



QQI Awards

Guide to completing QQI Programme Validation Descriptor – Further Education and Training (CAS)

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Guidelines for completing and presenting an application for Validation of FET programmes leading to CAS Award(s).

These guidelines are intended to assist providers in completing the FET CAS Award(s) Programme Descriptor. These guidelines and the associated descriptor should only be used for programmes of more than 30 FET credits. A separate template exists for the validation of programmes that are 30 FET credits or less.

Please use these guidelines to help you prepare your programme descriptor for the QQI programme validation process. They outline the information to be included in the various sections of the descriptor. Terms included in the associated glossary of terms are indicated in red font.

Providers using the FET CAS Award(s) Programme Validation Descriptor should be aware that they need to provide detailed information in the descriptor, not just an outline. The detail will help you to demonstrate that the programme has addressed [QQI's validation criteria](#).

Additional documentation may be required to address some of the validation criteria. This may also occur if any incremental changes to the provider's QA procedures are required to deliver the programme. The changes or new procedures should be documented and provided with the application. For example, if your organisation wants to deliver the programme in a new location that you have not previously used, or to deliver a programme online for the first time, it is likely that QA procedures related to this will be needed.

It is important to note that the purpose of these guidelines is limited to assisting providers to complete the FET CAS Programme Descriptor. These guidelines do not supersede or replace any existing policy documentation, validation criteria or statutory quality assurance guidelines. It is important that you also consult those sources. Every attempt is made to align both the FET CAS Programme Descriptor template and these guidelines with those sources of information.

Providers are therefore advised to refer to and make use of the policies, criteria and statutory guidelines relevant to the programme validation process when preparing an application for validation. Be aware that important additional or alternative requirements may be set out in the relevant specialised validation policy and criteria documents.

QHub: All applications for QQI validation are made on QHub. The descriptor document uploaded to QHub will be used by the evaluation panel to get a detailed understanding of the proposed programme. The summary data entered on QHub will populate QQI databases and websites. **It is important to ensure consistency of information between QHub and the finalised descriptor, since the Certificate of Validation published on the Irish Register of Qualifications www.irq.ie, will be generated from data entered on QHub.**

Note: Terms highlighted in red font are included in the accompanying Glossary.

Section 1A: Provider Details

All sections must be completed for a valid application.

1A.1 Provider

Provide a hyperlink to the provider's published and up-to-date QA procedures.

1A.1.1 Contact coordinating validation application

The contact coordinating the application for validation is normally the Head of Quality Assurance (or person responsible for managing quality assurance in the organisation) or Programme Manager. This individual should be available to serve as the main point of contact for QQI in relation to any documentation queries (both pre and post panel) and arranging the panel site visit.

1A.1.2 Person responsible for managing the programme

The person responsible for managing the programme is normally the Programme Manager (or equivalent role). This is typically a person with subject matter expertise who will provide academic management to the teaching team.

1A.2 Contextual information about the provider and its other programmes

1A.2.1 Contextual information about the provider (maximum 500 words)

This should be written for an audience that may have no prior knowledge of your provider or its operations. Present a brief summary indicating:

- When the provider was established/how long it has been operating
- What types of programmes are offered (disciplines, NFQ Levels, award types)
- Whether and what programmes are offered leading to awards of other awarding bodies
- Approximately how many learners are typically enrolled on your programmes
- An indication of the overall learner profiles across your programmes (for example, whether they are domestic and/or international, mature and/or school leavers)
- Approximately how many teaching/training/tutoring and learner support staff are employed and whether they are employed on a full-time or part-time basis.
- What locations are used by your provider for programme delivery, indicating whether these are permanent campuses or rented facilities, for example, hotel conference rooms.

Note: Providers making frequent applications may wish to document general contextual information separately and cite or link to that document here along with more detail on programme specific aspects. In such cases, it is your responsibility as the provider to ensure that the cited or linked document is up-to-date and applies to the specific application.

1A.2.2 Contextual information about other relevant programmes, if relevant (maximum 500 words)

A relevant programme is defined as one that is in the same or similar field of learning regardless of differences in the awarding body, NFQ level or mode of delivery.

- Typically (though not always) teaching/training/tutoring staff for the programme proposed for validation may also work on relevant programmes. If special equipment is required, this may also be shared across relevant programmes.
- Typically (though not always) relevant programmes may also offer inward or outward transfer and progression routes, meaning that learners may participate in these programmes either before or after the programme proposed for validation.

Note: If your provider's other programmes are in an unrelated discipline, do not share teaching staff or special equipment and do not offer transfer or progression routes for learners on the programme proposed

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for validation, these are not relevant programmes in the context of this application and do not need to be included here. If this is the case, enter 'Not applicable'.

1A.3 Approved Scope of Provision

This section seeks information about the scope of QA approval (**scope of provision**) your provider currently has.

If your currently approved QA procedures do not cover an aspect(s) of your proposed programme(s), the relevant additional QA procedures may need to be submitted to QQI for approval before programme validation can proceed (see 1A.4).

This information is intended to inform an independent panel of the scope of provision already approved for your provider and not the scope of provision being sought.

1A.4 Extension to Current Scope of Provision

Tick Yes if this programme will require an extension to your provider's approved scope of provision outlined in 1A.3, e.g., introduces blended or online delivery for the first time.

Provide a brief explanation of the implications of this for the QA system (maximum 100 words). In addition to the explanation, either include hyperlinks to the relevant QA procedures or direct the reader to appendices containing the relevant QA procedures.

Section 1B: Application Summary – Programme and Award Titles

Use the tables provided to summarise the programme(s) being submitted for validation in this application.

1B.1 Principal Programme

If the application relates to more than one award (**major**, **minor**, **special purpose** or **supplemental**) then the application will consist of a principal programme leading to the largest award at the highest NFQ level, with an **embedded** programme for each of the other awards. You must make sure it is clear throughout the application how many programmes there are, what they are and how they relate to each other. Each embedded programme must be a separate offering but may lead to a major award, a SPA or one or more minor awards.

- The programme title will be how the programme is marketed.
- The Linked Certificate is for the CAS major, special purpose or supplemental award to which this principal programme is intended to lead to, either in full or in part. The **Code** e.g. 6S3372 and the **Title** e.g. Training and Development, are required.
- The Award Class is the type of award (**major**, **minor**, **special purpose** or **supplemental**).
 - The ISCED code required is a four-digit code. You should use the code of the linked certificate available on the [CAS award listing](http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf). More information can be found at: <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf>.
- The NFQ Level for the programme should be indicated (1 – 6).
- The number of FET Credits should be indicated here with information about the duration of the programme. This may be a standard academic year (9 months, from September – May) or it may be a specific period, for example, 10 weeks. For example:
 - If the programme is 100 FET credits delivered over 10 weeks, write: 100 Credits/10 Weeks in the space provided.
 - If the programme is 200 FET credits delivered over 15 weeks, write: 200 Credits/15 weeks.
 - If the programme you are proposing is of the same or greater duration than an academic year, calculate the maximum number of FET credits that would be delivered within a 9-month period (one academic year) and enter the number in the space provided.
- If licensing or registration for the programme has been/will be sought from a Professional, Statutory or Regulatory Body (PSRB) or lead to registration with a government department (for example, the Private Security Authority) indicate yes in the space provided. If not, indicate no.
- **Version**: This refers to how the programme will be marketed and delivered to learners, i.e., as ‘full-time’, ‘part-time’ or ‘other’ (space is provided to define this if different from full-time or part-time). A programme may have multiple versions.
- If more than one version of the programme is to be offered (e.g., the programme will be offered in full-time and part-time modes) tick both boxes or explain under ‘other’.
- Be aware that for each version of the programme offered a proposed programme schedule must be submitted (see section 1B.5).

Please note that after validation, the marketing of the programme must be consistent with the version and FET Credits per academic year/duration indicated in the programme descriptor.

1B.1.1 CAS Minor Awards

- In the table provided, list the codes and titles of the CAS minor awards (components) which are to be available to learners on this programme.
- Add rows as required and remove unused rows.

1B.1.2 Expected Award

- Acknowledging that both outcomes can apply,

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- Is the programme designed (marketed and scheduled) to enable the majority of learners to achieve the linked certificate?

OR

- Is the programme designed (marketed and scheduled) to enable the majority of learners to achieve one or more component certificates individually?
- Enter Yes or No to answer this in the relevant space in the table.

1B.2, 1B.3 Embedded Programmes

There is a principal programme in every application. There may or may not be additional embedded programmes in your application. An embedded programme is a subset of the principal. This means that all modules in an embedded programme are already part of the principal.

An embedded programme can be validated in its own right. This means that it has a separate title and associated award, and that learners can choose to enrol on this programme instead of the principal.

NB: In a CAS programme, an embedded programme should lead to a separate major or special purpose award. **Examples:**

a principal programme leading to

- a two-year Advanced Certificate could have an embedded programme leading to a Level 5 Certificate, available after one year. e.g. an Advanced Certificate in Agriculture principal programme with an embedded programme leading to a Level 5 Certificate in Agriculture.
- A Level 5 Certificate could have an embedded programme leading to a special purpose award e.g. a Level 5 Certificate in Commercial Fishing principal programme with an embedded programme leading to a special purpose award in Commercial Scuba Diving Operations.

Each of the CAS minor awards in a principal programme is not an embedded programme and should not be marketed separately.

If you have one or more embedded awards, copy and paste and complete the tables in this section as required.

If you do not have any embedded awards, delete these tables and continue with completing the other parts of the descriptor.

The information below will help you to identify what type of embedded award you are proposing to validate (Exit or Exit-Only).

Exit and Exit-Only Awards

All embedded programmes can be used as what is known as an exit award. This award is available to learners who enrol on but do not complete the principal programme. For example, if a learner enrolls on an Advanced Certificate because they intend to complete it, but for a personal reason only completes the Level 5 modules, they can exit with an embedded award that recognises their learning at Level 5 (if this has been approved at validation).

Some embedded programmes are proposed for this purpose only. In this case, learners cannot choose to enrol on them instead of the principal programme. These awards are a 'safety net' option for learners who, for whatever reason, cannot complete the principal but have completed the modules of the embedded programme and can 'exit' with an award. Such embedded programmes are termed '**exit-only**'.

Providers are required to identify where an embedded programme is 'exit only', as these programmes are treated differently. The definitions below will help you distinguish them.

- Embedded programmes that are not exit-only can be advertised separately (as 'standalone' awards) and must independently meet the validation criteria. These programmes will incur a validation fee.

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- Embedded programme that are exit-only are never advertised or offered to learners independently. They will have no intakes and are only available to learners who enrol on the principal programme but who, for some reason, do not complete the requirements for that programme. In such cases, if the learner has met the requirements for the exit-only award, then they may receive this award. An example of this is:
 - A learner who successfully completes the first year (Level 5) of an Advanced Certificate (NFQ Level 6), but who is unable to attempt (or successfully complete) the award year at NFQ Level 6, can have their achievement recognized through an exit-only ordinary certificate (NFQ Level 5).
 - Modules that lead to minor or special purpose awards (including micro-credentials) must also meet the validation criteria.

The modules of embedded programmes must be fully contained within the larger principal programme.

When completing this section, you should be aware that exit-only awards cannot be marketed separately as standalone awards and there are no separate or discrete intakes onto these programmes that are separate to the principal programme.

1B.4 Proposed Programme Schedule(s)

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

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

- If your programme has multiple stages (typically, academic years) copy and paste the template for each additional stage of the programme.
- If your programme is of one academic year duration or less, you will not need to do this.
- Copy and paste the template for each version (full-time, part-time or other) of the principal programme.
- Copy and paste the template for each version of the minor and embedded award programmes that are standalone and will be marketed separately (i.e. that are **not** exit-only awards).

The information in the Approved Programme Schedule must correspond exactly with the FET *broadsheet of results* (see *Assessment and Standards 2022*) which must be submitted to QQI before any FET awards will be made. Similar arrangements must be made for FET apprenticeship programmes (QQI should be consulted about this).

Programme-level information

This section provides an ‘at a glance’ overview of how the programme is scheduled and delivered. For this reason, you will need to provide some information at the top of the page that has already been provided (e.g., name of provider).

Stage

Multi-year programmes can be divided into *stages (typically, but not always, academic years)* and are usually divided into *modules*. The programme schedule provides a summary of the modules and stages as well as indicating the *credits (FET Credits)* allocated to each.

Typically, a stage is an academic year (120 FET credits for L5 and L6 FET full-time programmes). In smaller programmes a stage may be some other appropriate division, for example a 4 week block. However, it is normal for a small FET programme to consist of just one stage.

All programmes must include an *award stage*. This is the final stage of a programme. Successful completion of the award stage entitles a learner to the award. The single stage of a typical FET programme of less than one year is, by default, the award stage.

Stages other than the award stage should be labelled on the proposed programme schedule by numbers in the sequence 1, award etc. The final stage will always be labelled as the ‘Award Stage’. A semester should be indicated if appropriate: Semester 1 or Semester 2. Most FET programmes are not divided into semesters and so this can be indicated as N/A.

Stage Credit

Confirm the total FET *credit* for each stage in the programme schedule. If the programme has one stage (by default the award stage) this figure will be the same as the total FET credits for the programme,

Programme Delivery Mode

Tick one only unless you are selecting workplace learning, which can be ticked in combination with one other mode of delivery. Please refer to QQI’s Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes for more information.

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You can elaborate on the implications of this mode of delivery in relation to the programme(s) proposed for validation in Section 6.

On-site Face-to-Face – All direct teaching occurs in person only
Blended – A type of education where teaching occurs using a mix of online and on-site learning with the online components taking place synchronously, asynchronously, or in combination.
Online – A type of education where teaching occurs online, either synchronously or asynchronously, or in combination. The distinction is that fully online learning does not require any on-campus instruction.
Apprenticeship – As per QQI’s Statutory QA Guidelines for Providers of Statutory Apprenticeship Programmes

Teaching and learning modalities

It is important to note that the teaching and learning modalities you identify in this section of the document are intended to be high-level. Choose the option(s) that ‘best-fit’ as a description of what you intend to do on your programme. You are expected to describe the precise modalities, formats, learning designs and learning materials used in sections 6 and 7 of the programme descriptor template, alongside the programme and module teaching, learning and assessment strategies. You can indicate your preferred terminology and definitions within those sections of the document.

As programmes may involve more than one teaching and learning modality, tick all that are relevant to the programme.

- **On-site Face-to-Face:** This category should be understood to encompass in person lectures, tutorials, seminars, classes, labs, workshops or similar on campus (or on-site) teaching and learning activities where learners and teaching staff are physically present in the same room.
- **Synchronous Hybrid:** This refers to the situation where, in the same class or teaching session, some learners attend in-person and are physically in the room with the teacher and some learners attend online. They interact in “real-time”. It does not apply to recordings of in-person classes that can be viewed later.
- **Synchronous Online:** This refers to the situation where teachers and learners gather at the same time in a fully online virtual place and interact in “real-time”. This category should be understood to encompass online but synchronous lectures, tutorials, seminars, classes, labs, workshops, webinars or similar online teaching and learning activities where teachers and learners are sharing the same virtual environment in real time and able to interact using voice and/or chat (or equivalent) functionality. It does not apply to pre-recorded lectures or demonstrations.
- **Asynchronous:** Learners accessing online materials at their own pace and interacting with their teacher and peers at times that work around other commitments. This category should be understood to encompass online learning activities that are required and in which effort and/or completion and/or performance are monitored and responded to. Indicative examples of this include the use of discussion boards, online collaborative environments, quiz tools and completion tracked learning activities.
- **Independent Learning** encompasses a breadth of activities learners may undertake that support their learning, but which are not directly monitored or responded to. Indicative examples of this include reading, watching videos, listening to podcasts, participating in learning support workshops, searching academic literature, skills practice, study groups/working collaboratively with groups of other learners and the preparation of assessed CA or project work.
- **Work Based:** Work based learning takes many forms. Here the focus is on goal-oriented, quality assured assessed learning in the workplace. This learning must be intrinsic to the programme. Work experience that does not have an overt or assessed element is not relevant. Some examples are: Apprenticeship (statutory), Traineeship, Practice-placement, Work-based case-study, Training in the

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workplace.

Assessment Techniques Utilised in Stage

It is noted that very broad categories of assessment type are used here to provide a high-level overview at programme level. Choose the option that is 'best-fit' for your programme.

Continuous Assessment is a broad category can be used to represent any non-exam based assessments that do not fit in the category of projects, practical skills demonstrations or work-based tasks.

You are expected to describe the assessment strategies in more detail within the module descriptors. You can indicate your preferred terminology and definitions that are appropriate for your context within the module descriptor and the section of the document dealing with teaching, learning and assessment.

Section 1C: Programme Overview

This section seeks a more detailed synopsis or outline of the programme. Details of the principal programme must always be provided. For this reason, you will need to provide some information at the top of the page that has already been provided (e.g., programme title).

1C.1 Principal Programme

Summarise the key aspects of the principal programme in this section. Note that this information will be published online in the Irish Register of Qualifications. For this reason, it is very important to be careful to ensure accuracy.

1C.1.1 Programme Title

As per 1B.1

1C.1.2 ISCED Code

As per 1B.1. e.g. 0732 Check the ISCED code for the linked certificate on the [CAS Award Listing](#)

1C.1.3 NFQ Level

As per 1B.1

1C.1.4 Award Class

As per 1B.1 (Major, SPA, Supplemental, Minor)

1C.1.5 Award Code

As per 1B.1

1C.1.6 Award Type

(e.g., *Advanced Certificate, Level 5 Certificate, Level 4 Special Purpose Award.*)

1C.1.7 FET Credits

As per 1B.1

1C.1.8 Programme Duration

This refers to the duration of study from enrolment to completion for a typical person meeting the target learner profile. The duration is measure in calendar months irrespective of days per week.¹

Under version, enter the definition of each version of the programme correlating to the information you have provided in section 1B (e.g., F/T, P/T or Other as you have defined it). Add rows for each intended version as required.

Note that if multiple versions of the programme are to be delivered, you will need to supply a separate programme schedule for each version (see 1B.5). In this case, enter the data for each version clearly.

Be aware that:

- Full time must be equivalent to **120 FET Credits per academic year (9 month) period or equivalent**. You should calculate the equivalent depending on the duration of your programme.
- Part time must be equivalent to less than 120 FET Credits per academic year (9 month) period *or equivalent*. You should calculate the equivalent depending on the duration of your

¹ Example: a part time (2 days per week) programme beginning in early September and ending in late December of the same year will have a duration of 4 months.

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programme.

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

1C.1.9 Attendance options available to learners:

Under Version, enter the definition of each version of the programme correlating to the information you have provided in section 1B (e.g., F/T, P/T or Other as you have defined it). Add rows for each intended version as required.

- For the purpose of validation, **direct contact** hours are defined as periods of time in which teaching occurs on-site face-to-face in the classroom or synchronously online (see QQI's Statutory QA Guidelines for Blended and Fully Online Learning Programmes for more information). Asynchronous activities and learning represent indirect contact and do not contribute to the calculation of direct contact hours.
- For the purpose of validation, **indirect/non-contact** hours are defined as encompassing asynchronous learning (online learning activities that are required and in which effort and/or completion and/or performance are monitored and responded to), independent learning (a breadth of activities learners may undertake that support their learning, but which are not directly monitored or responded to) and work based learning (goal-oriented, quality assured assessed learning in the workplace).

In this section, you are asked to provide this information at a high level only. Please note that:

- You have the opportunity to describe the approach taken to teaching, learning and assessment in the section of the template that deals with the written curriculum.
- You have the opportunity to specify in more detail how direct contact and indirect/non-contact hours are allocated within the individual module descriptors.

It is important to note that QQI's statutory guidelines for blended and fully online learning do not prescribe or proscribe the inclusion of direct contact hours, whether on-site face-to-face or synchronous, for online programmes. However, section 9.4 of those guidelines states that *"For fully online programmes, the curricula **must** give purposeful consideration of the most appropriate use and combination of synchronous and asynchronous online teaching methods to support high levels of interactivity"*.

1C.1.10 Delivery and Assessment Locations:

This section is to clarify where the on-site parts of programme will be delivered and assessed. You should clarify whether the programme is to be delivered in multiple locations / centres e.g. ETB centres. This scenario will require quality assurance of consistency across the multiple locations.

Where the programme is delivered outside a provider's own premises, you should confirm that the locations are selected using the provider's QA procedures for same.

Note that when the programme details are being entered onto QHub, the codes of the certification centre(s) will need to be entered. This will associate the centre of a multi-centre provider with the programme for assessment and certification purposes.

1C.1.11 Intakes onto the programme – per version

Please note that this section refers to each instance of the programme i.e. every time this programme is offered to a group of learners (intake).

- Version: if there are multiple versions of this programme, list each separately in the table.
- Intakes per Annum: provide intake numbers for where the programme will be offered by your provider. Where there will be multiple centres / locations, use typical figures for number of

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intakes per annum and intake size limits.

This information will clarify learner numbers – per instance of a programme and overall, over a period of a year.

- Enrolment (intake size): provide numbers of learners per intake in each location the programme is offered. Add rows as required.

The minimum number of enrolled² learners per intake required for viability in a particular location and intake: This is the absolute minimum number of learners your provider is required to enrol before the programme runs. This should consider not only financial viability, but the quality of the student experience. Very small numbers may not lead to a positive or effective learning experience for learners.

The maximum number of learners per intake that can be accommodated for programme viability: This must be carefully considered. Your provider will not be allowed to enrol more than this number onto the programme without seeking approval from QQI.

Note: *Programmes are not validated to run if less than the minimum number are enrolled³. Your provider is not allowed to recruit more than the maximum number without seeking approval from QQI.*

1C.1.12 Proposed new learner numbers over five years

This section requires estimated or projected numbers only and reflects evidence of market research. The figures should also be considered in relation to overall capacity, for example, the availability of rooms and teaching/training/tutoring staff.

There are no consequences for providers who fail to recruit their full target numbers in relation to validation. However, providers should remain cognisant of the minimum number required for viability as per section 1C.1.10.

1C.1.13 Brief synopsis of the programme

Provide an overview of the programme in a maximum of 300 words. Include (in brief) information regarding the education and training needs that the programme will meet, its basic structure and the likely career or progression pathways for graduates.

1C.1.14 Target learner group(s) for principal and each embedded programme

Describe the target learner group in a maximum of 300 words. Include (in brief) information regarding whether the target learners include domestic, international or mature learners and whether they are anticipated to have experience in industry or prior qualifications.

1C.1.15 Special requirements for the programme(s) for principal and each embedded

Describe any special requirements for the programme in a maximum of 300 words. This refers to particular resources, physical, technological or otherwise, which are required for this programme over and above what would normally be required (classrooms and virtual learning environment). It may not be relevant for all programmes.

- If no particular resources are needed, simply state 'Not applicable'
- If particular resources are needed and it is appropriate, include photographs of physical resources in place. These should be uploaded to QHub in a separate appendix document, clearly titled.

² For the avoidance of doubt, this section is concerned with enrolment figures, not application figures.

³ For the avoidance of doubt, this is because the minimum number of learners recommended for approval by the panel may have a significant impact on the quality of the student experience. Providers should therefore not view this figure as pertaining solely to financial viability.

1C.1.16 Total costs and income over the 5 years

Direct the reader to an appendix or accompanying document containing the budget for the programme, showing projected income and expenditure.

Projected expenditure should be inclusive of costs associated with learner supports, learning resources (including library costs) and administration as well as teaching and facilities/equipment.

1C.1.17 Support for International Learners *where applicable*

Where applicable, outline supports in place to ensure the effective participation of international learners in the **programme**. For example, the availability of language supports or guidance specific to the needs and requirements of international learners, including those who may be international protection applicants.

1C.2 Embedded programme

An embedded programme could lead to a **major**, **minor**, **special purpose** or **supplemental** award. It will comprise one or more modules of the principal programme (see Section 1B *application summary*). Duplicate and use the form in this section for each embedded programme **that is not an exit-only award**.

Shared features with the principal programme should be identified for each embedded programme, and differences noted. If there are differences in the target learner profiles should also be identified.

Note: *As you complete sections 2 – 10, when considering any response for an embedded programme which is to be offered as a standalone programme, identify the programme and only complete the section if there is a difference from the principal programme. If no difference is identifiable, please state ‘As per principal programme’ in this section. Copy and paste additional rows for each additional embedded programme.*

If your programme does not have any embedded programmes except for exit-only awards, you can delete this section.

Section 2: Award Standards and Learning Outcomes

2.1 Programme Objectives

Provide a brief (maximum 150 word) statement describing the objectives of the programme(s). Although the overall objectives may be related to MIPLOs, they are broader and may not be linked directly to disciplinary learning and skills. They typically indicate the qualities and dispositions that learners will develop during the programme and how they will be able to apply these in their future careers or further learning.

2.2 Minimum Intended Programme Learning Outcomes (MIPLOs)

State the minimum intended programme learning outcomes (MIPLOs) in terms of knowledge, skill and competence to be achieved by the learner on successful completion of the programme.

The MIPLOs are for the programme as a whole. It is not sufficient or appropriate to list the minimum intended module learning outcomes for the individual components. As a general guideline, programmes of education and training generally do not require more than 4 – 6 MIPLOs.

Note: the MIPLOs identified in your application will be included on the published Certificate of Validation for the approved programme. It is crucial that they are accurately stated and have no spelling / grammar errors.

2.3 MIPLOS for Embedded Programmes

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

2.4 Mapping of MIPLOs to QQI Awards Standards

Use the template provided in Appendix 1 to provide evidence of how the MIPLOs map to the knowledge, skill and competence statements of the relevant linked certificate. Refer the reader to the completed appendix.

Section 3: Programme Concept and Rationale

3.1 Education and Training Needs met by the Programme

In a maximum of 500 words, describe what education and training needs will be met by the programme. You can refer to any relevant input from employer groups, national skills reports and data as well as your own research. To the greatest extent possible, this section should be evidence-based and not anecdotal.

3.2 Programme Origins and Development

In a maximum of 500 words, describe how the programme and its intended programme learning outcomes were (i) conceived, (ii) researched and (iii) developed. You can indicate, for example, where the idea came from for the programme, who was involved in confirming there was a need for the programme and how the decisions to include or exclude particular elements were made. This description should include a brief summary of who proposed the programme and why; and how/on what basis the components were selected for the programme.

3.3 Stakeholder Involvement in Programme Development

In a maximum of 500 words, describe the process and outcomes of stakeholder engagement in the design of the programme, for example, in the selection of components. 'Stakeholders' in this context are external e.g., employers, or professional, licensing or registration bodies. Be specific regarding the number of stakeholders consulted and how that consultation was conducted, when and by whom.

3.4 Comparison with Similar Programmes

Outline how this programme compares with other providers' programmes leading to the same or a similar award (Linked Certificate). Comparators should be as close as it is possible to find.

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

3.5 Evidence of Demand for the Programme

In a maximum of 500 words, set out evidence of learner demand for the programme. This may include research undertaken among current and prospective learners in your provider (e.g. admissions enquiries) as well as relevant national skills reports and data. When reporting on any research or consultation your provider has undertaken, be specific regarding the number of current/prospective learners consulted and how that consultation was conducted, when and by whom.

It could also include evidence of employment / promotional opportunities for the graduates of this programme. This may include research undertaken on recruitment sites or among recruitment agencies as well as letters of support from potential employers. These forms of evidence can be supplied as supporting documentation and referenced here.

Section 4: Access, Transfer and Progression

4.1 Access: Information to be made available to learners about the programme

Use the template provided. A provider is not expected to have developed all marketing and advertising material in advance of submitting an application for validation. However, where this is available, provide hyperlinks or include in the appendix documents any indicative promotional or support material that will be provided to learners. For example, material that will be used in prospectuses and a (draft) programme (student) handbook.

4.2 Access: Entry criteria and procedures for the programme:

4.2.1 Minimum requirements for general learning

State any qualifications that will be accepted as indicating that these requirements have been met. If the programme is designed for learners who have completed the leaving certificate (or equivalent), indicate the minimum access requirements in terms of leaving certificate performance (or equivalent) including any subject requirements. If the programme has no minimum requirements for general learning, write 'none'.

4.2.2 Minimum requirements for discipline-specific learning

If relevant, state any qualifications that will be accepted as indicating that these requirements have been met. Otherwise, write 'none'

4.2.3 Minimum experiential requirements (if applicable)

If relevant, state the volume and nature of experience required. Otherwise, write 'none'

4.2.4 Minimum language proficiency requirements

State the minimum English language competence required for successful participation in the programme, referencing the Common European Framework of Reference for Languages (CEFR). Provide specific information regarding how this will be evidenced. If no minimum language proficiency requirements are established, explain how learners who speak English as a second or foreign language will be supported to succeed.

4.2.5 Minimum mathematical proficiency requirements

If relevant, state the minimum mathematical proficiency required for successful participation in the programme and provide information regarding how this will be evidenced. Otherwise, write 'none'.

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

If candidates are interviewed before being granted access, state and explain the criteria used to determine whether a person passes the interview stage and explain how the interview is conducted. If there is no interview, write 'not applicable'.

4.2.7 Minimum criteria for enrolment on online/blended programme (if applicable)

If candidates are accessing a programme delivered in a blended or online mode, specify the requirements for learners to be able fully participate in the programme, inclusive of digital proficiency, access to hardware, software and internet connectivity. Identify how, where and when this will be communicated to learners. If the programme will not be delivered in a blended or online mode, write 'not applicable'.

4.2.8 Any other entry criteria

Include anything that is likely to be relevant to the implementation of the programme; for example, whether the programme caters for international learners, whether it caters for minors (those under 18

years old), whether it caters for mature learners or whether learners are required to be working in a particular role and context.

4.2.9 QA Policies and Procedures for Admission and Recognition of Prior Learning (RPL)

The programme-specific entry requirements and procedures described in Section 4.2 must interface with your provider's overarching approved QA procedures. In this section, confirm that this is the case and provide hyperlinks to your provider's relevant published approved procedures. Any additional or alternative procedures developed specifically for this programme can be provided in the next section.

4.3 Transfer and Progression

Provide details of the processes for the transfer of learners from the programme at any stage other than the commencement stage.

4.3.1 Programme Specific Transfer Arrangements - Inward (if applicable)

Provide details of programmes from which learners can transfer with credit into this programme (either internally in this provider or externally from another provider). Note that 'transfer' implies a programme at the same level. Note: This refers to formal agreements (or if internal, internally approved transfer routes) only and not speculative or proposed transfer routes.

4.3.2 Programme Specific Progression Arrangements – Inward (if applicable)

Provide details of programmes from which learners can progress onto this programme (either internally in this provider or externally from another provider). Note that 'progress' implies to a programme at a higher level.

4.3.3 Programme Specific Transfer Arrangements - Outward (if applicable)

Provide details of programmes into which learners can transfer with credit from this programme (either internally in this provider or externally from another provider). Note that 'transfer' implies a programme at the same level. Note: This refers to formal agreements (or if internal, internally approved transfer routes) only and not speculative or proposed transfer routes.

4.3.4 Programme Specific Progression Arrangements – Outward (if applicable)

Provide details of programmes into which learners can progress from this programme (either internally in this provider or externally from another provider). Note that 'progress' implies a programme at a higher level. Note: This refers to formal agreements only and not speculative or proposed progression routes.

Where possible, provide weblinks to any programmes referenced.

Note: Repeat the tables in Section 4.3 for embedded programmes if appropriate. Transfer and progression from an embedded programme to the principal or another embedded programme need not be specified.

Section 5: External Professional Licencing / Registration of the Programme

5.1 External Professional Licencing/Registration of the Programme

In this section you are asked to indicate whether the programme has been or will be professionally accredited/recognised by a professional or statutory body as meeting its educational requirements or whether completion of the programme will facilitate professional licencing and registration.

If this section does not apply, please skip it and proceed to Section 6.

If this section does apply, be aware that this is contextually useful information for panels when evaluating of the programme. However, the panel will make a recommendation to QQI solely on the basis of QQI's validation criteria.

The panel's recommendation is considered entirely separate from the decision of the professional licencing or registration body. You will need to seek approval separately from that body. Further information can be located here: [QQI engagement with professional bodies](#)

5.2 External Licencing/Registration Body Approval Criteria and Process

If you indicated *yes* under section 5.1, explain the implications of professional licencing/registration n for the programme. Describe the process and timelines for obtaining approval for your programme(s). Address, as appropriate, the relationship to, and implications for, the QQI validation process.

If you indicated *No*, please state 'Not applicable'.

5.3 Alignment of the programme with the professional / occupational profile

Detail any alignment of the programme to a professional or occupational profile (for example, if the programme is an apprenticeship). Provide relevant detail regarding any implications for the programme.

If the programme is not aligned to a professional or occupational profile, please state 'Not applicable'.

5.4 Quality assurance of professional placements

Complete this section if the programme entails professional placements.

Professional placements are a form of work-based learning required for recognition of the QQI award for the purpose of professional accreditation for graduates.

- Apprenticeship on-the-job learning is not a professional placement.
- Optional work experience that is not quality assured, monitored or assessed are not professional placements

Provide hyperlinks to QA procedures for selection, monitoring and support of professional placements if these are an element of the programme.

If the programme does not entail professional placements, state 'Not applicable'.

Section 6: Written Curriculum

Note: Throughout this section, provide information relating to the principal programme and, unless explicitly stated, also to any embedded programmes. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.

Provide sufficient information about the programme for it to be evaluated against the QQI validation criteria.

Explain how the programme, stages (if relevant) and modules enable a learner to achieve and demonstrate the minimum intended learning outcomes for the programme.

Note: If a programme involves work-based learning this must be treated as rigorously as other parts i.e., all of the above need to be addressed.

6.1 Module Level Outline (if relevant)

If the programme has multiple stages, you will need to use Stage 1 and Award Stage (add as needed) here. If the programme has only one stage, this will by default be the Award Stage and you can delete the rows for Stage 1.

Include:

- The module number (generally sequenced in the order modules will be delivered).
- The FET credits associated with that particular module.
- The module title.
- A brief synopsis (100 words or less) that explains why this module has been included, and its importance to the programme as a whole. You may wish to refer back to particular objectives or MIPLOs stated in Section 2 to help you express this.

6.2 Rationale for the choice of elective minor awards

This section should briefly explain why elective minor awards have been included. For example, by identifying how these will be of value to learners.

6.3 Programme Teaching, Learning and Assessment (TLA) Strategy

Outline the overall strategy to deliver effective teaching, learning and assessment and make clear what pedagogic and / or andragogic principles or approaches underpin the strategy. Within this, make clear how formative assessment is implemented and monitored. In this context, formative assessment means assessment *for* learning. Formative and summative assessment may overlap.

Explain how principles or approaches that underpin the TLA strategy (for example, assessment as/of/for learning or universal design for learning) *are applied within the programme*. Avoid identifying or listing educational principles or approaches that have not demonstrably informed TLA on the programme. The application of principles and approaches identified in your TLA strategy should be evident, for example, within module teaching and learning strategies, assessment strategies, assessment design and choice of teaching and learning modalities.

- Teaching and learning is understood to include, for example, workplace training in the context

of apprenticeships, practical demonstrations, tutoring, mentoring, classes, seminars, workshops and lecturing.

- Ensure that the strategy for interacting with learners is carefully explained not just in terms of inputs (e.g., classes), but also how individual learner progress is monitored and how timely feedback to support learning is provided.
- For longer programmes, it is important to explain how learners build up to the programme learning outcomes. It may be appropriate to explain the strategy in stages, demonstrating how the academic, professional and broader personal development of learners (as appropriate) is supported as they progress through the programme.
- For apprenticeship programmes, address the work-based learning strategy systematically, making clear how the learning within on-the-job and off-the-job components will be integrated to ensure that each informs and supports the other.
- Information about the teaching and learning strategies for specific modules will be provided in the module descriptors. These are expected to reflect elements of the programme TLA strategy and do not need to be repeated here. Clearly define any specific terminology that is used within your provider to communicate teaching and learning modalities, strategies or learning activities to staff, learners and other stakeholders.

6.4 Integrity of Assessment

Outline what steps have been taken to safeguard the integrity of assessment within the programme and to ensure that learners are assessed fairly with regard to their own achievements and performance. Include a description of steps taken to promote academic integrity and prevent academic misconduct.

An indicative (but certainly not exhaustive) list of techniques that a programme team might employ to support the integrity of assessment at the point of assessment design is provided here for illustrative purposes only. How this is approached by a programme team will vary considerably and be heavily influenced by the MIPOs as well as the nature of learning within the discipline and the learner profile.

- Assessment design that is personalized to the learners' own contexts or experience
- Assessment design that entails a reflective component
- Assessment design that responds to localized, authentic and current/emerging problems, trends or case examples
- Assessment design that is process oriented and entails milestone achievements
- Assessment design that includes viva voce or presentation-based elements
- Assessment design that employs non-text-based modes of expression, for example audio or video recording
- Where group assessment is utilized, that an appropriate balance of individual and group assessment is maintained overall
- Where group assessment is utilized, that the grading strategy accounts (at least in part) for individual contributions
- In the context of either individual or group assessment, an assessment design that incorporates elements of self-assessment or peer feedback

Include any relevant information pertaining to the induction and ongoing support provided by your provider to learners on the programme that foster academic integrity in the context of assessment of learning.

6.5 Programme Summative Assessment Strategy

Use the template provided to explain the assessment strategy for the programme as a whole and

demonstrate that this is constructively aligned with the MIPLOs. Add rows and sections as required.

- Ensure that the mapping of MIPLOs to MIMLOs and Assessments is logical and that the achievement of the MIMLOs will be well evidenced in the assessment technique. It is important to avoid tenuous mapping. For example, if a MIPLO pertains to the development of team work skills it is logical that the assessment will involve a team work component. If the MIPLO pertains to learners developing an ability to reflect it is logical that the assessment will involve a component of reflection.
- Keep in mind that a MIMLO does not need to be assessed twice and that one task may demonstrate the achievement of several MIMLOs concurrently (avoid over mapping and avoid over assessing).
- There is no expectation that MIPLOs will be mapped to modules sequentially. The same MIPLO may be supported by distinct MIMLOs in distinct modules (at distinct stages).

6.6 Indicative Assessment Calendar

Use the indicative assessment calendar to provide information regarding the planned timetabling of summative assessment activities per module and semester (or teaching period). Add or delete rows and columns as required.

If number of weeks extends beyond the period indicated in the descriptor table, copy and paste the table/add week numbers as appropriate to offer an accurate representation of your programme.

6.7 Indicative Timetables and Rationale

Provide a timetable for each full time/part time/other version, whether face-to-face, blended or online. These may be best provided as clearly labelled appendices.

The rationale for the timetable can be brief (less than 100 words). However, it should align with/be supported by evidence of analysis of learner profiles and (where appropriate) feedback from current learners. For example, if your programme is delivered on evenings and weekends to facilitate learners who are engaged in full-time employment or caring responsibilities, state this clearly.

6.8 Programme Learning Environment

Describe the contexts in which learners will interact during the programme and how that interaction will facilitate and support learning. Include interaction with teachers, mentors, supervisors, VLE, peers etc.

The scope includes:

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

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

6.9 Work Based Learning (if relevant)

Describe how any work-based learning which forms part of this programme is arranged, supported, monitored and integrated with other parts of the programme. Insert hyperlinks to your provider's QA procedures for Work Based Learning.

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

Section 7: Module Descriptors

A module is a sub-division of a programme and is at the discretion of the provider. It should be a logical unit with a title and related content.

A module can cover the learning outcomes of one or multiple CAS minor awards. Where the module leads to multiple minor awards, this allows the teaching, learning and assessment to be integrated and so is more efficient for both the provider and the learners. However, since the minor awards require separate grades for certification purposes, the assessment strategy needs to take this into account i.e. while the assessment instrument may cover the learning outcomes of more than one minor award, it needs to generate a result for each.

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

Module 1

7.1 Module Overview

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

Some repetition of material presented earlier is called for in the following sections to enable the panel to easily comprehend the modules individually as well as the programme as a whole.

- If a module is offered both full-time and part-time, indicate this under duration along with the number of weeks as appropriate. For example: F/T 6 weeks, P/T 12 weeks

The teaching and learning modalities selected **must** align with the programme delivery mode identified for the programme. For example, a face-to-face programme may not, by definition, include synchronous classroom / lab teaching as a modality. This option is only allowed within programmes with an approved scope of provision for delivery in a blended or online mode.

Within the module descriptors, the hybrid synchronous teaching and learning modality should be used to indicate a situation where the provider intends to provide learners with the option of attending a synchronous class either in person or online.

7.2 CAS Minor Awards (components) achievable on this module

A module may lead to the achievement of one or more CAS minor awards. Specify these using the table provided.

7.3 Module learning outcomes (MIMLOs) and relationships to MIPLOs and Award LO's

This table should set out the MIMLOs and indicate how these relate to the MIPLOs.

If the module leads to the achievement of 2 or more CAS minor awards, providers should devise appropriate MIMLOs for the module that represent the overall learning holistically rather than restating the outcomes of the individual components.

For the avoidance of doubt:

- It is not expected that MIMLOs should map to MIPLOs sequentially.
- It is not necessary for all of the modules in a programme to map to all of the MIPLOs. The MIMLOs in one module may map to only one or two of the MIPLOs, depending on the content and design.

- It is not necessary for all of the MIMLOs in one module to map to only one MIPLO. In one module, MIMLOs may map to several different MIPLOs, depending on the content and design.
- More than one MIMLO may map to the same MIPLO. It is possible that achievement of a particular MIPLO can be demonstrated in more than one place in a programme.

It should be possible to see that (i) this module contributes to achievement of the MIPLOs and (ii) the award LOs of the components covered by this module have been referenced. Please note: It is accepted that the mapping to award LOs may be broad where the LOs are dated and / or overly prescriptive)

7.4 Assessment Techniques chosen for this module

This table should set out the technique you have chosen in specific terms (for example, reflective paper, team project, case study assignment, business plan, multiple choice quiz, vlog, PowerPoint presentation) and provide a very brief rationale for this (50 words or less). The weighting of this should be included in the third column. These should align with the assessment techniques and strategy for the programme indicated in sections 1B.6 and 6.3.

7.5 Mapping of module learning outcomes to assessment techniques/tasks

This table should set out how the assessment techniques used align with the MIMLOs.

Please note: It is important to be aware that the achievement of more than one MIMLO can be demonstrated in one assessment technique. For example, a group project may enable a learner to demonstrate achievement of a content or subject matter related MIMLO and concurrently enable them to demonstrate achievement of a MIMLO related to team work.

It is important that learners are not over-assessed, and that opportunities to reduce the assessment load are maximised where appropriate.

7.6 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.

7.7 Assessment Criteria and Grades

This should provide guidance, not only to the panel, but to staff charged with delivery of this programme post validation.

7.8 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.

7.9 Sample assessment materials

Samples should be supplied, usually in an appendix or a book of sample assessment materials. Include a reference here to where these can be found.

7.10 Indicative Module Content, Organisation and Structure

This will be a substantial part of the module description.

Detail the indicative content for each module. Provide sufficient detail to enable the evaluators to satisfy themselves that the curriculum is appropriate to the intended module learning outcomes.

Note: The module content should also be considered in relation to any previous, concurrent and subsequent modules on the programme to avoid unnecessary duplication or gaps.

Provide sufficient detail for evaluation of the suitability of the content in light of the MIMLOs and the entry requirements and to ensure that any two suitably qualified staff who are assigned to teach the module at a different time will deliver it reasonably consistently.

7.11 Work-Based Learning and Practice-Placement (if applicable)

If applicable, outline any work-based or practice-placement milestones or tasks and indicate how progress will be monitored, when and by whom.

7.12 Specific Module Resources Required (if applicable)

If applicable, and if beyond the standard resources required for other elements of the programme, specify the specific module resources required. Classrooms and a virtual learning environment can be considered standard resources.

An indicative (but not exhaustive) list of examples of specific module resources that are beyond standard is provided for illustrative purposes only:

- Specialised laboratories, workshops and studios (quantifying type and availability for this programme)
- Specialised digital learning resources (quantifying type and availability)
- Specialised study, practice or training facilities (quantifying type and availability for this programme)
- Specialised equipment or machinery (quantifying type and availability for this programme)
- Specialised hardware or software (quantifying type and availability for this programme)

Specify the minimum resource-learner ratios.

7.13 Application of programme teaching, learning and assessment strategies to this module

Describe and explain the teaching and learning strategies for this particular module. Indicate how teaching and learning will support learners to demonstrate achievement of the module's MIMLOs and demonstrate their achievement.

Cross-reference this with the programme TLA strategy particularly regarding the role of assessment in the promotion of learning. This should align with/justify the staff/learner ratios and teaching and learning modalities.

7.14 Indicative reading lists and other information resources (if relevant)

If relevant and appropriate, identify reading lists and other prescribed learning materials: a list of core textbooks, lecture notes, digital learning resources and other teaching and learning materials should be included. Copies of these should be available for examination if required. Any supplementary learning materials should be listed.

Module [2]

Use the same headings as above and repeat as necessary.

Section 8: Programme Staff

Note: *The information required here relates to the principal programme and, unless explicitly stated, also to any embedded programmes. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

Information about the specifications for programme staff aligned to specific modules will be provided in the module descriptors. This need not be repeated here. This section is intended to provide an overall programme level summary.

8.1 Summary profiles of staff

Specify specific staff requirements/qualifications required to deliver the programme. In addition to staff directly involved in the programme, include those staff involved in learner support, technical /IT support, educational design etc.

8.2 Recruitment plan for staff not already in post

Summarise the recruitment plans for any additional staff required. Include information on timelines for relevant appointments.

8.3 Employer Based Personnel

Set out arrangements for interfacing with employer-based personnel involved in work-based placements. Alternatively, provide hyperlinks to relevant QA procedures where this is clearly explained.

Section 9: Physical and / or Digital Resources

Note: *The information required here relates to the principal programme and, unless explicitly stated, also to any embedded programmes. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

9.1 Specification of the programme's physical and / or digital resource requirements

List any specific equipment, facilities, LMS, hardware, software, digital or other resources required for this programme. Specify the quantity required for each. Indicate the current availability of these resources versus procurement requirements by ticking as appropriate.

9.2 Premises

Provide details of physical premises required for the programme where particular resources / facilities are required for successful delivery of the programme. If appropriate provide hyperlinks to a website or online video.

9.3 Plan to acquire premises and / or resources that are not in place

Include concrete plans and timelines.

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

9.4 Selection of temporary / contracted premises

Provide a link to QA procedures and criteria for selecting and approving temporary premises to be used for programme. Set out the minimum requirements that must be met by each centre in which the programme will be offered.

Section 10: Programme Management

Note: *The information required here relates to the principal programme and, unless explicitly stated, also to any embedded programmes. Where any of the information is different in an embedded programme to what applies to the principal programme, please identify the embedded programme and make the difference(s) clear.*

10.1 Quality Assurance to be applied to this programme

10.1.1 Programme Oversight and Maintenance

Describe programme-specific arrangements for monitoring progress and guiding, informing and caring for learners. Provide hyperlinks to relevant QA structures and procedures.

10.1.2 Academic Integrity

Describe programme-specific arrangements for promoting and monitoring academic integrity in respect of assessment processes. Hyperlink to relevant policies and procedures.

10.1.3 Collaborative provision (if applicable)

Describe programme-specific arrangements for monitoring the quality of a programme where it is delivered all or in part by a second provider. In such a case, the memorandum of understanding between first and second providers should be part of this submission for validation.

NB: it is very important that any collaborative arrangement between first and second providers be declared to and approved by QQI.

Appendix 1

Mapping of proposed MIPLOs to QQI Awards Standards

For programmes leading to a CAS major or special purpose award of more than 30 credits, you are asked to show how the programme's proposed MIPLOs align with (map to) the Knowledge, Skill and Competence Statements of the relevant Linked Certificate as published in the award specification.

- Level N refers to the NFQ level of the proposed programme's award stage. For example, if the programme proposed for validation is to ILevel 5 Certificate, N will be 5 and N-1 will be 4.
- Use the Knowledge, Skill and Competence Statements in the Award Specification to fill in the standards for the relevant linked certificate i.e. the major / special purpose award which is available to learners who complete the programme.
- Copy in full the relevant MIPLO numbers for each indicator strand. Note that the same MIPLO may be relevant to more than one indicator strand.
- In the Evidence and Commentary column provide the relevant module numbers. Do not include details of assessment within those modules.
- In the commentary space provided, provide a brief explanation of the manner in which the award standard aligns to the MIPLOs indicated, and the manner in which achievement of the MIPLOs is demonstrated in the relevant modules.