**Programme Descriptor for Micro-Credential (5 – 30 ECTS) leading to HET Special Purpose Award**

# Summary Programme Schedule

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| **Name of Provider:** |  |
| **Microcredential Programme Title:** |  |
| **Award Class**  | **Award NFQ level** | **Modes of Delivery** **(FT/PT, Both)** | **FT Duration (Weeks)** Enter N/A if no F/T option  | **PT Duration (Weeks)** | **PEL Applies?[[1]](#footnote-1)** | **Intakes p.a.** | **Teaching, Learning and Assessment Modes (Face to Face, Blended, 100% Online)** | **ISCED code** |
| Special Purpose |  |  |  |  |  |  |  |  |
| **Module Title**(Up to 70 characters including spaces) | **ECTS Credits**  | **Total Student Effort Module (hours)** | **Allocation of Marks (from the module assessment strategy)** |
| **Total Hours** | **Classroom / Lab** | **Synchronous Online** | **Directed Asynchronous** | **On-Demand Asynchronous** | **Independent Learning** | **C.A. %** | **Supervised Project %** | **Proctored practical demonstration %**  | **Proctored written exam %** | **Other (identify)** |
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| **Special Regulations** (Up to 280 characters) |
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| **Proposed new learner numbers over three years – all intakes. Note that 3 years is the maximum duration for any programme processed as a microcredential.**  | **Year 1** | **Year 2** | **Year 3** |
| **FT** | **PT** | **FT** | **PT** | **FT** | **PT** |
| **Minimum total enrolment:** *(enter N/A or 0 if appropriate)* |  |  |  |  |  |  |
| **Maximum total enrolment:** *(enter N/A or 0 if appropriate)* |  |  |  |  |  |  |

# Application Summary

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| **Are the modules of this microcredential ….** | **Tick one** |
| 1. Drawn from one previously validated programme
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| 1. Drawn from multiple previously validated programmes
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| 1. Based on new MIPLOs not previously validated i.e. a new programme
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**If your selection above was 1 or 2, please identify the relevant programme(s).**

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| --- | --- | --- | --- | --- |
| Programme Code | **Programme Title** | **ECTS** | **Validation Date** | **Last Intake Date** |
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**If your selection above was 3, please set out the reason(s) for identifying this programme as a microcredential i.e. why it should be treated as a stand-alone programme with a streamlined evaluation rather than embedded in a larger programme submitted for validation in the normal way. Note: this is not the same as the rationale for the programme.**

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# Section 1: Microcredential Programme Details

*(no response need exceed 500 words)*

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| 1.1 Programme Title | Award Class | NFQ Level | ECTS | ISCED | First Intake Date |
|  | Special Purpose |  |  |  |  |

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| 1.1 Brief Synopsis of Programme |
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| 1.2 Rationale for programme. *(Should include evidence of learner demand and / or employment opportunities for graduates)* |
|  |
| 1.3 Target Learner Profile *(Make as explicit as possible. List any entry criteria. Relate to suitability for delivery methodologies and how this is evaluated)* |
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| 1.4 Entry Requirements and RPL Arrangements*(should clearly set out any entry criteria that apply, particularly any relating to mathematical, ICT or English language proficiency)* |
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| 1.5 Learner Information*(this should make clear how the programme will be described to learners in any marketing / sales material)* |
|  |
| 1.6 Transfer Arrangements*(explain how the credit achieved can be used towards another award. Detail in 1.16)* |
|  |
| 1.7 Programme aims and objectives |
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| 1.8 QQI awards standards used i.e. Business, Science, Generic etc. (if more than one set used, please make explicit) |
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| 1.9 Minimum intended programme learning outcomes (MIPLOs)*(Note that the MIPLOs for the microcredential will be for the totality of the programme i.e. the aggregation of the modules. It is these MIPLOs which must be mapped to the NFQ standards and thereby demonstrate suitability for a new award.)*  |
| **etc** |

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| 1.10 Indicative content of programme (*this can be included as an appendix if more convenient. It is important that this gives to an expert panel, and to future lecturers, clarity as to what the programme content is and how it will be structured. Ref 3.3 below)* |
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| 1.11 Teaching, Learning and Assessment |
| **Mode** | **Proportion** *(% of Total Directed Learning)* | **Staff/Student Ratios** |
| Classroom / Lab |  |  |
| **Online** |
| Synchronous  |  |  |
| Directed Asynchronous  |  |  |
| On-Demand Asynchronous |  |  |

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| 1.12 Summative assessment and grading strategy. *(this should clarify explicitly what assessment techniques are to be used, when and related to which MIPLOs.*  *It should also explain the marking criteria and grading structure. Ref* [*Assessment and Standards*](https://www.qqi.ie/sites/default/files/2022-09/assessment_and_standards-revised-2022.pdf)*)*  |
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| 1.13 Delivery Centres (*list the centre(s) where / from which this will programme will be delivered / administered / supported)*  |
| **Name** | **Address** | **Number of Intakes per annum** | **Max. Number Learners per Intake** |
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| 1.14 Virtual Learning Environment to be used.  |
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| 1.15 **Identify any other systems to be used for learner supports and quality assurance of online learning and assessment** |
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| 1.17 Programme-specific physical, technological and software resources required *(if different to previously validated programme)* |
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| **1.18 Staff Role Profiles: Qualifications and Experience** |  |
| **Role** *e.g. Lecturer, instructional designer, learning technologist, and others involved in design / delivery / assessment of programme.* | **Profile** *(Qualifications and Experience expected)* | **No. (WTEs[[2]](#footnote-2)) of Staff on the programme with this role and profile**  |
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|  |  |  |
| 1.17 Identified transfer and progression destinations *(insert rows as required)* |
| **Progression destination(s)** *(i.e. at higher level of the NFQ)* |
| **Programme name, Provider** | **Details** |
|  |  |
| **Transfer destination(s)** *(i.e. at same level of the NFQ)* |
| **Programme name, Provider** | **Details** |
|  |  |

# Section 2: Quality Assurance

2.1 Governance: *set out the process of internal evaluation and approval for the programme prior to submission for validation.*

2.2 Programme Director and Board: *set out who is responsible for this programme and how its ongoing delivery will be monitored.*

**2.3 Learner selection and admissions**: *set out how learner selection is implemented and quality assured.*

**2.4 Learner consultation and Feedback**: *set out mechanisms for maintaining contact with learners and how the information is used.*

**2.5 Quality Assurance of Assessment:** *set out the mechanisms used to ensure the integrity and validity of the assessment process.*

**2.6 Security and Resilience of Online Medium and Data:** *set out the mechanisms used / resources deployed to ensure consistent and secure access to the online platform and learning resources. (Ref: QQI Guidelines for Blended Learning)*

# Section 3: Modules

# Module Descriptor – Module 1

*(where the programme only has one module and the same information is already supplied above, references can be used rather than duplicate)*

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| 3.1 Module Title |
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| 3.2 Minimum Intended Module Learning Outcomes (MIMLOs)  |
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| 3.3 Module Content  |
|  |
| 3.4 Teaching and learning (including formative assessment) strategy |
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| 3.5 Summative assessment. *(example briefs should be supplied)* |
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| 3.6 Reading Lists and other information sources |
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# Module Descriptor – Module 2

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| 3.1 Module Title |
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| 3.2 Minimum Intended Module Learning Outcomes (MIMLOs)  |
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| 3.3 Module Content |
|  |
| 3.4 Teaching and learning (including formative assessment) strategy |
|  |
| 3.5 Summative assessment strategy |
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| 3.6 Reading Lists and other information sources |
|  |
| Copy and paste this page for any further Module Descriptors |

# Section 4: Mapping minimum intended programme learning outcomes against QQI Standards

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| **Minimum Intended Programme Learning Outcomes (MIPLOs) of microcredential**  |
| **MIPLO1** | **MIPLO2** | **MIPLO3** | **MIPLO4** | **MIPLO5** | **MIPLO6** |
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| **Overview Analysis of the MIPLOs against QQI Standards and Outline of the support for the MIPLOs**Please map against the [relevant QQI Award Standards](https://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx) and note that mapping is not required against each sub-strand |
| **Sub-strand:**  | **Indicators – NFQ Level N** | **MIPLO(s) addressing the sub-strand** (use MIPLO numbers above) | **Evidence** **and Commentary**: describe how / why you are assured that the relevant MIPLO(s) is/are aligned with the relevant framework indicator sub-strand. | **Assessment** |
| **Knowledge: breadth and kind** |  |  |  |  |
| ***Know-how and skill: range and selectivity*** |  |  |  |  |
| **Competence— Context** |  |  |  |  |
| **Competence—Role** |  |  |  |  |
| **Competence—Learning-to-learn** |  |  |  |  |
| **Competence—Insight** |  |  |  |  |
| **Articulation and Progression** |  |  |  |

1. *PEL applies if the programme is 3 months or longer and learners pay fees.* [↑](#footnote-ref-1)
2. WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated / or two part time persons half-time to the programme. 0.5 indicates a part-time person available to this programme half of the time. [↑](#footnote-ref-2)