**Guidelines for Completing the Programme Descriptor for programme(s) leading to new**

**non-CAS FET Major, Special Purpose, Supplemental and Minor Award(s)**

*(Version 1.1, 2021)*

These guidelines aim to support providers when completing the programme descriptor template, in preparation for making a programme validation application to QQI. The programme descriptor template headings are listed, alongside a set of comprehensive guidelines to support the provider in documenting what is required under that heading.

This document assumes familiarity with the QQI Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training and the programme descriptor template.

There are 11 sections in the template:

Section 1 Provider Details

Section 2 Application Summary

Section 3 Programme Overview

Section 4 Programme Management, Staffing and Implementation

Section 5 Programmes, Aims, Objectives, Standards and MIPLOs

Section 6 Programme Development

Section 7 Programme Curriculum

Section 8 Access, Transfer and Progression procedures, Criteria and Arrangements

Section 9 Programme Module Information

Section 10 Proposed Programme Structure

Section 11 Provider Authorisation/Declaration

All applicants (for validation) must use the programme descriptor template provided and complete all sections. It is strongly advised that providers use this guidelines document to support them in completing the programme descriptor template. The purpose of this document is to help applicants present their applications and programmes consistently and systematically, while also assisting them to meet the QQI validation criteria. However, **it is the applicant’s sole responsibility to ensure that all the criteria are addressed.** The guidelines and the template must be read in conjunction with QQI’s Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training (2016).

**Section 1 Provider Details**

|  | **Guidelines** |
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| **SECTION 1 Provider Details** |
| **1.1 Provider** | Insert the provider’s Name, Address and QBS username here (this is the unique code issued by QQI and used to access the validation page on QBS).For multi-centre providers, for example, an ETB, insert the ETB name/details here and not the centre name/details where the programme is to be offered. |
| **1.2 Contact for validation**  | Insert the provider’s validation contact person’s details under each of the headings provided. This contact is the person who prepares and submits programmes for validation on behalf of the provider. |
| **1.3 Programme Manager**  | Insert the provider’s contact person’s details under each of the headings provided. This person has overall responsibility for managing the programme, within the provider. |
| **1.4 Contextual information about the provider and its other programmes** | Insert a description of the provider and the context in which it operates giving a scope of the provision it provides. This information is to provide a QQI validation panel member/evaluator with an overview of the context and scope of the provider and what FET activities that provider is involved in. The scope of provision table provides an overview of the range of activities and QA responsibilities of the provider. Additional information which should be supplied in 1.4 includes: * Numbers of learners achieving QQI certification the current or previous year (broken down into major, special purpose, supplemental and minor awards)
* Numbers of learners achieving non QQI certification the current or previous year
* Number of centres and teaching staff within the provider
* Experience with technology enhanced learning (TEL).
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| **1.5 Approved Scope of Provision** | Complete the table showing the scope of provision covered by currently validated programmes. |
| **1.6 Extension to Current Scope of Provision** | If this programme would require an extension to your current scope of provision, provide information on the implications and what amendments have been made to your QA procedures to accommodate the extension. |
| **SECTION 2 Application Summary** |
| **2.1 Principal Programme** | Enter the proposed programme title and the Class, NFQ Level and Credits of the award to which it will lead, if validated. The principal is the main programme in an application for validation. It may have other programmes ***embedded*** within it i.e. smaller programmes, each comprising one or more module(s) of the principal programme and leading to an award in its own right. For example a principal programme leading to an Advanced Certificate after two years may have embedded within it a programme leading to a Level 5 Certificate available after one year. It might also have an embedded programme(s) leading to a minor or a special purpose award available on completion of a specific group of modules. |
| **2.2, 2.3, 2.4 Embedded programmes** | See 3.2 below for more details on embedded programmes.Enter the details of any proposed programmes which are embedded in the principal programme. If there are to be none, enter N/A in the Programme title box of each. This will mean that the principal programme will be considered to be the only one being proposed.  |
|  | NB: if the application contains an embedded programme leading to an award in its own right, then sections 3.2 and 5 will need to be completed for each.  |
| **SECTION 3 Programme Overview** |
| **3.1.1 Programme title** | Insert a programme title that is clear, succinct and fit for the purpose of informing a prospective learner and other stakeholders. The title should be consistent with the relevant QQI award.The title must reflect the minimum intended programme learning outcomes, be learner focused and meaningful, have long lasting significance and comply with applicable statutory, regulatory and professional body requirements, if applicable.In choosing a programme title, note that providers must use this title when advertising the programme to a prospective learner. |
| **3.1.2 Award Class**  | Enter the class of award available to a learner who completes the programme successfully. One of Major, Special Purpose, Minor, Supplemental |
| **3.1.3 NFQ Level (1 – 6)** | Enter the NFQ Level of the award to which this programme is intended to lead. |
| **3.1.4 Credit value achieved on completion of the programme** | Insert the credit value of the award. This should reflect the total learner effort expected in order to achieve the award, measured in FET credits i.e. one credit for every ten hours of learner effort. For example, a programme of 120 credits should envisage total learner effort of 1,200 hours. |
| **3.1.5 ISCED[[1]](#footnote-1) code** | Please refer to the INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION Fields of education and training 2013 (ISCED-F 2013) for the relevant ISCED code. |
| **3.1.6 Duration** *(years, months, weeks)* | The duration[[2]](#footnote-2) refers to the period of time from the commencement of instruction to the point when a learner has been assessed for the purposes of completing the programme and the results of assessment have been confirmed by the provider.Programme duration should state the number of hours per week the programme is delivered for and the overall duration of the programme in years, months and/or weeks, as appropriate. Overall programme duration is a combination of mandatory and optional modules including time allowed for assessment. It is a realistic estimation of the real time involved in the delivery of the programme and assessment of the learner, from enrolment to completion. Where there are different target learner groups and/or programme structure within the principal programme a range of programme durations must also be provided. |
| **3.1.7 Brief synopsis of the programme** | Insert a brief overview of the programme. Information on the following should be included:* The programme purpose or aim, for example, preparation for progression, vocation oriented
* Does the programme include a work placement element and/or work-based learning?
* Who is the programme for, i.e. the target learner?
* Brief reference to transfer and/or progression opportunities.
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| **3.1.8 Target learner group** | Insert a description of the target learner group, for the programme, which:* Is specific and accurate
* provides a clear basis for the development and delivery of the programme
* is consistent with the award level, programme content, programme duration and the delivery modes and learning methodologies for the programme
* details **all** assumptions about the learner, including what prior knowledge, skill and competence the learner will hold, on entry
* explains how diverse learner groups will be catered for
* details the likely aspirations of the learner.
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| **3.1.9 Proposed intake dates** (for period of validation) | As validation of this programme is normally for five years, insert the dates, in the form of MM/YY, to indicate the start date of the initial learner intake (Year 1) and the start date for the final learner intake (Year 5). |
| **3.1.10 Minimum and Maximum number of learners per intake** | Insert the planned minimum and maximum number of learners into the programme each time it is run. |
| **3.1.11 Maximum number of intakes per annum** | Insert the planned number of intakes of learners, into the programme, per annum, considering:* number of locations / centres
* types of provision, for example: PLC centre, training centre, night provision, in company training etc.
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| **3.1.12 Proposed new learner numbers over five years** | Insert the minimum and maximum number of learners expected to be enrolled on this programme, by the provider, for each of the years, 1 to 5.Ensure these numbers are consistent with the number of intakes outlined above, and take cognisance of the possible potential demand, growth, plateau and saturation |
| **3.1.13 Total costs and income over the 5 years** | Explain how the programme will be funded, how much money will be invested in this programme and indicate where that money will come from. Demonstrate how the provider will make sure enough resources are invested in the programme to ensure successful completion. Provide appropriate calculations, even if approximate, to demonstrate that thought has been put into the cost of and funding for the programme. |
| **3.1.14 Proposed countries where the programme will be provided**  | (i.e. where learners will be based –default is Ireland). If all or elements of the programme are delivered outside of Ireland, provide details here. The provider must ensure that this activity is within their approved scope of provision and that there are agreed quality assurance procedures in place, including around collaborative provision, to underpin this activity. |
| **3.1.15 Learners from abroad and / or foreign exchange learners (yes/no)?**  | Insert yes/no. In this case “learners from abroad” refers to those learners who are in the country specifically to attend the programme. If yes, provide details here. |
| **3.1.16 Name of centre(s) where the programme is to be provided** | Insert the centre name and QBS centre code for each centre that will offer this programme.At any one time insert the minimum and maximum number of learners who will be enrolled on the programme, per centre. Ensure these numbers are consistent with the total minimum and maximum number of learners expected to be enrolled on this programme, by the provider, as indicated above.Refer to Section 4.5, page 10 of the 2016 QQI validation policy. |
| **3.1.17 Criteria for selecting locations for programme delivery**  | Indicate the criteria used to determine the suitability of locations for the delivery of all or any elements of the programme, considering for example, location, accessibility, resources provided, costs, facilities, the built environment, the learning environment, etc.  |
| **3.1.18 Attendance options available to learners** | Indicate whether the programme will be delivered on a full-time basis, a part-time basis or both. Learner attendance hours per week(number plus description) should be provided for clarity as to what is meant by part time and full time |
| **3.1.19 Delivery modes** | Insert the primary modes (where the learning will take place) of delivery for the programme, for example, classroom based, work based, blended. Further details regarding the modes must be provided in the individual modules, in *Section 7.10a Teaching and learning strategy*.In listing the delivery modes, care should be taken to ensure that the underpinning Provider’s QA processes are in place, and approved by QQI, to support all modes specified. |
| **3.1.20 Teaching and Learning methodologies** | Insert the primary teaching and learning methodologies (how the learning will take place) for the programme and the learner to staff ratio for each.In listing the teaching and learning methodologies, care should be taken to ensure that the underpinning Provider’s QA processes are in place, and approved by QQI, to support all methodologies specified. |
| **3.1.21 Staff Profile: Qualifications and Experience** | Information on staff professional and educational qualifications, licences-to practise, where applicable, experience and the staff/learner ratio requirements should be included for the following:* Programme Management Staff
* Programme Co-ordination Staff
* Programme Delivery Staff
	+ Recruitment of Programme Delivery Staff
	+ Approval of Programme Delivery Staff
* Programme Support Staff.

In the case where this programme includes a work placement element, provide details on how this is staffed and managed. |
| **3.1.22 Staff TNA / Development** | Describe the staff development opportunities available to those involved with this programme |
| **3.1.23 Special requirements, including physical resources** | Describe any special requirements, including physical resources, associated with this programme, or related modules, as identified by the provider.Consider, for example, reference to premises, accommodation, IT, teaching/learning/assessment resources, specialist equipment, technical support, administrative support and/or work placement requirements |
| **3.2 Embedded Programme** | An embedded programme is one comprising a subset of the modules of the larger principal programme. For example, a principal programme made up of 10 modules, lasting two years and leading to a Level 6 major award in Information Technology, might have the following programmes *embedded* within it:1. A Level 6 minor award in Database Design and Construction (3 modules of the principal programme)
2. A Level 6 minor award in Coding (4 modules of the principal programme)
3. A level 5 major award in Software Applications (5 modules of the principal programme i.e. the first year)

Embedded programmes can lead to awards of different classes and volume. These awards can be **Exit Awards** i.e. an award available to a learner who initially enrolled to do the principal programme but who, for whatever reason, is not able to finish the programme. An exit award gives such a learner an opportunity to get some formal recognition if ‘exiting’ the programme earlier than planned.An embedded programme which is advertised and enrolled independently of the principal programme is not an exit. Learners who begin on such an embedded programme may progress to complete the principal programme. Because every embedded programme leads to its own award, there is a certain amount of information required about the programme and proposed award separate to the principal programme’s information. Section 3.2 will capture such headline information about the programme and proposed award. It should be copied for every embedded programme after the first.See Section 5.1e to 5.6e below also, where the aims, objectives, MIPLOs and mapping of the embedded programme(s) is captured. This is important information since, while the module content for the embedded programme is, by definition, the same as for the principal, the grouping of each set of modules into a distinct programme needs to be described in detail and justified as a coherent package of learning leading to an award. |
| **SECTION 4 Programme Management and Governance** |
| **4.1 Programme management** | Insert information on how **this programme** will be managed by the provider. Information on the following should be included:* Governance Structures
* Programme Maintenance (including programme update) and Review
	+ Provider Level
	+ Centre Level (for multi-centre providers)
* Programme Monitoring
	+ Provider Level
	+ Centre Level (for multi-centre providers)

In providing information on the above, ensure to explain how the provider’s quality assurance agreement, and its provisions, is central to how this programme will be managed.Explain what controls are in place to ensure that all necessary permissions are given around the entitlement to use property (intellectual, premises, materials and equipment) associated with this programme, as applicable.If your QA procedures have been approved, 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 |
| **4.2 Programme Board** | If a Programme Board has been established to maintain specific oversight over this programme during development and roll out, please give details of Membership and Terms of Reference |

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| **SECTION 5 Programme Aims, Objectives, Standards and Minimum Intended Programme Learning Outcomes (MIPLOs)** |
| **5.1 Programme Aim / Purpose** | Set out the aim of the provider in offering this programme i.e. a broad description of what is hoped to be achieved by the delivery of this programme. |
| **5.2 Programme Objectives** | Insert a number of objectives which will be specific statements about what the programme intends to achieve. These are primarily the provider objectives and are not to be confused with the MIPLOs which are learner focused.Please note: The aim and objectives should have regard to the purpose statements in the QQI award specifications. |
| **5.3 QQI Award Standards Used** | Identify the award type descriptor referenced – e.g. Level 5 Major Award, Level 5 Special Purpose Award, PATD |
| **5.4 Rationale for the use of Standards chosen** | Explain why this award type and level are chosen as the qualification for this programme |
| **5.5 Minimum Intended Programme Learning Outcomes (MIPLOs)** | State the Minimum Intended Programme Learning Outcomes (MIPLOs) for the programme, as a whole. In stating the MIPLOs, consider the following:* State the minimum achievement (Knowledge, Skill and Competence) that the learner must demonstrate, through assessment, for certification purposes.

There should be a reasonable number of MIPLOs, proportionate to the credit value of the programme. Don’t overdo it. The MIPLOs will be broken down into more detail in the MIMLOs i.e. module learning outcomes. |
| **5.6a Mapping of Programme Purpose to that of Award Type Descriptor at nominated NFQ Level (Level N)** | Show that the purpose of the programme can be aligned to the purpose of the award type descriptor at the level chosen (Level N) and that it is higher than the purpose of the award type descriptor at the level below (Level N-1). Don’t forget to change the ‘N’ to the relevant number and to insert the appropriate purpose statement text from the award type descriptor documents. |
| **5.6b Mapping the MIPLOs against the QQI awards standards and demonstrating consistency.**(for Programmes leading to major and special purpose awards only)  | Map the QQI statements of knowledge, skill and competence, as listed in the award specification, to a MIPLO(s). Explain where and how key teaching and learning opportunities will be provided to facilitate a learner to achieve the MIPLO(s). Also, explain how the MIPLO(s) is evidenced by the learner, through the assessment tasks related to the programme.Don’t forget to change the ‘N’ to the relevant number and to insert the appropriate strand text from the level indicators. |
| **5.1e to 5.6e**  | These sections capture the information about an embedded programme(s) in the same way as 5.1 to 5.6 captures the information about the principal programme. If there are multiple embedded programmes, this section should be copied and pasted as required. |

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| **SECTION 6 Programme Development**  |
| **6.1 Programme concept** | Provide an explanation as to why / how this programme was developed. Information on the following should be included:* Rationale for the programme and justification for the selection of the QQI award(s)
* Programme development and internal approval process
* The influence of external agencies – consultation process
* Evidence of demand for the development of the programme
	+ Learner needs
	+ Industry needs
* Link to specific funding requirements
* Links to professional body qualifications or licences to practice - Include how this informs the overall programme
* A comparison between this programme and existing related (comparable) programmes in and outside Ireland
* Potential employment opportunities available to successful graduates of the programme
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| **SECTION 7 Programme Curriculum** |
| **7.1 Summary of curriculum structure** | 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 to the descriptor and reference it in section 7.1. |
| **7.2 Rationale for the curriculum structure** | Describe how the curriculum is structured with reference to how it enables a learner to achieve the programme learning outcomes. Where the programme is designed to lead to a QQI major or special award, explain the relationship of modules to QQI components, for example, one-to-one or one-to-many, and how the combination of modules will lead to certification in the major or special award, in respect of compulsory and optional modules. |
| **7.3 Typical learning effort hours** | Describe how the programme’s hours (typical learner effort) facilitate a learner to achieve and demonstrate the minimum intended programme and module learning outcomes. The provider should consider the effort that will be required by the target learner to achieve the MIPLOs. It may be useful to refer to Appendix B which provides guidelines on the appropriate ranges of directed and self-directed learning for programmes. The provider should use the relevant QQI award credit value as a guide when determining appropriate hours.Ensure these hours are consistent with *Section 2.1.3 Duration* above. |
| **7.4 Indicative timetable and its rationale** | Include an indicative timetable for the programme, indicating the intensity and frequency of the module delivery, to include:* time slots per module, per week
* number of weeks, per module
* number of months, per module

Ensure the hours indicated on the timetable are consistent with the statements in *Section 2.1.3 Duration* and *Section 6.4 Typical learning effort and credit allocation for the programme*.Describe the issues to be considered when devising the timetable, for example:* The availability of resources/rooms/staff
* The effective combination of modules offered in the programme
* The requirement for co-requisite and/or prerequisite modules
* Work experience placement.
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| **7.5 Programme teaching and learning strategy** | Describe the teaching and learning strategy for this programme to include information about the following:* The physical, social, cultural, technological and intellectual environment
* The learner experience - the academic, professional, intellectual and broader personal development of a learner
* The work-based learning environment, if applicable
* The language, literacy and numeracy supports
* The monitoring and/or supervision of learning and how timely interventions are made to support learning
* The management of formative feedback
* The role of formative assessment to enhance the learner’s participation on the programme
* The integration of learning within and/or across the modules.

Please note additional information relating to teaching and learning will be provided in *Section 7.10 Module Curriculum.* |
| **7.6 Programme assessment strategy** | Set out the approach to assessment of this programme taking into account the learner profile, PLOs, provider policy and procedures for assessment. Describe the assessment strategy for this programme to include information about the following:* The assessment plan for the overall programme, to ensure the assessment workload is appropriately balanced, including how learners are informed of the assessment plan/schedule
* The integration of assessment tasks
* The strategic approach to providing timely, formative feedback to a learner in this context
* How a learner is facilitated to evidence all MIPLOs (as distinct from MIMLOs) prior to certification requests being made to QQI. Refer to information provided in *5.6b Mapping the MIPLOs against the QQI awards standards and demonstrating consistency*
* Moderation of assessment results, including external moderation
* Opportunities for repeating assessments
* The briefing of work placement supervisors to ensure consistency and fairness in assessing the learner.
* Requesting certification on behalf of learners

The strategy should explain how the overall grade will be calculated – this is very important. |
| **7.6 a Calculation of Grade** | (explain how the overall grade will be arrived at for learners who complete the programme i.e. how will module results be combined and weighted to deliver a fair and consistent overall grade of one of Unsuccessful, Pass, Merit and Distinction. Where certain assessments must be passed to achieve and overall Pass, this must be clearly explained for assessors.  |
| **7.6a QA of Assessment** | Include information about quality assurance of assessment – appeals, moderation, IV, EA and RAPPlease note additional information relating to the assessment strategy will be provided in *Section 7.11 Module summative assessment strategy*, to include the following:* A rationale for the choice of assessment techniques and weightings
* A mapping of the programme’s assessment tasks to the minimum intended module learning outcomes
* Guidelines for devising assessment instruments for specific tasks
* Assessment criteria
* Sample assessment tasks/briefs/examination papers including marking schemes
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| **7.7 Organisation and oversight of work-based learning** | Indicate what, if any, work based learning opportunities are provided in the programme, with reference to the modules involved.Describe the procedures in place to organise, monitor and manage work-based learning, if applicable. Ensure the detail provided explains how the same levels of oversight and management will be applied to the work-based element of the programme, as is applied to all other centre based elements |
| **7.8 Information / Guidance / Care for Learners** | Describe the arrangements in place to accommodate and support individual learner’s needs while undertaking this programme, for example, by considering the following headings:* Identifying learner specific needs/requirements, for example, by using diagnostic testing
* Supports for learners with special education and training needs, for example, literacy, numeracy, English language support, IT support, etc.
* Reasonable accommodations for learners with disabilities
* Information and guidance service
* Counselling/pastoral care
* Extra-curricular activities
* Appeals and complaints procedures
* Health and well-being in the built environment
* Supervision of learners that may require supports.
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| **SECTION 8 Access, transfer and progression procedures, criteria and arrangements for the programme** |
| **8.1 Information to be made available to a learner** | Indicate what programme specific information will be provided to a learner and prospective learner, including information on access, transfer and progression. Providers should cite and make available, with the validation application, a sample of documents/promotional material/prospectuses that will be provided to a learner or a prospective learner.The following is a list of the type of information that should be addressed in these sample documents, using plain language and in accessible formats: * the name of the awarding body and the title, award-type and framework level designation of the award associated with the programme
* statements on how places on a programme are allocated
* the arrangements for eligibility to enter the programme, including a statement of the knowledge, skill and competence needed by the learner as a basis for successful participation on the programme
* arrangements to assess learner’s eligibility to enter the programme
* further selection arrangements, where these apply
* a statement of arrangements available for recognition of prior learning, for example, for entry to the programme and/or for access to an award
* possibilities for transfer and/or progression associated with the programme, including any relevant specific progression linkages (see *Section 5.3 Programme specific transfer and progression (outward) procedures and criteria* and *Section 5.4 Identified transfer and progression destinations*)
* details of learning support available for specific learner groups such as a learner with a disability, or a learner whose mother tongue is not English
* details of the Protection of Enrolled Learner (PEL) arrangements in place, should PEL be a requirement.

In addition to the above, indicate what a learner can expect of the programme, and what the programme will expect of them, for example:* expectations for learner engagement
* minimum attendance rates
* adherence to provider quality assurance policies and procedures, for example, appeals process, deadlines policy etc.
* any financial contributions and/or outlays expected to be paid by the learner, for example, fees, levies, equipment, uniforms, arranging accommodation for mandatory work placement/exchange
* dress code
* how assessments will be planned and managed
* certification opportunities and key dates
* supports available to learners
* resources available to learners.
 |
| **8.2 Entry Procedures and Criteria** | Describe the procedure by which learners will be admitted to the programme.Insert the minimum entry criteria for entry to the programme. The entry criteria must indicate particular skills, knowledge and/or competence needed for successful participation in the programme.In indicating the particular programme specific skills, knowledge or competence needed, it may be helpful to consider the following headings:* Minimum requirements forgeneral learning
* Minimum requirements for discipline-specific learning
* Minimum experiential requirements (if applicable)
* Minimum language proficiency requirements
* Minimum mathematical proficiency requirements
* Minimum criteria for passing the access interview (if applicable). If a learner is interviewed before being granted access to a programme, state and explain the criteria used to determine whether a person passes the interview stage and explain how the interview is conducted
* Other criteria for selecting a learner, for example, attributes/characteristics of the target learner.
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| **Recognition of Prior Learning (RPL) for Entry: - process and criteria** | Detail the arrangements available, if any, in respect of the recognition of prior learning for access to a programme where a learner may not have met the specific entry criteria set out above |
| **8.3 Entry - Transfer and Progression routes into this programme** | Identify the provider and programme, if any, linked to the proposed programme for entry purposes either by *transfer* (from same level) or *progression* (from lower level). The provider may be your own provider. |
| **8.4 Exit -Transfer and Progression routes out of this programme** | Identify the provider and programme, if any, linked to the proposed programme for exit purposes either by *transfer* (to same level) or *progression* (to higher level). The provider may be your own provider. |
| **SECTION 9 – Module Information** |
| **9.1 Module Title** | A module is a subdivision of the programme. How the programme is divided into modules is a decision for the provider but each should be a logical entity with a title of its own. |
| **9.2 Purpose of this module** | Broad statement of what this module is intended to achieve |
| **9.3 MIMLOs** | Enter a list of the MIMLOs for this module i.e. what the learner should be able to achieve on completion of this module. |
| **9.4 Minimum Learner Effort for this module** | Complete the table with a listing of how the learner effort required for this module will be distributed |
| **9.5 Module Credits** | This is a measure of the size of the module and the credits given to a learner who successfully completes it. The credits should reflect the typical learner effort in hours i.e. 10 hours equates to 1 FET credit. |
| **9.6a** **Staffing requirements** | Set out the profile of a tutor who will deliver this module. The profile should identify any required professional and educational qualifications and / or experience. |
| **9.6b Learner: Staff ratio** | Identify the recommended ratio(s) of learners to staff for this module. There may be more than one for different teaching modes |
| **9.6c Physical resource Requirements** | Identify any specific physical / pedagogic / IT resources required for effective delivery of this module.  |
| **9.7a Teaching and Learning Strategy** | Describe teaching and learning methodologies for this module and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning. The T&L strategy should guide tutors as to the best methodologies to use to enable learners to learn. The strategy should take into account the learning environment and the learner profiles.  |
| **9.7b Module Content** | Set out in summary form what will be taught in this module |
| **9.7c Modes of delivery** | Identify what mode(s) will be used in this module and the proportion of each with respect to the total directed learning. |
| **9.7d Teaching Resources** | Identify and prescribed reading lists or other such materials |
| **9.8 Summative Assessment Strategy** | Identify what techniques will be used to assess learners on completion of this module. Consider the various forms of learning involved if more than one. It is important that modular assessment is consistent with the overall programme assessment strategy and that over assessment is avoided.Summarise how the learner grades will be arrived at. |
| **9.8a Mapping of MIMLOs to Assessment Techniques** | Relate the various MIMLOs to the assessment techniques to be used to measure their attainment by a learner. |
| **9.8b Guidelines for Assessors designing briefs / exams** | Set out or attach the direction given to assessors / others who will be designing assessment instruments for this module. This guidance is critical for ensuring a fair and consistent approach to assessment. The guidance should refer to and be consistent with  |
| **9.8c Assessment Criteria** | These may be presented as learner marking sheets which can be included as appendices |
| **9.8d Guidelines on grading for Assessors** | Set out or attach the direction given to assessors who will be assessing learners against the assessment criteria. These guidelines should give guidance on how to discriminate for grading purposes. |
| **9.8e Sample assessment materials** | Supply template / sample assessment briefs / instruments / marking sheets etc which can be used to assist assessors when implementing assessment themselves |
| **9.9 Pre-requisite Module(s)** | Identify any programme module(s), if any, which should be completed before this one. |
| **9.10 Co-requisite Module(s)** | Identify any programme module(s), if any, which should be completed in parallel with this one. |
| **9.11 Awards available on this module, if any** | Identify any awards available on completion of this module. Such awards may be made by an awarding body such as City & Guilds or a certifying body such as Microsoft. |
| **SECTION 10 – Proposed Programme Structure** |
| **Principal Programme** | This table should summarise the structure of the principal programme, the award to which it is designed to lead, the module sequence and detail of learning and assessment.It should be viewed as a communication tool to provide an overview to tutors, learners and other stakeholders. |
| **Embedded Programme(s)** | This table should summarise the structure of any embedded programme, the award to which it is designed to lead, the module sequence and detail of learning and assessment.An embedded programme is one which is fully contained within the principal (at least one module in size) and which leads to an award. It could lead to a major award e.g. a Level 5 Certificate available after one year of a two year Level 6 principal programme. Alternatively it could lead to a new special purpose or minor award comprising one or more modules with a distinct identity. |
| **SECTION 11 – Provider Authorisation/Declaration** |
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|  |  |

**Appendix B**

**Guideline Directed and Self-Directed Ranges[[3]](#footnote-3)**

These tables are intended as a guide for providers in establishing programme directed and self-directed hours. Providers can devise directed/self-directed ratios that fall outside the guidelines set out below. Where this is the case, the provider may be required to supply additional details, including a rationale.

**Directed Hours:**

Directed hours are the hours the provider spends directly delivering the content of the programme to

the learner. They include class contact, direct online contact, assessment and laboratory time. They

can include work-based direction, where there is a tutor and or instructor on-site delivering content.

**Self-Directed Hours**

Self-directed hours are the hours where the learning is learner-lead. They include practice time, work

experience, preparation, study time and reflection time.

|  |
| --- |
| **Major Awards** |
| **Level** | **Major Award Credits** | **Typical Learner Effort in Hours** | **Programme Directed Hours Range** | **Programme Self-Directed Hours Range** |
| **1** | 20 | 200 | 150-200 | 0-50 |
| **2** | 30 | 300 | 250-300 | 0-50 |
| **3** | 60 | 600 | 300-550 | 50-300 |
| **4** | 90 | 900 | 400-800 | 100-500 |
| **5** | 120 | 1200 | 500-1000 | 200-700 |
| **6** | 120 | 1200 | 500-1000 | 200-700 |

|  |
| --- |
| **Special Purpose, Supplemental and Minor Awards** |
| **Levels 1-6** | **Credit Values** | **Typical Learner Effort in Hours** | **Programme Directed Hours Range** | **Programme Self-Directed Hours Range** |
| 5 | 50 | 15-50 | 0-35 |
| 10 | 100 | 30-100 | 0-70 |
| 15 | 150 | 50-130 | 20-100 |
| 20 | 200 | 80-160 | 40-120 |
| 30 | 300 | 100-260 | 40-200 |

**Appendix C**

**Sample Learner Marking Sheets**

**Levels 1-3 Sample Learner Marking Sheet**

|  |  |
| --- | --- |
|  | **Learner Marking Sheet****[Insert Assessment Technique]****[Insert Assessment Weighting]** |

Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **MIMLOs** | **Assessment Criteria[[4]](#footnote-4)** | **Evidence** Indicate where in the learner’s assessment portfolio, evidence demonstrating achievement of the MIMLO can be found |
|  |  |  |
|  |  |  |
|  |  |  |
| ………. |  |  |

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named Learner.

Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

External Authenticator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Levels 4-6 Sample Learner Marking Sheet**

|  |  |
| --- | --- |
|  | **Learner Marking Sheet****[Insert Assessment Technique]****[Insert Assessment Weighting]** |

Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Assessment Criteria[[5]](#footnote-5)** | **Maximum Mark** | **Learner Mark** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Total Mark** |  |  |

Assessor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

External Authenticator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> [↑](#footnote-ref-1)
2. QQI Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act [↑](#footnote-ref-2)
3. Adapted from Appendix 1 QQI Guidelines for Preparing Programme Descriptors For Further Education and Training Programmes Leading To QQI CAS Awards Revised October 2013 [↑](#footnote-ref-3)
4. Please refer to the guidelines for completing *Section 7.11e Assessment criteria* if populating this learner marking sheet with assessment criteria [↑](#footnote-ref-4)
5. Please refer to the guidelines for completing *Section 7.11e Assessment criteria* if populating this learner marking sheet with assessment criteria [↑](#footnote-ref-5)