

**New Programme Validation
Consolidated Report
National College of Ireland**

**BA(Hons) in Adult & Workforce Development
BA (Ord) in Adult & Workforce Development
Higher Certificate in Adult & Workforce Development
Certificate in Education**

1. Panel Report.....	2
1.1 Details of Validation Event	2
1.2 Overall Summary	3
1.3 Examination of Programmes	3
1.4 Development and publication of explicit intended learning outcomes	3
1.5 RECOMMENDATION/COMMENT	7
2. Programme Team Response to Panel Report	11
3. Panel Acceptance of Programme Team Response	22
4. Programme Schedules	23
4.1 BA(Hons) in Adult & Workforce Development	23
4.2 BA (Ord) in Adult & Workforce Development	29
4.3 Higher Certificate in Adult & Workforce Education.....	32
4.4 Certificate in Education.....	35
5. Memo on Context of Validation	36

1. Panel Report

BA (Hons) Learning & Development and associated Awards

1.1 Details of Validation Event

PROVIDER	National College of Ireland
DATE OF VISIT	29 th March 2015
PROGRAMME(S) EVALUATED	Certificate in Education Higher Certificate in Learning Development BA (Ord) Learning & Development BA(Hons) Learning & Development
PROGRAMME (S) RECOMMENDED FOR APPROVAL	Certificate in Education Higher Certificate in Adult & Workplace Education BA(Ord) in Learning & Development BA(Hons) in Learning & Development
PANEL OF EXPERTS	Mr Terry Twomey, Registrar, Limerick IT, Chair <i>Subject Matter Experts</i> Dr Mark Glynn, Head Teaching Innovation Unit, DCU Prof. Nóirín Hayes, Visiting Professor, School of Education, Trinity College Dr Mary Moloney, Lecturer, Mary Immaculate College, Limerick Ms Regina Bushell, MD Grovelands Childcare, Athlone Mr John O’Flaherty, Management of Change Lead, Hewlet Packard <i>In attendance:</i> Sinéad O’Sullivan, Director of Quality Assurance & Statistical Services, NCI (<i>Rapporteur</i>) Ms Alga Mulhall, QQI Observer

1.2 Overall Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programmes

- Certificate in Education
- Higher Certificate in Adult & Workplace Education with 9 recommendations
- BA(Ord) in Adult & Workplace Education with 9 recommendations
- BA(Hons) in Adult & Workplace Education with 10 recommendations

The panel would also like to commend the College on its widening access mission, processes for recognition of prior learning and its CSR activity in Dublin Docklands. The panel also commends the cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel heard that programmes proposed were developed arising from the College's existing work with early learners in in the Dublin Docklands area and complements existing provision at level 9 in the area of learning & teaching. The panel was presented with comprehensive documentation outlining the new programme proposal. On review of the documentation presented the panel was of the view that the areas of programme specialisation which were presented as elective groupings should be split into two distinct award sets in Early Childhood and Adult Workforce. This approach was accepted by the programme team and the panel then proceeded to evaluate the programmes under the following areas;

1. Adult & Workplace Education
2. Early Childhood Education

The remainder of this report refers to the Adult Workforce Education area.

1.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about programme participants. The panel is satisfied that the programme learning outcomes are appropriate to the level and were designed using QQI's generic award standards at the required award levels of the National Framework of Qualifications for each of the awards.

1.4.1 Programme content, design and learning environment

The Panel was satisfied that the programme is coherent and fit for their stated purpose... The programme content and learning environment are appropriate to the programmes intended

learning outcomes and that the module learning outcomes are aligned to the programme learning outcomes. The programme team that the panel met is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the College has sufficient resources within its current full-time and associate faculty to appropriately resource the programme .

Comment on Programme Modules

Modules were reviewed and subject to the following commentary in relation to specific modules were found to have appropriate learning outcomes, indicative content and assessment strategies.

Stage 1

7.2: Learning Stories: The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'

7.3: Recognition of Prior Learning: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.

7.6: Introduction to Adult & Workplace Education: Requirements for learning in differing growth sectors of industry should be included in the module learning outcomes.

7.9: Introduction to Management: The concept of the learning organisation should be strengthened.

Stage 2

7.16: Play & Creativity: Include innovation in the title

7.23 Technology & Learning: Include the adoption of technology in the curriculum.

Stage 4:

7.45 Application of Technology & 7.46: Specialist Topic in Learning & Development should be merged so that learners can use some of the skills outlined in Application of Technology but have a larger credit weighting for the capstone project

The **professional development strand** modules should extend to the learner reflecting on their role in the organisation as well as the individual

In all **'practice' modules**, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place.

1.4.2 Enabling the achievement of the intended programme learning outcomes

The panel is satisfied that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as described by the programme team.

1.4.3 Actions and procedures for access, transfer and progression for learners

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy.

The panel is satisfied that the programme's use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI's *Assessment and Standards 2013* and with relevant national policy including:

- i. NQAI's *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- ii. NQAI's *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

1.4.4 Education and training needs

The panel is satisfied that this programme satisfies a current need in the Irish education market. The panel recommends that the programme team revisit the roles that are outlined in the programme document and clearly articulate the core skills that graduates will have on leaving the programme.

1.4.5 Programme viability

The Panel was satisfied that the programme is consistent with the provider's mission and strategy. The panel heard the projections for student intake over the next 5 year period.

1.4.6 Learner Protection

NCI's policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland's policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions'

1.4.7 Assessment of learners

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.

1.4.8 Quality Assurance Arrangements

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

1.4.9 Ethics

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

1.4.10 Programme Titles and Award Titles

The Panel heard the rationale for the programme title and is satisfied that the programme title and award as proposed as being appropriate and consistent with QQI policy for the naming of awards.

1.5 RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 6</i>
Programme Title	<i>Certificate in Education</i>
ECTS	<i>60 ECTS</i>
Award Type	<i>Minor Award</i>

NFQ Level	<i>Level 6</i>
Programme Title	<i>Higher Certificate in Adult & Workforce Education</i>
ECTS	<i>120 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

1.5.1 Commendations

cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.5.2 Conditions

none

1.5.3 Recommendations

- R1. ***Learning Stories***: The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'
- R2. ***Recognition of Prior Learning***: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.
- R3. ***Introduction to Adult & Workplace Education*** :Requirements for learning in differing growth sectors of industry should be included in the module learning outcomes.
- R4. ***Introduction to Management***: The concept of the learning organisation should be strengthened.
- R5. ***Play & Creativity***: Include innovation in the title
- R6. The ***professional development strand*** modules should extend to the learner reflecting on their role in the organisation as well as the individual
- R7. In all ***'practice' modules***, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place
- R8. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.
- R9. ***Technology & Learning***: Include the adoption of technology in the curriculum.

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 7</i>
Programme Title	<i>BA(Ord) in Adult & Workforce Learning</i>
ECTS	<i>180 ECTS</i>
Award Type	<i>Major Award</i>

1.5.4 Commendations

cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.5.5 Conditions

none

1.5.6 Recommendations

- R1. ***Learning Stories***: The panel recommends that this module is renamed as the concept of ‘learning stories’ has a particular meaning in the early learning space. A possible option is ‘making learning visible’
- R2. ***Recognition of Prior Learning***: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.
- R3. ***Introduction to Adult & Workplace Education*** :Requirements for learning in differing growth sectors of industry should be included in the module learning outcomes.
- R4. ***Introduction to Management***: The concept of the learning organisation should be strengthened.
- R5. ***Play & Creativity***: Include innovation in the title
- R6. The ***professional development strand*** modules should extend to the learner reflecting on their role in the organisation as well as the individual
- R7. In all ***‘practice’ modules***, the title should be amended to ‘placement’ so that learner transcripts can communicate to employers that a placement activity has taken place
- R8. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.
- R9. ***Technology & Learning***: Include the adoption of technology in the curriculum.

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 8</i>
Programme Title	<i>BA(Hons) in Adult & Workforce Learning</i>
ECTS	<i>240 ECTS</i>
Award Type	<i>Major Award</i>

1.5.7 Commendations

cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.5.8 Conditions

none

1.5.9 Recommendations

- R1. ***Learning Stories***: The panel recommends that this module is renamed as the concept of ‘learning stories’ has a particular meaning in the early learning space. A possible option is ‘making learning visible’
- R2. ***Recognition of Prior Learning***: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.
- R3. ***Introduction to Adult & Workplace Education*** :Requirements for learning in differing growth sectors of industry should be included in the module learning outcomes.
- R4. ***Introduction to Management***: The concept of the learning organisation should be strengthened.
- R5. ***Play & Creativity***: Include innovation in the title
- R6. The ***professional development strand*** modules should extend to the learner reflecting on their role in the organisation as well as the individual
- R7. In all ***‘practice’ modules***, the title should be amended to ‘placement’ so that learner transcripts can communicate to employers that a placement activity has taken place
- R8. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.
- R9. ***Technology & Learning***: Include the adoption of technology in the curriculum.
- R10. ***Application of Technology & Specialist Topic in Learning & Development*** should be merged so that learners can use some of the skills outlined in Application of Technology but have a larger credit weighting for the capstone project

APPENDIX

Staff Met

Dr Phillip Matthews, President

Mr John McGarrigle, Registrar

Dr Leo Casey, Director Centre for Innovation in Learning & Teaching

Dr Arlene Egan, School of Business/Learning & Teaching

Dr Geraldine French, Associate Faculty

Dr Michael Goldrick, Learning & Teaching

Mr Sam Cogan, School of Computing

Dr Laura Costelloe, Learning & Teaching

Mr Pat Delaney, School of Business

Mr Jonathan Brittain, School of Business

Ms Caroline Kennedy, Careers Service

Ms Sinéad Madson, Learning & Teaching

Dr Josephine Bleach, Director Early Learning Initiative

Ms Susan Duggan, School of Business

Mr John Condon, Placement Tutor, Learning & Teaching

Dr Carmel Mulcahy, Advisor

Ms Jane Liu, Placement co-ordinator

2. Programme Team Response to Panel Report

Mr Terry Twomey

Registrar, Limerick IT

1ST May 2015

Dear Terry

Further to the evaluation of the BA (Hons) in Learning Development and associated awards held at NCI on the 24th March 2015, please find below the Programme Team's response to the panel report conditions and recommendations. The programme team has considered the options for the proposed titles of the programme and proposes that the programmes be validated as :

**BA (Hons) in Early Childhood Education
Education**

BA(Hons) in Adult & Workforce

**BA (Ord) in Early Childhood Education
Education**

BA (Ord) in Adult & Workforce

Higher Certificate in Early Childhood Education

**Higher Certificate in Adult &
Workforce Education**

Certificate in Early Childhood Education

Certificate in Education

If the team's response is acceptable to you and other members of the Panel, I would appreciate if you could formally indicate the Panel's acceptance of the teams response by completing the attached declaration for each of the programmes to Sinéad O'Sullivan, Director QASS.

This declaration will be submitted to QQI with the revised submission documents, final report and the response documentation. If you or any panel member requires any further information or clarification, please do not hesitate to contact me

We are endeavouring to have the documentation considered at QQI's meeting of the 10th of June. In order to meet that deadline, I would be grateful if the panel could send their response by close of business **on Tuesday, 12th May 2015**

Thank you again for your input into this process.

Yours sincerely



John McGarrigle,

Registrar & Company Secretary

BA (Hons) in Adult and Workforce Education and associated Awards

Response to Report of Expert Validation Panel

April 2015

Panel of Experts

Chair: Mr Terry Twomey, Registrar, Limerick IT

Subject Matter Experts:

Dr Mark Glynn, Head Teaching Innovation Unit, DCU

Dr Mary Moloney, Lecturer, Mary Immaculate College, Limerick

Mr John O'Flaherty, Management of Change Lead, Hewlett Packard

Ms Regina Bushell, MD Grovelands Childcare, Athlone

Prof. Nóirín Hayes, Visiting Professor, School of Education, Trinity College

Introduction

The Programme Team responsible for the development of the BA (Hons) in Adult and Workforce Education and the associated programme, BA (Hons) in Early Childhood Education which was also presented to the Expert Validation Panel, wish to acknowledge their gratitude to the panel for their professional expertise and the high level of advice and support that they provided during their visit on the 29th March 2015.

The Programme Team, having reviewed the Conditions and Recommendations proffered by the Expert Panel, have now completed the process of revising the programmes. The revised programmes are presented individually under the new titles as recommended by the panel:

- BA in Early Childhood Education (ECE) and associated Awards
- BA in Adult and Workforce Education (AWE) and associated Awards

This response refers to the BA in Adult and Workforce Education. A separate report has been submitted for the BA in Early Childhood Education.

- *Please note that for the purposes of this response, the Programme is referred to by year, Year 1, 2, etc. All revisions, made to the programme resulting of the Panel's Conditions and Recommendations follow this format.*

2.1.1 Certificate in Education/Higher Certificate in Adult & Workforce Education

Table 1 below outlines the recommendations detailed by the Expert Panel and the responses of the Programme Team in addressing each of these recommendations for Years 1 and 2 of the BA in AWE at Certificate and Higher Certificate level (Level 6).

Recommendations	Amendments Made
<p>R1. Learning Stories: The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'</p>	<p>Following guidance from the panel, the name of this module has been changed to <i>Making Learning Visible</i>.</p>
<p>R2. Recognition of Prior Learning: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.</p>	<p>This module has been replaced by a new module titled, <i>Introduction to Lifelong Learning</i>. Learners will be introduced to the principles of lifelong learning and are encouraged to think in terms of continuous professional development as the key to enhancement of professionalism in the areas of adult and workforce education.</p>
<p>R3. Introduction to Adult & Workplace Education:</p> <p>Requirements for learning in differing growth sectors of industry should be included in the module learning outcomes.</p>	<p>To address this recommendation two of the Learning Outcomes were updated as follows:</p> <p>LO4 Demonstrate an awareness of the relevance of Needs Analyses within your sector, the development of a culture of the Learning Organisation and Communities of Practice.</p> <p>LO5 Demonstrate an understanding of the need for ensuring that learners are equipped for a lifetime of flexibility and the ability to respond to change and innovate within learning and training environments</p> <p>To meet these outcomes, changes were reflected in the indicative content as well as the addition of resources to support student learning.</p>

Recommendations	Amendments Made
<p>R4. Introduction to Management: The concept of the learning organisation should be strengthened.</p>	<p>'Introduction to Management' has been revised and the concept of the learning organisation has been explicitly included in the module curriculum [The Learning Organisation: The purpose, significance and characteristics of a Learning Organisation (including reference to Senge's work)]. Module titled has been revised to 'Introduction to Management for Learning & Development' to reflect a more specific focus on management for the AWE sector.</p>
<p>R5. Play & Creativity: Include innovation in the title.</p>	<p>Following guidance from the panel, the name of this module has been changed to '<i>Play, Creativity and Innovation</i>'.</p>
<p>R6. The professional development strand modules should extend to the learner reflecting on their role in their organisation as well as the individual</p>	<p>Professional development strand modules that focussed solely on the reflection of the individual as a person have been revised to also include reflection on the individual's role in their organisation. Specifically, four modules in the strand have had adjustments made to either indicative content and/or assessment criteria from levels 6-7.</p> <p>The modules altered include;</p> <p><i>Argument and Critique (Level 6)</i></p> <p>"Learners will reflect on scenarios from their own professional experiences and discuss elements of how skills in argument and critique can aid their own professional development."</p> <p><i>Managing your Learning (Level 6)</i></p> <p>"Reflection on how collaborative approaches to learning could be applied in professional contexts."</p>

Recommendations	Amendments Made
	<p><i>Personal Development and Learning Skills (level 6)</i></p> <p>“Learners will also be required to reflect on how their developing management and learning skills can be applied in their professional lives.”</p> <p><i>Communication and Presentation Skills (Level 7)</i></p> <p>“Learners will also be expected to reflect on how the progression of their presentation skills can be applied in their professional roles.”</p>
<p>R7. In all <i>‘practice’ modules</i>, the title should be amended to ‘placement’ so that learner transcripts can communicate to employers that a placement activity has taken place</p>	<p>All practice modules have been amended to include ‘Placement’ in the title.</p>
<p>R8. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.</p>	<p>The assessment load, choice and breakdown was reviewed across each of the programmes.</p> <p>For the Certificate and Higher Certificate, the overall number of assessments have been reduced. This allowed a greater focus be placed on the range/variety of assessments students could engage in. The outcome supports students’ skill development in essays, presentations, reports, reflective journals, blog writing and exams.</p> <p>In the first semester of Year 1 on the Certificate, the Academic Writing Skills module focuses on further development of essay, report and journal writing so that</p>

Recommendations	Amendments Made
	<p>students could transfer skills across modules.</p> <p>In the second year of the Higher Certificate students continue to build on essay, report and journal writing skills, whilst also working on e-portfolios, projects on technology and role play. A small number of exams are maintained.</p> <p>In year 3, i.e. the BA (Ord), the assessment strategy has a stronger focus on group work, literature reviews, CV preparation and practical teaching assessments. The assessments in this year also help students to continue to develop skills in academic writing and journaling.</p> <p>Year 4, i.e. the BA (Hons) incorporates a number of group assessments and also shared assessments. Reflective journals, presentations, interviews, research papers/critiques, reports and exams are maintained.</p> <p>An assessment schedule will be completed by the teaching team for each semester of each year, to make explicit for students when each of their assignments is due. The schedule allows lectures to see when other assignments are due so that submissions can be adequately spaced and managed by the student.</p>
<p>R9.Technology & Learning: Include the adoption of technology in the curriculum.</p>	<p>The module descriptor has been updated to reflect the 3 pillars in a more significant way. The indicative content has also been updated to reflect this change. The adoption of technology has been explicitly included in the Indicative content. There has also been changes to the wording of the learning outcomes.</p>

Recommendations	Amendments Made

Table 2 refers to the recommendations as outlined by the Expert Panel and the response of the Programme Team for Level 7 of the Programme. Where recommendations refer to Level 6 (Years 1 and 2) as outlined in **Table 1** above, this is noted under **Amendments Made** column.

2.1.2 BA (Ord) in Adult & Workforce Education

Recommendations	Amendments Made
R1. Learning Stories: The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'	Addressed at Level 6.
R2. Recognition of Prior Learning: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.	Addressed at Level 6.
R3. Introduction to Adult & Workplace Education: Requirements for learning in differing growth sectors of industry should be included in the module learning outcomes.	Addressed at Level 6.
R4. Introduction to Management: The concept of the learning organisation should be strengthened.	Addressed at Level 6.
R5. Play & Creativity: Include innovation in the title.	Addressed at Level 6.
R6. The professional development strand modules should extend to the learner reflecting on their role in their organisation as well as the individual	Addressed at Level 6.
R7. In all 'practice' modules , the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place	Addressed at Level 6.
R8. In general, the panel would like to see greater variety of assessment methods and an articulation of the	Addressed at Level 6.

Recommendations	Amendments Made
rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.	
R9. Technology & Learning: Include the adoption of technology in the curriculum.	Addressed at Level 6.

Table 3 refers to the recommendations as outlined by the Expert Panel and the response of the Programme Team for Level 8, Year 4. Where recommendations refer to Level 6 (Years 1 and 2) and/or Level 7 as outlined in **Tables 1** and **2** above, this is noted under **Amendments Made** column.

2.1.3 BA (Hons) in Adult and Workforce Education

Recommendations	Amendments Made
R1. Learning Stories: The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'	Addressed at Level 6.
R2. Recognition of Prior Learning: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.	Addressed at Level 6.
R3. Introduction to Adult & Workplace Education: Requirements for learning in differing growth sectors of industry should be included in the module learning outcomes.	Addressed at Level 6.

<p>R4. Introduction to Management: The concept of the learning organisation should be strengthened.</p>	Addressed at Level 6.
<p>R5. Play & Creativity: Include innovation in the title.</p>	Addressed at Level 6.
<p>R6. The professional development strand modules should extend to the learner reflecting on their role in their organisation as well as the individual</p>	Addressed at Level 6.
<p>R7. In all 'practice' modules, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place</p>	Addressed at Level 6.
<p>R8. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.</p>	Addressed at Level 6.
<p>R9. Technology & Learning: Include the adoption of technology in the curriculum.</p>	Addressed at Level 6.
<p>R10. Application of Technology & Specialist Topic in Learning & Development should be merged so that learners can use some of the skills outlined in Application of Technology but have a larger credit weighting for the capstone project</p>	<p>This has been completed and the two modules have been merged. Elements of the 'Application of Technology' module are reflected in a new learning outcome for 'Specialist Topic in Learning & Development' (LO2). The assessment for 'Specialist Topic in Learning & Development' also incorporates additional specifications in relation to the use and application of technology to assist and enhance the research process. 'Specialist Topic in Learning & Development' now carries 10 credits.</p>

3. Panel Acceptance of Programme Team Response

Reaction of the Panel to the Programme Team Response

I have read the amended submission documents for

- BA Honours in Adult & Workforce Education
- BA (Ord) in Adult & Workforce Education
- Higher Certificate in Adult & Workforce Education
- Certificate in Adult & Workforce Education

I have received feedback from the members of the other external review panel who have also received and reviewed the amended documentation.. I can state that it addresses in a satisfactory manner, all the conditions made by the panel.

Therefore we recommend this programme for validation to QQI.

Signed on behalf of the external review panel

Mr Terry Twomey
Chair

Date:

Terry Twomey
19/5/2015

4. Programme Schedules
4.1 BA(Hons) in Adult & Workforce Development
4.1.1 Programme Schedule for Stage 1

Name of Provider		National college of Ireland		Programme Codes		BAHLD					
Programme Title (i.e. named award)		BA (Hons) in Adult & Workforce Education									
Award Title (HETAC named award)		BA (Hons) in Adult & Workforce Education									
Stage Exit Award Title		Certificate in Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage	1	Number of Stages		4							
Award Class	Major	Award NQF Level		8							
Award EQF Level	6	Stage Credits (ECTS)		60							
Stage NQF Level	6	Stage EQF Level		5							
Date Effective	14/09/15										
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Independent Learning	Course Work %	End of Module Formal Examination %	Total %
						Total Hours	Contact Hours				
1.1	Introduction to Irish Education and Training	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.2	Making Learning Visible	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.3	Introduction to Adult and Workplace Education	1	M	6	10	250.00	36.00	214.00	100	0	100.00
1.4	Academic Writing Skills	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.5	Introduction to Psychology	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.7	Introduction to Management for Learning & Development	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.8	Introduction to Sociology	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.9	Building Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
1.10	Introduction to Lifelong Learning	2	M	6	10	250.00	36.00	214.00	100	0	100.00
1.11	Argument and Critique	2	M	6	5	125.00	24.00	101.00	100	0	100.00

Special Regulations:

None

4.1.2 Programme Schedule for Stage 2

Name of Provider		National college of Ireland			Programme Codes			BAHLD			
Programme Title (i.e. named award)		BA (Hons) in Adult & Workforce Education									
Award Title (HETAC named award)		BA (Hons) in Adult & Workforce Education									
Stage Exit Award Title		Higher Certificate in Adult & Workforce Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		2		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		6		Stage EQF Level		5					
Date Effective		14/09/15									
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
2.1	Cultural, Historical & Current Topics in Learning & Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.2	Lifespan Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.3	Play, Creativity and Innovation	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.4	Introduction to methods and curriculum	1	M	6	10	250.00	36.00	214.00	100	0	100.00
2.5	Placement: Practice, Observation and Reflection	1	M	6	10	250.00	36.00	214.00	100	0	100.00
2.6	Managing Your Learning	1	M	6	5	125.00	24.00	101.00	100	0	100.00
2.7	Technology and Learning	2	M	6	5	125.00	24.00	101.00	100	0	100.00

2.8	Leading and Managing in Education	2	M	6	5	125.00	24.00	101.00	50	50	100.00
2.9	Theories of Learning	2	M	6	5	125.00	24.00	101.00	40	60	100.00
2.10	Personal Development and Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
Placement module must be passed											

4.1.3 Programme Schedule for Stage 3

Name of Provider		National college of Ireland			Programme Codes		BAHLD				
Programme Title (i.e. named award)		BA (Hons) in Adult & Workforce Education									
Award Title (HETAC named award)		BA (Hons) in Adult & Workforce Education									
Stage Exit Award Title		BA (Ord) in Adult & Workforce Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		3		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		7		Stage EQF Level		6					
Date Effective		14/09/15									
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %		
3.1	Policies and Practice in Irish Education	1	M	7	5	24.00	101.00	100	0	100.00	
3.2	Skills of Teaching	1	M	7	10	36.00	214.00	60	40	100.00	
3.3	Teamwork & Collaboration	1	M	7	5	24.00	101.00	100	0	100.00	
3.4	Application of Methods for Curriculum	1	M	7	10	36.00	214.00	100	0	100.00	
3.5	Placement: Collaboration and Reflection	1	M	7	10	36.00	214.00	100	0	100.00	
3.6	Communication and Presentation Skills	1	M	7	5	24.00	101.00	100	0	100.00	
3.7	Discourses of Learning and Development	2	M	7	5	24.00	101.00	100	0	100.00	
3.8	Games and Behaviour	2	M	7	5	24.00	101.00	100	0	100.00	
3.9	Career Management Skills	2	M	7	5	24.00	101.00	100	0	100.00	
Special Regulations:											
Placement module must be passed											

4.1.4 Programme Schedule for Stage 4

Name of Provider		National college of Ireland		Programme Codes		BAHLD					
Programme Title (i.e. named award)		BA (Hons) in Adult & Workforce Education									
Award Title (HETAC named award)		BA (Hons) in Adult & Workforce Education									
Stage Exit Award Title		FT, PT, ACCS									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		AWARD		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		8		Stage EQF Level		6					
Date Effective		14/09/15									
Ref	Module Title	Semester	Module Status (M/E)	ECTS		Total Student Effort		Allocation of Marks	Total %		
				NQF Level	Credit Number	Total Hours	Contact Hours			Independent Learning	Course Work %
4.1	Research Methods for Learning and Development	1	M	8	5	125.00	24.00	101.00	100	0	100.00
4.2	Inquiry Learning	1	M	8	10	250.00	36.00	214.00	100	0	100.00
4.3	Motivation and Performance	1	M	8	5	125.00	24.00	101.00	0	100	100.00
4.4	Design of Methods and Curriculum	1	M	8	10	250.00	36.00	214.00	100	0	100.00
4.5	Placement: Design and Reflection	1	M	8	10	250.00	36.00	214.00	100	0	100.00
4.6	Advanced Academic Writing Skills	1	M	8	5	125.00	24.00	101.00	100	0	100.00
4.7	Specialist Topic in Learning and Development	2	M	8	10	250.00	36.00	214.00	100	0	100.00
4.8	Professional Development Skills	2	M	8	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
Placement module must be passed											

4.2 BA (Ord) in Adult & Workforce Development
4.2.1 Programme Schedule for Stage 1

Name of Provider		National college of Ireland		Programme Codes		BAHLD						
Programme Title (i.e. named award)		BA Ord in Adult & Workforce Education										
Award Title (HETAC named award)		BA Ord in Adult & Workforce Education										
Stage Exit Award Title		Certificate in Education										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS										
Stage		1		Number of Stages		3						
Award Class		Major		Award NQF Level		7						
Award EQF Level		5		Stage Credits (ECTS)		60						
Stage NQF Level		6		Stage EQF Level		5						
Date Effective		14/09/15		ISCED Subject Code								
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks			Total %
						Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	Course Work %	End of Module Formal Examination %	
1.1	Introduction to Irish Education and Training	1	M	6	5	125.00	24.00	101.00	50	50	100.00	
1.2	Making Learning Visible	1	M	6	5	125.00	24.00	101.00	100	0	100.00	
1.3	Introduction to Adult and Workplace Education	1	M	6	10	250.00	36.00	214.00	100	0	100.00	
1.4	Academic Writing Skills	1	M	6	5	125.00	24.00	101.00	100	0	100.00	
1.5	Introduction to Psychology	1	M	6	5	125.00	24.00	101.00	50	50	100.00	
1.6	Introduction to Management for Learning & Development	2	M	6	5	125.00	24.00	101.00	50	50	100.00	
1.7	Introduction to Sociology	2	M	6	5	125.00	24.00	101.00	50	50	100.00	
1.8	Building Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00	
1.9	Introduction to Lifelong Learning	2	M	6	10	250.00	36.00	214.00	100	0	100.00	
1.10	Argument and Critique	2	M	6	5	125.00	24.00	101.00	100	0	100.00	
Special Regulations:												
None												

4.2.2 Programme Schedule for Stage 2

Name of Provider		National college of Ireland			Programme Codes			BAHLD		
Programme Title (i.e. named award)		BA Ord in Adult & Workforce Education								
Award Title (HETAC named award)		BA Ord in Adult & Workforce Education								
Stage Exit Award Title		Higher Certificate in in Adult & Workforce Education								
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS								
Stage		2			Number of Stages			4		
Award Class		Major								
Award EQF Level		6								
Stage EQF Level		6								
Date Effective		14/09/15								
Ref	Module Title	Semester	Module Status (M/E)	ECTS		Total Student Effort		Allocation of Marks		End of Module Formal Examination %
				NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Course Work %	
2.1	Cultural, Historical & Current Topics in Learning & Development	1	M	6	5	125.00	24.00	101.00	50	50
2.2	Lifespan Development	1	M	6	5	125.00	24.00	101.00	50	50
2.3	Play, Creativity and Innovation	1	M	6	5	125.00	24.00	101.00	50	50
2.4	Introduction to methods and curriculum	1	M	6	10	250.00	36.00	214.00	100	0
2.5	Placement: Practice, Observation and Reflection	1	M	6	10	250.00	36.00	214.00	100	0
2.6	Managing Your Learning	1	M	6	5	125.00	24.00	101.00	100	0
2.7	Technology and Learning	2	M	6	5	125.00	24.00	101.00	100	0
2.8	Leading and Managing in Education	2	M	6	5	125.00	24.00	101.00	50	50
2.9	Theories of Learning	2	M	6	5	125.00	24.00	101.00	40	60
2.10	Personal Development and Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0
Special Regulations:										
Placement must be passed										

4.2.3 Programme Schedule for Stage 3

Name of Provider		National college of Ireland			Programme Codes			BAHLD			
Programme Title (i.e. named award)		BA in Adult & Workforce Education									
Award Title (HETAC named award)		BA in Adult & Workforce Education									
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		Award			Number of Stages			3			
Award Class		Major			Award NQF Level			7			
Award EQF Level		6			Stage Credits (ECTS)			60			
Stage EQF Level		7			Stage EQF Level			6			
Date Effective		14/09/15			ISCED Subject Code						
Ref	Module Title	Semester	Module		Total Student Effort		Allocation of Marks			Total %	
			Status (M/E)	NOF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	Course Work %		End of Module Formal Examination %
3.1	Policies and Practice in Irish Education	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.2	Skills of Teaching	1	M	7	10	250.00	36.00	214.00	60	40	100.00
3.3	Teamwork & Collaboration	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.4	Application of Methods for Curriculum	1	M	7	10	250.00	36.00	214.00	100	0	100.00
3.5	Placement: Collaboration and Reflection	1	M	7	10	250.00	36.00	214.00	100	0	100.00
3.6	Communication and Presentation Skills	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.7	Discourses of Learning and Development	2	M	7	5	125.00	24.00	101.00	100	0	100.00
3.8	Games and Behaviour	2	M	7	5	125.00	24.00	101.00	100	0	100.00
3.9	Career Management Skills	2	M	7	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
Placement must be passed											

4.3 Higher Certificate in Adult & Workforce Education

4.3.1 Programme Schedule for Stage 1

Name of Provider		National College of Ireland		Programme Codes		BAHLD					
Programme Title (i.e. named award)		Higher Certificate in Adult & Workforce Education									
Award Title (HETAC named award)		Higher Certificate in Adult & Workforce Education									
Stage Exit Award Title		Certificate in Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)		FT, PT, ACCS		Number of Stages		2					
Stage		1		2		6					
Award Class		Major		Award NQF Level		6					
Award EQF Level		5		Stage Credits (ECTS)		60					
Stage NQF Level		6		Stage EQF Level		5					
Date Effective		14/09/15									
Ref	Module Title	Semester	Module		ECTS Credit Number	Total Student Effort			Allocation of Marks	Total %	
			Status (M/E)	NQF Level		Total Hours	Contact Hours	Independent Learning			Course Work %
1.1	Introduction to Irish Education and Training	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.2	Making Learning Visible	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.3	Introduction to Adult and Workplace Education	1	M	6	10	250.00	36.00	214.00	100	0	100.00
1.4	Academic Writing Skills	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.5	Introduction to Psychology	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.6	English for Academic Purpose	1	E	6	10	250.00	65.00	185.00	100	0	100.00
1.7	Introduction to Management for Learning & Development	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.8	Introduction to Sociology	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.9	Building Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
1.10	Introduction to Lifelong Learning	2	M	6	10	250.00	36.00	214.00	100	0	100.00
1.11	Argument and Critique	2	M	6	5	125.00	24.00	101.00	100	0	100.00

Special Regulations:

None

4.3.2 Programme Schedule for Stage 2

Name of Provider		National college of Ireland		Programme Codes		BAHLD						
Programme Title (i.e. named award)		Higher Certificate in Adult & Workforce Education										
Award Title (HETAC named award)		Higher Certificate in Adult & Workforce Education										
Stage Exit Award Title												
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)		FT, PT, ACCS										
Stage		Award		Number of Stages		4						
Award Class		Major		Award NQF Level		6						
Award EQF Level		6		Stage Credits (ECTS)		60						
Stage NQF Level		6		Stage EQF Level		5						
Date Effective		14/09/15		ISCED Subject Code								
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks			Total %
						Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	Course Work %	End of Module Formal Examination %	
2.1	Cultural, Historical & Current Topics in Learning & Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00	100.00
2.2	Lifespan Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00	100.00
2.3	Play, Creativity and Innovation	1	M	6	5	125.00	24.00	101.00	50	50	100.00	100.00
2.4	Introduction to methods and curriculum	1	M	6	10	250.00	36.00	214.00	100	0	100.00	100.00
2.5	Placement: Practice, Observation and Reflection	1	M	6	10	250.00	36.00	214.00	100	0	100.00	100.00
2.6	Managing Your Learning	1	M	6	5	125.00	24.00	101.00	100	0	100.00	100.00
2.7	Technology and Learning	2	M	6	5	125.00	24.00	101.00	100	0	100.00	100.00
2.8	Leading and Managing in Education	2	M	6	5	125.00	24.00	101.00	50	50	100.00	100.00
2.9	Theories of Learning	2	M	6	5	125.00	24.00	101.00	40	60	100.00	100.00
2.10	Personal Development and Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00	100.00
Special Regulations:												
Placement must be passed												

4.4 Certificate in Education

Name of Provider		National College of Ireland		Programme Codes		BAHLD						
Programme Title (i.e. named award)		Certificate in Education										
Award Title (HETAC named award)		Certificate in Education										
Stage Exit Award Title												
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)		FT, PT, ACCS										
Stage		1		Number of Stages		2						
Award Class		Minor		Award NQF Level		6						
Award EQF Level		5		Stage Credits (ECTS)		60						
Stage NQF Level		6		Stage EQF Level		5						
Date Effective		14/09/15		ISCED Subject Code								
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks			Total %
						Contact Hours	Total Hours	Independent Learning	Course Work %	End of Module Formal Examination %	Total %	
1.1	Introduction to Irish Education and Training	1	M	6	5	24.00	125.00	101.00	50	50	100.00	100.00
1.2	Making Learning Visible	1	M	6	5	24.00	125.00	101.00	100	0	100.00	100.00
1.3	Introduction to Adult and Workplace Education	1	M	6	10	36.00	250.00	214.00	100	0	100.00	100.00
1.4	Academic Writing Skills	1	M	6	5	24.00	125.00	101.00	100	0	100.00	100.00
1.5	Introduction to Psychology	1	M	6	5	24.00	125.00	101.00	50	50	100.00	100.00
1.6	English for Academic Purpose	1	E	6	10	65.00	250.00	185.00	100	0	100.00	100.00
1.7	Introduction to Management for Learning & Development	2	M	6	5	24.00	125.00	101.00	50	50	100.00	100.00
1.8	Introduction to Sociology	2	M	6	5	24.00	125.00	101.00	50	50	100.00	100.00
1.9	Building Learning Skills	2	M	6	5	24.00	125.00	101.00	100	0	100.00	100.00
1.10	Introduction to Lifelong Learning	2	M	6	10	36.00	250.00	214.00	100	0	100.00	100.00
1.11	Argument and Critique	2	M	6	5	24.00	125.00	101.00	100	0	100.00	100.00
Special Regulations:												
None												

5. Memo on Context of Validation

National College of Ireland

Validation of :

BA(Hons) in Adult & Workforce Education

BA (Ord) in Adult & Workforce Education

Higher Certificate in Adult & Workforce Education

Certificate in Education

These programmes were evaluated using QQI's policy for devolution of validation sub-processes. The programmes were submitted to QQI in March 2015.

Membership of the Expert Panel was agreed with QQI's Programme Accreditation Unit. No member of the panel has indicated a conflict of interest and has signed a declaration to that effect.

The panel considered the programmes' submission documents, self-evaluation report. The programmes were originally submitted as streams or specialisms within an overall BA(Hons) in Learning & Development, however the panel conditioned that they be separated into a distinct award set in Adult & Workforce Education.

The final report was agreed by the panel. The programme team's response to the Expert Panel's agreed report has been considered by the panel and the Chair has indicated in the final report that the panel is happy that the conditions of the report have been fulfilled and that the programmes should be recommended to QQI for approval.



John McGarrigle

Registrar & Company Secretary

14 May 2015