



QQI Awards

Guide to completing QQI Programme¹ Validation Descriptor – Further Education and Training (non-CAS)

¹ Where programme is more than 30 credits of volume. An alternative template is available for programmes of 30 credits or less

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Guidelines for completing and presenting an application for Validation of FET programmes.

These guidelines are intended to assist providers in completing the FET Programme Descriptor as part of 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 Validation Descriptor should be aware that the programme is expected to be developed to the point that it is ready to be offered to learners. Detailed information is required, not just an outline. The validation criteria must be addressed.

Additional documentation may be required to address the applicable validation criteria. Any incremental changes to the provider's QA procedures required to deliver the programme 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 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 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 equivalent role). 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 (or has done so during the programme development process).

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 institution or its operations. Present a brief summary indicating:

- When the institution 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 institution 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 institution'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 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 institution 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 institution 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 institution'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). 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.

- 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.
- The ISCED code required is a four-digit code. More information can be found at: <https://uis.unesco.org/en/questions-and-answers-about-isced>
- In some cases, providers may wish to validate programmes with streams of electives leading to different award titles. This situation is a special case in which each additional stream is considered an embedded award but maintains the same FET Credits volume as the principal programme.
- If the principal or embedded programme has both full and part-time versions, indicate the FET credits for each version under FET Credits (total and max per duration). If necessary, add a row to allow more space.
- If the application relates to an award which contains streams of equal FET Credit value make this clear by ticking 'yes' to this question.
- Clarify whether external registration, accreditation or recognition for the programme has been/will be sought from a professional body or lead to registration with a government department (for example, the Private Security Authority).

Regarding FET Credits, providers should be cognisant of the following:

- An academic year is defined as 9 months.
 - 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 and enter the number in the space provided.
 - If the programme you are proposing is of shorter duration than an academic year, indicate the number of FET credits per duration of programme. For example: 5 FET Credits/10 weeks or 10 FET credits/5 weeks.
- **Version:** After indicating the maximum FET Credits per academic year, providers are requested to identify the versions of the programme i.e., how it 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). **Please note that the marketing must be consistent with the FET Credits per academic year/duration indicated.**
- 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).

Embedded Programmes, Exit and Exit-Only Awards

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.

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 and must independently meet the validation criteria. These programmes will incur a validation fee.
- 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. An exception to this is where streams within the principal programme leading to different programme titles are submitted as embedded awards (see below).

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

1B.5 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 institution, 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.

Copy and paste the template for each additional stage (typically an academic year) of the programme. If your programme is of one year duration or less, you will not need to do this.

Copy and paste the template for each variation (full-time and part-time) of the programme, as well as minor and embedded award programmes. Each require separate schedules.

Programme-level information

Programmes are normally divided into *stages (typically, but not always, academic years)* and *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 FET full-time programmes). In smaller programmes a stage may be a semester (30 FET credits) or some other appropriate division, for example a 4 week block. However, it is quite common for a small 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 assuming he or she has achieved the prerequisite learning and met any other requirements. In a small programme that consists of just one stage this 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'. The semester should be indicated if appropriate: Semester 1 or Semester 2. Many programmes are not divided into semesters.

Stage Credit

Confirm the total *credit* for each stage in the programme schedule.

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.

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 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 synopsis or outline of the programme. Details of the principal programme must always be provided.

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.1-4

1C.1.2 ISCED Code

As per 1B.1-4

1C.1.3 NFQ Level

As per 1B.1-4

1C.1.4 Award Class

As per 1B.1-4 (*Major, SPA, Supplemental, Minor*)

1C.1.5 Award Type

(*e.g., Advanced Certificate, Certificate.*)

1C.1.6 FET Credits

As per 1B.1-4

1C.1.7 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.²

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. In this case, enter the data for each version clearly.

Be aware that:

- Full time must be **120 FET Credits per academic year (9 month) period or equivalent.**
- Part time must be less than 120 FET Credits per academic year (9 month) period *or equivalent.*
- Refer to the statutory QA Guidelines for Blended and Fully Online Programmes for clear definitions of study modes and guidance for describing these to staff, learners and other stakeholders.

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.

² 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.

1C.1.8 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.1.9 Additional delivery locations, if any

If the programme is to be delivered (all or in part) in a regular location other than at your institution's main premises, please give details. If the QA covers various short term rented premises (e.g. hotels), please give details.

If the location is not covered by your institution's QA, ensure this has been addressed under Section 1A.4 *Extension to Current Scope of Provision*.

1C.1.10 Intakes onto the programme – per version

Please note that this section refers to each stage/year of the programme and not only stage/year one.

Intakes per Annum: provide intake numbers for each location where the programme will be offered by your institution. Add rows as required and include location information in the version column alongside that information for on-site face-to-face, blended programmes or hybrid programmes.

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

The minimum number of enrolled³ learners required for viability in a particular location and intake: This

³ For the avoidance of doubt, this section is concerned with enrolment figures, not application figures.

is the absolute minimum number of learners your institution 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 that can be accommodated for programme viability: This must be carefully considered. Your institution 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 enrolled⁴. Your institution is not allowed to recruit more than the maximum number without seeking approval from QQI.*

In the spaces provided, explain how rolling intakes will be spaced and provide details of how cohorts on rolling intakes will be managed. If it is intended that cohorts from separate intakes will share an instance of a module(s), this is an example of intakes being merged. Make clear how this will be managed.

1C.1.11 Proposed new learner numbers over five years

This section requires estimated or projected numbers only and reflects evidence of market research. The figures may 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.1.12 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.1.13 Target learner group (profile)

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.1.14 Special requirements for the programme

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.

1C.1.15 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.

⁴ 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 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 1

An embedded programme could lead to a major, minor, special purpose or supplemental. 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 and referenced for each embedded programme.

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.*

Section 2. Award Standards and Learning Outcomes

2.1 Graduate Attributes

Provide a brief (maximum 150 word) statement describing the attributes of graduates of the programme(s). Although graduate attributes may be related to MIPLOs, they are broader and may not be linked directly to disciplinary learning and skills. Graduate attributes are stated at a high-level and indicate the qualities and dispositions that learners will develop during the programme and be able to apply in their future careers or further learning.

See guidance on writing graduate attributes provided by the National Forum for the Enhancement of Teaching and Learning: <https://www.teachingandlearning.ie/wp-content/uploads/Focus-on-Graduate-Attribute-Statements.pdf>

2.2 QQI Awards Standards

Identify the awards standards used for the programme(s). The list of FET awards standards is here: [QQI Awards Standards](#)

The apprenticeship awards standards are here (these are generic): [Professional Award Type Descriptors.pdf \(qqi.ie\)](#)

In some cases, more than one QQI standard applies e.g., at Levels 1 – 4 providers may draw upon several of the broad award standards. The level of priority with which each standard has been applied should be indicated.

- If only one standard has been used, write 'only standard used' under level of priority.
- If several standards have been used, write 'high', 'medium' or 'low' under level of priority as appropriate to indicate the degree of influence that standard has had on the programme.

2.3 QQI Named Award Stem and Specialisation

Provide a rationale for the choice of the award stem and specialisation for the programme. Providers should ensure the award title is legitimate in all respects and be consistent with statutory, regulatory and/or professional body requirements where applicable.

You should consult the *Policy for Determining Awards Standards*, as well as the suite of QQI awards standards.

2.4 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 to list the minimum intended module learning outcomes for the constituent modules.

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.

2.5 Mapping of MIPLOs to QQI Awards Standards

A template is provided at Appendix I.

Guidance on filling out the template:

A programme's minimum intended learning outcomes (MIPLOs) must **align** with the corresponding QQI standard(s) for the award sought. Demonstrate this by mapping the MIPLOs against the applicable award standard(s) using the template in Appendix I.

- On the template, NFQ Level N refers to the proposed NFQ Level for the programme you are seeking to validate. N-1 is the level below. For example, if you are proposing to validate a programme at NFQ Level 6, N-1 is NFQ Level 5.
- The mapping of an award at NFQ level N should pay particular attention to the difference between Levels N and N-1.
- The MIPLOs should meet or exceed the award standard's expected learning outcomes statements at Level N.

When using the template, document the most powerful evidence confirming that the programme's MIPLOs meet or exceed the expected learning outcomes of the applicable award standard, rather than trying to exhaustively link all of the evidence.

Note: except in the case of broad award standards, you are expected to either map MIPLO's to all strands of the award descriptor/standards or give a rationale as to why the strand is not relevant.

- The mapping must be supported by the evidence submitted in response to other parts of the validation template. For example, representative sample examination materials (e.g., papers, marking schemes and such like) should align with the expectations associated with the NFQ Level and awards standards.
- In a two-year programme not all of the expected learning outcomes will be at the level of the final award. If a major award is sought, then **at least 120 FET credits must result in outcomes at the NFQ level of the major award.**
- A QQI validation panel will not recommend validation at a lower NFQ level if it cannot recommend recognition at the level sought. It is important to be satisfied that sufficient evidence has been provided in support of the award you are seeking prior to submission of the programme.

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 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.

This description should include a brief summary of who proposed the programme and why; what research was carried out at concept or development stage; and how the programme was developed (this may include a link to your approved programme development procedures affirming that they were implemented or outlining any additional steps undertaken).

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. 'Stakeholders' in this context are external e.g., employers, or professional, regulatory or statutory bodies 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. This can include international as well as national programmes. 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.

The comparisons should cover teaching, learning and assessment strategy as well as outcomes (addressed in section 2), the profile of target learners, modes of delivery and if the programme is professional, the professional context. This section can be presented using tables to aid comparison.

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 institution as well as relevant national skills reports and data. When reporting on research or consultation your institution has undertaken, be specific regarding the number of current/prospective consulted and how that consultation was conducted, when and by whom.

It could also 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 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 institution's overarching approved QA procedures. In this section, confirm that this is the case and provide hyperlinks to your institution's relevant published approved procedures. Any additional or alternative procedures developed specifically for this programme can be provided in the next section.

4.2.10 Programme Specific Admission Procedures

Identify any programme-specific arrangements here.

Provide a hyperlink to the procedures and criteria for determining whether or not any of the applicant's qualifications help them to meet the entry requirements or to qualify them for entry to an advanced stage or other exemptions from parts of the programme (if relevant).

4.2.11 Programme Specific RPL criteria and arrangements

Summarise the criteria in place for any arrangements for advanced entry and / or module exemptions.

Provide details about any programme specific processes in place for the assessment of learners entering the programme on the basis of being mature learners, or through recognition of prior learning or assessment of prior experiential learning (see [Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training NQAI 2005](#)).

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 articulation 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 articulation 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 articulation 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.

4.4 Credit

4.4.1 Calculation of Credit

Explain in detail how FET Credit values for modules and programmes have been calculated, i.e., how many hours of learner effort constitutes 1 credit?

Note: *A single FET credit is approximately 10 hours of learner effort. Therefore, a FET award / programme of 60 ECTS will require approximately 600 hours to achieve.*

Learner effort includes all forms of learning (directed, self-directed, workplace) and assessment.

Section 5. External Professional Licensing / 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.

This is a substantial part of the programme documentation. Address the overall programme and each of its modules in turn. Include indicative content for each module (it is never sufficient just to include the intended module learning outcomes).

Provide sufficient information about the programme for it to be evaluated against the QQI validation criteria. Address the advancement of the learner and the evolution of the learning experience intended with particular reference to the progression journey (beginning–middle–end).

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

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 Stage Level Outline (if relevant)

If the programme has stages, address the purpose of each stage in the context of the overall programme.

- If the programme has multiple streams, then the stage summaries will normally need to be differentiated for each stream.
- If a learner can exit at the conclusion of a stage (either with an embedded award or an exit-only award) this should be indicated by entering 'Yes' under Exit Point (Y/N?).

Note: Copy and paste or delete tables in this section as required to facilitate the application.

6.2 Module Level Outline

Include a brief synopsis of each module (50 - 100 words). Provide an 'at a glance' overview of the nature of modules included across each stage of the programme. Provide a high-level summary of the module's indicative content and assessment strategy and how this contributes to learning on the programme overall.

It is not necessary to include the MIMLOs in the synopsis. The MIMLOs will be presented in individual module descriptors.

6.3 Rationale for the curriculum structure

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. This section should reflect the role and purpose of each module within the programme in contributing to the overall learning outcomes.

6.4 Rules for electives and their rationale

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.

Indicate any rules for how elective modules are taken. For example, indicate if electives are taken as a suite of multiple modules to create a stream or if particular electives have prerequisite or corequisite modules.

If the programme does not have elective modules, please state 'Not applicable'.

6.5 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, lecturing and research supervision.
- Ensure that the strategy for interacting with learners is carefully explained not just in terms of inputs (e.g., lectures and tutorials), 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, intellectual 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 institution to communicate teaching and learning modalities, strategies or learning activities to staff, learners and other stakeholders.

6.6 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 MIPLOs 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 institution to learners on the programme that foster academic integrity in the context of assessment of learning.

6.7 Opportunities for cross-modular integration of assessment

Explain what (if any) opportunities are provided for the integration of assessment across modules.

Cross-modular assessment may be 'vertical'. In this form of cross-modular assessment, a task may require a learner to draw upon knowledge and/or skills acquired in a previous module/stage or to continue building upon a piece of work commenced or partially completed in a previous module/stage.

Cross-modular assessment may also be 'horizontal'. In this form of cross-modular assessment, distinct components of a substantive task may be assessed separately and contribute toward the grade of two different modules that are being taken concurrently.

6.8 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. 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. 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).
- There is no expectation that MIPLOS will be mapped to modules sequentially. MIPLOS may be supported by MIMLOs in distinct modules at distinct stages.

6.9 Indicative Assessment Calendar

Use the indicative assessment calendar to provide information regarding the planned timetabling of summative assessment activities per module and semester. 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.

6.10 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 should be supported by evidence of analysis of learner profiles and (where

appropriate) feedback from current learners.

6.11 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.

6.12 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 institution'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 an element of a programme.

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.

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 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.

All modules in a programme should have a unique and meaningful *module title*. The following should be borne in mind when choosing module titles:

- Module titles (individually and collectively) are most effective when they are clear, concise, coherent and consistent.
- The title should clearly and unambiguously reflect the module content.
- Module titles should be as future-proofed as possible.
- Normally, the module title should not exceed 70 characters (including spaces).
- In each stage the mandatory modules should appear first followed by elective modules.
- 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).

Indicate the status of each module in accordance with the following:

- Mandatory (M): each learner must present and pass in all mandatory modules.
- Elective (E): in addition to the above a candidate must present and pass in the number of Elective Examination Modules to achieve the quota of credits for the stage.

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

Use the table to enter the MIMLOs and indicate by number which MIPLOs each MIMLO maps to. The MIMLOs should describe in clear and specific terms what the learner should be able to do upon successful completion of the module. Ensure that MIMLOs align with the appropriate NFQ Level and that their achievement is measurable within the assessment strategy for the module.

7.3 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.

7.4 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.

7.5 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.

7.6 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. Justify the staff/learner ratios and teaching and learning modalities.

7.7 Summative Assessment Strategy for this Module

Use the template provided to summarise the assessment strategy for this module in more detail than was provided in section 6.8. Under technique(s) please provide a brief description (up to 25 words). It is not sufficient to simply enter 'project' or 'essay' here.

7.8 Sample Assessment Materials

Supply sample assessment materials as supporting documentation. Within this, provide assessment briefs accompanied by rubrics or marking schemes. These may be provided in a separate document or appendix, which should be referenced here.

Provide representative samples of examination paper questions and continuous assessment tasks for each module whose grade contributes to the overall grade/classification for the major award. These should be accompanied by criterion referenced grading schemes (see Assessment and Standards FET) illustrating how learner's responses to assessment tasks will be graded.

7.9 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 by the expert panel at the site visit 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 current availability of these resources.

9.2 Premises

Provide details of physical premises required for 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.

10.1.4 Transnational provision (if applicable)

Describe programme-specific arrangements for monitoring the quality of a programme where it is delivered all or in part transnationally. In such a case, the approval of QQI for such a proposal such precede the application for validation.

Appendix 1 Mapping of proposed MIPLOs to QQI Awards Standards

- Level N refers to the NFQ level of the proposed programme’s award stage. For example, if the programme proposed for validation is to lead to a Level 5 award, N will be 5 and N-1 will be 4.
- Use the [NFQ Grid of Level Indicators](#) to fill in the standards for each indicator strand at the appropriate level.
- Copy in full the relevant MIPLOs for each indicator strand. Note that the same MIPLO may be relevant to more than one indicator strand.
- In the Evidence 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 standard aligns to the MIPLOs indicated, and the manner in which achievement of the MIPLOs is demonstrated in the relevant modules.

Comparison of Purpose of Programme <Enter Programme Title> to Purpose of <Award Class> awards at level <Enter Proposed Level> in the National Framework of Qualifications					
	Purpose – NFQ Level N-1	Purpose – NFQ Level N	Statement of programme’s purpose	Alignment with purpose of award class	
Comparison of MIPLOs to QQI Awards standards in <Enter Standards Name e.g. Science>					
NFQ Indicator Strand	Standard – NFQ Level N-1	Standard – NFQ Level N	Relevant MIPLOs <i>Write in full</i>	Evidence <i>Demonstrate where in the programme (i.e. in which module(s)) this MIPLO will be delivered and assessed.</i>	Commentary
Knowledge: breadth and kind					
Know-how and skill: range and selectivity					
Competence - Context					
Competence - Context Role					
Competence - Learning-to-learn					
Competence - Insight					
Articulation and Progression					
Assessment					