UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

الإمارات العربية المتحدة
وزارة التربية والتعليم

NQC Guidelines for Validation of a Vocational Program

National Qualifications Centre

United Arab Emirates

June 2021

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About the National Qualifications Centre

In reference to the Prime Minister's Office resolution number (21) for the year 2021 regarding the Ministry of Education (MoE) organisation chart. The National Qualifications Centre (NQC) key functions can be summarised as:

- Designing, developing and implementing a comprehensive and unified qualifications framework for the Emirates, the QF*Emirates*, is used to place, design, develop and recognise qualifications in the UAE;
- facilitating the transfer, articulation and continuity of learning of individuals between different education pathways and promoting further education principles;
- establishing and maintaining standards and regulations for qualifications and national occupations
- promoting the principles of lifelong learning with Recognition of Prior Learning (RPL) and articulation as its key base;
- establishing and accrediting Awarding Bodies (AWB);
- quality assure accredited AWB/approved authorities and registered training providers (RTPs);;
- developing policies and standards related to TVET in the UAE in accordance with international best practices.

The NQC is committed to developing the skills of learners to prepare them for employment and/or the next level of their learning. It aims to deliver outcomes that assist the United Arab Emirates (UAE) to keep pace with scientific and technological progress and meet the country's economic and social development needs.

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Definition of Vocational Program Validation:

A vocational program is validated when the National Qualifications Centre (NQC) confirms that the provider of the program has satisfied NQC that a registered learner of that provider who completes the program will acquire and be able to demonstrate, the necessary knowledge, skill or competence to justify a pre-existing or a new QF*Emirates* qualification/award(s) being offered in respect of that vocational program.

Note: Program validation applies to the training provider/organisation submitting the application. In general, a validated program is not transferable to another registered training provider (unless prior agreement/approval is obtained from the associated registered training provider/organisation and the NQC.

Purpose of the Validation Process:

The National Qualifications Centre (NQC) will use information submitted by the registered training provider/organisation to validate that a provider's vocational program justifies a QF*Emirates* qualification/award(s) being offered in respect of that program. The outcome of the validation process for the submitting education/training organisation can result in the vocational program being validated as leading to either:

1. A pre-existing NQC endorsed qualification/award(s) on the QF*Emirates*
2. A newly recognised qualification/award(s) on the QF*Emirates*

The NQC validates vocational programs leading to the following types of qualifications:

- *Principal Qualification* – A Principal Qualification is the major qualification type with formal recognition at each level of QF*Emirates* that captures the typical achievements for the level, including all five strands of learning outcomes.
- *Award* – An award is a term applied to the lower/smaller (volume) type of qualifications for learners who achieve a cohesive set of learning outcomes. An award may relate to all or only some of the five strands of learning outcomes defining a level of the QF*Emirates*, but not the full combination of learning outcomes required for a Principal Qualification.

Benefits of Vocational Program Validation:

- It offers a mechanism for registered training providers/ organisations, to have a QFEmirate level and credit value formally allocated to their vocational programs and to recognise that learning on the UAE's national qualifications framework.
- Offers added value (quality assurance & recognition) for specialised industry specific training programs that meet industry needs but are not currently nationally recognized.
- Supports registered training providers/ organisations to retain any international accreditations of their vocational programs while also securing national recognition on the QFEmirates.

Submitting a Vocational Program to NQC for Validation:

A registered training provider/organisation may be delivering a vocational program that already meets the specific needs of an industry sector, but is not nationally recognised, or they may wish to offer a new training program for a specific purpose and have that learning recognised at a level on the QFEmirates. The following steps offer guidance to clarify the validation process.

Step 1:

The registered training provider/organisation approaches NQC to discuss potential validation of their vocational program.

NQC will consider the standing, current scope and credibility of the organisation and the nature of the program to be submitted for validation. The expected level, volume of learning and content of the vocational program will be discussed and initial advice will be provided by NQC.

Step 2:

In advance of submitting an application for validation, the registered training provider/organisation will ensure that their vocational program:

- is supported by evidence that shows a clearly defined purpose and rationale in terms of the targeted learners, the targeted occupation, entry requirements, employment opportunities and UAE Market needs.
- is based on and written using clearly articulated learning outcomes that are at the correct level for the purpose of the vocational program
- is delivered and assessed by qualified trainers and assessors who have industry experience in the subject area of the vocational program

- the total learning time spent by learners on all the activities necessary to complete the vocational program (including assessment time) can be calculated in terms of the expected QFEmirates credit hours (notional)
- includes assessment tasks and methods that are valid, reliable, practical, and at the right level to demonstrate achievement of the learning outcomes.
- includes an element of work placement and/or work based learning that is formally structured, guided, monitored and assessed with the formal support of industry partners and takes place in an approved workplace environment.
- is quality assured through internal verification of delivery and assessment (by a qualified internal verifier)
- includes evidence of assessment criteria (performance criteria) that are appropriate to the learning outcomes
- is regularly reviewed using procedures that involve feedback from external industry representatives who are subject matter experts in the area of the vocational program.

Step 3:

The registered training provider/organisation completes the relevant NQC program validation template(s), attaches the required supporting evidence and submits the completed application to NQC.

Step 4:

The submission is reviewed via the relevant NQC validation committee who collectively agree on the outcome of the validation process.

Depending on the nature of the vocational program submitted for validation, the NQC can include validation committee representatives from:

- a relevant RNDC
- nominated subject matter experts from a related Industry sector
- nominees from the relevant Regulator
- Technical experts

The Role of the Validation Committee:

- To provide independent external validation using their quality assurance experience and subject matter expertise
- To review the completed application forms and supporting evidence submitted by the registered training provider/organisation
- To focus on the delivery and assessment processes as per the submitted application form and supporting evidence provided
- To compare the submitted evidence for a vocational program against the learning outcomes of a pre-existing qualification or against the five learning outcome statements that cumulatively define the relevant QF*Emirates* levels
- To determine whether the vocational program submitted for validation can be recognised as leading to a principal qualification or to an award on the QF*Emirates*.
- To advise on the QF*Emirates* level that the vocational program can be recognised at.

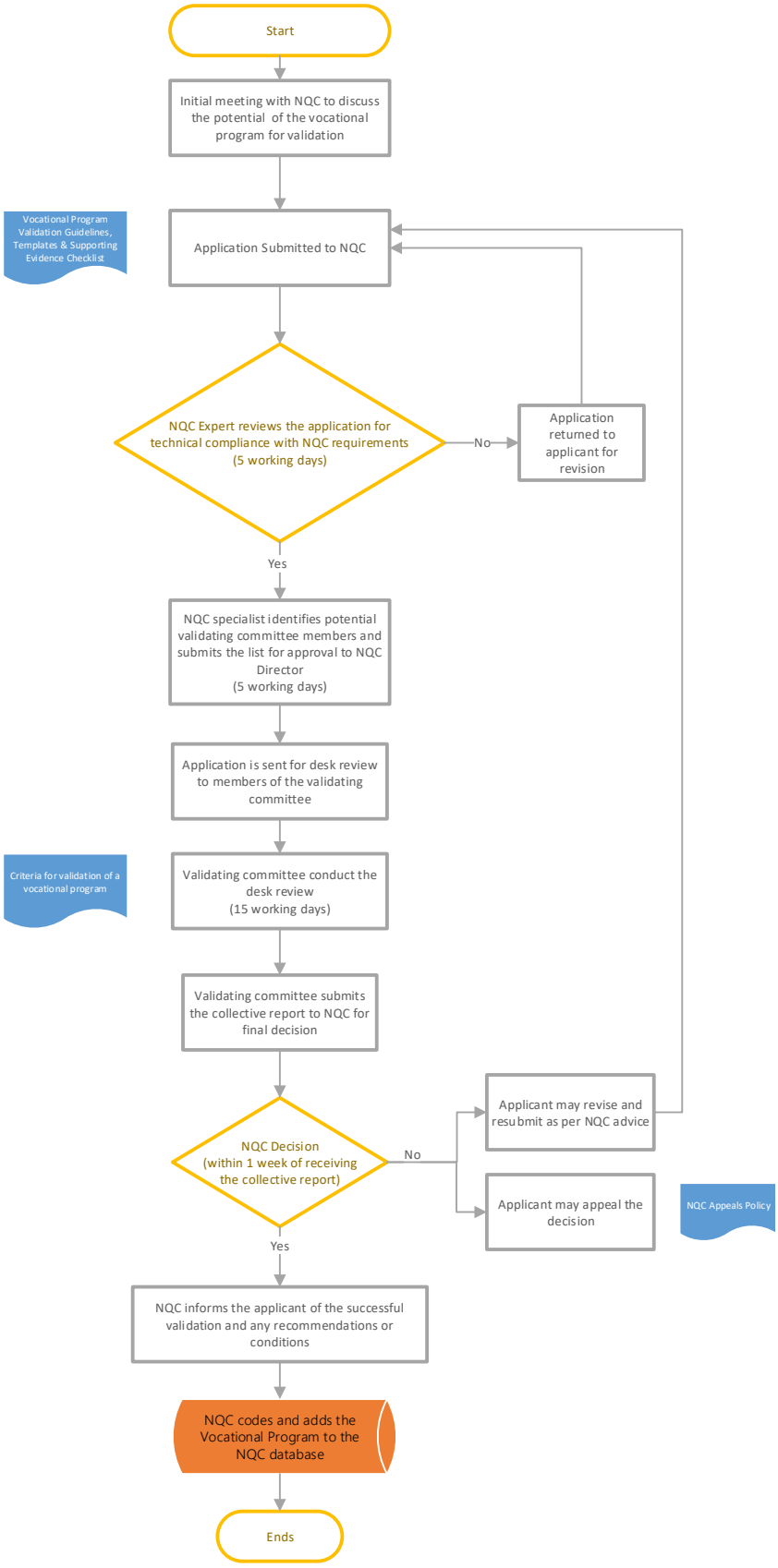
The output from the NQC validation committee review will be a validation report presented to NQC for final decision.

Step 5:

The NQC decision to validate the vocational program will be taken within 1 week of receiving the collective report from the validating committee. If the vocational program is successfully validated:

- NQC informs the registered training provider/organisation of the program validation outcome including information on any recommendations or conditions
- NQC adds the vocational program to the NQC database and confirms arrangements for review and monitoring
- The registered training provider/organisation can start registering learners with the awarding body on the vocational program that is now recognised at a level on the QFEmirates leading to the relevant qualification/award(s).

Vocational Program Validation – Process Flowchart



Criteria for Validation of a Vocational Program

Criterion 1: Clear Rationale

Supporting evidence shows a clearly defined purpose and rationale for the vocational program in terms of:

1.1 the targeted learners

1.2 the targeted occupation

1.3 entry requirements to access the vocational program

1.4 available employment opportunities for graduates of the vocational program

1.5 progression opportunities to further/higher education for learners who successfully complete the vocational program

1.6 UAE Market needs.

Criterion 2: Learning Outcomes Based & Performance Focused

2.1 The vocational program is based on and written using clearly articulated learning outcomes that are at the correct level for the purpose of the vocational program *(as per QFEmirates and VETAC Q+NOS System Guidelines)*

2.2 Learning outcomes focus on the learners and what they should be able to demonstrate or produce upon completion of the vocational program.

2.3 The vocational program learning outcomes align with some or all of the five strands of learning outcome statements for the relevant level descriptor of the QF*Emirates (depending on the nature of the vocational program, the volume of learning within the vocational program and/or its alignment with a pre-existing NQC endorsed qualification or award).*

Criterion 3: Suitably Qualified Trainers and Assessors

3.1 The vocational program will be delivered and assessed by qualified trainers and assessors who have relevant industry experience in the subject area of the vocational program.

Criterion 4: Assessment Opportunities

4.1 Assessment tasks and methods are valid, reliable, practical, and are at the right level to demonstrate achievement of the learning outcomes.

4.2 The vocational program includes assessment criteria (performance criteria) that are appropriate to the learning outcomes and align with the requirements of the QFEmirates and VETAC Q+NOS System Guidelines.

Criterion 5: QF*Emirates* Level

5.1 The QFEmirates level allocated to each module aligns with the relevant level descriptor of the QFEmirates, and the aggregate of credit values assigned to all modules in the vocational program, reflects the QFEmirates level allocated to the vocational program as a whole.

Criterion 6: Volume of Learning

6.1 The total learning time spent by learners on ALL the activities necessary to complete the vocational program (including assessment time) are calculated in terms of the notional QFEmirates credit hours i.e. 1 Credit = 15 notional hours.

6.2 The credits allocated to modules reflect the notional (estimated) learning time expected for learners to meet the learning outcomes in the program. Notional learning time is as per the VETAC Q+NOS System Guidelines and includes

- Time spent in structured tuition and self-paced learning and practice
- Time taken to gather and provide evidence for assessment
- Time taken to be assessed in all the outcomes and contexts.

Criterion 7: Work Placement/Work Based Learning

7.1 The vocational program includes an element of work placement and/or work based learning that is organised with the formal support of industry partners and takes place in an approved workplace environment.

7.2 Learning that takes place in a workplace environment is formally structured, guided, monitored and assessed for the duration of a learners period of work placement and/or work based learning.

Criterion 8: Quality Assurance

8.1 The vocational program is included in the NQC approved scope of delivery of the registered training provider.

8.2 The vocational program is subject to internal verification of delivery and assessment by a suitably qualified internal verifier who is employed by the training provider.

8.3 The vocational program is included in the training providers quality assurance procedures and is therefore subject to any quality assurance audit by an External Verifier appointed by the relevant VETAC delegated body in conjunction with an industry-specific subject matter expert recommended by the relevant industry-specific Sectorial Advisory Committee (SAC) body.

8.4 The training providers quality assurance procedures indicate that the vocational program is included in a regular QA review (at least annually) of the delivery, assessment processes, assessment tools and evidence contributing to judgments made by a range of assessors. Review procedures also involve feedback from external industry representatives who are subject matter experts in the area of the vocational program.

Appendix 1:

Vocational Program Validation Templates

Application Form for Validation of a Vocational Program

To validate that the learning outcomes of an organisations vocational program are the standard for a new National Qualifications Centre (NQC) qualification/award on the QF*Emirates*

General Information for Applicants

Definition of Program Validation:

A vocational program is validated when NQC confirms that the provider of the program has satisfied NQC that a registered learner of that provider who completes the program will acquire and be able to demonstrate, the necessary knowledge, skill or competence to justify a pre-existing or a new QF*Emirates* qualification/award(s) being offered in respect of that vocational program.

Note: Program validation applies to the organisation submitting the application. In general, a validated program is not transferable to another education/training provider *(unless prior agreement/approval is obtained from the associated education/training organisation and the NQC).*

Purpose of this Application Form:

The National Qualifications Centre (NQC) will use information provided in this application form to validate that a provider's vocational program justifies a QFEmirates qualification/award(s) being offered in respect of that program. The outcome of the validation process can result in the vocational program learning outcomes being validated as the standard for a new qualification/award that is recognised on the QFEmirates for the submitting education/training organisation.

The NQC validates vocational programs leading to the following types of qualifications:

- *Principal Qualification* – A Principal Qualification is the major qualification type with formal recognition at each level of QF*Emirates* that captures the typical achievements for the level, including all five strands of learning outcomes.
- *Award* – An award is a term applied to the lower/smaller (volume) type of qualifications for learners who achieve a cohesive set of learning outcomes. An award may relate to all or only some of the five strands of learning outcomes defining a level of the QF*Emirates*, but not the full combination of learning outcomes required for a Principal Qualification.

Once the NQC Validation Committee confirms validation of a vocational program leading to a named qualification/award(s) on the QFEmirates. In general, only the registered education/training organisation who submitted the application for validation:

- may offer the vocational program leading to the named qualification/award(s) on the QFEmirates and start registering learners on the program
- offer the vocational program during the 5 year validation period and then apply to NQC for re-validation (subject to ongoing monitoring and review by NQC)

Note: All applicants should refer to NQA's Qualifications Framework for the Emirates Handbook when completing this application form

Section A: Applicant Information

1. **Applicant Details**			
Education/Training Organisation Name			
Organisation type	☐ Registered Training Provider (RTP) ☐ Government/semi-Government organisation ☐ Awarding Body ☐ University approved by CAA		
Unique NQC Registration Number		(If your organisation does not have a registration number, please contact NQC.Office@moe.gov.ae	
Physical Address			
Website			
Current Scope of Accreditation	International Accreditation Bodies (if any) *(please list details of any International accreditation bodies that you currently partner with)*		
	UAE Accreditation Bodies (if any) *(please list details of any UAE accreditation bodies that you currently partner with)*		
	If your organisation is an RTP, what is the highest QF*Emirates* Level of your approved scope?	If your organisation is an RTP, what are the areas of your approved scope? *(e.g. Engineering, Healthcare, Finance, Business, etc.)*	Approved RTP Scope Expiry Date
If your organisation is an education or training provider, please list the site(s) where you currently provide training.	1:		
	2:		
	3:		
	Add rows as required		
2. **Contact for Accreditation**			
Full Name			
Title			
Email address			
Phone Number			

Section B: Vocational Program Information

3. **Details of the Vocational Program**						
Title of the Vocational Program.						
Code	NQC to enter code					
Nature of your application for program validation	☐ Program validation leading to a new NQC qualification/award on the QF*Emirates*					
Proposed title of the new NQC qualification/award	Title proposed for the new NQC qualification/award				*please ensure your proposed title conforms to the titling guidelines on page 32 of the QFEmirates)*	
Rationale for validating the vocational program in the UAE *Describe the UAE need for the program in terms of specific benefits to industry, addressing the need for new qualifications/awards, response to new regulations, community demand, emerging technologies/fields, etc.* **Please attach** *supporting evidence to justify your rationale, e.g. results of research studies in the UAE, minutes of meetings with regulators/stakeholders supporting the need for this program, survey results, etc.*						
Brief summary of the vocational program *Including::* • *The aim of the program* • *Modes of Teaching and Learning* • *Requirements and structure of work placement and/or work-based learning* • *The opportunities for progression from the vocational program*						
Profile of the learners targeted by the vocational program in the UAE						
Will this vocational program lead to an exit award from a larger principal program? *(e.g. diploma exit from bachelor program)*	Yes ☐		No ☐		*If yes please provide details*	
Will the vocational program require an extension to your current scope of accreditation as an RTP?	Yes ☐		No ☐			
Duration of the Vocational Program	Years		Months		Weeks	

Site(s) of Training (*if the vocational program will be delivered at more than one permanent site)*		Min. no. of Learners	Max. no. of Learners
	1:		
	2:		
	3:		
	Add rows as required		
If you have more than one permanent site of training, please describe the systems you have in place to ensure that policies and procedures are applied consistently across all sites. *For example;* • *Are all sites reporting to a central office?* • *Are there clear lines of governance and accountability between sites and the central office?* • *Are records for all sites accessible at the central office?*			
Proposed intake dates *(for the 5 year period of accreditation)*	First intake date[1] (Year 1)	Last intake date (Year 5)	
Maximum number of intakes per year			
Proposed number of learners per intake	Minimum	Maximum	
Country of Origin *(Country where your vocational program originated e.g. UAE or other country name*			
Is your vocational program currently aligned to a national qualification in the country of origin?	☐ Yes ☐ No	*If yes, specify the Qualification Title, Code and QF Level it is aligned to in the Country of Origin.:* *Title:* _____ *Code:* _____ *QF Level (in country of origin)* _____ *Please attach evidence of Recognition of the Qualification and Awarding Body in the Country of Origin*	
Proposed QF*Emirates* Level *(of the qualification/award that you expect your program to lead to)*	☐ 1 ☐2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9		
Proposed QF*Emirates* Credit Value *(of the qualification/award that you expect*			

[1] The date you propose to start the first group of learners on the program

your program to lead to)	

Program Learning Outcomes (PLOs) *(the program learning outcomes should reflect the program content and the needs and expectations of the target learners)*	At the end of the vocational program, learners will be able to:
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	Add additional PLOs as required

4. Mapping the Vocational Program Learning Outcomes to the proposed QF*Emirates* Level

QFEmirates Level Descriptors See page 105 of QF*Emirates* Handbook to review the five strands of learning outcomes statements that define the proposed QFEmirates level that the vocational program will be validated at. **Level: _____(insert proposed QFEmirates level)**	**Program Learning Outcome (PLOs)** Insert which of your vocational program learning outcomes are a 'best fit' at the proposed level of the QFEmirates in terms of Knowledge, Skills and the 3 Aspects of Competence.	**Teaching & Learning opportunities to support achievement of the PLOs by the learner** Explain where and how key teaching and learning opportunities will be provided to facilitate a learner to achieve the PLO(s).	**Assessment techniques/tasks used to provide evidence that a learner has achieved the PLOs** Explain how the PLO(s) is evidenced by the learner, through the assessment tasks related to the programme e.g. skills assessment against a competency checklist
1. Knowledge:			
	Add additional rows as required		
2. Skills (cognitive and practical skills):			
	Add additional rows as required		
3. Autonomy and Responsibility (Competence):			
	Add additional rows as required		
4. Role in Context (Competence):			
	Add additional rows as required		
5. Self-Development (Competence)			
	Add additional rows as required		

5. **Vocational Program Structure**			
No.	Module Titles (*please list all module titles in the vocational program*	Module Duration *(weeks)*	Mandatory (M) or Optional (O)
1			
	Add additional rows as required		

Details of any NQC Unit Standards that you intend to deliver as part of the Vocational Program				
No.	NQC Unit Standard Title	NQC Unit Standard Code	NQC Unit Standard Credit Value	Mandatory (M) or Optional (O)
1				
	Add additional rows as required			

6. **Entry Requirements**		
Minimum Entry Requirements for the vocational program in the Country of Origin *(as specified by the Awarding Body in the Country of Origin)*	*Any qualifications required for entry to the program?*	
	Other minimum mandatory requirements such as competence or experience	
Minimum expected Entry Requirements for the vocational program when delivered in the UAE	*Any qualifications required for entry to the program?*	
	Other minimum mandatory requirements such as competence or experience	

7. **Recognition of Prior Learning Arrangements**	
Recognition of Prior Learning (RPL) for Entry: *(Where minimum entry criteria include*	

qualifications, explain how you will allow learners who do not have those qualifications to gain entry to the program on the basis of experience).	

8. Teaching and Learning

Learning Activities and Assessment that make up the Total Learning Hours for the vocational program (notional)	***Face-to-face classes*** *(direct contact with teachers and trainers – e.g. group work, engagement in online activities, simulated experiences, etc.)*	***Skills Practice*** *(e.g. laboratories, workshops etc.)*	***Work Placement*** *(e.g. time spent completing prescribed tasks in the workplace, work shadowing, etc.)*	***Self-Directed*** *(e.g. time spent studying, completing assignments, doing practical tasks in preparation for assessment etc.)*	***Assessment*** *(including assessment time during work placement)*
	__ hours/week *For* *__weeks*	*__hours/ week* *For* *__weeks*	*___hours/ week* *For* *___weeks*	*__ hours/ week* *For* *___weeks*	*__ hours/ week* *For* *__ weeks*

Intended modes of delivery for the vocational program *(tick one or more checkboxes as appropriate)*	***Classroom***	***Online***	***Work-Based Learning***
	☐	☐	☐
% of Total Directed Learning time	__%	__%	__%
Any other intended modes of delivery *(please describe)*			
On-line delivery and program management - (if applicable) *(give details of the system(s) that will be used to provide content to learners and to track learner engagement, assessment and progression through the program)*			

9. Assessment

Describe the assessment strategy for the program to ensure valid, reliable, flexible and fair assessment. *(Please attach a copy of the assessment strategy and procedures for the program*	

10. Work Based Learning

Describe how the work placement aspect of the program is organised with industry partners and how the learning is formally structured, guided, monitored and assessed for	

the duration of any work placement and/or work based learning (*Please indicate # of work placement and/or work- based learning weeks x days per week x hours per day)*	

11. **Support and Guidance for Learners**	
Describe the arrangements in place to accommodate and support individual learner's needs while completing the program.	

12. **License to Practice and/or Regulatory Requirements**	
Indicate any statutory, licensing and/or regulatory requirements related to this program.	

13. **Pathways into other Qualifications/Awards**	
List any pathways into other qualification/awards following successful completion of the vocational program	

14. Rules of Combination

14.1	To be successful in the vocational program, the learner must complete the following Modules:

	No. of Modules	Comments (if any)
Core Modules (mandatory)		
Stream Modules (if any)		
Optional Modules (if any)		
Total		

14.2 Core Modules

Module Title	Type[2] (K&S or A)	Proposed QF*Emirates* Level	Proposed Credit value	Contact hours per week	Module Duration (weeks)
Add more rows as required					
Total Credit Value					

14.3 Optional Modules

Module Title	Type (K&S or A)	Proposed QF*Emirates* Level	Proposed Credit value	Contact hours per week	Module Duration (weeks)
Add more rows as required					
Total Credit Value					

Add more rows if required

15. Marketing of the Vocational Program

Outline how you propose to promote the program. *(Please attach an example of any marketing or promotional material).*	

[2] Knowledge & Skills (K&S) or Application (A)

16. **Occupation, industry sector, discipline, and field of education & training targeted by the vocational program**				
Main occupation related to this vocational program Refer to ISCO-08 manual	Occupation title:		4-digit ISCO code:	
Industry sector & Sub-sector *(see **Annexure H** of the QF*Emirates* Handbook, p.161)*	Sector:		Sub-sector:	
Discipline Go to QF*Emirates* Handbook, Annexure H.2, p. 162				
Field of Education & Training (ISCED-F-2013)	4-digit ISCED[3] code *(see Appendix 1 in the ISCED link)*			

17. **Final Comments**
Are there any final comments about the vocational program your organisation would like to make in support of this application?

[3] http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf

المركز الوطني للمؤهلات
NATIONAL QUALIFICATIONS CENTRE

United Arab Emirates

Checklist of Documents Attached to the Application *(please tick as appropriate to indicate whether documents are electronically attached)*				
Attached Documents		Yes	No	For official use only
1	Agreement with Awarding Body in country of origin *(where the Awarding Body is outside the UAE)*	☐	☐	
2	Evidence that the Awarding Body is recognised in the country of origin	☐	☐	
3	Documented validation of your program from the appropriate Regulator *(where necessary)*	☐	☐	
4	Documented evidence to justify the Rational for the Program	☐	☐	
5	A Functional Analysis which includes a functional map (in the NQC template) analysing the activities expected to be performed as part of the occupation that the program is developed for.	☐	☐	
6	An Occupational Profile (in the NQC template) describing the occupation and capturing the knowledge, skills and competencies that are needed to successfully perform the functions.	☐	☐	
7	Sample of the Certificate Awarded to Graduates of the Vocational Program *(with any learner names removed)*	☐	☐	
8	Vocational Program outline showing the sequence of Module delivery per week/semester/year	☐	☐	
9	Assessment Strategy and Procedures for the Vocational Program	☐	☐	
10	I have attached copies of all Modules in the Vocational Program using the NQC Module Descriptor Template	☐	☐	
11	Work Placement Agreements with Industry Partners	☐	☐	
12	Evidence of arrangements made for work placement of learners who will join the vocational program and the mechanism that will be used for monitoring learning and assessment.	☐	☐	
13	List of tools, equipment and facilities available to learners on the vocational program	☐	☐	
14	An example of any marketing or promotional material for the program	☐	☐	
	Continue the number sequence to identify any additional supporting evidence you wish to add	☐	☐	

Note: Use the above numbering index to label each electronic folder in which you will deposit any relevant supporting evidence for the NQC external validation committee

18. **Registered Education/Training Organisation Declaration/Authorisation**

I, the undersigned,

- assure NQC that resources to deliver the program are in place including qualified and experienced staff to implement the program as planned.
- confirm that the program complies with applicable statutory, regulatory and professional body requirements.
- assure NQC that programs are delivered and reviewed in accordance with the policies and procedures agreed at the time of RTP registration.
- confirm that all necessary rights and permissions have been secured to use properties required by the program
- declare that the information provided in this application form and in the documents attached are true and correct to the best of my knowledge and belief.

Authorisation signature and date:

_____
Name of Applicant (Block Capitals)

_____ _____ _____
Signature of Applicant Submitting Organisation Date

19. **NQC Accreditation Approval/Review dates**	
NQA approval date	For official use only
Review date	For official use only

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Module Descriptor Template

To validate that the learning outcomes of an organisations vocational program are the standard for a new associated qualification/award on the QF*Emirates*

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Module Descriptor Template

1.	Module Title				
2.	Code	NQC to enter code			
3.	Proposed Credit and Duration (1 Credit =15 Notional Hours)	3a) Credit value		3b) Duration (hours)	
4.	Proposed QF*Emirates* Level				
5	Aim	This module aims to provide learners with the knowledge and skills required to…			
6	Specific Requirements	E.g. Any relevant equipment and resources, appropriately qualified and experienced Trainers/Assessors, or specific assessment requirements in a real or simulated working environment that need to reflect worksite operational requirements, procedures and safe working practices.			
7	Learner to staff Ratio (typical)				
8	**Module Learning Outcomes Mapped to the Vocational Program Learning Outcomes**				

Module Learning Outcomes[4] (of the vocational program) *At the end of this module, learners will be able to*:	**Related Vocational Program Learning Outcomes**[5] **#**
1.	
2.	
3.	
4.	
5.	
Add additional rows as required	

[4] Merge rows where necessary if a module learning outcome aligns with more than one vocational program learning outcome

[5] Note: it is not necessary that every vocational program learning outcomes will be addressed by the learning outcomes of a single module. However, all program learning outcomes should be addressed by the full set of learning outcomes across all module descriptors

9.	Module Learning Outcomes, Performance Criteria, and Evidence Requirements

Outcome 1	
Performance Criteria: *i.e. How will the learners demonstrate that they have achieved the module learning outcomes?* *Performance criteria describe the activities, knowledge, skills and understanding required to demonstrate achievement of the learning outcome. See page 104 of the Q+NOS Guidelines for instructions on how to write performance criteria.*	
PC1.1	
PC1.2	
Specific evidence requirements critical for achieving this Module Learning Outcome	

Outcome 2	
Performance Criteria	
PC1.1	
PC1.2	
Specific evidence requirements critical for achieving this Module Learning Outcome	

Outcome 3	
Performance Criteria	
PC1.1	
PC1.2	
Specific evidence requirements critical for achieving this Module Learning Outcome	

Note: Please add additional rows *(in the same table format as the Outcomes above)* for all module learning outcomes specified in Field 7 above

9. Teaching and Learning

Learning Activities and Assessment that make up the Total Learning Hours for this Module in your Vocational Program (notional)	***Face-to-face classes*** *(direct contact with teachers and trainers – e.g. group work, engagement in online activities, simulated experiences, etc.)*	***Skills Practice*** *(e.g. laboratories, workshops etc.)*	***Work Placement*** *(e.g. time spent completing prescribed tasks in the workplace, work shadowing, etc.)*	***Self-Directed*** *(e.g. time spent studying, completing assignments, doing practical tasks in preparation for assessment etc.)*	***Assessment*** *(including assessment time during work placement)*
	__ hours/week *For* *__weeks*	*__hours/ week* *For* *__weeks*	*___hours/ week* *For* *___weeks*	*__ hours/ week* *For* *___weeks*	*__ hours/ week* *For* *__ weeks*

Intended modes of delivery for this Module in your Vocational Program *(tick one or more checkboxes as appropriate)*	***Classroom***	***Online***	***Work Based Learning***
	☐	☐	☐
% of Total Directed Learning time	__%	__%	__%
Any other intended modes of delivery *(please describe)*			
On-line delivery and module management - (if applicable) *(give details of the system(s) that will be used to provide content to learners and to track learner engagement with and progression through the module)*			

11.	**Range Statement** (The range of contexts or situations in which learners are expected to provide evidence of their competency in this module).	The variety of contexts or situations in which learner performance can take place. For example, *does the module cover 'all diesel, hybrid, and petrol engines' or 'petrol only'?*

12. **Assessment Strategy**			
Module Learning Outcomes[6] (of the vocational program) *At the end of this module, learners will be able to*:		**Assessment Technique(s) you intend to use**	**Rationale for the Assessment Technique chosen**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	Add additional rows as required		

[6] Merge rows where necessary i.e. if a module learning outcomes is measured by more than one assessment technique

13.	Assessment Advice	Provide any guidance for trainers/assessors who will be designing assessment instruments for this module	
14.	Entry Requirements	10a) Mandatory	
		10b) Advisory	
15.	Grading	Enter 1 or 2	
		1. Percentile 100%: _____% OR 2. Competent/Not Yet Competent	
		Explanation of grading (if required).	
16.	Resources required		
17.	Relevant CoreLife Skills	☐ Collecting, analysing, organising and applying information in a given context ☐ Communicating information, concepts and ideas ☐ Initiating and organising self and activities incl. motivation, exploration and creativity ☐ Working with others in teams incl. leadership ☐ Solving problems incl. using mathematical ideas and techniques ☐ Applying information and communication technology (ICT) ☐ Participating in social and civic life incl. ethical practice	
		Add any other Key Skills not specified above:	
18.	Industry Sector	14a) Sector	For official use only
		14b) Sub-sector	For official use only
19.	Submitting Organisation		
20	Approval Date	For official use only	
21	Review Date	For official use only	

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22. Registered Education/Training Organisation Declaration/Authorisation

I, the undersigned,

- assure NQC that resources to deliver the program are in place including qualified and experienced staff to implement the program as planned.
- confirm that the program complies with applicable statutory, regulatory and professional body requirements.
- assure NQC that programs are delivered and reviewed in accordance with the policies and procedures agreed at the time of RTP registration.
- confirm that all necessary rights and permissions have been secured to use properties required by the program
- declare that the information provided in this module descriptor template and any related documents attached are true and correct to the best of my knowledge and belief.

Authorisation signature and date:

_____

Name of Applicant (Block Capitals)

_____ _____ _____

Signature of Applicant Submitting Organisation Date

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Application Form for Validation of a Vocational Program

To validate that an organisations vocational program leads to a pre-existing National Qualifications Authority (NQC) endorsed Qualification/Award(s) on the QF*Emirates*.

General Information for Applicants

Definition of Program Validation:

A vocational program is validated when the National Qualifications Authority (NQC) confirms that the provider of the program has satisfied NQC that a registered learner of that provider who completes the program will acquire and be able to demonstrate, the necessary knowledge, skill or competence to justify a pre-existing or a new QF*Emirates* qualification/award(s) being offered in respect of that vocational program.

Note: Program validation applies to the organisation submitting the application. In general, a validated program is not transferable to another education/training provider (unless prior agreement/approval is obtained from the associated education/training organisation and the NQC.

Purpose of the Application Form:

The National Qualifications Centre (NQC) will use information provided in this application form to validate that a provider's vocational program justifies a QF*Emirates* qualification/award(s) being offered in respect of that program. The outcome of the validation process can result in the vocational program being validated as leading to a pre-existing NQC endorsed qualification/award(s) on the QF*Emirates* for the submitting education/training organisation.

The NQC validates vocational programs leading to the following types of qualifications:

- *Principal Qualification* – A Principal Qualification is the major qualification type with formal recognition at each level of QF*Emirates* that captures the typical achievements for the level, including all five strands of learning outcomes.
- *Award* – An award is a term applied to the lower/smaller (volume) type of qualifications for learners who achieve a cohesive set of learning outcomes. An award may relate to all or only some of the five strands of learning outcomes defining a level of the QF*Emirates*, but not the full combination of learning outcomes required for a Principal Qualification.

Once the NQC Validation Committee confirms validation of a vocational program leading to a named qualification/award(s) on the QFEmirates, only the registered education training organisation who submitted the application for validation:

- may offer the vocational program leading to the named qualification/award(s) on the QFEmirates and start registering learners on the program
- offer the vocational program during the 5 year validation period and then apply to NQC for re-validation (subject to ongoing monitoring and review by NQC)

Note: All applicants should refer to NQA's Qualifications Framework for the Emirates Handbook when completing this application form

Section A: Applicant Information

20. **Applicant Details**			
Education/Training Organisation Name			
Organisation type	☐ Registered Training Provider (RTP) ☐ Government/semi-Government organisation ☐ Awarding Body ☐ University approved by CAA		
Unique NQC Registration Number		(If your organisation does not have a registration number, please contact NQC.Office@moe.gov.ae	
Physical Address			
Website			
Current Scope of Accreditation	International Accreditation Bodies (if any) *(please list details of any International accreditation bodies that you currently partner with)*		
	UAE Accreditation Bodies (if any) *(please list details of any UAE accreditation bodies that you currently partner with)*		
	If your organisation is an RTP, what is the highest QF*Emirates* Level of your approved scope?	If your organisation is an RTP, what are the areas of your approved scope? *(e.g. Engineering, Healthcare, Finance, Business, etc.)*	Approved RTP Scope Expiry Date
If your organisation is an education or training provider, please list the site(s) where you currently provide training.	1:		
	2:		
	3:		
	Add rows as required		
21. **Contact for Accreditation**			
Full Name			
Title			
Email address			
Phone Number			

Section B: Vocational Program Information

22. **Details of the Vocational Program**							
Title of the Vocational Program.							
Code	NQC to enter code						
Nature of your application for program validation	☐ Program validation against a pre-existing endorsed NQC qualification/award						
Title of the endorsed NQC qualification/award that you are seeking program validation against	Title of the NQC Qualification		NQC Code		Credit Value		Qualification Type P= Principal A =Award
Rationale for validating the vocational program in the UAE *Describe the UAE need for the program in terms of specific benefits to industry, addressing the need for new qualifications/awards, response to new regulations, community demand, emerging technologies/fields, etc.* **Please attach** *supporting evidence to justify your rationale, e.g. results of research studies in the UAE, minutes of meetings with regulators/stakeholders supporting the need for this program, survey results, etc.*							
Brief summary of the vocational program *Including::* • *The aim of the program* • *Modes of Teaching and Learning* • *Requirements and structure of work placement and/or work-based learning* • *The opportunities for progression from the vocational program*							
Profile of the learners targeted by the vocational program in the UAE							
Will this vocational program lead to an exit award from a larger principal program? *(e.g. diploma exit from bachelor program)*	Yes ☐		No ☐		*If yes please provide details*		
Will the vocational program require an extension to your current scope of accreditation as an RTP?	Yes ☐		No ☐				
Duration of the Vocational Program	Years		Months		Weeks		

Site(s) of Training (*if the vocational program will be delivered at more than one permanent site)*		Min. no. of Learners	Max. no. of Learners
	1:		
	2:		
	3:		
	Add rows as required		
If you have more than one permanent site of training, please describe the systems you have in place to ensure that policies and procedures are applied consistently across all sites. *For example;* • *Are all sites reporting to a central office?* • *Are there clear lines of governance and accountability between sites and the central office?* • *Are records for all sites accessible at the central office?*			
Proposed intake dates *(for the 5 year period of accreditation)*	First intake date[7] (Year 1)	Last intake date (Year 5)	
Maximum number of intakes per year			
Proposed number of learners per intake	Minimum	Maximum	
Country of Origin *(Country where your vocational program originated e.g. UAE or other country name*			
Is your vocational program currently aligned to a national qualification in the country of origin?	☐ Yes ☐ No	*If yes, specify the Qualification Title, Code and QF Level it is aligned to in the Country of Origin.:* *Title:* _____ *Code:* _____ *QF Level (in country of origin)* _____ *Please attach evidence of Recognition of the Qualification and Awarding Body in the Country of Origin*	
Proposed QF*Emirates* Level *(of the qualification/award that you expect your program to lead to)*	☐ 1 ☐2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9		
Proposed QF*Emirates* Credit Value *(of the qualification/award that you expect*			

[7] The date you propose to start the first group of learners on the program

your program to lead to)	
Program Learning Outcomes (PLOs) *(the program learning outcomes should reflect the program content and the needs and expectations of the target learners)*	At the end of the vocational program, learners will be able to:
	1.
	2.
	3.
	4.
	5.
	6.
	Add additional PLOs as required

23. **Mapping the Vocational Program Learning Outcomes to the Qualification Outcomes of the NQC qualification/award standard**				
No.	**Vocational Program Learning Outcomes (PLOs)**	**NQC Qualification Outcomes (QOs)** (Insert the qualification outcomes from the pre-existing NQC qualification/award specification document that are a 'best fit' to the corresponding PLO)	**Describe the Teaching & Learning opportunities in the vocational program to support achievement of the PLOs by the learner** Specifically explain where and how key teaching and learning opportunities will be provided to facilitate a learner to achieve the PLO(s).	**Describe the Assessment techniques/tasks used in the vocational program that provide evidence that a learner has achieved the PLOs** Specifically explain how the PLO(s) is evidenced by the learner, through the assessment tasks related to the program e.g. skills assessment against a competency checklist.
1				
	Merge and/or add additional rows as required			

24. **Program Structure**						
No.	Module Titles[8] (*please list all module titles in the vocational program)*	Module Duration *(weeks)*	Mandatory (M) or Optional (O)	Relevant Unit Standards of the NQC qualification/award that are mapped (best-fit) to each Vocational Program Module		
				NQC Unit Standard Code	NQC Unit Standard Title	NQC Unit Standard Credit Value
1						
	Add additional rows as required					

[8] The number of modules in the vocational program do not have to match the number of unit standards in the associated qualification/award. A single vocational program module may lead to more than one pre-existing NQC unit standard. It is not a requirement that the title of the vocational program module has to be the same as the NQC unit standard title.

25. **Entry Requirements**		
Minimum Entry Requirements for the vocational program in the Country of Origin *(as specified by the Awarding Body in the Country of Origin)*	*Any qualifications required for entry to the program?*	
	Other minimum mandatory requirements such as competence or experience	
Minimum expected Entry Requirements for the vocational program when delivered in the UAE	*Any qualifications required for entry to the program?*	
	Other minimum mandatory requirements such as competence or experience	

26. **Recognition of Prior Learning Arrangements**	
Recognition of Prior Learning (RPL) for Entry: *(Where minimum entry criteria include qualifications, explain how you will allow learners who do not have those qualifications to gain entry to the program on the basis of experience).*	

27. **Teaching and Learning**					
Learning Activities and Assessment that make up the Total Learning Hours for the vocational program (notional). *Use the minimum notional hours of the pre-existing national qualification as a reference when assigning notional hours to your vocational program*	***Face-to-face classes*** *(direct contact with teachers and trainers – e.g. group work, engagement in online activities, simulated experiences, etc.)*	***Skills Practice*** *(e.g. laboratories, workshops etc.)*	***Work Placement*** *(e.g. time spent completing prescribed tasks in the workplace, work shadowing, etc.)*	***Self-Directed*** *(e.g. time spent studying, completing assignments, doing practical tasks in preparation for assessment, self paced, etc.)*	***Assessment*** *(including assessment time during work placement)*
	__ hours/week *For* *__weeks*	*__hours/ week* *For* *__weeks*	*___hours/ week* *For* *___weeks*	*__ hours/ week* *For* *___weeks*	*__ hours/ week* *For* *__ weeks*

Intended modes of delivery for the vocational program *(tick one or more checkboxes as appropriate)*	***Classroom***	***Online***	***Work-Based Learning***
	☐	☐	☐
% of Total Directed Learning time	__%	__%	__%
Any other intended modes of delivery *(please describe)*			
On-line delivery and program			

management - (if applicable) *(give details of the system(s) that will be used to provide content to learners and to track learner engagement, assessment and progression through the program)*	

28. **Assessment**	
Describe the assessment strategy for the program to ensure valid, reliable, flexible and fair assessment. *(Please attach a copy of the assessment strategy and procedures for the program*	

29. **Work Based Learning**	
Describe how the work placement aspect of the program is organised with industry partners and how the learning is formally structured, guided, monitored and assessed for the duration of any work placement and/or work based learning (*Please indicate # of work placement and/or work- based learning weeks x days per week x hours per day)*	

30. **Support and Guidance for Learners**	
Describe the arrangements in place to accommodate and support individual learner's needs while completing the program.	

31. **License to Practice and/or Regulatory Requirements**	
Indicate any statutory, licensing and/or regulatory requirements related to this program.	

32. **Pathways into other Qualifications/Awards**	
List any pathways into other qualification/awards following successful completion of the vocational program	

33. Rules of Combination

14.1 To be successful in the vocational program, the learner must complete the following Modules:

	No. of Modules	Comments (if any)
Core Modules (mandatory)		
Optional Modules (if any)		
Total		

14.2 Core Modules

Module Title	Type[9] (K&S or A)	Proposed QF*Emirates* Level	Proposed Credit value	Contact Hours per week	Module Duration (weeks)
Add more rows if required					
Total Credit Value					

14.3 Optional Modules

Module Title	Type (K&S or A)	Proposed QF*Emirates* Level	Proposed Credit value	Contact Hours per week	Module Duration (weeks)
Add more rows if required					
Total Credit Value					

34. Marketing of the Vocational Program

Outline how you propose to promote the program. *(Please attach an example of any marketing or promotional material).*	

[9] Knowledge & Skills (K&S) or Application (A)

35. **Occupation, industry sector, discipline, and field of education & training targeted by the vocational program**				
Main occupation related to this vocational program Refer to ISCO-08 manual	Occupation title:		4-digit ISCO code:	
Industry sector & Sub-sector *(see **Annexure H** of the QFEmirates Handbook, p.161)*	Sector:		Sub-sector:	
Discipline Go to QF*Emirates* Handbook, Annexure H.2, p. 162				
Field of Education & Training (ISCED-F-2013)	4-digit ISCED[10] code *(see Appendix 1 in the ISCED link)*			

36. **Final Comments**
Are there any final comments about the vocational program your organisation would like to make in support of this application?

[10] http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf

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Checklist of Documents Attached to the Application *(please tick as appropriate to indicate whether documents are electronically attached)*				
Attached Documents		Yes	No	For official use only
1	Agreement with Awarding Body in country of origin *(where the Awarding Body is outside the UAE)*	☐	☐	
2	Evidence that the Awarding Body is recognised in the country of origin	☐	☐	
3	Documented validation of your program from the appropriate Regulator *(where necessary)*	☐	☐	
4	Documented evidence to justify the Rational for the Program	☐	☐	
5	Sample of the Certificate Awarded to Graduates of the Vocational Program *(with any learner names removed)*	☐	☐	
6	Vocational Program outline showing the sequence of Module delivery per week/semester/year	☐	☐	
7	Assessment Strategy and Procedures for the Vocational Program	☐	☐	
8	I have attached copies of all Modules in the Vocational Program using the NQC Module Descriptor Template	☐	☐	
9	Work Placement Agreements with Industry Partners	☐	☐	
10	Evidence of arrangements made for work placement of learners who will join the vocational program and the mechanism that will be used for monitoring learning and assessment.	☐	☐	
11	List of tools, equipment and facilities available to learners on the vocational program	☐	☐	
12	An example of any marketing or promotional material for the program	☐	☐	
13	*Continue the number sequence to identify any additional supporting evidence you wish to add*			

Note: Use the above numbering index to label each electronic folder in which you will deposit any relevant supporting evidence for the NQC validation committee

37. Registered Education/Training Organisation Declaration/Authorisation

I, the undersigned,

- assure NQC that resources to deliver the program are in place including qualified and experienced staff to implement the program as planned.
- confirm that the program complies with applicable statutory, regulatory and professional body requirements.
- assure NQC that programs are delivered and reviewed in accordance with the policies and procedures agreed at the time of RTP registration.
- confirm that all necessary rights and permissions have been secured to use properties required by the program
- declare that the information provided in this application form and in the documents attached are true and correct to the best of my knowledge and belief.

Authorisation signature and date:

_____

Name of Applicant (Block Capitals)

_____ _____ _____

Signature of Applicant | Submitting Organisation | Date

38. NQC Accreditation Approval/Review dates

NQA approval date	For official use only
Review date	For official use only

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Module Descriptor Template

To validate that an organisations vocational program leads to a pre-existing National Qualifications Centre (NQC) endorsed Qualification/Award(s) on the QF*Emirates*.

Module Descriptor Template

1.	Module Title[11]				
2.	Code	NQC to enter code			
3.	Proposed Credit and Duration (1 Credit =15 Notional Hours)	3a) Credit value		3b) Duration (hours)	
4.	Proposed QF*Emirates* Level				
5	Aim	This module aims to provide learners with the knowledge and skills required to…			
6	Specific Requirements	E.g. Any relevant equipment and resources, appropriately qualified and experienced Trainers/Assessors, or specific assessment requirements in a real or simulated working environment that need to reflect worksite operational requirements, procedures and safe working practices.			
7	Learner to staff Ratio (typical)				
8	**Currently endorsed NQC unit standards that are being aligned with this module**				
	NQC unit standard code	NQC unit standard title			Credit hours
	Add additional rows as required				

[11] The vocational program module title does not have to be the same as any NQC unit standard title that is associated with this module

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9. Mapping Module Learning Outcomes of the vocational program to the relevant Learning Outcomes in any of the associated NQC unit standards (best fit approach)					
Module Learning Outcomes[12] (of the vocational program) *At the end of this module, learners will be able to*:		**NQC Unit standard code**	**NQC Unit standard title**	**Learning Outcome number**	**Learning Outcome Title**
1					
2					
3					
4					
5					
6					
7					
8					
9					
10	Add additional rows as required				

[12] Merge rows where necessary i.e. if a module learning outcomes aligns with more than one learning outcome in an NQC unit standard

10.	Module Learning Outcomes, Performance Criteria, and Evidence Requirements

Outcome 1	
Performance Criteria: *i.e. How will the learners demonstrate that they have achieved the module learning outcomes?* *Performance criteria describe the activities, knowledge, skills and understanding required to demonstrate achievement of the learning outcome. See page 104 of the Q+NOS Guidelines for instructions on how to write performance criteria.*	
PC1.1	
PC1.2	
Specific evidence requirements critical for achieving this Module Learning Outcome	

Outcome 2	
Performance Criteria	
PC1.1	
PC1.2	
Specific evidence requirements critical for achieving this Module Learning Outcome	

Outcome 3	
Performance Criteria	
PC1.1	
PC1.2	
Specific evidence requirements critical for achieving this Module Learning Outcome	

Note: Please add additional rows *(in the same table format as the Outcomes above)* for all module learning outcomes specified in Field 7 above

10. **Teaching and Learning**

Learning Activities and Assessment that make up the Total Learning Hours for this Module in your vocational program (notional)	***Face-to-face classes*** *(direct contact with teachers and trainers – e.g. group work, engagement in online activities, simulated experiences, etc.)*	***Skills Practice*** *(e.g. laboratories, workshops etc.)*	***Work Placement*** *(e.g. time spent completing prescribed tasks in the workplace, work shadowing, etc.)*	***Self-Directed*** *(e.g. time spent studying, completing assignments, doing practical tasks in preparation for assessment etc.)*	***Assessment*** *(including assessment time during work placement)*
	__ hours/week *For* *__weeks*	*__hours/ week* *For* *__weeks*	*___hours/ week* *For* *___weeks*	*__ hours/ week* *For* *___weeks*	*__ hours/ week* *For* *__ weeks*

Intended modes of delivery for this Module in your vocational program *(tick one or more checkboxes as appropriate)*	***Classroom***	***Online***	***Blended***	***Work Based Learning***
	☐	☐	☐	☐
% of Total Directed Learning time	__%	__%	__%	__%
Any other intended modes of delivery *(please describe)*				
On-line delivery and module management - (if applicable) *(give details of the system(s) that will be used to provide content to learners and to track learner engagement with and progression through the module)*				

12.	**Range Statement** (The range of contexts or situations in which learners are expected to provide evidence of their competency in this module).	The variety of contexts or situations in which learner performance can take place. For example, *does the module cover 'all diesel, hybrid, and petrol engines' or 'petrol only'?*

13. Assessment Strategy

	Module Learning Outcomes[13] (of the vocational program) *At the end of this module, learners will be able to*:	**Assessment Technique(s) you intend to use**	**Rationale for the Assessment Technique chosen**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	Add additional rows as required		

[13] Merge rows where necessary i.e. if a module learning outcomes is measured by more than one assessment technique

14.	Assessment Advice	Provide any guidance for trainers/assessors who will be designing assessment instruments for this module	
15.	Entry Requirements	10a) Mandatory	
		10b) Advisory	
16.	Grading	Enter 1 or 2	
		1. Percentile 100%: _____% OR 2. Competent/Not Yet Competent	
17.		Explanation of grading (if required).	
	Resources required		
18.	Relevant CoreLife Skills	☐ Collecting, analysing, organising and applying information in a given context ☐ Communicating information, concepts and ideas ☐ Initiating and organising self and activities incl. motivation, exploration and creativity ☐ Working with others in teams incl. leadership ☐ Solving problems incl. using mathematical ideas and techniques ☐ Applying information and communication technology (ICT) ☐ Participating in social and civic life incl. ethical practice	
		Add any other Key Skills not specified above:	
19.	Industry Sector	14a) Sector	For official use only
		14b) Sub-sector	For official use only
20.	Submitting Organisation		

21.	Approval Date	For official use only
22.	Review Date	For official use only

22. Registered Education/Training Organisation Declaration/Authorisation

I, the undersigned,

- assure NQC that resources to deliver the program are in place including qualified and experienced staff to implement the program as planned.
- confirm that the program complies with applicable statutory, regulatory and professional body requirements.
- assure NQC that programs are delivered and reviewed in accordance with the policies and procedures agreed at the time of RTP registration.
- confirm that all necessary rights and permissions have been secured to use properties required by the program
- declare that the information provided in this module descriptor template and any related documents attached are true and correct to the best of my knowledge and belief.

Authorisation signature and date

_____ _____ _____

Signature of Applicant Submitting Organisation Date