

CERTIFICATE OF VALIDATION



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Extension of Validation (2)

| | |
|---------------------------|------------------|
| Provider Name | Hibernia College |
| Date of Validation | 19-Nov-14 |

| | First intake | Last intake | Intakes per annum |
|---------------------------|---------------------|--------------------|--------------------------|
| Enrolment Interval | Sep-14 | Aug-21 | 2 |

| | Code | Title | Award | Duration (Months) | Intakes per annum |
|----------------------------|-------------|---|---|--------------------------|--------------------------|
| Principal Programme | PG21507 | Professional Master of Education in Primary Education | Professional Master of Education (Major Award at NFQ Level 9) 9M18014 120 credits | 2 years | 2 |
| Embedded Programmes | na | n/a | | | |

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes and all approved centres

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Minimum Intake into first year | 75 | | | | |
| Maximum Intake into first year | 900 | | | | |

Target Learner groups

It is expected that students will already have some employment experience – albeit not necessarily in the field of education. Nonetheless, they will be mature students with an appreciation of the issues and complexities of the work environment. However, a large number may already be working in some capacity in schools, for example, as special needs assistants. Furthermore, it is expected that there will continue to be a number of qualified second-level teachers who wish to become qualified in primary education. Given that the programme will be delivered in a blended-learning model, the programme will allow access and participation to anybody seeking to become a fully registered teacher with the Teaching Council, provided they meet the entry requirements for this.

Brief Synopsis of the programmes

This professional Masters programme is for holders of a Level 8 degree who wish to become Primary School Teachers and register with the Teaching Council. It involves covering curriculum areas mandated by the Teaching Council and the fulfilment of specified periods of placement in schools.

Delivery mode: full-time / part-time

Hibernia College views the programme to require a full-time workload from a student.

Teaching and Learning Modes

Blended, to include online, work placement, and some face to face workshops.

Approved countries

Ireland

Physical resource requirements

Classrooms
 Online Library
 Students Supports - Pastoral and Academic

Staff Profiles

| Qualifications and Experience | WTE |
|--|------------|
| <p>Registered with the Teaching Council as Primary Teacher, minimum of a Master level qualification. All research supervisors are qualified to Level 10. School Placement Supervisors, registered with the Teaching Council as Post Primary Teacher and a minimum of a Level 8 qualification, with significant expertise and experience as a leader within a school environment.</p> | 81 |

Approved Centres

| Centre | Minimum per intake per Centre | Maximum per intake per Centre |
|-------------------------------|--------------------------------------|--------------------------------------|
| Hibernia College, Main Campus | 37 | 450 |

Learner Teacher Ratios

| Learning Activity | Ratio |
|--|--------------|
| Webinar | 1000: |
| The overarching ratio, as required by the Teaching Council is 15:1 | 15:1 |
| Online Lectures | 1000: |

Programme being replaced by this programme

| Prog Code | Programme Title | Validated | To Close |
|------------------|------------------------|------------------|-----------------|
| na | n/a | | |

Conditions of Validation of the Programmes Covered by this Certificate of Validation

Part 1: Statutory Conditions of Validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

- 1.co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
- 2.establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
- 3.continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
- 4.provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act

Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

- 1.Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

- 1.The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.
9. Adhere to QQI regulations and procedures for certification.
10. Notify QQI in writing without delay of:
 - a. any material change to the programme;
 - a. anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards;
 - b. anything that infringes the conditions of validation; or
 - c. anything that would be likely to cause QQI to consider reviewing the validation.
11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)).
12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria

1. n/a

Part 2.5 Special Conditions of Validation

1. n/a



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| Name of Provider: | | Hibernia College | | | | | | | | | | | |
|---|--------------------|---|--|---------------|--|---------------------------------------|--|----------------------|----------------------------------|--|---------------------------|---------------------|---------------|
| Programme Title (i.e. Named Award): | | Professional Master of Education in Primary Education | | | | | | | | | | | |
| Award Title⁶ (HETAC Named Award): | | Professional Master of Education | | | | | | | | | | | |
| Stage Exit Award Title³ | | N/A | | | | | | | | | | | |
| Modes of Delivery (FT/PT): | | Full-time and Part-time Blended | | | | | | | | | | | |
| Award Class⁴ | Award Level | NFQ | Award Level | EQF | Stage (1,2,3,4,..., or Award Stage): | Stage NFQ Level² | Stage Level² | EQF | Stage Credit (ECTS) | Date Effective | ISCED Subject Code | | |
| Major | 9 | | 7 | | Award | 9 | 7 | | 120 | Sept 2014 | | | |
| Module Title (Up to 70 characters including spaces) | | | Semester no where applicable. (Semester 1 or Semester2) | Module | | ECTS Credit Number⁵ | Total Student Effort Module (hours) | | | Allocation Of Marks (from the module assessment strategy) | | | |
| | | | | Status | NFQ Level¹ where specified | | Total Hours | Contact Hours | Hours of Independent Work | C.A. % | Proj. % | Prac/ Oral % | Exam % |
| Foundations of Education and Curriculum Studies | | | N/A | | 9 | 15 | 450 | 156 | 294 | 100 | 0 | 0 | 0 |
| Nua-Ghaeilge 1 | | | N/A | | 9 | 5 | 150 | 36 | 132 | 100 | 0 | 0 | 0 |
| Nua-Ghaeilge 2 | | | N/A | | 9 | 5 | 150 | 36 | 132 | | | 50 | 50 |
| Pedagogy 1: Physical, Arts and Inclusive Education | | | N/A | | 9 | 10 | 361.5 | 121 | 240.5 | 100 | 0 | 0 | 0 |
| Pedagogy 2.: Language, Literacy, Numeracy, ICT | | | N/A | | 9 | 15 | 467.5 | 150 | 317.5 | 100 | 0 | 0 | 0 |
| Pedagogy 3: Ethical, Social, Personal, Health and Early Childhood Education | | | N/A | | 9 | 10 | 340 | 102 | 238 | 100 | 0 | 0 | 0 |
| Pedagogy 4: Social, Scientific and Development Education | | | N/A | | 9 | 10 | 343 | 87 | 256 | 100 | 0 | 0 | 0 |
| School Experience: Research- and Evidence-Based Practice* | | | N/A | | 9 | 20 | 606 | 94 | 512 | 0 | 0 | 100 | 0 |
| Advanced School Experience* | | | N/A | | 9 | 20 | 600 | 50 | 550 | 0 | 0 | 100 | 0 |
| Research* | | | N/A | | 9 | 10 | 300 | 65 | 235 | 0 | 100 | 0 | 0 |
| Special Regulations: *No pass by compensation. 1 repeat per placement block. Must pass each placement independently. 1 st attempt marks in module overall for honours access. **No pass by compensation. Both assessments must be passed independently. 1 repeat opportunity per assessment. 1 st attempt marks in each assessment for honours access. | | | | | | | | | | | | | |