading to [Named Award Title]”.

When choosing the proposed programme title, or changing the title of an existing programme, it is important to ensure that it accurately and concisely reflects the programme and its intended learning outcomes. Programme titles should be formal and complete. Abbreviations should be avoided.

10.2.3 Award class

There are five classes of award types available (award class), namely, Major, Minor, Special Purpose, Supplemental and Professional. The following material is from that document which should be consulted for a more complete distinction of the classes of award-types.

Award-types which fulfil a broader range of purposes are labelled major award-types. Other, more limited or specialised needs are met by minor, supplemental and special-purpose award-types.

Major awards: Major award-types are the principal class of awards made at each level. At most levels, such award-types capture a typical range of achievements at the level. They include outcomes from many of the sub-strands of knowledge, skill and competence appropriate to the level. An example of this at level 8 is the honours bachelor’s degree. All major awards are listed on the [QQI Policy and Criteria for Making Awards](#).

Minor awards: Minor award-types provide recognition for learners who achieve a range of learning outcomes, without achieving the specific combination of learning outcomes required for a major award. The range of learning outcomes will have relevance in their own right. The minor award will also be a means of identifying the knowledge, skill or competence previously acquired by the learner. All minor awards must be linked to a specified approved major award.

Special-purpose awards: Special-purpose award-types are made for specific, relatively narrow, purposes. They may comprise learning outcomes that also form part of major awards. However, where there is a need for separate certification of a set of outcomes, there should be a separate award. For example, there is a statutory

obligation for construction workers to have certification of their competence in health and safety (Safe Pass). Special-purpose awards need not be linked to a major award.

Supplemental awards: Supplemental award-types are for learning which is additional to a previous award. Programmes leading to such awards may be described as refresher, updating or continuing education and training. In some cases, there may be regulatory requirements for such awards in order for learners to retain a licence to practice granted in respect of the initial award. Such supplemental awards are not at a higher level than the initial award.

An award of a *professional class* may also have another class (e.g. major or supplemental). The expected learning outcomes for awards of professional class (independent of any other class that applies) are governed by the Professional Award-type Descriptor.

10.2.4 Award NFQ Level

The NFQ Levels for major award types are indicated in the [Policy and Criteria for Making Awards](#) (Appendix 1, page7). For example, Level 6 for a Higher Certificate, Level 9 for a Master's Degree.

10.2.5 Main Modes of Delivery (full-time and part-time)

For the purpose of the Approved Programme Schedule, two modes of delivery can be recorded. These are: full-time (FT) and part-time (PT).

10.2.6 Work-based learning

Work-based learning takes many forms. Here the focus is on goal-oriented, quality assured assessed learning in the work place. This learning must be intrinsic to the programme. Unfocussed work experience is not relevant.

Some examples are:

- Apprenticeship (statutory)
- Traineeship
- Practice-placement
- Work-based case-study
- Training in the workplace

10.2.7 Teaching and learning modalities

Programmes may involve more than one teaching and learning modality.

Some examples are:

- Direct contact via lectures and demonstrations
- Blended e-learning
- E-learning
- Problem-based learning

10.3 Stage information

Programmes are organised in *stages* (see *Assessment and Standards 2013* for HET programmes).

Typically, a stage is an academic year (60 HET credits for HET). In smaller programmes a stage may be a *semester* (30 HET credits) or some other appropriate division. However, it is quite common for a small programme to consist of just one stage.

All programmes must include an *award stage*. This is the final stage of a programme. Successful completion of the award stage entitles a learner to the award assuming he or she has achieved the prerequisite learning and met any other requirements.

Stages other than the award stage should be labelled on the proposed programme schedule by numbers in the sequence 1,2,3, etc., the final stage being labelled as the 'Award Stage'. The semester should be indicated if appropriate: Semester 1 or Semester 2. Many programmes are not divided into semesters.

10.3.1 Stage Credit

The total credit for each stage should be displayed clearly in the programme schedule.

10.3.2 Calculation of the Award Classification (HET) or Grade (FET)

Explain how the award classification/grade is calculated. For HET programmes refer to Assessment and Standards 2013.

10.4 Module Information

All modules in a programme should have a unique and meaningful *module title*. The following should be borne in mind when choosing module titles:

- Module titles (individually and collectively) are most effective when they are clear, concise, coherent and consistent.
- The title should clearly and unambiguously reflect the module content.
- Module titles should be as future-proofed as possible.
- Normally, the module title should not exceed 70 characters (including spaces).
- In each stage the mandatory modules should appear first followed by elective modules.
- Where a subject spreads over two semesters or stages, the module titles should be differentiated. If, for example 'Chemistry' spreads over two semesters the module titles 'Chemistry 1' and 'Chemistry 2' should be used.
- The information in the Approved Programme Schedule must correspond exactly with the HET *broadsheet of results* (see *Assessment and Standards 2013*) which must be submitted to QQI before any HET awards will be made. Similar arrangements must be made for FET apprenticeship programmes (QQI should be consulted about this).

10.4.1 Semesters number and module reference/number

In the case of semesterised programmes, the approved programme schedule should also indicate the semester number (1 or 2).

The proposed programme schedule does not require a module reference number but nevertheless modules should be appropriately labelled.

10.4.2 Module status

The status of each subject should be indicated in accordance with the following:

- Mandatory (M): each learner must present and pass in all mandatory modules.
- Elective (E): in addition to the above a candidate must present and pass in the number of Elective Examination Modules to achieve the quota of credits for the stage.

10.4.3 Hours of HET learning effort

The ECTS User’s Guide should be used to inform the calculation of learning effort for programmes of HET.

The learner effort (measured in hours) required to complete a module should be estimated in terms of the total contact hours and the total independent effort hours. The examples in the following table explains the difference between contact hours and independent effort.

Examples

Contact hours (instructor/tutor/trainer-led)	Independent learning effort
Lecture	Assignments
Practical demonstration	Self-directed independent work (including e-learning)
Seminars	Assigned reading
Small-group tutoring	Project work
Project supervision meeting	
Mentoring	
Directed e-learning	Work-based learning
	Supervised practice placements
	On-the-job training in an apprenticeship or traineeship

10.4.4 Allocation of marks within modules

The *grade* for a particular module will normally be made up of contributions from more than one of the following elements:

- Proctored Written Examination (Final)
- Supervised Project Work (Proj.)
- Proctored Practical Demonstration (Prac.)
- Continuous Assessment (CA)

The four percentage values listed above indicate the *weighting* to be given in the overall grade/mark to the various assessment elements. These weightings are applied to the percentage point values achieved for each of the elements in the percentage grading system or the grade point values if the alphabetic grading system is used. In this way an overall percentage-point or grade point result may be obtained for the module.

The weightings reported must be taken from the module assessment strategy.

10.4.5 Number of credits for the module

Each module is allocated a certain number of credits (whole numbers only). Credits, in general, should be assigned in multiples of 5. The total number of credits for each stage of a programme which equates with one academic year's full time learning should equal 60 and 120 for HET and FET respectively.

Credits are allocated to each module. The 'quantum' for each module is defined as the amount of total effort a student must devote to achieving the intended learning outcomes of that module. This effort might include attendance at lectures, practical work, participating in tutorials, completing projects, and independent study, including time spent researching etc.

Under ECTS convention, each credit represents 25-30 hours of student effort derived from the notion that 60 credits represent the workload of an average full-time student during one academic year. It is worth noting that in this context, workload refers to the notional time/effort within which the average learner may expect to complete the required learning outcomes for a given module. Credit is not directly related to time put in by a student, for example, the learning effort for work placement may only be a fraction of the hours spent working.

10.4.6 Other information

Other information that should be recorded for each module includes:

- The NFQ-Level of the module's *minimum intended learning outcomes* this is not mandatory and must be confirmed at validation.
- Prerequisites for the module (this does not appear on the programme schedule) can be expressed as knowledge, skill and competence, or where appropriate by listing other modules that must be passed prior to starting a module).

10.5 Progression

The programme schedules assume that a learner successfully completed all prior stages before being entitled to start a new stage (the prior stages are the prerequisites). Any deviation from this should be recorded under Special Regulations in the schedule.

10.6 Special regulations

Special regulations provide for the inclusion of special rules which pertain to the programme. They are included on an approved programme schedule in exceptional circumstances. They require the same level of approval as all other entries on the approved programme schedule. These rules are exceptional. An example of a special regulation is the exclusion of a particular module from pass-by-compensation.

The text of a special regulation must be concise (not exceeding a maximum of 280 characters).

The special regulations should indicate the modules which contribute to the award classification if these come from a stage other than the Award Stage. This material must be taken from the *Programme Assessment Strategy*.

Part 2

Supporting Templates

11 Proposed Programme Schedule Template for a Stage

Note that minor and embedded award programmes each require separate schedules.

Please see the accompanying notes (Section 10 above) on the use of the *Proposed Programme Schedule Template for a Stage*.

Further notes on completing the Proposed Programme Schedule Template for a Stage

- 1 *This level may only be defined if the intended module learning outcomes have been independently assessed (at validation) as being at a particular NFQ framework level.*
- 2 *This level may only be defined if the intended stage learning outcomes have been specified explicitly and independently assessed (at validation) as being at a particular NFQ framework level.*
- 3 *A stage exit award may only be established if the intended programme learning outcomes have been specified explicitly for an **embedded programme** leading to that award and culminating with that stage and that programme has been validated using the relevant awards standards.*
- 4 *Award class is either Major or Minor or Special-purpose or Supplemental and it may be Professional (because a professional class award may be in two classes)*
- 5 *Student learning effort is represented by HET or FET Credit for HET and FET programmes respectively. If ECTS is used learner effort must be at least 25 hours of learner effort per credit.*

Proposed Programme Schedule Template for a Stage

Note that minor and embedded award programmes each require separate schedules.

Name of Provider:																							
Programme Title																							
Award Title																							
Stage Exit Award Title ³																							
Modes of Delivery (FT/PT):																							
Teaching and learning modalities																							
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	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 Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)												
			Status ⁶	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁷	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %									

⁶ Mandatory (m) or elective (E)

⁷ 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.

Special Regulations (Up to 280 characters)													

12 Provider Self-Evaluation against the validation criteria

Prior to making an application for validation of a programme, a provider is required to conduct, and prepare a report on, an evaluation of the relevant programme against the applicable validation policies and criteria. This process is expected to be conducted in accordance with the applicant's QQI approved quality assurance procedures and not to be confused with the independent evaluation defined in unit (6).

A template is provided for the purpose of conducting the self-evaluation. QQI's validation criteria and sub-criteria are copied here in grey panels. The evaluation by the applicant against these criteria is a particularly important part of the application.

The programme documentation and provider's evaluation report must address the applicable validation criteria. QQI may refuse validation on the grounds that the application does not address the applicable validation criteria. The onus is on the applicant to present a complete case.

Applicants should note that validation may be refused if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

The evaluation of the programme against the criteria must explain how the application meets the criteria. **A mere assertion that a programme meets the criterion is not sufficient. This is not just a check-list!**

In explaining how the proposed programme meets a particular validation criterion the evaluation report should outline the pain points of the argument and where necessary provide more detailed analysis in supporting documentation to be provided with the application.

Evaluation against some criteria may require significantly more effort than others.

13 Mapping MIPLOs against QQI awards standards

This page is A3 to accommodate the large table. Please note that each thread must be addressed for all awards, where there is no outcome for a thread this should be justified

13.1 Professional award-type descriptor (currently this is only for apprenticeship programmes)

The descriptors are available here: http://www.qqi.ie/Publications/Publications/Professional_Award-types_PS3_2014.pdf

Explanatory Text should be removed when completing template

Analysis of Purpose						
	Copy the purpose indicator from the Relevant QQI Award Standard at Level N-1 (one below the proposed level) (For information on QQI's current awards standards see http://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx)	Copy the purpose indicator from the Relevant QQI Award Standard at Level N (the proposed level) (For information on QQI's current awards standards see http://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx)	Statement of programme's purpose	Evidence Outline how the purpose is realised Focus on the most compelling evidence rather than exhaustively including everything. Cite relevant documents submitted as part of the application.	Analysis Demonstrate how the programme purpose statement is consistent with that from the award standard for the proposed award at NFQ level (N). Focus on the Level N indicators from the award standard <u>and</u> on the differences between the Level N and Level N-1 indicators.	Commentary Comment on the evidence presented explaining how successful completion of the programme results in learning that is consistent with the purpose of the QQI award standard for the award sought.
Purpose						
Overview Analysis of the MIPLOs against QQI Standards (PATD) and Outline of the support for the MIPLOs						
Each thread must be addressed for all awards, where there is no outcome for a thread this should be justified						
Thread	Level N-1 (one below the proposed level) Professional Award expected learning outcomes	Level N (the proposed level) Professional Award expected learning outcomes	Minimum intended programme learning outcomes <u>for each thread</u>	Evidence Outline how the MIPLOs are achieved and assessed. Focus on the most compelling evidence rather than exhaustively including everything. Provide the main evidence in this table. Cite relevant documents submitted as part of the application. Don't include outcomes that are aspirational and are not validly and reliably assessed. Evidence and examples given must be representative and not outliers. Note that some of the descriptor's requirements will typically be met by required prior learning. The minimum	Analysis Demonstrate how the MIPLOs are consistent with the descriptor for the proposed level (N). Focus on the Level N descriptor <u>and</u> on the differences between the Level N and level N-1 indicators.	Commentary Comment on the evidence presented explaining how successful completion of the programme results in learning that is consistent with the PADT at the level of the award sought.

					entry requirements are relevant in this regard (but <u>not</u> the typical entry requirements!)		
Knowledge: breadth and kind	Knowledge scope and coherence						
	Knowledge Structure						
	Knowledge of issues						
<i>Know-how and skill: range and selectivity</i>	Use cognitive and practical skills (analytical and synthetic) to solve problems						
	Draw insightful conclusions						
	Communicate and influence						
Competence— Context, Role, learning-to-learn and Insight	Exercising autonomy and judgement						
	Exercising responsibility						
	Working with others						
	Learning and teaching						
	Attitudes						
Articulation and Progression							
Assessment							

13.2 QQI awards standards for programmes of higher education and training

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.

Analysis of Purpose						
	<p>Copy the purpose indicator from the Relevant QQI Award Standard at <u>Level N-1</u> (one below the proposed level). If there is no purpose indicator in the relevant award standard, use the purpose indicator from the relevant award type descriptor</p> <p>(For information on QQI's current awards standards see http://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx)</p>	<p>Copy the purpose indicator from the Relevant QQI Award Standard at <u>Level N</u> (the proposed level). If there is no purpose indicator in the relevant award standard, use the purpose indicator from the relevant award type descriptor</p> <p>(For information on QQI's current awards standards see http://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx)</p>	Statement of programme's purpose	<p>Evidence</p> <p>Outline how the purpose is realised</p> <p>Focus on the most compelling evidence rather than exhaustively including everything.</p> <p>Cite relevant documents submitted as part of the application.</p>	<p>Analysis</p> <p>Demonstrate how the programme purpose statement is consistent with that from the award standard for the proposed award at NFQ level (N).</p> <p>Focus on the Level N indicators from the award standard <u>and</u> on the differences between the Level N and Level N-1 indicators.</p>	<p>Commentary</p> <p>Comment on the evidence presented explaining how successful completion of the programme results in learning that is consistent with the purpose of the QQI award standard for the award sought.</p>
Purpose						

Overview Analysis of the MIPLOs against QQI Standards and Outline of the support for the MIPLOs

Substrand/row	Thread	<p>Copy the indicators from the Relevant QQI Award Standard at <u>Level N-1</u> (one below the proposed level)</p> <p>(For information on QQI's current awards standards see http://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx)</p>	<p>Copy the indicators from the Relevant QQI Award Standard at <u>Level N</u> (the proposed level)</p> <p>(For information on QQI's current awards standards see http://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx)</p>	Minimum intended programme learning outcomes <u>for each thread</u>	<p>Evidence</p> <p>Outline how the MIPLOs are achieved and assessed.</p> <p>Focus on the most compelling evidence rather than exhaustively including everything.</p> <p>Provide the main evidence in this table. Cite relevant documents submitted as part of the application.</p> <p>Don't include outcomes that are aspirational and are not validly and reliably assessed.</p> <p>Evidence and examples given must be representative and not outliers.</p> <p>Note that some of the standards's requirements will typically be met by required prior learning. The minimum entry requirements are relevant in this regard (but <u>not</u> the typical entry requirements!)</p>	<p>Analysis</p> <p>Demonstrate how the MIPLOs are consistent with the award standard for the proposed award at NFQ level (N).</p> <p>Focus on the Level N indicators from the award standard <u>and</u> on the differences between the Level N and level N-1 indicators.</p>	<p>Commentary</p> <p>Comment on the evidence presented explaining how successful completion of the programme results in learning that is consistent with the QQI award standard for the award sought.</p>
Knowledge: breadth and kind							

<i>Know-how and skill: range and selectivity</i>							
Competence— Context							
Competence— Role							
Competence— Learning-to-learn							
Competence— Insight							
Articulation and Progression							
Assessment							

13.3 Other QQI awards standards

The template in unit 2 may be used changing what needs to be changed.