MAY 2007

HEA

Higher Education Authority
An tÚdarás um Ard-Oideachas

MAP
YOUR
CAREER
Modular Accreditation
Programme

Foreword by Mr. Michael Kelly

Chairman, Higher Education Authority

The project outlined in this report is directed towards two distinct but related objectives, supporting and sustaining economic growth, and enhancing the opportunities for those who have not benefited from higher education. The publication comes at an important time. On the one hand, having achieved a measure of success economically in recent years, there is rightly an increased emphasis on the quality of life in our society, on social inclusion and enabling all citizens to achieve their potential. Our economic success has also sharpened our focus on the need to continue to improve the basis for our competitive advantage - and education is increasingly seen as under-pinning that.

In setting out a new framework for modular based higher education in a way that takes account of the needs of potential students, employers, and the economy, and also broadens the opportunities for access to higher education, a major step forward is being taken. This approach has been built upon extensive consultation with stakeholders. The HEA hopes that on the basis of the work done to date, as reflected in this publication, we can quickly move on to a pilot implementation phase, taking account of views expressed in response to the approach proposed in the report.

On behalf of the Authority, I want to acknowledge the work of the HEA Skills Unit in developing this project. The Unit has been responsible for a number of skills initiatives at undergraduate and post-graduate level addressing national priorities in skills needs. I also want to acknowledge the high level of support from Higher Education Institutions (and in particular the University of Limerick which undertook extensive research and analysis which have contributed to this report) employer bodies, and training organisations. The future success of a Modular Accreditation Programme will depend critically on the continuing collaboration of education and training providers, employer and funding bodies and the relevant Government Departments.

The HEA looks forward to working with all relevant partners in bringing this project to implementation stage.

Michael Kelly, *Chairman,*
May 2007

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1 EXECUTIVE SUMMARY

1.1. Overview

1.1. Overview

In recent years a number of reports including ' Implementing the National eBusiness Strategy', 'The Fourth Report of the Expert Group on Future Skills Needs', 'Ahead of the Curve' and the FÁS 'Software Industry Training Study' have identified the need for Irish Third Level Institutions to continue to provide relevant business, technical and management skills programs for industry. At a more fundamental level, the OECD review of Irish higher education called for a re invigoration of life-long learning, particularly in the context of the need to support work place learning. Those reports have also noted the need to respond to a changing environment. Included in the key and additional demands now emerging are:

• The need to shape provision to support part-time as well as full-time education
• The need to shape courses so as to provide shorter courses focused on specific skills, which can complement initial education.
• Provide an award opportunity for those without a third level qualification

The HEA has been a leading part of the Government's strategies to address skills shortages. The HEA has been represented on the Expert Group on Future Skills Needs since its creation in 1997, and has allocated in excess of €300 million to courses for specific skills needs since that time.

As part of its statutory duty to foster the development of higher education and research, and recognising the changing needs of part-time learners and employers, the HEA commissioned research from the Programme for University Industry Interface in the University of Limerick to engage with industry and academia to identify the key skills and competencies which are required by industry and the best practice delivery methods for Third Level institutions.

Arising from that research, the HEA has now developed an outline of a national Modular Accreditation Program (MAP) for the up-skilling of those in employment. This programme aims to facilitate those already in employment to develop key competencies in the areas of management skills such as Finance, interpersonal skills such as Leadership and technical skills such as Logistics.

The MAP programme will allow individuals to undertake discrete modules of learning for specific purposes that will be individually accredited. It will also allow individuals to continue their learning through future modules at their own pace in an institutions of their choice, and still be able to group those modules together to create a national award.

MAP has significant benefits for employees, including,

- Suitable for the work/life commitments
- Accumulation of credits over time towards a higher award
- A module represents an achievement in itself
- Inter-institutional recognition
- Encourages people to continue educational progression
- Recognition of Prior Experience (RPE) for entry for those without an existing third level qualification
- Creation of a programme to meet individual needs

From a national perspective a key element of MAP is the system-wide application of the proposal. All higher education institutions and private training organizations can be involved, underpinned by shared quality assurance and mutual recognition of awards. This is a critical development. It empowers the students to select the education and training pieces that suit them, in terms of focus and geographical setting. Further, it allows individual institutions to specialize in particular areas, thereby creating critical mass and higher quality courses. Finally, it is more cost effective as it can reduce course overlap and duplication in the system.

The proposal for the implementation of MAP was endorsed last year by the Expert Group on Future Skills Needs and the HEA has now carrying out a detailed feasibility study with the support of FÁS. The MAP proposal also provides for the development of a national database which will enable the creation of a road map for participants providing information on where modules are delivered and what awards they lead to. This will facilitate individuals in the planning of their learning over a period of time, in order to suit both their personal and professional needs.

The response to date from academia, industry, employer bodies and agencies to the MAP proposal has been both positive and supportive. In addition to a series of meetings with key individuals and groups in these sectors, a workshop of all stakeholders was held in September 2006 to discuss the concept and feasibility of MAP. A high degree of validation for MAP was achieved at this workshop.

A key element of the programme will be the implementation of a simplified standard process of entry for those without a third level qualification. It will also include Recognition of Prior Learning(RPL) for credit accumulation.

This report is in line with the recommendations of the Enterprise Strategy Group in "Ahead of the Curve" and the role of higher education in up-skilling the existing workforce. IBEC consider that MAP fits appropriately with the commitment under the Partnership Agreement, "Towards 2016", on work place learning and up-skilling, to mainstream the Knowledge Economy Skills Passport. The proposal is also timely given the ongoing work on a National Skills Strategy, and the likely renewed focus on part-time education as a means of up-skilling the current workforce. This report documents the findings of our study.

Arising from these findings, there is now a real and valuable opportunity to make a significant advance in work place learning and employee up-skilling in Ireland. Specifically this report proposes a doubling of current levels of part-time education at Master's level, and costs that output at some €8 million per annum on a steady-state basis.

Table 1

March–May 2005 Persons classified by the highest level of education attained
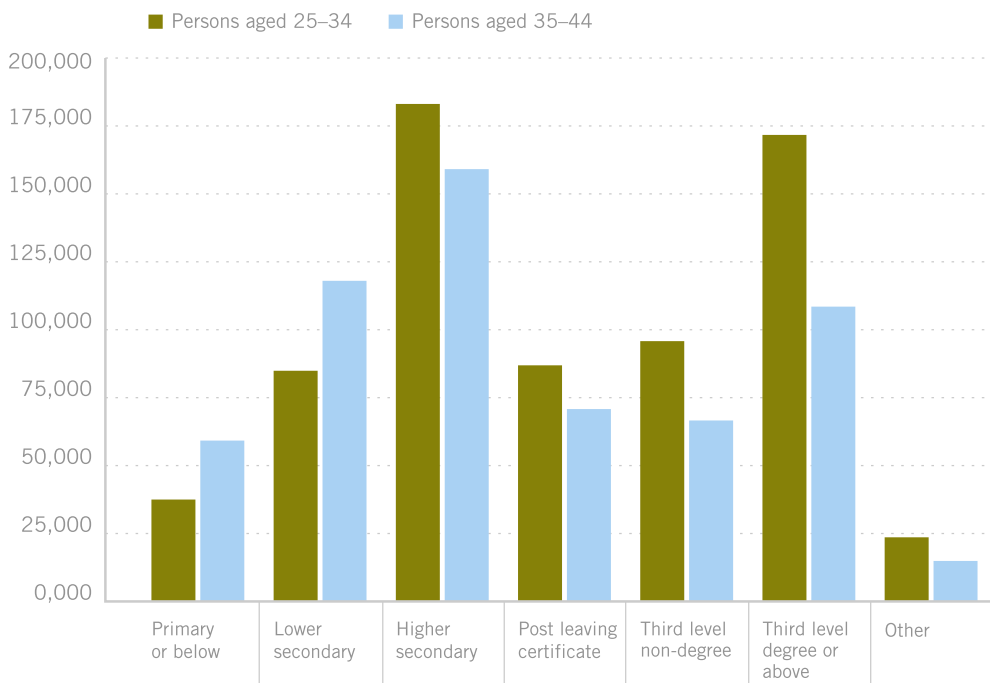
Central Statistics Office Household Quarterly Survey, May 2006

2 THE MODULAR ACCREDITATION PROGRAMME

2.1. Introduction

The Irish economy is in transition, being impacted by the consequences of globalisation and operating in a much more competitive and complex international environment. Sustaining the success of the Irish economy requires people to take steps to refresh and update their knowledge and skills. MAP is designed to meet this need for those who are no longer in full-time education, and who are most likely to have work, family or other commitments.

The aim of the MAP programme is to address this issue and to provide a new student-centred, rich, flexible, supportive and enabling learning programme that allows students to choose modules from any or all of the collaborating third level institutions with the potential to be awarded a third level qualification. The outline programme is designed at this stage for individuals with either a basic third level qualification, such as an ordinary degree, or an equivalent, achieved through prior learning and experience. Future iterations of this programme may be developed to allow this approach to be extended to those who do not have third level qualifications.

Through MAP, individuals can register for modules in their area of interest, from a pool of modules on offer by the institutions, and can accumulate credit towards a graduate or postgraduate award. Registration for a single module to develop a particular interest is possible. The programme is designed to accommodate people at work, and others, who are seeking an opportunity to upgrade and advance their knowledge in their chosen discipline or area of employment.

People who register on the MAP programme may be motivated to do so to gain employment or re-employment; to improve their skills and competencies for their present job; to prepare for a job change to a different discipline or for promotion; to prepare for a career move to another company or to a different sector; or out of a general desire to participate in life-long-learning. In this way the individual's exchange value and employability potential is increased.

The impetus for participation in MAP may come from a need for up-skilling or re-training identified by the individual; by the recognition by employers to develop the staff to move the company forward, for instance in international sales or marketing or project management; or as part of a National strategy to address identified specific skills shortages in the country.

MAP is designed to provide a flexible learning environment for people outside the full-time education system. In this sense it is a complementary measure with the aim of accommodating the learning needs of individuals who want to improve their employment potential and career

prospects. Specifically, MAP is designed to enhance career planning, and to meet the desire of individuals for educational programmes that are transferable and enhance exchange value.

MAP is a multi-institutional initiative that can offer a much wider portfolio of modules than could be provided by a single institution on its own. In this way there is a higher potential of MAP being able to satisfy the specific needs of a wider range of people more flexibly.

Boundary

This programme is aimed at those with a higher secondary qualification or third level award, currently in employment and who wish to develop their personal, business and technical skills. This iteration of MAP is primarily targeted at those students who wish to acquire a Level 8 or a Level 9 qualification.

Differentiation

Currently the only route to the award of a Masters degree is though full-time or part-time programmes in a single institution. MAP offers a much more flexible route to achieving a higher degree, through an accredited, modular, multi-institutional programme, with a high degree of choice on the part of the students as to subject, location and timing.

2.2. Programme Description

Overview

The nucleus of the MAP programme is the module. An average module equals 5 European Credit Transfer System (ECTS) credits. The expected outcome is an award, either a Higher Diploma or a Masters. A Higher Diploma will require 60-70 credits while a Masters award will require 80 – 120 credits depending on the discipline, the awarding institution, and how the credits are accumulated. It is expected that the typical programme will be completed within 4 or 5 years, but may take longer depending on the goals and circumstances of the individual.

An especially important feature of the MAP process is that the student decides on the relevant award to pursue. A student may take a single module to address a specific job related issue – and could conceivably stop at that point; hopefully this will generate an appetite for progression with the participant. There may be a gap of several years, whereupon the student may return for further modules, at which point the credits already earned will be of benefit in seeking a national award. Or the study could be continuous all the way to achievement of a Masters. The student selects on the basis of his/her needs.

The Institutions collaborating in the programme agree to recognise modules accredited by other participant institutions, provided they are part of approved MAP programmes. An institution may require an individual to have attained up to 50 ECTS credits before acceptance onto the final stage of the award. During the final stage of the award process an individual student will be required to complete a research assignment and up to 2 core modules at the awarding institution for a Masters programme.

MAP has a two-part structure. The first phase requires students to satisfactorily complete 10 modules. Students will accumulate credits for satisfactory completion of each module taken. Students may be awarded a Graduate Diploma when they have accumulated sufficient credits. Successful completion of this phase qualifies students to register on the research phase at a collaborating institute of their choice to undertake further study and research up to Masters Degree level. To qualify for the second phase of the programme, a student must have accumulated at least 50 credits.

Having registered with a specific collaborating institution for the research phase, a student must satisfactorily complete a dissertation based on a research project. The student may have to undertake a number of core related modules in that institution, in addition to the dissertation. Depending on the modules undertaken by the student in the first phase, the institution may decide that the student is not required to take additional modules as part of the research phase.

2.3. Core Concepts

A number of core concepts underpin the MAP programme

Multi-institutional

MAP is a collaborative project involving universities and institutes of technology. Collaborating institutions will retain their academic autonomy and independence.

Mutual recognition

Each collaborating institution will offer NQAI Level 8 and 9 modules accredited through their normal accreditation procedures. For the purposes of credit accumulation by an individual student, all collaborating institutions will recognize credits gained through the other collaborating institutions.

Student Planning

In order to facilitate student planning, institutions must publish details on their Masters study themes and indicate required core modules for those themes. A central website for MAP will be established in order to facilitate a coherent and cohesive interface with students.

ECTS credit based

Each module is worth 5 ECTS credits. A module equates to 100-125 hours workload which normally comprises 24 hours of contact and the balance comprises hours of study. Modules may be at NQF levels 8 and 9.

Single module accreditation

In order to participate in MAP an institution needs to have procedures for the accreditation of single modules and to enable a student to accumulate credit by taking single modules at that institution.

Recognition of prior learning and experience

The MAP institutions will agree procedures for the recognition of prior learning and experience for entry purposes, in order to facilitate the wider portfolio of learning and experience of certain students.

Awards

On completion of the first phase, and the accumulation of the required 50 credits, an award may be given by the institute from which a student has gained the most credits. A Graduate Diploma is the appropriate award at this stage. For those without a third level qualification, achievement of the Graduate Diploma will provide a passport to the second phase.

Second phase awards take two forms:

- A Post-graduate Diploma for a student who registers for the research phase and completes all relevant taught modules but decides not to present a research dissertation.
- A Masters Degree for a student who successfully completes all of this phase, including the presentation of a satisfactory research dissertation.

2.4. Module Design & Development

The design and development of the curriculum for each module will be carried out by a person or group of people who have significant expertise in the discipline of the module. Given the nature of the MAP programme, it may also be appropriate to involve employers and other experts in the field on the development of the module.

The needs of potential students and the relevant NQF level are important factors to be taken into account in the design and development of the curriculum of a module.

Delivery of the module may involve lectures, tutorials, case studies, texts, laboratory sessions, research reports, through on-campus or distance learning modes, synchronously or asynchronously or some blended combination of any or all of these. The module description (See Appendix 6.1) should define the appropriate delivery methods to be used in each case.

The developed module curriculum will be processed through the normal accreditation processes of the institution that awards grades for its satisfactory completion. Jointly developed modules will be administered through a process agreed by the cooperating institutions. In the case of joint modules it may be appropriate to assign a lead institution through which the module is processed on behalf of the team.

A private education provider or training company may participate in MAP. However, programmes provided by such bodies must be converted to a suitable MAP modular structure. These modules must be accredited through the accreditation administered of the collaborating institutions. A student successfully completing a module delivered by a private education provider or training company will gain credits from the institution that accredited the module. All other participating institutions will recognize such credits.

It is essential that all module descriptions adopt a similar template to assist prospective students in their module assessment and selection process. Samples of possible module descriptors are included in Appendix 6.1.

2.5. Scenarios

In this section we describe some typical scenarios in order to understand how MAP would apply to varying stakeholders in the programme.

Student Scenario
- May wish to upgrade their existing learning qualification and build exchange value
- Considering changing career path
- Wants to progress into a managerial position
- Family or economic commitments mean that a full-time or an intensive college course is not an option

For those without a third level qualification, achievement of the Graduate Diploma will provide a passport to the second phase.

Employer Scenario

• Wants to create a new functional capability or department – e.g. Research and Development
• Wishes to have existing or proposed in-house training programmes accredited
• Unable to release staff for full-time training or education
• Wishes to develop a good technical employee towards a management position

Institution Scenario

• Third level institutions need to make their courses more flexible to the working person
• Supports strongly emerging trend towards modularisation in third level sector

Training Body Scenario

• Would like their courses accredited to enhance market appeal and reach
• Would like to translate their courses to comply with the NQAI framework

2.6. Process to Finalisation

This report is intended to provide evidence to support the concept and feasibility of MAP. During the course of the development of this report an extensive programme of consultation with key stakeholders was undertaken, and a significant number of institutions have signalled their interest in participating in the programme.

These key stakeholders were also participants at a MAP workshop held in Collins Barracks, Dublin on September 20th, 2006. (See Appendix 6.2) The output of this workshop has been incorporated as appropriate into this report.

This process of consultation has ensured that the concept of MAP has been thoroughly validated by stakeholders, and that the concept is capable of being implemented.

In order to move MAP from concept to implementation, it is necessary to establish a funding base for the programme. It is expected that this report will assist this process.

Speakers at the MAP Workshop held in the National Museum, Collins Barracks on September 20th, 2006
left to right: Caroline Nash, Assistant Director IBEC; Professor Eamonn McQuade, University of Limerick; Tom Boland, Chief Executive HEA; Dr. Tom McCarthy, Chief Executive IMI; Elizabeth Noonan, Director of Academic Policy UCD.

2.7. Programme Participants

The programme is designed for people at work who are seeking to an opportunity to upgrade and advance their knowledge in a chosen discipline or area of employment. It is focused on individuals with at least a basic third level qualification with provision for the recognition of prior learning and experience for other individuals.

The primary target audience will be individuals in the age groups 25 -44 who aspire to having a Graduate Diploma or/and Masters Degree qualification. It will be attractive to:

- Employers as an alternative to in-company training
- Those within the SME sector who lack critical mass for in-company training
- Those for whom their geographic location makes it difficult to attend a third-level institution

- Individuals returning to work as a route to modernising their skills
- Non-nationals as a means to acquire a professional qualification that is readily recognized in Ireland.

Analysis shows that there are approximately 280,000[1] persons aged between 25 and 44 with third level degrees as of May 2005. Approximately 3,900[2] or 1.4% of these are enrolled on part time Masters programmes. This low level of progression to Masters' programmes is due to a number of factors, including:

- The time involved, and consequent impact on work-life balance
- Cost
- Lack of inter-institutional accreditation
- Lack of recognition of in-company and private training
- Inflexible delivery
- Lack of Recognition of Prior Experience for Entry and Recognition of Prior Learning for Entry.[3]

These inhibitors are specifically addressed by the MAP programme.

[1]*Central Statistics Office Household Quarterly Survey, May 2006*
[2]*HEA Statistics Unit*
[3]HEA National Office for Equity of Access to Higher Education: "Achieving Equity of Access to Higher Education in Ireland", 2004; "Progressing the Action Plan: Funding to Achieve Equity of Access to Higher Education", 2005.

3 PROGRAMME PROVISION

3.1. Overview

A number of key stakeholders are critical to the successful implementation of MAP. As part of the development of this report a comprehensive series of meetings was held with key personnel in a range of institutions including universities, institutes of technology, large employers and employer representative bodies, training bodies and relevant Government departments and agencies. In addition, a workshop at which all key stakeholders were represented was held on September 2006, to discuss specific topics and to validate the existence of cross-sector understanding and support for both the concept and implementation of MAP. This comprehensive consultative process has significantly informed this report.

Third Level Institutions. It is expected that participating Third Level Institutions will include Universities and Institutes of Technology currently designated under the HEA or those soon to be so. They will provide award courses up to NQAI level 9 which can be achieved under this programme. The institutions will have accreditation designation for these awards. Institutions will accredit Modules under the programme and will recognise for accreditation purposes those accredited in others.

Training Bodies: Currently there are many Institutes and private companies providing management and technical training for both the Industry and the Public Sector. Examples include IMI, IBEC, and the main FÁS-supported Executive Training Organisations.

It is expected that these bodies will engage with the accrediting Institutions appropriate to their existing or planned training modules and modify those modules to comply with accreditation requirements for MAP. Some already have accredited offerings in the marketplace.

Clearly having their products upgraded to the status of a link in the MAP route to a Masters Degree will be seen as a significant benefit to promote to their clients, so it is expected that the marketing activities of such Training Bodies will play a prominent role in promoting the MAP concept to a wide audience.

Representative Bodies: This refers to those Institutes and other organisations that, through Corporate and/or Individual Membership, represent the interests of their members.

Some, such as IBEC and the SFA, are umbrella bodies for the employers of potential end-customers of the MAP Programme. Their input and support for the project will be sought with a

view to helping assess potential demand amongst their members and, ultimately, promoting this new avenue for professionalising management to them.

The CIPD and IITD represent and certify trainers. A certification from one or the other will be a minimum requirement of any trainer working on a MAP module. They should provide a useful conduit, at the individual level, to key people in Training Bodies, to both disseminate information and promote participation.

Higher Education Authority

The HEA will oversee and manage the Module Accreditation Programme on behalf of the stakeholders. It will provide a secretariat responsible to an Advisory Board of stakeholders comprising participating institutions, training bodies, representative bodies, government agencies and public sector bodies. It will fund and administer the program from funding provided by government. It will provide an advisory role in the accreditation process and provide administrative and infrastructural support not provided by Third Level Institutions.

3.2. Accreditation Support Centre

Given the potential volume of modules and providers being accredited, it will be necessary to establish a number of Accreditation Support Centres in regional locations. The purpose of such centres will be to assist providers through the accreditation process.

3.3. Engagement

During the course of this study, a wide range of key stakeholders have been consulted, and their views incorporated where appropriate into this report. These discussions involved the following:

Third Level Institutions

University of Limerick	Institute of Technology, Tralee
Trinity College Dublin	Institute of Technology, Tallaght
University College Cork	Dublin Institute of Technology
University College Dublin	Waterford Institute of Technology
Dublin City University	Cork Institute of Technology
Limerick Institute of Technology	

Training Bodies

Irish Management Institute	Irish Times Training
Irish Institute of Training & Development	Association of Chartered Accountants of Ireland
CIPD (5,000 individual members associated with HR/Training function in organisations)	Engineers Ireland
Harvest	Institute of Public Management

Representative Bodies/Employers

Representative Bodies	*Employers*
CIF	Allied Irish Bank
IBEC (7,000 member businesses and organisations)	IBM
ISME	Microsoft
SFA (8,000 member companies)	Intel
ICTU	

4 FUNDING

4.1. Funding

The implementation of MAP is dependant on achieving appropriate funding. A possible funding scenario is likely to include:

- Funding for Accreditation Support Centres for a four year period
- Funding for module development for a four year period
- Funding for national administrative costs ongoing
- Funding for marketing ongoing
- Subsidy of €500 per student per module
- Subsidy of €1500 per student per research module
- Student fees to be determined by the higher education institution

The aim of the funding will be to cover up to 50 % of the costs in line with other up-skilling initiatives funded from the National Training Fund such as Skillnets.

This scenario envisages achieving an enrolment level of 3,000 students per annum. This will include students who have registered for one or a number of modules and who are in the first or subsequent years of the programme. For the purposes of financial modelling, it is assumed that the average number of modules taken per student per annum is three. It is also assumed that there is a state subsidy of €500 per student per module. It is also assumed that there will be state support for the development of modules and the creation of accreditation support centres.

On this basis, it is estimated that Year 1 costs will be €1.5m, Year 2 costs will be €3m, and this will grow over the next number of years to reach a peak-funding requirement of €8m per annum in Year 8.

4.2. Success Measures

The Modular Accreditation Programme sets the following success measures:
- To double the number of annual Masters awards in line with Government policy on postgraduate qualifications
- To double the enrolment onto postgraduate programmes of people in full-time employment

4.3. Linkages

The principles laid out in this report are in line with and supportive of those in the National Framework of Qualification recent publications 'Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training' and 'Principles and Operational Guidelines for the Recognition of Prior Learning (RPL) in Further and Higher Education and Training'.

5 | IMPLEMENTATION

5.1. Governance & Programme Management

Given the national, multi-agency involvement in MAP, it is critical to establish a national oversight structure to support the programme. This structure may evolve over time.

While third level institutions will retain academic autonomy and responsibility for student registration, module development, accreditation and assessment, certain activities will require a national oversight perspective.

To this end, it is recommended that the HEA will establish an internal project team to co-ordinate MAP at a national level. It is also recommended that a MAP Advisory Board be established. This Board will be comprised of a broad range of stakeholder representatives and will advise on overall strategy.

At all times it is critical that access to all elements of the programme for students and other participants be provided on a national basis – most likely through a MAP website.

5.2. Marketing Strategy

The introduction of MAP will require a focused and coordinated marketing programme backed up by local interventions to ensure that:

- Potential students become aware of the availability and applicability of MAP. Integral to this is that access to information and registration process is easy and clear.
- Employers are fully aware of the potential benefits to them of MAP and that they are aware of the supports that need to be put in place for students
- A wide range of relevant training providers are aware of and enabled to participate in the programme.

While the target audience for MAP is particularly well defined, it is important that marketing expertise is included in the range of resources required for implementation, to ensure that appropriate, effective and efficient marketing strategies are adopted.

5.3. Decision Milestones

It is proposed that MAP should commence in Autumn 2007. In order to achieve this, it will be necessary to move quickly to identify and define a small number (3 or 4) of awards and their associated modules to be included in the launch of MAP. It is envisaged that a small group

of approximately six or seven third level institutions and training bodies will participate in the launch programme in 2007. It is expected that the number of awards, modules and participating institutions would significantly increase in 2008

Based on this approach the following critical steps are required:

• Agree funding for Year 1 (estimated at €1.5m)

• Tender for participation in the launch programme of MAP (Inter alia, the tender will seek proposals from higher education institutions in relation to awards, modules, delivery, accreditation process, internal administration, student fees and marketing)

• Define and establish a national administrative framework for MAP

• Develop MAP website

• Initiate marketing for MAP

6 APPENDICES

6.1. Sample Module Descriptor Template

It is essential that MAP is as accessible as possible for prospective students. Due to the fact that students can undertake modules from more than one institution, it is important that all institutions participating in MAP use a standard module descriptor, particularly as all MAP modules will be accessed through the MAP website. A sample of a module descriptor is included below, although a standard will have to be agreed by participants.

Sample 1: Standard Template

Module title:	Module Title
Module code:	ABXXX
Module accreditation:	e.g. University of Limerick
Institution / training provider:	e.g. University of Limerick Joe Bloggs Management Training
School / Department:	e.g. College of Informatics n/a
Module level:	e.g. Postgraduate Certificate Postgraduate Diploma Masters PhD NQF 8 / 9 /10
Credit rating:	e.g. ECTS 6
Pre-requisites:	ABYYY None
Co-requisites:	None
Module aims:	1. … 2. … 3. …
Module learning outcomes:	Knowledge and understanding • Subject specific skills • Intellectual skills • Transferable skills •
Delivery format:	e.g. Distance learning Blended learning Web-based etc

Learning & teaching methods used:	*e.g. Lectures* *Tutorials* *Seminars* *Workshops* *Laboratory work* *Self-instructional printed materials*
Indicative syllabus / content:	*1. …* *2. …* *3. …*
Indicative time allowances (hours):	*Lectures: X* *Tutorials: X* *Laboratories: X* *Independent study: X* *Assignments: X* *Exams: X*
Assessment details:	*Exam* *Continuous assessment* *Learning portfolio*
Programmes to which module contributes:	*1. Masters in Quality Management, University of Limerick* *2. Postgraduate Diploma in Management, Waterford Institute of Technology* *3. etc*
Resources available to student:	*e.g. VLE* *Library* *Online materials* *Module website* *etc*
Frequency of delivery:	*X times a year*
Closing date for next registration:	*Month / year*
Next start date:	*Month / year*
Cost:	*€xxx*
Contact details for further information:	*Contact details for further information*
Registration details:	*Contact details for registration*
Comments:	*Link to comments from individuals who have already taken this module.*

Sample 2: Example of Completed Module Descriptor

Module title:	World Class Manufacturing
Module code:	AU5001
Module accreditation:	University of Limerick; NUI Galway; University College Cork
Institution / training provider:	Atlantic University Alliance (University of Limerick)
School / Department:	College of Engineering
Module level:	Masters programme NQF Level 9
Credit rating:	6 ECTS
Pre-requisites:	None
Co-requisites:	None
Module aims:	To provide candidates with a clear understanding of the concept of World Class Manufacturing in order to support the entire manufacturing chain from initial product concept to its end use. Candidates will also be equipped with tools and techniques to help them apply these concepts in their organisations. Particular attention will be paid to TQM and JIT management.
Module learning outcomes:	**Knowledge and understanding** • An integrated and comprehensive understanding of the merits, limitations and applicability of the various manufacturing enhancement philosophies. • Highlight the role of WCM and determine how such an approach can contribute to sustainable competitive advantage. • Identify the critical success factors necessary to implement WCM in an industrial setting. • Identify a step-by-step methodology to implement the World Class Manufacturing. **Subject specific skills** • Use the tools and techniques (e.g. TQM, JIT) necessary to support WCM in an industrial setting. • Apply techniques to case study firms and identify both short-term benefits of implementation and the challenge of sustaining these improvements within the firm for the long term. **Intellectual skills** **Transferable skills**

Delivery format:	Distance learning
Learning & teaching methods used:	Self-instructional printed materials
Indicative syllabus / content: (50-80 words only)	WCM philosophy, supporting tools, techniques and methodologies, World class design and product development, JIT and KANBAN, KAIZEN, TQM and SPC, Information systems, environmental systems, quality systems, costing systems and human resource development systems.
Indicative time allowances (hours):	Lectures: 3 Tutorials: 3 Laboratories: 0 Independent study: 60 Assignments: 25 Exams: 2.5
Assessment details:	Assignment: 50% Exam: 50%
Programmes to which module contributes:	Distance Education Masters in Technology Management
Resources available to student:	On-line learning tool CD Rom Personal tutor Library facilities in UL, NUIG & UCC
Frequency of delivery:	Once every two years
Closing date for next registration:	July 2007
Next start date:	August 2007
Cost:	€500
Contact details for further information:	Atlantic University Alliance www.aua.ie Email: techmgt@ul.ie
Registration details:	Atlantic University Alliance www.aua.ie Email: techmgt@ul.ie
Comments:	Click here to access comments from students who have already taken this module

6.2. Stakeholder Workshop

In September 2006 a workshop involving key stakeholders was held in Dublin. The purpose of the workshop was to discuss key issues relating to MAP and to validate both the concept and feasibility of the proposed programme. Attendees were as follows:

NAME	ORGANISATION
Padraig Ó Murchú	Intel Ireland
Peter Stafford	Construction Industry Federation
Rhona Sherry	University of Limerick, PUII
Kevin Kernan	Engineers Ireland
Caroline Nash	IBEC
Tom Boland	HEA
John P. Murphy	Cork Institute of Technology
Tony McGettigan	Institute of Project Management
Tom McCarthy	IMI
Pat Coman	IT Tallaght
Paul Vickery	IBM
Eamonn McQuade	University of Limerick, PUII
Eamonn Murphy	University of Limerick, PUII
Elizabeth Noonan	UCD
Frank McMahon	Dublin Institute of Technology
Garry Hynes	HEA Consultant
Mike Hennessy	University of Limerick, PUII
Patrick Cashell	University of Limerick
Mike Sweeney	HEA Consultant
Pat O'Connor	HEA

6.3. Sample of MAP Marketing Material

Seeking an opportunity to upgrade and advance your knowledge in a chosen discipline or area of employment?
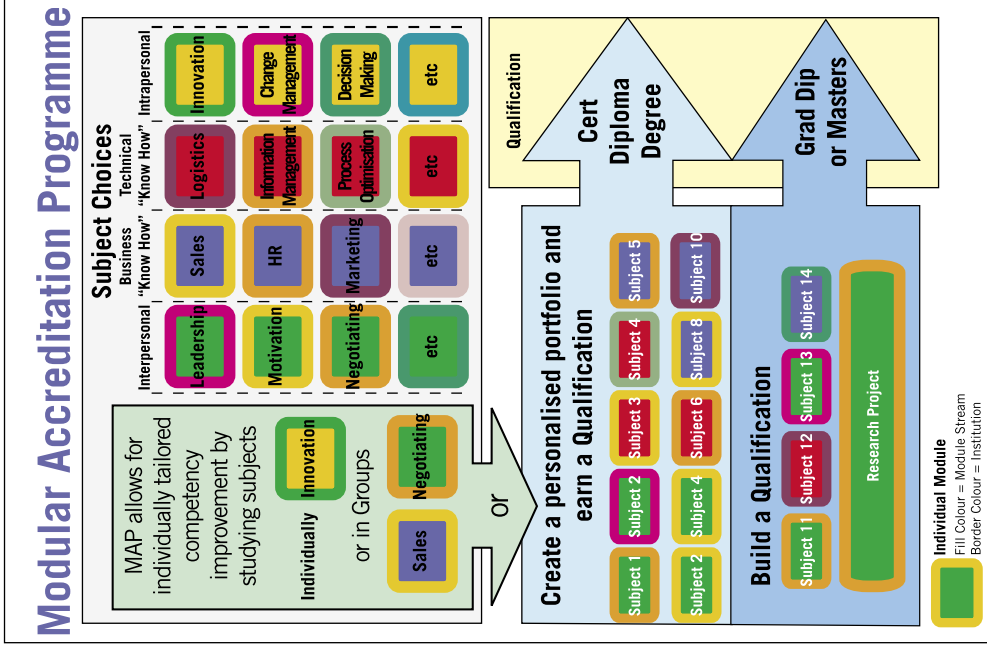
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Through MAP you can register for modules that interest you, from a pool on offer. Credits towards an award can be earned at your own pace

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Modular Accreditation Programme

Subject Choices

Interpersonal	Business "Know How"	Technical "Know How"	Intrapersonal
Leadership	Sales	Logistics	Innovation
Motivation	HR	Information Management	Change Management
Negotiating	Marketing	Process Optimisation	Decision Making
etc	etc	etc	etc

MAP allows for individually tailored competency improvement by studying subjects

Individually — Innovation

or in Groups — Sales, Negotiating

or

Create a personalised portfolio and earn a Qualification

Subject 1, Subject 2, Subject 3, Subject 4, Subject 5

Subject 2, Subject 4, Subject 6, Subject 8, Subject 10

→ Qualification: Cert, Diploma, Degree

Build a Qualification

Subject 11, Subject 12, Subject 13, Subject 14

Research Project

→ Grad Dip or Masters

Individual Module
Fill Colour = Module Stream
Border Colour = Institution

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Professor Sarah Moore
*Deputy Chairperson, Dean of Teaching
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