



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Programme Design, Learning Outcomes, Qualifications Framework and RPL

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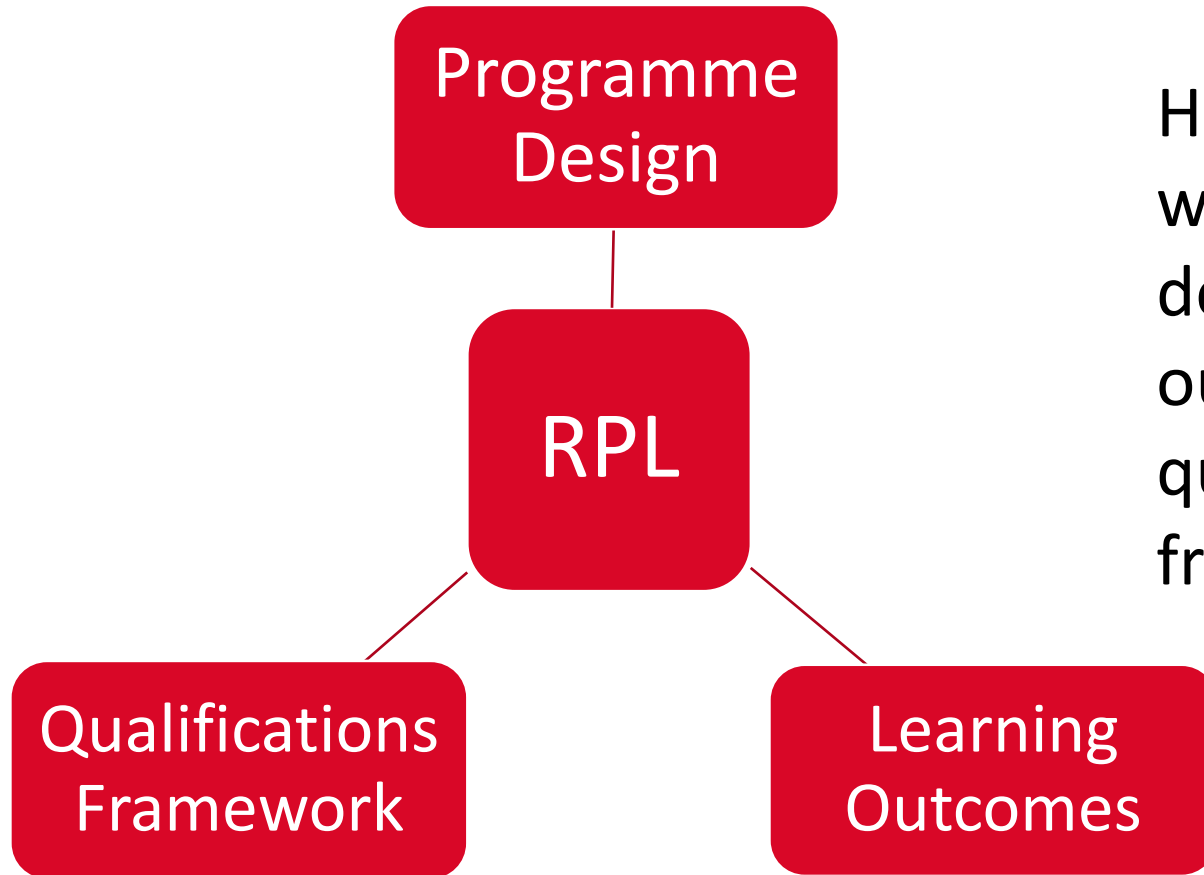
New University



CIT + ITT = MTU

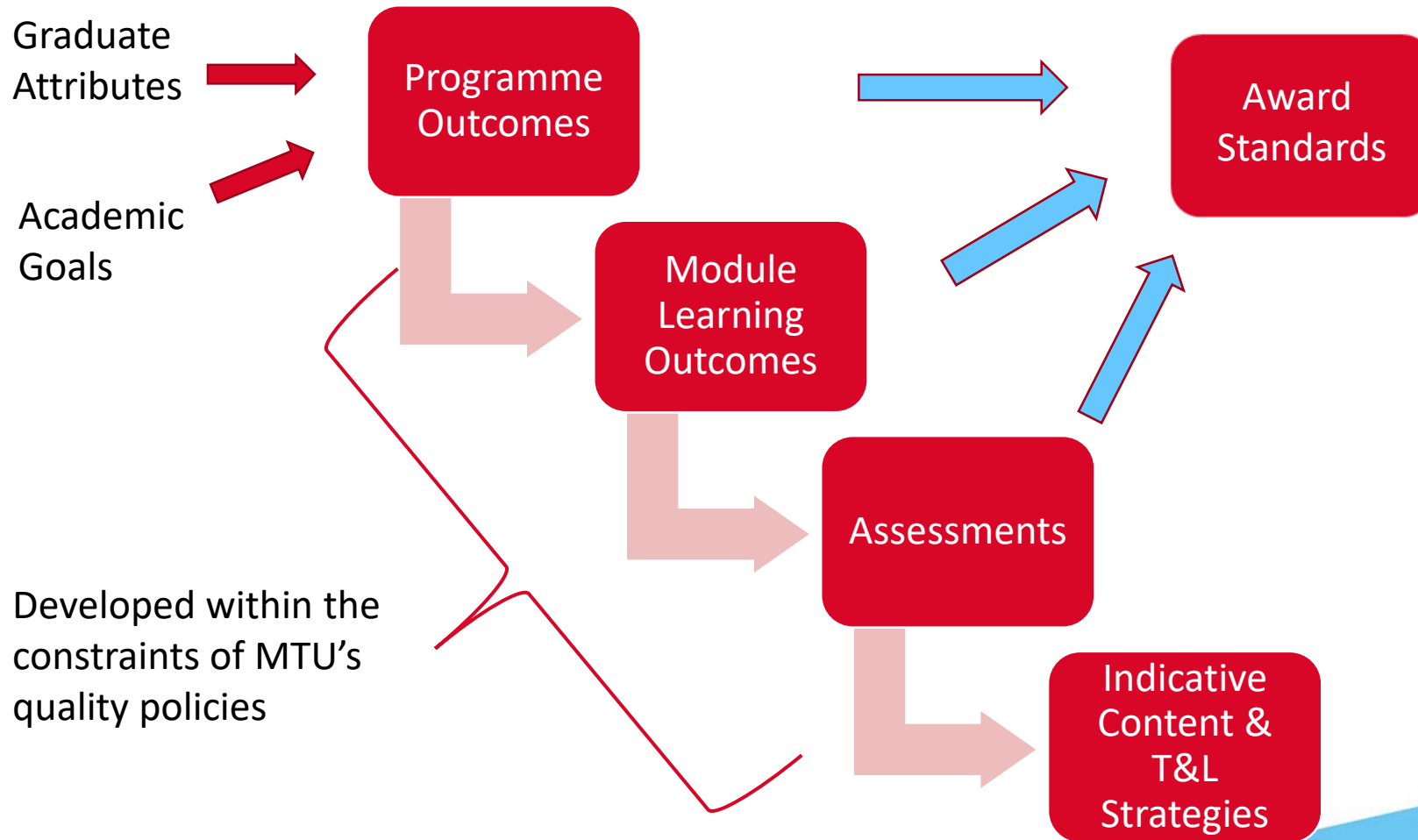
- Six campuses
- 18,000 students
- 140+ *programmes*
- 2,000+ staff

Today's Question:



How does RPL connect with programme design, learning outcomes and the qualifications framework?

Programme Design



These standards are based on level indicators and award type descriptors of the NFQ

Developed within the constraints of MTU's quality policies

NFQ – with International Connections



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Qualifications Frameworks - Going Global

Enhancing the transparency, quality and mobility of qualifications, nationally and internationally.



- **NFQ** Irish National Framework of Qualifications
- **EQF** European Qualifications Framework
- **QF-EHEA** Qualifications Framework for the European Higher Education Area

Succeeding Together

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Mapping Learning Outcomes to Programme Outcomes

An example from our Curriculum Management System

PO Delivery Using DETAILED Mappings

Programme Outcomes		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
M/E	Supporting Modules								
M	STAT7004: Process Improvement	✓5	✓5	✓5				✓5	
M	MGMT7060: People Management	✓5	✓5	✓5	✓1	✓4	✓1	✓1	✓1
M	CHEP7002: Chemical Applications		✓1	✓1	✓1	✓1	✓1	✓1	✓4
M	MGMT7047: Technology Transfer	✓4	✓4	✓4	✓4	✓1	✓1	✓1	✓4
M	MANU7006: Maintenance and Utilities	✓5	✓5	✓4	✓1	✓1	✓1	✓4	✓2
M	MGMT7048: Manufacturing Operations	✓5	✓5	✓4	✓1	✓1	✓1	✓4	✓2
M	MANU7007: Validation Science	✓5	✓5	✓5	✓1	✓4	✓1	✓1	✓1
M	BIOE7010: Project	✓5	✓5	✓5	✓1	✓4	✓1	✓4	✓1
E	ELEC7008: Energy Management	✓5	✓5	✓4	✓5	✓5			✓1
E	CHEI7001: Formulation	✓4	✓4	✓4	✓4	✓4	✓4	✓4	✓2

Mapping Programmes to the Award Standards



		Mapping of CIT Programme Outcomes to: CIT Award Standard – Business Level 8	
Generic Standard Level 8	Business Standard Level 8	Programme Title Programme Outcomes	Supporting Statement
Knowledge-Breadth			
The graduate should be able to demonstrate: <i>An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning</i>	The learner is expected to have an in-depth understanding of the theories, concepts and methods pertaining to the field of business and/or the <u>particular subfield</u> of business, for example: <ol style="list-style-type: none"> 1. Management and Organisation 2. Business and the Economic Environment 3. Information and Communication Systems. Understanding should be one of emergent critical appraisal. An appreciation of the inter-relationships between business functions and processes.		
Knowledge-Kind			
The graduate should be able to demonstrate: <i>Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)</i>	The learner is expected to have a detailed knowledge of: <ol style="list-style-type: none"> 1. Extensive up-to-date knowledge and understanding of one or more of the core sub-fields of business, with a developed awareness of the received business environment, social responsibilities and the need for adaptation and change. 2. Demonstrate a knowledge that is integrated across a number of the core sub-fields, in general business degrees. 		
Know-How & Skill-range			
The graduate should be able to demonstrate: <i>Mastery of a complex and</i>	The learner will be able to show mastery of specialised business skills in one or more of the core sub-fields of business. <ol style="list-style-type: none"> 1. Ability to review the literature in a specified 		

Example of a mapping template

Where does RPL fit ?

To obtain RPL, the learner must show they have achieved the learning outcomes of a module.

To improve the LO – RPL connection:

LOs should be clearly articulated.

- Consider this:
 - Use software in digital media
- And this:
 - Use a digital software editing programme to create, edit and deploy digital media materials

To improve the LO – RPL connection:

LOs should be readily measurable:

- Consider this:
 - Demonstrate an understanding of heat transfer.

And this:

Perform heat transfer calculations involving conduction, convection and radiation.

To improve the LO – RPL connection:

LOs should not be unnecessarily specific:

- Consider this:
 - Create accounts using Sage 50 Professional
- And this:
 - Create accounts using an accounting software package

To improve the LO – RPL connection:



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Accurate Learning Outcomes

Knowledge

Breadth and Kind

Know-how and Skill

Range and selectivity

Competence

Context, role, learning to learn and insight

To improve the Programme – RPL connection



- Clear Pathways for Access, Transfer and Progression

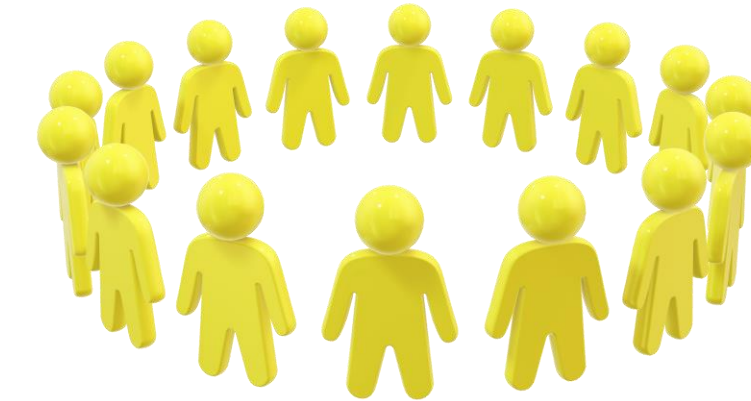
Role of the Curriculum Development Facilitator

Supporting curriculum design
and review processes

Training in curriculum design

Supporting QA processes

Moderating new and
amended modules



Developing and reviewing academic
quality policies and procedures



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Thank You!

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