**IVEA / CEEOA Co-ordinated Approach to Programme Development at Level 5**

**Screening Checklist - Programme Descriptor - Level 5**

This screening checklist has been developed by the Further Education Support Service (FESS) as a tool to aid programme developers to ensure that their level 5 programmes are fit for purpose **before** they reach the consultation stage of the IVEA / CEEOA national shared programme development process at level 5.

The programme developer(s) should work through each of the sections of the checklist to confirm that the content of the programme descriptor is consistent with the FETAC Guidelines for Preparing Programme Descriptors. Once all of the boxes in the checklist have been ticked, and the checklist signed by the programme developer(s), the **final** draft of the programme descriptor may be forwarded to your PAA Process Co-ordinator, together with the completed checklist.

The draft programme descriptor will subsequently be forwarded, by the Process Co-ordinator, to FESS for uploading onto the FESS website, [www.fess.ie](http://www.fess.ie) , for consultation with the Department of Education and Skills funded sector.

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| **Criteria** | **Tick** |
| 1. The **programme title**:  * Is learner focused and meaningful * Reflects the content of the programme and the field of learning * Reflects the level of the award and the award type | 🞏  🞏  🞏 |
| 1. The **programme profile** contains reference to:  * The purpose or aim of the programme * Whether the programme is part-time or full-time * The certificate the programme may lead to * The overall number of programme modules developed as part of the programme * The overall duration of the programme * Transfer opportunities * Progression opportunities | 🞏  🞏  🞏  🞏  🞏  🞏  🞏 |
| 1. The **learner profile**:  * Is specific and accurate * Is consistent with the level of the award, programme content, programme duration and delivery modes and learning methodologies of the programme * Outlines a general picture of the ‘typical’ Learner * Indicates the common:   + Attributes   + Experiences   + Educational attainment   of the learner | 🞏  🞏  🞏  🞏  🞏  🞏 |
| 1. There are 4-6 **programme objectives** that are:  * Statements of what the programme hopes to achieve * Measureable, achievable and realistic * Appropriate to the profile and needs of the learner * Reflective of the standard of the award * Consistent with the objectives cited in each programme module | 🞏  🞏  🞏  🞏  🞏 |
| 1. The **entry criteria** for accessing, transferring or progressing to this programme are:  * the minimum entry requirements that a learner will need to meet in order to have a realistic chance of achieving the programme * justifiable and genuinely required for successful completion of the programme * reflect the standard and content of the major and related minor awards * In line with statements about access, transfer and progression in the relevant award specifications | 🞏  🞏  🞏  🞏 |
| 1. The **programme duration**:  * Is in line with the table on page 50 of the FETAC Guidelines for Preparing Programme Descriptors * Is a statement of typical learner effort, including both programme directed hours and self-directed hours * Is realistic * States whether the programme is full-time or part-time * Is sufficient to ensure that content and assessment is deliverable | 🞏  🞏  🞏  🞏  🞏 |
| 1. The **delivery modes** indicated are:  * Appropriate to the learner profile * Appropriate to the provider context * Consistent with the award standards | 🞏  🞏  🞏 |
| 1. The **delivery methodologies** indicatedare:  * Appropriate to the needs of the learner as outlined in section 3, Learner Profile * Appropriate to the mode(s) of delivery of the programme | 🞏  🞏 |
| 1. The **programme structure** indicates:  * The programme modules that are compulsory for a learner wishing to achieve certification in the major award * The programme modules that are optional within the programme * The required number of programme modules to be completed in order to achieve certification in the major award * An appropriate minimum duration/number of days for work experience | 🞏  🞏  🞏  🞏 |
| 1. The **programme review schedule** is left open to allow a Provider who wishes to apply to FETAC for validation of this programme to indicate an appropriate review schedule, in line with the Provider’s procedure B5.9 Programme Review | 🞏 |
| 1. The **transfer and progression** statements:  * Identify opportunities for transfer to other programmes at level 5 with this Provider or another * Identify opportunities for progression to other programmes at level 6 with this Provider or another | 🞏  🞏 |
| 1. The **learner supports and resources** listed are:  * Appropriate to the learner * Appropriate to the objectives of the programme * Consistent with the content of the programme | 🞏  🞏  🞏 |
| 1. Any **specific validation requirements** outlined in the FETAC certificate specification and related component specifications are included in the programme descriptor | 🞏 |
| 1. The sections on **assessment** include information on:  * When the learner will be assessed (assessment schedule) * An assessment plan * Integration of assessment * The Quality Assuring Assessment process, including internal verification and external authentication * Accommodation for a learner who does not complete the entire programme | 🞏  🞏  🞏  🞏  🞏 |

Signed:

Programme Developer (s)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please forward this checklist together with the final draft of the programme descriptor to your PAA Process Co-ordinator.***