

Tool 2 Programme Framer

SECTION	Key Questions	Notes
PROGRAMME TITLE	<p>Does it reflect the field/subfield/domain?</p> <p>Does it reflect the outline content?</p> <p>Is it appropriate for the level/s and type/s of awards it leads to?</p>	
PROGRAMME PROFILE	<p>Does it reflect the programme purpose or aim?</p> <p>Does it indicate whether the programme is part- or full-time?</p> <p>Does it list the awards the programme leads to?</p> <p>Does it state the number of programme modules offered?</p> <p>Does it state the overall duration?</p> <p>Does it briefly summarise transfer and or progression opportunities?</p>	
LEARNER PROFILE	<p>What type of learner is likely to participate in the programme?</p> <p>Are there key skills, knowledge or competence required of the learner in order to ensure successful participation in the programme?</p> <p>What are the different attributes, experiences and educational attainments etc. that are likely to be common to learners on the programme?</p> <p>What is the range of learners that the programme will be available to? Is this too broad or too specific?</p>	

	Will there be different sub-groups of learners within the same programme?	
PROGRAMME OBJECTIVES	<p>Are they based on long-term, broad concepts of the programme?</p> <p>Are they sufficiently specific, direct and clear?</p> <p>Are they realistic, achievable and measurable for future programme evaluation?</p> <p>Do they reflect the award standards without re-stating the award outcomes?</p>	
ENTRY CRITERIA	<p>Do they reflect the providers policies, especially those on access, transfer and progression?</p> <p>Do they list the minimum entry criteria for the programme?</p> <p>Are the criteria necessary and sufficient for successful completion of the programme?</p>	
ASSESSMENT SCHEDULE	<p>Does the schedule comply with the provider's own policy on fair and consistent assessment of learners?</p> <p>At what points in the programme will learners be assessed?</p> <p>What arrangements are in place for assessment to allow for learners who do not complete the entire programme?</p>	
PROGRAMME REVIEW SCHEDULE	<p>Does it comply with the provider's own policy on programme review?</p> <p>Is it appropriate for the overall programme duration?</p> <p>Can elements of review be incorporated into delivery?</p>	

AND PROGRESSION	<p>Do they reflect the provider's policies, especially those on access, transfer and progression?</p> <p>Does it comply with the award specifications?</p> <p>Can programmes to which the learners on this programme under development can either transfer or progress be identified from the outset?</p> <p>Is it possible to state the title of the programmes, the name of the provider and the title of associated FETAC awards?</p>	
LEARNER SUPPORTS	<p>Considering the learning groups identified in the learner profile, are there any specific supports that will need to be put in place to enable the learners during the programme delivery and assessment?</p>	
SPECIFIC VALIDATION REQUIREMENTS AND SPECIFIC RESOURCES	<p>Are the specific validation requirements in the award specifications?</p> <p>Can the requirements be met by the provider?</p> <p>Will all learners on the programme have access to the necessary resources and or personnel?</p>	