**Programme Descriptor – Non-CAS SPA**

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# Section 1 Provider Details

|  |
| --- |
| **1.1 Provider** |
| **Name** |  |
| **Address** |  |
| **QBS Username** |  |
| **Website** |  |
| **Approved QA Procedures[[2]](#footnote-3)** |  |

|  |
| --- |
| **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:** |  |

# 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, 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme title[[3]](#footnote-4)** | **Award Class** | **NFQ Level** | **FET Credits** | **Proposed First Intake** |
|  |  |  |  |  |

2.2 Embedded Programme(s) leading to minor award(s)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme title[[4]](#footnote-5)** | **Award Class** | **NFQ Level** | **FET Credits** | **Exit Award Only (Y/N)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## 2.3 Delivery Centres

|  |
| --- |
| List the centre(s) where / from which this programme will be delivered / administered / supported. This is only relevant to multi-centre providers)  |
| **QBS Centre Number** (e.g. 38765H) | **Centre Name** | **Number of Intakes per annum** | **Min. Learners per Intake** | **Max. Learners per Intake** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total for Provider[[5]](#footnote-6)** |  |  |  |

# Section 3 Programme Structures

## 3.1 Principal Programme

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**(one or more of: classroom, workplace, synchronous online, asynchronous online) | **Module credits** | **Total Learner Effort Module (hours)** | **Assessment Techniques and Weightings** | **Indicate when in the programme assessment is due** (e.g. at end of module or end of programme) |
| **Directed** | **Self- Directed** | **Technique** | **Weighting** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|   |

## 3.2 Embedded Programmes

**Embedded Programme 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Programme Title** | **Award Class** | **Award Level** | **Award Credits** |  | **Award Title** | **Exit Award Only[[6]](#footnote-7)?** |
|  |  |  |  |  |  |  |
| **Programme Module Number and Title** | **M/O** | **Mode/s of delivery**(one or more of: classroom, workplace, synchronous online, asynchronous online) | **Module credits** | **Total Learner Effort Module (hours)** | **Assessment Techniques and Weightings** | **Indicate when in the programme assessment is due** (e.g. at end of module or end of programme) |
| **Directed** | **Self- Directed** | **Technique** | **Weighting** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

*Copy and paste for any additional embedded programmes*

|  |
| --- |
| 3.3 Programme Duration and Timetables |
| **Principal Programme Duration:** (one of) | **Months:** |  | **Weeks:** |  | **Days:** |  |
| **Attendance options available to learners**:  |
| **Option** | **Learner attendance hours per week** (show number plus description. An example is given and should be overwritten / deleted) |
| Full time |  |
| Part time | One day per week over 6 weeks, 8 hours duration each day |
| **Indicative timetable –** show time commitment for learners **directed learning** aspects of the programme. An example is given and should be overwritten / deleted. |
| **Module Title** | **Classroom** | **On the Job / Placement / Work Based** | **Synchronous Directed** | **Asynchronous Directed** |
| 1. Database Design
 | 3 hrs / wk x 6 wks | n/a | 2 hrs / wk x 6 wks |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |

# Section 4 Principal Programme

## 4.1 Programme Overview

|  |  |
| --- | --- |
| 4.1.1 Programme Title  | **ISCED[[7]](#footnote-8)** |
|  |  |

|  |
| --- |
| 4.1.2 Brief Synopsis of Programme *(give an overview of the programme including broad aim. No more than 250 words)* |
|  |
| 4.1.3 Target Learner Profile *(Make as explicit as possible and relate to objectives)* |
|  |
| **4**.1.4 Indicative content of programme*(this can be included as an appendix if more convenient. It is important that indicative content of programme and modules is sufficient to ensure clarity for tutors who will be asked to deliver the programme)* |
|  |

## 4.2 Programme Objectives, Award Standards and MIPLOs

|  |
| --- |
| 4.2.1 Programme objectives |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| 4.2.2 QQI Award Standards *(Identify the NFQ Level Indicators and / or Broad Standards used as reference when establishing programme learning outcomes)* |
| QQI Level 1 to 4 Broad Standards *(Identify the standard, level and the standard’s priority in this programme i.e. a ranking of influence on the MIPLOs of this programme, with 1 as highest priority)* |
| Standard Name | NFQ Level | Priority in this programme[[8]](#footnote-9) |
|  |  |  |
|  |  |  |
|  |  |  |
| NFQ Level Indicators: *(Identify the NFQ Level referenced where no broad standard was available / appropriate for MIPLOs)* |  |

|  |
| --- |
| 4.2.3 Minimum intended programme learning outcomes (MIPLOs) *(Note that the MIPLOs for the programme 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.)* |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| 4.2.4 Rationale for New Award (Principal programme)*(Explain why a new award is required for the new programme i.e. (i) why a qualification is required and (ii) why no current CAS award could be used)* |
|  |

## 4.3 Programme Development Process

|  |
| --- |
| **Describe / list who was engaged with as part of the development process. This should include relevant industry bodies, regulators, employers, HEIs and others with an interest in / influence on programme outcomes.** |
|  **Evidence of learner demand for the programme**: |
| **Link to funding / regulatory / employment requirements, licence to practice** if any: |
| **Progression (employment or education) opportunities for learners who complete the programme**: |
| **Comparison / benchmark against similar programmes already on offer**: |

## 4.4 Access, Transfer and Progression

|  |
| --- |
| 4.4.1 Entry Requirements: *(should clearly set out any entry criteria that apply, particularly any relating to experience, mathematical, ICT or English language proficiency. Make as clear as possible, how you will identify those learners for whom this programme is suitable.)* |
|   |
| 4.4.2 Recognition of Prior Learning (RPL) for Entry: *Where your 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.* |
|  |
| Is advanced entry through exemption possible? (Y/N) |  |
| If yes, please give details: |
| 4.4.3 Learner Information *(this should make clear how the programme will be described to learners in any marketing / sales material)* |
|   |
| 4.4.4 Transfer Arrangements *(explain if and how the credit achieved can be used towards another award at this level.)* |
|  |
| 4.4.5 Progression Arrangements *(explain if and how the credit achieved can be used towards another award at a higher level.)* |
|  |

## 4.5 Human and Physical Resources

|  |  |
| --- | --- |
| 4.5.1 Staff Role Profiles: Qualifications and Experience |  |
| **Role** *e.g. Instructor, Teacher, instructional designer, learning technologist, and others involved in design / delivery / assessment of programme.* | **Profile** *(Qualifications and Experience expected)* | **No. (WTEs[[9]](#footnote-10)) of Staff on the programme with this role and profile**  |
|  |  |  |
|  |  |  |
|  |  |  |
| 4.5.2 Programme Specific Resources |
| **Programme-specific physical, technological and software resources required for the programme which must be available in any centre** |
|  |

# Section 5: Teaching, Learning and Assessment

|  |
| --- |
| 5.1 Programme teaching and learning strategy: ***(****Set out your overall approach / strategy to support teaching and learning, taking into account the learner profile and MIPLOs. Explain how the teaching is designed to suit the specific learning and learners. If helpful, the various aspects can be explained in more detail using the headings below.)* |
| **Overview:**  |
| **Methodologies:** (e.g. one-to-one, group sessions, practical sessions (workshops / laboratories / studio), simulated work environment / work experience, tutorials, one on one supported learning, field trips, on the job training.) Describe how and where this features in the programme and state the expected learner to staff ratio.  |
| **Methodology** | **Brief description** | **Staff to Learner Ratio**e.g. 1:15 |
|  |  |  |
|  |  |  |
|  |  |  |
| **Learning environment: (physical, social and cultural, technological etc)** |
| **Language, Literacy and Numeracy supports (incl. UDL):** |
| **Equality, Diversity and Inclusion measures (EDI)** |
| **Monitoring of learners’ learning, use of formative assessment:** |
| **Information / Guidance / Care for Learners:** |
| **On-line Content:** (Note that samples of asynchronous online material which learners are required to use, should be available for panel members to view as if a learner) |
| 5.2 Organisation and oversight of work-based learning (Describe or reference QA procedures and resources for oversight of work-based learning. This is critical where any learning outcomes are to be achieved in the workplace) |
|  |
| 5.3 Organisation and oversight of online learning(Describe or reference QA procedures and resources for oversight of online learning on programmes which are blended. Where appropriate, reference the [QQI QA Guidelines for Blended Learning](https://www.qqi.ie/sites/default/files/2021-11/qg-8-statutory-qa-guidelines-for-blended-learning-programmes.pdf)) |
|  |
| 5.4 Programme assessment strategy Set out the approach to assessment of this programme taking into account the learner profile, MIPLOs, provider policy and procedures for assessment. The strategy should explain how the overall grade for the new award associated with the principal programme, will be calculated  |
| **Overall Approach to Assessment:** (this should explain how assessment is to be carried out to ensure that MIPLOs as well as MIMLOs, are achieved.) |
| **Calculation of Grade:** (explain how the overall grade will be arrived at for learners who complete the principal programme) |
| **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. |
| **Academic Integrity measures:**  |
| **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:** |
| **Monitoring consistency of standard:** |

|  |  |
| --- | --- |
| 5.5 Certification: Set out the certification options for learners: | **Y/N** |
| **Certification by principal programme** (i.e. embedded programmes are for exit purposes only) |  |
| **Certification of all programmes, principal and embedded, available to all learners[[10]](#footnote-11)** |  |

# Section 6: Mapping MIPLOs to QQI Standards

|  |
| --- |
| **Minimum Intended Programme Learning Outcomes (MIPLOs) of new programme** *(ref. 3.1.5 above)* |
| **MIPLO1: Learner will be able to:** | **MIPLO2: Learner will be able to:** | **MIPLO3: Learner will be able to:** | **MIPLO4: Learner will be able to:** | **MIPLO5: Learner will be able to:** | **MIPLO6: Learner will be able to:** |
|  |  |  |  |  |  |

|  |
| --- |
| **Overview Analysis of the MIPLOs against QQI Standards and Outline of the support for the MIPLOs**Please map against the relevant NFQ Level indicators 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. This should include which modules deliver and assess the learning relevant to this MIPLO. |
| ***Knowledge:*** *breadth and kind* |  |  |  |
| ***Know-how and skill:*** *range and selectivity* |  |  |  |
| **Competence***Role**Learning-to-learn**Insight* |  |  |  |

# Section 7: Embedded Programmes

## 7.1 Rationale for inclusion of embedded programmes leading to minor awards

*(explain why there is a justification for a new minor award arising from one or more modules of the principal programme)*

|  |
| --- |
| **Embedded programme 1:**   |
| **Embedded Programme 2** |
| **Embedded programme 3** |
| **Embedded Programme 4** |

## 7.2 MIPLOs for Embedded Programmes:

If an embedded programme comprises more than one module, then it should have MIPLOs which will be the standard for the minor award. If an embedded programme comprises just one module, then its MIPLOs and MIMLOs will be the same and it will not be necessary to complete this table for that programme.

|  |
| --- |
| **MIPLOs – Embedded Programme 1** |
| **MIPLOs - Embedded Programme 2** |
| **MIPLOs – Embedded Programme 3** |
| **MIPLOs - Embedded Programme 4** |

# Section 8 Module Information

*It is important that the information supplied here should have a target audience and a relevance post validation i.e. the staff charged with delivering and assessing this module need to have the information and resources necessary to do so in an informed and consistent manner.*

## Module 1

|  |
| --- |
| **8.1 Module title** |
|  |
| **8.2 Purpose of this module** |
|  |
|  |
| **8.3 Module learning outcomes (MIMLOs) 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 # |
|  |  |
|  |  |
|  |  |
|  |  |
| **8.4 Mode(s) of Delivery** | **Proportion** (% of Total Directed Learning) |
| Classroom / Face to Face |  |
| Workplace |  |
| Online |  |
| **8.5 Module Indicative Content –** summarise *what* will be taught in this module. This should provide guidance, not only to the panel, but to staff charged with delivery of this programme post validation. |
|  |
| **8.6 Teaching Resources (reading lists etc.)** This should provide guidance, not only to the panel, but to staff charged with delivery of this programme post validation. |
|   |
| **8.7 Mapping of module learning outcomes to assessment techniques/tasks**  |
| **Module Learning Outcome:**  | **Assessment Technique(s) / Tasks** |
|  |  |
|  |  |
|  |  |
|  |  |
| **8.8 Guidelines for Assessors designing briefs / exams** This should provide guidance, not only to the panel, but to staff charged with delivery of this programme post validation. |
|  |
| **8.9 Assessment Criteria and Grades** This should provide guidance, not only to the panel, but to staff charged with delivery of this programme post validation. |
|  |
| **8.10 Guidelines for Assessors when assigning grades** This should provide guidance, not only to the panel, but to staff charged with delivery of this programme post validation. |
|  |
| **8.11 Sample assessment materials** (Samples to be supplied. Include a reference here to where they can be found.)  |
|  |

*Copy and paste this table for any additional modules*

# Section 9: Quality Assurance

## 9.1 Governance:

*Summarise the structure(s) which have overseen development of this programme and which will monitor the quality of its implementation.*

## 9.2 Learner selection and admissions:

*Set out how learner selection is overseen and monitored.*

## 9.3 Learner supports:

*Set out how learner needs are identified and addressed.*

## 9.4 Stakeholder consultation and Feedback:

*Set out mechanisms for maintaining contact with learners, staff, and other stakeholders and how the information is used.*

## 9.4 Programme Board:

*Describe how and by whom the programme’s implementation and continued relevance is monitored and maintained.*

## 9.5 Programme Review and Revalidation:

*Set out the outline plan for formal review of this programme prior to future revalidation.*

1. NB – Update Table of Contents before submission (F9 button when cursor is in table) [↑](#footnote-ref-2)
2. Website address of published QA procedures [↑](#footnote-ref-3)
3. If the award title is to be the same as the programme title, then please ensure that the specialisation (i.e. the phrase that follows ‘**Certificate in** ‘, is no longer than 50 characters. Please also ensure that the award title is appropriate for a learner to receive and use. [↑](#footnote-ref-4)
4. As above [↑](#footnote-ref-5)
5. This is the sum of intakes and learners across all centres [↑](#footnote-ref-6)
6. An exit award will be one available to learners who do not complete the principal programme. Enter Y if this is the *only* purpose of this embedded programme i.e. as a safety net. Enter N if learners will be able to opt to take this programme on its own i.e. separate from the principal programme. [↑](#footnote-ref-7)
7. [Field Descriptions (unesco.org)](https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf) [↑](#footnote-ref-8)
8. If more than one broad standard has been used, please rang them in order of influence on the MIPLOs [↑](#footnote-ref-9)
9. 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-10)
10. NB: Note that minor awards are not certified using Component Certificates i.e. multiple minor awards on a single certificate. Each is certified individually and only one is achievable per certification period. [↑](#footnote-ref-11)