**IVEA / CEEOA Co-ordinated Approach to Programme Development at   
Level 5 and Level 6**

**Screening Checklist - Programme Module - Level 5 and Level 6**

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 and/or level 6 programme modules are fit for purpose **before** they reach the consultation stage of the IVEA / CEEOA national shared programme development process at level 5 and level 6.

The programme developer(s) should work through each of the sections of the checklist to confirm that the content of the programme module 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 module may be forwarded to your PAA Process Co-ordinator, together with the completed checklist.

The draft programme module 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 module title** is:  * Learner focused and will be clearly understood * Reflects the component award and level * Consistent with the aim, objectives and content | 🞏  🞏  🞏 |
| 1. The **FETAC component title and code** is included in the programme module | 🞏 |
| 1. The **programme module 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 | 🞏  🞏 |
| 1. The **credit value** of the FETAC component is included in the programme module | 🞏 |
| 1. The programme module status adheres to the structure of the award | 🞏 |
| 1. Any **special validation requirements** outlined in the FETAC component specification are included in the programme module | 🞏 |
| 1. The **programme module aim**:  * Is a general statement of teaching intention * Reflects the purpose of the component specification | 🞏  🞏 |
| 1. There are 3-6 **programme module objectives** that are:  * Specific statements of teaching intention * Measureable, achievable and realistic * Appropriate to the profile of the learner | 🞏  🞏  🞏 |
| 1. The **learning outcomes** as they appear in the FETAC component specification are listed in the programme module | 🞏 |
| 1. The **indicative content**:  * Provides appropriate suggestions for programme content * Includes content for each learning outcome in the component specification * Is level appropriate * Documents content that must be included * Is not overly prescriptive or specific * Will not limit the autonomy of the teacher when delivering the programme module * Contains only content directly related to the learning outcomes in the component specification | 🞏  🞏  🞏  🞏  🞏  🞏  🞏 |
| 11a. The **assessment techniques** and associated **weightings** as they appear in the FETAC component specification are listed in the programme module | 🞏 |
| 11b. **Mapping of learning outcomes to assessment technique(s)**   * Each learning outcome is mapped to an appropriate assessment technique, as listed in the component specification * In mapping the learning outcomes consideration has been given to the weighting of the assessment technique(s) | 🞏  🞏 |
| 11c. In the **guidelines for assessment activities**:   * The duration is appropriate * The assessment tasks and activities are clearly explained * The assessment tasks and activities are appropriate to:   + The level of the component   + The indicative content   + The assessment criteria included in the marking sheets | 🞏  🞏  🞏  🞏  🞏 |
| 1. Information on the **grading bands** is included in the programme module | 🞏 |
| 1. There are **learner marking sheet**(s) available for each assessment technique and on these marking sheet(s):  * The assessment criteria are clearly stated * The assessment criteria are appropriate * There is sufficient detail included to support consistency of marking between assessors * The marks allocated to each set of criteria are appropriate | 🞏  🞏  🞏  🞏  🞏 |

Signed:

Programme Developer (s)

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

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