**Programme Descriptor Template – Programme(s) leading to new FET Major, Special Purpose, Supplemental and Minor Award(s)**

**Guidance for Completing this document**

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

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

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

**What to keep in mind:**

1. The programme should integrate with your QA procedures and systems.
2. The programme learning outcomes and module learning outcomes should clearly derive from the programme purpose, objectives and learner profile.
3. Since the programme is intended to lead to a new QQI award, the provider needs to be able to show that the Programme Learning Outcomes are consistent with the relevant QQI award standards i.e. the knowledge, skill and competence statements in the award type descriptors for the nominated NFQ Level.
4. If it is intended to offer more than one award on the programme e.g. a special purpose, supplemental or minor as well as a major, then the parts of the programme leading to the special purpose, supplemental or minor award need to be set out as an embedded programme.
5. It is possible for a programme leading to a major, special purpose or supplemental award to also have no minor awards or a number of them. It is likely that most minor awards will require achievement of two or more programme modules.

**Structure of this document**

|  |  |
| --- | --- |
| Section 1 | Provider Details |
| Section 2 | Application Summary |
| Section 3 | Programme Overview |
| Section 4 | Programme Management and Governance |
| Section 5 | Programme 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 |

**Section 1 Provider Details**

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

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

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

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| **1.4 Contextual information about the provider and its other programmes, especially those related to this proposed programme. State the current scope of provision and append a list of other QQI validated programmes.** |
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| **1.5 Approved Scope of Provision – Overview of currently validated programmes** | | | | | |
| **Highest NFQ Level** | **Lowest NFQ Level** | **Award Classes (Major, SPA, Minor)** | **Domains of learning e.g. Healthcare, Business, Engineering, Construction, IT, ELT** | | |
|  |  |  |  | | |
| **Modes of Programme Delivery** (✓ one or more as appropriate) | | | | | |
| **Face to Face only** | | **Blended** | **Apprenticeship** | **f/t** | **p/t** |
|  | |  |  |  |  |
| **Collaborative Provision** (✓ one or more as appropriate) | | | | | |
| **None** | **Yes, as first provider** | **Yes, as second provider** | **Yes, national** | **Yes, transnational** | |
|  |  |  |  |  | |
| **Sites of Delivery** (✓ one or more as appropriate) | | | | | |
| **Owned premises** | | **Long term leased premises** | **On Customer Site** | **Rented space as required** | |
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| **1.6 Extension to Current Scope of Provision** | |
| Will the proposed programmes require an extension to the current approved scope of provision as set out above? |  |
| If so, please set out the QA implications of the extension and reference / attach the amended QA procedures involved. | |

**Section 2 Application Summary**

Use the tables below 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, together with an embedded programme for each of the other awards.

**2.1 Principal Programme**

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| --- | --- | --- | --- |
| **Programme title** | **Award Class** | **NFQ Level** | **FET Credits** |
|  |  |  |  |

**2.2 Embedded Programme(s) leading to other major award(s)** – enter N/A if none

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme title** | **Award Class** | **NFQ Level** | **FET Credits** | **Exit Award[[1]](#footnote-1) (Y/N)** |
|  | Major |  |  |  |
|  | Major |  |  |  |

**2.3 Embedded Programme(s) leading to special purpose / supplemental award(s)** – enter N/A if none

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| --- | --- | --- | --- | --- |
| **Programme title** | **Award Class** | **NFQ Level** | **FET Credits** | **Exit Award (Y/N)** |
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**2.4 Embedded Programme(s) leading to stand alone minor award(s)** i.e. programmes which will be advertised and offered separate to the principal programme as well as forming part of it.

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| **Programme title** | **Award Class** | **NFQ Level** | **FET Credits** |
|  | Minor |  |  |
|  | Minor |  |  |

**Section 3 Programme Overview**

**3.1 Principal Programme**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3.1.1 Programme title** | |  | | | | | | | | |
| **3.1.2 Award Class** (Major, SPA, Supplemental, Minor) | |  | | | **3.1.3 NFQ Level (1 - 6)** | | | |  | |
| **3.1.4 FET Credit value** (achieved on completion of the programme) | |  | | | **3.1.5 ISCED[[2]](#footnote-2) code** (detail: use four digits) | | | |  | |
| **3.1.6 Duration** *(years, months, weeks)* | **Years:** |  | **Months:** | |  | | **Weeks:** | |  | |
| **3.1.7 Brief synopsis of the programme** (refer to guidelines as to what should be entered here. In summary, use this opportunity to give an overview of the entire programme) | | | | | | | | | | |
|  | | | | | | | | | | |
| **3.1.8 Target learner group** (this should be as well described as possible. The programme learning outcomes should reflect not only the programme content but the needs and expectations of this particular target learner group) | | | | | | | | | | |
|  | | | | | | | | | | |
| **3.1.9 Proposed intake dates** (for period of validation) | | | | **First intake date (Year 1)** | | | **Last intake date (Year 5)** | | | |
|  | | |  | | | |
| **3.1.10 Minimum and Maximum number of learners per intake** | | | | | | | **Min**: | **Max**: | | |
| **3.1.11 Maximum number of intakes per annum** | | | | | | |  | | | |
| **3.1.12 Proposed new learner numbers over five years** | | | | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** |
| **Total expected minimum number of**  **new learners in the year** | | | |  | |  |  |  | |  |
| **Total expected maximum number of**  **new learners in the year** | | | |  | |  |  |  | |  |

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| **3.1.13 Total costs and income over the 5 years** (reference appendix containing budget for programme showing projected income and expenditure) |
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| **3.1.14 Proposed countries where the programme will be provided** (i.e. where learners will be based –default is Ireland) | |  | |
| **3.1.15 Will the programme accept learners from abroad and / or foreign exchange learners (yes/no)?** If yes, provide details | |  | |
| **3.1.16 Name of centre(s) where the programme is to be provided.** (add rows as required) | **QBS centre code(s)** if applicable  (e.g. 38123F), | **Expected minimum number of learners per intake** | **Expected maximum number of learners per intake** |
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| **3.1.17 Criteria for selecting locations for programme delivery,** if being offered outside of the provider premises or in a multi-centre provider such as an ETB**.** (Refer to published QA procedure or attach it as an appendix) | | | |
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| **3.1.18 Attendance options available to learners:** (Note that if the programme is to be delivered both part time and full time, two separate time tables need to be supplied) | |
| **Option** | **Learner attendance hours per week** (number plus description) |
| Full time |  |
| Part time |  |

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| **3.1.19 Delivery modes** Indicate the primary modes of delivery (how and where the learning will take place). | | |
| **Mode** | **Proportion** (% of Total Directed Learning) | |
| Classroom / Face to Face |  | |
| Workplace |  | |
| On Line |  | |
| **3.1.20 List the teaching and learning methodologies** (e.g. one-to-one, group sessions, practical sessions (workshops / laboratories / studio), simulated work environment / work experience, tutorials, one on one supported learning, field trips, on the job training.)  Describe how and where this features in the programme and state the expected staff to learner ratio.) | | |
| **Methodology / Learning Activity** | **Description** | **Staff to Learner Ratio e.g. 1:12** |
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| **3.1.21 Staff Profiles[[3]](#footnote-3): Qualifications and Experience[[4]](#footnote-4)** | **# of Staff on the programme with this profile (WTEs[[5]](#footnote-5))** |
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| **3.1.22 Staff Training Needs Analysis / Staff Development** (Describe how staff training needs, if any, are identified and addressed) |
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| **3.1.23 Special requirements, including physical resources** (If appropriate, include photographs of resources in place) |
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**3.2 Embedded Programme 1** (copy and paste for any additional embedded programme)

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3.2.1 Programme title** | |  | | | | | |
| **3.2.2 Award Class** (Major, SPA, Supplemental, Minor) | |  | | | **3.2.3 NFQ Level (1 - 6)** | |  |
| **3.2.4 FET Credit value** (achieved on completion of the programme) | |  | | | **3.2.5 ISCED[[6]](#footnote-6) code** (detail: use four digits) | |  |
| **3.2.6 Duration** *(years, months, weeks)* | **Years:** |  | **Months:** | |  | **Weeks:** |  |
| **3.2.7 Brief synopsis of the programme** (refer to guidelines as to what should be entered here. In summary, use this opportunity to give an overview of the entire programme) | | | | | | | |
|  | | | | | | | |
| **3.2.8 Target learner group** (this should be as well described as possible. The programme learning outcomes should reflect not only the programme content but the needs and expectations of this particular target learner group) | | | | | | | |
|  | | | | | | | |
| **3.2.9 Exit Award – Yes or No?** | | | |  | | | |
| If this programme leads to an Exit Award (for definition, see Guidelines), describe the scenarios in which it would be used. | | | | | | | |

**Section 4 Programme Management and Governance**

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| **4.1 Programme management** (If your QA procedures have been approved against QQI 2016 Core QA Guidelines, then include hyperlink to published documents. If not, summarise in an appendix your governance and programme management structures, roles and procedures as described in the guidelines supporting this template. This should explain who is managing and who is overseeing quality across the programmes offered by your provider) |
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| **4.2 Programme Board – Membership and Terms of Reference**  (if a programme board has been established to maintain specific oversight of this programme, please give details) |
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**Section 5 Programme Aims, Objectives, Standards and Minimum Intended Programme Learning Outcomes (MIPLOs)**

**Principal Programme – Title:**

|  |
| --- |
| **5.1 Programme Aim / Purpose** (refer to guidelines supporting this template) |
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| **5.2 Programme Objectives** (refer to guidelines supporting this template. Add additional rows if required) |
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| **5.3 QQI Standards Used** (Refer to the award type descriptor referenced – e.g. Level 5 Major Award, level 5 Special Purpose Award) |
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| **5.4 Rationale for the Use of Standards chosen. Include justification of the need for a new award.** |
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| **5.5 Minimum Intended Programme Learning Outcomes (MIPLOs)**  List the learning outcomes for the principal programme as a whole i.e. what a learner should be capable of on completion of the programme.  The mapping of the MIPLOs to the award standards will be done in 5.6 below |
| On completion of this programme, the learner will be able to … |
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| **5.6a Mapping of Programme Purpose to that of Award Type Descriptor at nominated NFQ Level (Level N)** | | |
| --- | --- | --- |
| **Purpose Statement of QQI Award Type Descriptor (Level N-1)** | **Purpose Statement of QQI Award Type Descriptor (Level N)** | **Purpose Statement of this Programme** (Ref 5.1 above) |
| This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training. | This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training. |  |

| **5.6b Mapping of Programme Learning Outcomes (MIPLOs) to Award Standards at nominated NFQ Level N** . As an example, Level 5 standards are inserted as Level N, with level 4 entered as Level N-1 | | | | |
| --- | --- | --- | --- | --- |
| To show that the programme learning outcomes are consistent with the standards for the nominated award Level (Level N) it is necessary to compare them and to show that the MIPLOs are different from the standards for the level below. Note that one programme learning outcome may be relevant to a range of the award learning outcomes. The mapping does not have to be one to one.  You should also show where in the programme e.g. what module(s), the MIPLOs will be taught and where (by which assessment technique) their achievement will be evidenced. | | | | |
| **QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme.**  **Level N-1** | **QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme.**  **Level N** | **MIPLO statement(s)** (for each, include number and text from 5.1 above) | **Key teaching and learning opportunities provided to facilitate achievement of the MIPLO** | **Where achievement of MIPLO is evidenced (assessed) across the programme** |
| **Knowledge:** Broad range of knowledge. Mainly concrete in reference and with some elements of abstraction or theory. | **Knowledge:** Broad range of knowledge. Some theoretical concepts and abstract thinking, with significant depth in some areas |  |  |  |
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| **Know How and Skill**: Demonstrate a moderate range of cognitive and practical skills, and tools.  Select from a range of procedures and apply known solutions to a variety of predictable problems | **Know How and Skill:** Demonstrate a broad range of specialised skills and tools.  Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |  |  |  |
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| **Competence:** Act in familiar and unfamiliar contexts.  Act with considerable amount of responsibility and autonomy.  Learn to take responsibility for own learning within a supervised environment.  Assume partial responsibility for consistency of self-understanding and behaviour. | **Competence:** Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts.  Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups.  Learn to take responsibility for own learning within a managed environment.  Assume full responsibility for consistency of self- understanding and behaviour. |  |  |  |
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**Embedded Programme: - Title**

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| **5.1e Programme Aim / Purpose** (refer to guidelines supporting this template) |
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| **5.2e Programme Objectives** (refer to guidelines supporting this template. Add additional rows if required) |
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| **5.3e QQI Standards Used** (Refer to the award type descriptor referenced – e.g. Level 5 Major Award, level 5 Special Purpose Award) |
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| **5.4e Rationale for the Use of Standards chosen. Include justification of the need for a new award.** |
|  |

**Embedded Programme: - Title**

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| --- |
| **5.5e Minimum Intended Programme Learning Outcomes (MIPLOs)**  List the learning outcomes for the principal programme as a whole i.e. what a learner should be capable of on completion of the programme.  The mapping of the MIPLOs to the award standards will be done in 5.6 below |
| On completion of this programme, the learner will be able to … |
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| **5.6e a Mapping of Programme Purpose to that of Award Type Descriptor at nominated NFQ Level (Level N) – Embedded Programme - Title** | | |
| --- | --- | --- |
| **Purpose Statement of QQI Award Type Descriptor (Level N-1)** | **Purpose Statement of QQI Award Type Descriptor (Level N)** | **Purpose Statement of this Programme** (Ref 5.1 above) |
| This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training. | This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training. |  |

| **5.6e b Mapping of Programme Learning Outcomes (MIPLOs) to Award Standards at nominated NFQ Level N** . As an example, Level 5 standards are inserted as Level N, with level 4 entered as Level N-1 | | | | |
| --- | --- | --- | --- | --- |
| To show that the programme learning outcomes are consistent with the standards for the nominated award Level (Level N) it is necessary to compare them and to show that the MIPLOs are different from the standards for the level below. Note that one programme learning outcome may be relevant to a range of the award learning outcomes. The mapping does not have to be one to one.  You should also show where in the programme e.g. what module(s), the MIPLOs will be taught and where (by which assessment technique) their achievement will be evidenced. | | | | |
| **QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme.**  **Level N-1** | **QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme.**  **Level N** | **MIPLO statement(s)** (for each, include number and text from 5.1 above) | **Key teaching and learning opportunities provided to facilitate achievement of the MIPLO** | **Where achievement of MIPLO is evidenced (assessed) across the programme** |
| **Knowledge:** Broad range of knowledge. Mainly concrete in reference and with some elements of abstraction or theory. | **Knowledge:** Broad range of knowledge. Some theoretical concepts and abstract thinking, with significant depth in some areas |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Know How and Skill**: Demonstrate a moderate range of cognitive and practical skills, and tools.  Select from a range of procedures and apply known solutions to a variety of predictable problems | **Know How and Skill:** Demonstrate a broad range of specialised skills and tools.  Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |  |  |  |
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| **Competence:** Act in familiar and unfamiliar contexts.  Act with considerable amount of responsibility and autonomy.  Learn to take responsibility for own learning within a supervised environment.  Assume partial responsibility for consistency of self-understanding and behaviour. | **Competence:** Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts.  Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups.  Learn to take responsibility for own learning within a managed environment.  Assume full responsibility for consistency of self- understanding and behaviour. |  |  |  |
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**Section 6 Programme Development**

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| **6.1 Programme concept**  Set out the broad underpinning concept behind the proposal to offer this programme taking into account the learner profile and MIPLOs. If helpful, the various aspects can be explained in more detail using the headings below. |
| **Rationale for programme**: |
| **Programme Development process**: |
| **Who was consulted**: |
| **Involvement of employers and practitioners:** |
| **Evidence of learner demand for the programme**: |
| **Link to funding / regulatory / employment requirements, licence to practice** if any: |
| **Employment / progression opportunities for learners who complete the programme**: |
| **Comparison / benchmark against similar programmes already on offer**: |

**Section 7: Programme Curriculum**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **7.1 Programme Structure - summary** (with reference to sections above on Brief Synopsis, Learner Profile and entry criteria, set out a summary of the programme structure i.e. list of programme modules indicating titles, sequence and approximate duration.) | | | | | | | |
| **Module Number** | **Module Title** | | | **Mandatory / Optional** | **FET credits** | | **Approx. Duration (weeks)** |
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| **7.2 Rationale for the curriculum structure** | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| **7.3 Typical learning effort hours required for the programme** (Refer to Guidelines and particularly Appendix B) | | | | | | | |
| **Total Learner Effort (Hours)** | | **Directed Learning (Hours Range – include face to face and on-line as appropriate)** | **Self-Directed Learning (Hours Range - Range – include face to face and on-line as appropriate)** | | | | |
|  | |  |  | | | | |
| **7.4 Indicative timetable and its rationale** (add / delete rows as required) | | | | | | | |
| **Module Title** | | **Classroom** | **On the Job / Placement** | | | **On line Directed** | |
| 1. Example Module | | 6 hrs/wk x 8 wks | 1 day/wk x 8 wks | | | 8 hrs/wk x 8 wks | |
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|  | |  |  | | |  | |
| **Rationale for timetable:** | | | | | | | |

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| **7.5 Programme teaching and learning strategy**  Set out your overall approach / strategy to support teaching and learning, taking into account the learner profile and PLOs. If helpful, the various aspects can be explained in more detail using the headings below. |
|  |
| Learning environment: |
| Work based learning – design and supports: |
| Language, Literacy and Numeracy supports: |
| Monitoring of learners learning: |
| Use of formative assessment and feedback: |
| Teaching suited to learning and learners: |
| Meeting learners’ needs: |
| On-line Content: (Note that samples of on line material should be available for panel members to view as if a learner) |

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| **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. The strategy should explain how the overall grade will be claculated |
| **7.6 a Calculation of Grade:** (explain how the overall grade will be arrived at for learners who complete the programme) |
| **7.6a QA of Assessment**  The various aspects of assessment QA can be explained using the headings below. Where appropriate hyperlinks / appendices to / of your Assessment Policy And Procedures will suffice. |
| **Assessment Plan / Schedule:** |
| **Integration of assessment tasks**: |
| **Giving formative feedback on assessment to learners**: |
| **Provider regulations for learners repeating assessments**: |
| **Provider regulations for learners appealing grades**: |
| **Moderation and Internal Verification – summary description**: |
| **Sampling strategy and criteria for appointing external authenticator:** |
| **Results Approval prior to requesting certification – summary description:** |
| **7.7 Organisation and oversight of work-based learning** (this should include QA of work based assessment) |
|  |
| **7.8 Information / Guidance / Care for Learners** (Refer to guidelines supporting this template) |
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**Section 8: Access, transfer and progression procedures, criteria and arrangements for the programme**

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

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| **8.3 Entry – Transfer and Progression options, if applicable** If learners can *transfer* into your programme from another programme, yours or another provider’s, give details of that programme (note that ‘transfer’ implies a programme at the same level) | |
| **Programme Title** | **Provider** |
|  |  |
| If learners can *progress* into your programme from another programme, yours or another provider’s, give details of that programme (note that ‘progress’ implies a programme at a lower level) | |
| **Programme Title** | **Provider** |
|  |  |
| **8.4 Exit – Transfer and Progression options, if applicable** If learners can *transfer* from your programme to another programme, yours or another provider’s, give details of that programme (note that ‘transfer’ implies a programme at the same level) | |
| **Programme name** | **Provider** |
|  |  |
| If learners can *progress* from your programme onto another programme, yours or another provider’s, give details of that programme (note that ‘progress’ implies a programme at a higher level) | |
| **Programme Title** | **Provider** |
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**Section 9 Programme Module Information** *(copy and paste sections 9.1-9.10 for each additional module)*

**Programme Module 1**

|  |  |  |  |  |  |  |  |  |  |
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| **9.1 Module title** (Refer to guidelines supporting this template.) | | | | | | | | | |
|  | | | | | | | | | |
| **9.2 Purpose of this module** | | | | | | | | | |
|  | | | | | | | | | |
| **9.3 Module learning outcomes (MLOs) and relationship to MIPLOs**  (It should be possible to see that all the MIPLOs have been addressed through the totality of MIMLOs across all the modules) | | | | | | | | | |
| On completion of this module, a learner will be able to | | | | | | | Related MIPLO # | | |
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| Insert / delete rows as appropriate | | | | | | | | | |
| **9.4 Minimum typical learner effort in hours for this module** (Refer to guidelines supporting this template) | | | | | | | | | |
| **Directed classroom (or equivalent) contact (hours)** | **Directed practical activities (hours)** | **Directed e-learning (hours)** | | **Independent learning (hours)** | | **Other hours (specify)** | | **Work-based learning  (hours)** | **Total effort (hours)** |
|  |  |  | |  | |  | |  |  |
| **9.5 Module Credits** | |  | | | | | | | |
| **9.6 Specific module-related requirements** | | | | | | | | | |
| **9.6a Staffing requirements – set out tutor profile to include required professional and educational qualifications and / or experience:** | | | | | | | | | |
| **9.6b Learner : Staff Ratio:** | | | | | | | | | |
| **9.6c Physical resource requirements, including QQI specific validation requirements:** | | | | | | | | | |
| **9.7 Module curriculum** | | | | | | | | | |
| **9.7a Teaching and learning strategy**, (describe teaching and learning methodologies and suggestions for formative assessment. If applicable the following should also be considered: Work-based learning and work practice-placement, E-learning) | | | | | | | | | |
|  | | | | | | | | | |
| **9.7b Module Content –** set out *what* will be taught in this module. | | | | | | | | | |
|  | | | | | | | | | |
| **9.7c Mode(s) of Delivery** | | | **Proportion** (% of Total Directed Learning) | | | | | | |
| Classroom / Face to Face | | |  | | | | | | |
| Workplace | | |  | | | | | | |
| On Line | | |  | | | | | | |
| **9.7d Teaching Resources (reading lists etc.)** | | | | | | | | | |
|  | | | | | | | | | |
| **9.8 Module summative assessment strategy** (consider work-based learning, work practice-placement and e-learning where applicable) | | | | | | | | | |
| **9.8a Mapping of module learning outcomes to assessment techniques/tasks** (Refer to guidelines supporting this template.) | | | | | | | | | |
| **Module Learning Outcome** | | | | | **Assessment Technique(s) / Tasks** | | | | |
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| **9.8b Guidelines for Assessors designing briefs / exams** (Refer to guidelines supporting this template.) | | | | | | | | | |
|  | | | | | | | | | |
| **9.8c Assessment criteria** (Refer to guidelines supporting this template. These may be presented as learner marking sheets which can be included as appendices) | | | | | | | | | |
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| **9.8d Guidelines for Assessors when assigning grades** (Refer to guidelines supporting this template.) | | | | | | | | | |
|  | | | | | | | | | |
| **9.8e Sample assessment materials** (Refer to guidelines supporting this template. Samples to be supplied) | | | | | | | | | |
|  | | | | | | | | | |
| **9.9 Pre-requisite module(s) (if any)** | | | | | | | | | |
|  | | | | | | | | | |
| **9.10 Co-requisite module(s) (if any)** | | | | | | | | | |
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| **9.11 Awards available on this module, if any** | | |
| **Awarding Body** | **Award Code** | **Award Title** |
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# Section 10 Proposed Programme Structure

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Principal Programme** | **Award Class** | **Award Level** | **Award Credits** |  | **Award Title** | | | | |
|  |  |  |  |  |  | | | | |
| **Programme Module Number and Title**  (add / delete rows as required) | **M/O** | **Mode/s of delivery** | | **Module credits** | **Total Learner Effort Module (hours)** | | **Assessment Techniques and Weightings** | | **Indicate when in the programme when assessment is due** |
| **Directed** | **Self- Directed** | **Technique** | **Weighting** |
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| **Embedded Programme 1** | **Award Class** | **Award Level** | **Award Credits** |  | **Award Title** | | | | |
|  |  |  |  |  |  | | | | |
| **Programme Module Number and Title**  (add / delete rows as required) | **M/O[[7]](#footnote-7)** | **Mode/s of delivery** | | **Module credits** | **Total Learner Effort Module (hours)** | | **Assessment Techniques and Weightings** | | **Indicate when in the programme when assessment is due** |
| **Directed** | **Self- Directed** | **Technique** | **Weighting** |
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| **Embedded Programme 2** | **Award Class** | **Award Level** | **Award Credits** |  | **Award Title** | | | | |
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| **Programme Module Number and Title**  (add / delete rows as required) | **M/O** | **Mode/s of delivery** | | **Module credits** | **Total Learner Effort Module (hours)** | | **Assessment Techniques and Weightings** | | **Indicate when in the programme when assessment is due** |
| **Directed** | **Self- Directed** | **Technique** | **Weighting** |
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| **6.15: Is a shareable curriculum being used? (yes/no).**  If so, indicate where the curriculum was sourced and provide evidence that permission to use the curriculum has been obtained) |
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**Section 11 Provider Authorisation/Declaration**

**11.1 Provider declaration**

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

**11.2 Provider authorisation signature and date**

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

1. An exit award will be one available to learners who do not complete the principal programme [↑](#footnote-ref-1)
2. <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> [↑](#footnote-ref-2)
3. Teaching staff and staff dedicated to the monitoring, development and administration of the programme should be included [↑](#footnote-ref-3)
4. This should be a generic description of the profile of and not specific to any named person. Qualifications and experience should be explicitly stated. For example, it is not sufficient to simply state a level 8 qualification. The award type and discipline area(s) should also be included [↑](#footnote-ref-4)
5. WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time. [↑](#footnote-ref-5)
6. <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> [↑](#footnote-ref-6)
7. Mandatory or Optional [↑](#footnote-ref-7)