QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

CERTIFICATE OF VALIDATION

Extension of Validation (3)

Provider name	Open Training College - OTC
Date of validation	16 June 2016

Enrolment interval	First intake	Last intake
	September 2016	September 2023

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG22383	Bachelor of Arts in Contemporary Disability Studies	B.A. (Ord.) – Level 7		3 years	No
Embedded Programme	N/A					

	Full Time	Part Time
Maximum Intakes per annum:		1
Minimum Learners per Intake:		15
Maximum Learners per Intake:		50

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes in all approved centres.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum intake into first year	15	N/A	N/A	N/A	N/A
Maximum intake into first year	50	N/A	N/A	N/A	N/A

Target learner groups	Generally students that enrol on OTC Social Care Programmes are adult learners (aged over 23), working in the disability/non-profit/human service sector (full-time/part-time/voluntary) and are in front line and /or social care management roles. Applicants under age 23 must have a leaving certificate or a Level 5 qualification. The age profile of students is 21 - 60, and includes a full range of educational experience - from Leaving Certificate to PhD. The College does not provide courses through the CAO system.

Students come to the College with significant life and work experience. This enables them to draw on real life experience while studying, and consider the application of theory to everyday work practice. They have their own set of values and opinions and are highly motivated to learn as they have actively sought out the course of study and want to acquire a professional third level social care qualification to enhance their knowledge, skills, competencies and to meet the ever-increasing requirements of the emerging regulatory environment they now work in.

The College responds to this 'employed adult learner profile' by working with each student through a process of partnership, respecting each student's life and work experience, while providing teaching staff on the social care programmes who have worked in direct support roles in human services and can 'connect' with each student at grass roots level. All teaching staff respect and understand the issues workers encounter on a day--o day basis in social care front line and social care management roles. While the student is at times self-directing their own learning, they have the support of a lecturer/tutor should any issues arise. For example, some adult learners who have never studied at third level may lack confidence at the initial stages of the programme. Staff members are aware of this and are always encouraging and supportive in their interactions with each student.

Approved countries for provision (i.e. where enrolled learners will be based)	Ireland
Delivery mode: Full-time/part-time	Part-time; Blended Learning
List the teaching and learning modes[1]	SOL (Supported Open Learning Model); Hours Include: Lectures/Seminars/Face to face contact and Modular Open learning Teaching through Self Instruction Activities; Practical Hours include: Work-based Learning and MyOTC activities; Tutorial Hours include: group, individual, mentoring and MyOTC.
Does the blend of modalities predominantly involve remote e-learning (Yes/No)	Yes. Under usual validation terms, the programme will be 80% remote e-learning and 20% face-to-face. If the extension of 'Scope of Provision' is granted into the academic year 2021/22, the programme will be delivered fully online for as long as is permitted under that extension.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is	The course is a 3-year professional development degree programme aimed at people working in the disability and social care sector. It provides participants with a range of skills and competencies required to deliver effective person-centred services.

---

[1] Defined later in this document.

involved for learners, what it leads to.)	The applied nature of the programme is determined by the needs of people employed in the sector and deals with social care issues specific to the disability sector. Completing the course will provide students with the opportunity to address workplace issues in an environment where they have access to experts and people dealing with the same issues.

Summary of staffing requirements (the details are provided in the module descriptors)	WTE[2]	Qualifications and experience
	1 (.5 of WTE)	**Programme Director responsible for the academic management of the programme.** Including provision of specialist presenters/lectures/guest speakers with relevant PhD/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.
	3	**Associate Faculty** To provide support and guidance for a group of students through their studies. With relevant degree/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.

Outline the physical resource requirements (the details are provided in the module descriptors)	**Accommodation** As a distance learning College our facilities and service needs are different from other Colleges. We are facility free and for lecture/seminar delivery we utilise a number of different venues. For example: ▪ Marino Institute of Education; ▪ Other regional locations selected in line with procedures for off campus locations. **Online Library** The library resources include: a) EBSCO SocIndex (Full Text) - SocINDEX™ with Full Text is the world's most comprehensive and highest quality social studies research database. Its extensive scope and content provide users with a wealth of extremely useful information encompassing the broad spectrum of social studies. The database features more than 1,986,000 records with subject headings from a 19,600+ term social studies thesaurus designed by subject experts and expert lexicographers. b) Emerald Library - The Emerald Library is part of a global publisher linking research and practice to the benefit of society. The company manages a portfolio of over 290

---

[2] WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.

journals and over 2,500 books and book series volumes.

c) Study Supports - a collection of resources to support students in using the online library effectively and appropriately.

Online Services
Central to the College's SOL model are the online services provided for the learner.

The online services are all supported by Wholeschool Services who provide the servers, back-ups and security for all the College's online assets.

On-site equipment
The College is equipped with computers, email, Internet access and IT back up for all staff through the SMH (St. Michael's House) IT department.

For all in-house publishing the College utilises a customised version of Quark express in the production of the online module materials and Articulate Rise to produce the multimedia assets for online learning. The in-house management of materials allows us quick and easy access for review and updating of content, in each academic year.

	Staff to learner ratio	Learning activity type
Outline specifications for the ratio of learners to teaching staff	1:25	Classroom and demonstrations
	1:15; 1:1	Mentoring and small group tutoring
	1:15	Directed e-learning
	Self-directed	Independent learning
	1:1	Work-based learning

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)

[The PAEC must endorse all the conditions in Part 2. These lists of potential conditions must be checked for each programme. Delete any that do not apply.]

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. Replace this text with any applicable conditions.

Part 2.5 Special Condition of Validation

1. Replace this text with any conditions to be determined on the basis of specific recommendations from an independent evaluation report.

Programme Schedule: Bachelor of Arts in Contemporary Disability Studies – Year 1

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in **Contemporary Disability Studies**
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	1	6	5	60	Sept 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Learning and Development in Higher Education		M	6	5	135	23	112	100			
Exploring Disability		M	6	10	270	46	224	100			
Communications 1: Communication and Interpersonal Skills in Social Care		M	6	10	270	46	224	100			
Policy and Legislation in Social Care 1		M	6	10	270	46	224				100
Social Care Practice 1: Focus on the Individual		M	6	15	405	69	336	10	90		
Professional Practice 1: Social Care Practice and Ethics		M	6	10	270	46	224	100			
Special Regulations (Up to 280 characters)											

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Programme Schedule: Bachelor of Arts in Contemporary Disability Studies – Year 2

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in **Contemporary Disability Studies**
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	2	6	5	60	Sept. 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Psychology 1: Lifespan Development and Transitions		M	6	10	270	46	224	100			
Psychology 2: Learning Theories and Teaching Strategies		M	6	10	270	46	224	10	90		
Policy and Legislation in Social Care 2		M	6	10	270	46	224				100
Social care Practice 2: Empowerment and Advocacy		M	6	10	270	46	224	20	80		
Communications 2: Key Management Skills in Social Care		M	6	10	270	46	224	100			
Professional Practice 2: Quality and Risk in the Context of Regulation		M	6	10	270	46	224				100
Special Regulations (Up to 280 characters)											

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Programme Schedule: Bachelor of Arts in Contemporary Disability Studies – Year 3

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in **Contemporary Disability Studies**
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	Award Stage	7	6	60	Sept. 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours) Total Hours	Total Student Effort Module (hours) Contact Hours	Total Student Effort Module (hours) Hours Independent Work (incl. SOL*)	Allocation of Marks C.A. %	Allocation of Marks Proj. %	Allocation of Marks Prac. %	Allocation of Marks Final %
Social Research Methods		M	7	10	270	46	224	100			
Psychology 3: Wellbeing and Positive Behaviour Supports		M	7	10	270	46	224		50		50
Social Care Practice 3: Exploration of Relationships, Self, Sexuality		M	7	10	270	46	224				100
Social Care Practice 4: Working with Families		M	7	10	270	46	224	100			
Active Inclusion		M	7	10	270	46	224		100		
Supporting a Person within the Autistic Spectrum		E	7	10	270	46	224	100			
Supporting a Person in Mainstream Work		E	7	10	270	46	224	100			
Special Regulations (Up to 280 characters)											

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

CERTIFICATE OF VALIDATION

Extension of Validation (3)

Provider name	Open Training College - OTC
Date of validation	16 June 2016

Enrolment interval	First intake	Last intake
	September 2016	August 2024

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG22383	Bachelor of Arts in Contemporary Disability Studies	B.A. (Ord.) – Level 7		3 years	No
Embedded Programme	PG22414	Certificate in Active Inclusion	HE Minor Certificate – L7 – 10 credits		6 weeks	No

	Full Time	Part Time
Maximum Intakes per annum:		2
Minimum Learners per Intake:		15
Maximum Learners per Intake:		50

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes in all approved centres.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum intake into first year	15	N/A	N/A	N/A	N/A
Maximum intake into first year	50	N/A	N/A	N/A	N/A

Target learner groups	Generally students that enrol on OTC Social Care Programmes are adult learners (aged over 23), working in the disability/non-profit/human service sector (full-time/part-time/voluntary) and are in front line and /or social care management roles. Applicants under age 23 must have a leaving certificate or a Level 5 qualification. The age profile of students is 21 - 60, and includes a full range of educational experience - from Leaving Certificate to PhD. The College does not provide courses through the CAO system.

Students come to the College with significant life and work experience. This enables them to draw on real life experience while studying, and consider the application of theory to everyday work practice. They have their own set of values and opinions and are highly motivated to learn as they have actively sought out the course of study and want to acquire a professional third level social care qualification to enhance their knowledge, skills, competencies and to meet the ever-increasing requirements of the emerging regulatory environment they now work in.

The College responds to this 'employed adult learner profile' by working with each student through a process of partnership, respecting each student's life and work experience, while providing teaching staff on the social care programmes who have worked in direct support roles in human services and can 'connect' with each student at grass roots level. All teaching staff respect and understand the issues workers encounter on a day--o day basis in social care front line and social care management roles. While the student is at times self-directing their own learning, they have the support of a lecturer/tutor should any issues arise. For example, some adult learners who have never studied at third level may lack confidence at the initial stages of the programme. Staff members are aware of this and are always encouraging and supportive in their interactions with each student.

Approved countries for provision (i.e. where enrolled learners will be based)	Ireland
Delivery mode: Full-time/part-time	Part-time; Blended Learning
List the teaching and learning modes[3]	SOL (Supported Open Learning Model); Hours Include: Lectures/Seminars/Face to face contact and Modular Open learning Teaching through Self Instruction Activities; Practical Hours include: Work-based Learning and MyOTC activities; Tutorial Hours include: group, individual, mentoring and MyOTC.
Does the blend of modalities predominantly involve remote e-learning (Yes/No)	Yes. Under usual validation terms, the programme will be 80% remote e-learning and 20% face-to-face. If the extension of 'Scope of Provision' is granted into the academic year 2021/22, the programme will be delivered fully online for as long as is permitted under that extension.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is	The course is a 3-year professional development degree programme aimed at people working in the disability and social care sector. It provides participants with a range of skills and competencies required to deliver effective person-centred services.

---

[3] Defined later in this document.

involved for learners, what it leads to.)	The applied nature of the programme is determined by the needs of people employed in the sector and deals with social care issues specific to the disability sector. Completing the course will provide students with the opportunity to address workplace issues in an environment where they have access to experts and people dealing with the same issues.

	WTE[4]	Qualifications and experience
Summary of staffing requirements (the details are provided in the module descriptors)	1 (.5 of WTE)	**Programme Director responsible for the academic management of the programme.** Including provision of specialist presenters/lectures/guest speakers with relevant PhD/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.
	3	**Associate Faculty** To provide support and guidance for a group of students through their studies. With relevant degree/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.

Outline the physical resource requirements (the details are provided in the module descriptors)	**Accommodation** As a distance learning College our facilities and service needs are different from other Colleges. We are facility free and for lecture/seminar delivery we utilise a number of different venues. For example: ▪ Marino Institute of Education; ▪ Other regional locations selected in line with procedures for off campus locations. **Online Library** The library resources include: d) EBSCO SocIndex (Full Text) - SocINDEX™ with Full Text is the world's most comprehensive and highest quality social studies research database. Its extensive scope and content provide users with a wealth of extremely useful information encompassing the broad spectrum of social studies. The database features more than 1,986,000 records with subject headings from a 19,600+ term social studies thesaurus designed by subject experts and expert lexicographers. e) Emerald Library - The Emerald Library is part of a global publisher linking research and practice to the benefit of society. The company manages a portfolio of over 290

---

[4] WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.

journals and over 2,500 books and book series volumes.

f) Study Supports - a collection of resources to support students in using the online library effectively and appropriately.

Online Services
Central to the College's SOL model are the online services provided for the learner.

The online services are all supported by Wholeschool Services who provide the servers, back-ups and security for all the College's online assets.

On-site equipment
The College is equipped with computers, email, Internet access and IT back up for all staff through the SMH (St. Michael's House) IT department.

For all in-house publishing the College utilises a customised version of Quark express in the production of the online module materials and Articulate Rise to produce the multimedia assets for online learning. The in-house management of materials allows us quick and easy access for review and updating of content, in each academic year.

	Staff to learner ratio	Learning activity type
Outline specifications for the ratio of learners to teaching staff	1:25	Classroom and demonstrations
	1:15; 1:1	Mentoring and small group tutoring
	1:15	Directed e-learning
	Self-directed	Independent learning
	1:1	Work-based learning

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:

5. 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,

6. 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,

7. continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and

8. 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)

[The PAEC must endorse all the conditions in Part 2. These lists of potential conditions must be checked for each programme. Delete any that do not apply.]

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

2. 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

2. 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:

13. 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.

14. Ensure that the programme is provided with the appropriate staff and physical resources as validated.

15. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
16. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
17. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
18. 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.
19. 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).
20. 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.
21. Adhere to QQI regulations and procedures for certification.
22. 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.
23. 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)).
24. 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

2. Replace this text with any applicable conditions.

Part 2.5 Special Condition of Validation

2. Replace this text with any conditions to be determined on the basis of specific recommendations from an independent evaluation report.

QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Active Inclusion
Award Title[5] (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class [3]	Award NFQ level	Award EQF Level	Stage (1,2,3,4,…, or Award Stage):	Stage NFQ Level [2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Minor	7	6	Award Stage	7	6	10	Sept. 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		ECTS Credit Number [4]	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
		Status	NFQ Level [1] where specified		Total Hours	Contact Hours	Hours of Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final. %
Active Inclusion		M	7	10	270	46	224		100		

Special Regulations (Up to 280 characters)

---

*SOL (Supported Open Learning Model) - [*] Hours Include: Lectures/Seminars/Face to face contact (16 hrs) and Modular Open Learning Teaching through Self Instruction Activities (84 hrs) [**]Practical Hours include: Work-Based Learning (140 hrs), & MyOTC activities (5 hrs) [***]Tutorial Hours include: group (4 hrs), individual (1.5 hrs), mentoring (3.5 hrs) & MyOTC tutorials (16 hrs)

CERTIFICATE OF VALIDATION

Extension of Validation (3)

Provider name	Open Training College - OTC
Date of validation	16 June 2016

Enrolment interval	**First intake**	**Last intake**
	September 2016	August 2024

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG22383	Bachelor of Arts in Contemporary Disability Studies	B.A. (Ord.) – Level 7		3 years	No
Embedded Programme	PG22419	Certificate in Focus on the Individual	HE Minor – L6 – 15 credits		9 weeks	No

	Full Time	Part Time
Maximum Intakes per annum:		2
Minimum Learners per Intake:		15
Maximum Learners per Intake:		50

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes in all approved centres.					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Minimum intake into first year	15	N/A	N/A	N/A	N/A
Maximum intake into first year	50	N/A	N/A	N/A	N/A

Target learner groups	Generally students that enrol on OTC Social Care Programmes are adult learners (aged over 23), working in the disability/non-profit/human service sector (full-time/part-time/voluntary) and are in front line and /or social care management roles. Applicants under age 23 must have a leaving certificate or a Level 5 qualification. The age profile of students is 21 - 60, and includes a full range of educational experience - from Leaving Certificate to PhD. The College does not provide courses through the CAO system.

Students come to the College with significant life and work experience. This enables them to draw on real life experience while studying, and consider the application of theory to everyday work practice. They have their own set of values and opinions and are highly motivated to learn as they have actively sought out the course of study and want to acquire a professional third level social care qualification to enhance their knowledge, skills, competencies and to meet the ever-increasing requirements of the emerging regulatory environment they now work in.

The College responds to this 'employed adult learner profile' by working with each student through a process of partnership, respecting each student's life and work experience, while providing teaching staff on the social care programmes who have worked in direct support roles in human services and can 'connect' with each student at grass roots level. All teaching staff respect and understand the issues workers encounter on a day--o day basis in social care front line and social care management roles. While the student is at times self-directing their own learning, they have the support of a lecturer/tutor should any issues arise. For example, some adult learners who have never studied at third level may lack confidence at the initial stages of the programme. Staff members are aware of this and are always encouraging and supportive in their interactions with each student.

Approved countries for provision (i.e. where enrolled learners will be based)	Ireland
Delivery mode: Full-time/part-time	Part-time; Blended Learning
List the teaching and learning modes[5]	SOL (Supported Open Learning Model); Hours Include: Lectures/Seminars/Face to face contact and Modular Open learning Teaching through Self Instruction Activities; Practical Hours include: Work-based Learning and MyOTC activities; Tutorial Hours include: group, individual, mentoring and MyOTC.
Does the blend of modalities predominantly involve remote e-learning (Yes/No)	Yes. Under usual validation terms, the programme will be 80% remote e-learning and 20% face-to-face. If the extension of 'Scope of Provision' is granted into the academic year 2021/22, the programme will be delivered fully online for as long as is permitted under that extension.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is	The course is a 3-year professional development degree programme aimed at people working in the disability and social care sector. It provides participants with a range of skills and competencies required to deliver effective person-centred services.

---

[5] Defined later in this document.

involved for learners, what it leads to.)	The applied nature of the programme is determined by the needs of people employed in the sector and deals with social care issues specific to the disability sector. Completing the course will provide students with the opportunity to address workplace issues in an environment where they have access to experts and people dealing with the same issues.

Summary of staffing requirements (the details are provided in the module descriptors)	WTE[6]	Qualifications and experience
	1 (.5 of WTE)	**Programme Director responsible for the academic management of the programme.** Including provision of specialist presenters/lectures/guest speakers with relevant PhD/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.
	3	**Associate Faculty** To provide support and guidance for a group of students through their studies. With relevant degree/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.

Outline the physical resource requirements (the details are provided in the module descriptors)	**Accommodation** As a distance learning College our facilities and service needs are different from other Colleges. We are facility free and for lecture/seminar delivery we utilise a number of different venues. For example: ▪ Marino Institute of Education; ▪ Other regional locations selected in line with procedures for off campus locations. **Online Library** The library resources include: g) EBSCO SocIndex (Full Text) - SocINDEX™ with Full Text is the world's most comprehensive and highest quality social studies research database. Its extensive scope and content provide users with a wealth of extremely useful information encompassing the broad spectrum of social studies. The database features more than 1,986,000 records with subject headings from a 19,600+ term social studies thesaurus designed by subject experts and expert lexicographers. h) Emerald Library - The Emerald Library is part of a global publisher linking research and practice to the benefit of society. The company manages a portfolio of over 290

---

[6] WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.

journals and over 2,500 books and book series volumes.

i) Study Supports - a collection of resources to support students in using the online library effectively and appropriately.

Online Services
Central to the College's SOL model are the online services provided for the learner.

The online services are all supported by Wholeschool Services who provide the servers, back-ups and security for all the College's online assets.

On-site equipment
The College is equipped with computers, email, Internet access and IT back up for all staff through the SMH (St. Michael's House) IT department.

For all in-house publishing the College utilises a customised version of Quark express in the production of the online module materials and Articulate Rise to produce the multimedia assets for online learning. The in-house management of materials allows us quick and easy access for review and updating of content, in each academic year.

Outline specifications for the ratio of learners to teaching staff	Staff to learner ratio	Learning activity type
	1:25	Classroom and demonstrations
	1:15; 1:1	Mentoring and small group tutoring
	1:15	Directed e-learning
	Self-directed	Independent learning
	1:1	Work-based learning

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:

9. 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,

10. 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,

11. continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and

12. 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)

[The PAEC must endorse all the conditions in Part 2. These lists of potential conditions must be checked for each programme. Delete any that do not apply.]

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

3. 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

3. 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:

25. 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.

26. Ensure that the programme is provided with the appropriate staff and physical resources as validated.

27. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
28. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
29. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
30. 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.
31. 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).
32. 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.
33. Adhere to QQI regulations and procedures for certification.
34. 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.
35. 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)).
36. 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

3. Replace this text with any applicable conditions.

Part 2.5 Special Condition of Validation

3. Replace this text with any conditions to be determined on the basis of specific recommendations from an independent evaluation report.

![QQI Quality and Qualifications Ireland / Dearbhú Cáilíochta agus Cáilíochtaí Éireann]

Approved Programme Schedule(s)
Programme Schedule: Certificate in Focus on the Individual

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Focus on the Individual
Award Title[5] (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class[3]	Award NFQ level	Award EQF Level	Stage (1,2,3,4,…, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Minor	6	5	Award Stage	6	5	15	Sept. 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module Status	Module NFQ Level where specified[1]	ECTS Credit Number[4]	Total Hours	Contact Hours	Hours of Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final. %
Social Care Practice 1: Focus on the Individual		M	6	15	405	69	336	10%	90%		

Special Regulations (Up to 280 characters)

SOL (Supported Open Learning Model) - * Hours Include: Lectures/Seminars/Face to face contact (24hrs) and Modular Open Learning Teaching through Self Instruction Activities (126 hrs) **Practical Hours include: Work-Based Learning (210 hrs), & MyOTC activities (7.5 hrs) ***Tutorial Hours include: group (6 hrs), individual (2.25 hrs), mentoring (5.25 hrs) & MyOTC tutorials (24 hrs)

CERTIFICATE OF VALIDATION

Extension of Validation (3)

Provider name	Open Training College - OTC
Date of validation	16 June 2016

Enrolment interval	First intake	Last intake
	September 2016	August 2024

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG22383	Bachelor of Arts in Contemporary Disability Studies	B.A. (Ord.) – Level 7		3 years	No
Embedded Programme	PG22416	Certificate in Empowerment and Advocacy	HE Minor Award – L6 – 10 credits		6 weeks	No

	Full Time	Part Time
Maximum Intakes per annum:		2
Minimum Learners per Intake:		15
Maximum Learners per Intake:		50

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes in all approved centres.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum intake into first year	15	N/A	N/A	N/A	N/A
Maximum intake into first year	50	N/A	N/A	N/A	N/A

Target learner groups	Generally students that enrol on OTC Social Care Programmes are adult learners (aged over 23), working in the disability/non-profit/human service sector (full-time/part-time/voluntary) and are in front line and /or social care management roles. Applicants under age 23 must have a leaving certificate or a Level 5 qualification. The age profile of students is 21 - 60, and includes a full range of educational experience - from Leaving Certificate to PhD. The College does not provide courses through the CAO system.

	Students come to the College with significant life and work experience. This enables them to draw on real life experience while studying, and consider the application of theory to everyday work practice. They have their own set of values and opinions and are highly motivated to learn as they have actively sought out the course of study and want to acquire a professional third level social care qualification to enhance their knowledge, skills, competencies and to meet the ever-increasing requirements of the emerging regulatory environment they now work in. The College responds to this 'employed adult learner profile' by working with each student through a process of partnership, respecting each student's life and work experience, while providing teaching staff on the social care programmes who have worked in direct support roles in human services and can 'connect' with each student at grass roots level. All teaching staff respect and understand the issues workers encounter on a day--o day basis in social care front line and social care management roles. While the student is at times self-directing their own learning, they have the support of a lecturer/tutor should any issues arise. For example, some adult learners who have never studied at third level may lack confidence at the initial stages of the programme. Staff members are aware of this and are always encouraging and supportive in their interactions with each student.
Approved countries for provision (i.e. where enrolled learners will be based)	Ireland
Delivery mode: Full-time/part-time	Part-time; Blended Learning
List the teaching and learning modes[7]	SOL (Supported Open Learning Model); Hours Include: Lectures/Seminars/Face to face contact and Modular Open learning Teaching through Self Instruction Activities; Practical Hours include: Work-based Learning and MyOTC activities; Tutorial Hours include: group, individual, mentoring and MyOTC.
Does the blend of modalities predominantly involve remote e-learning (Yes/No)	Yes. Under usual validation terms, the programme will be 80% remote e-learning and 20% face-to-face. If the extension of 'Scope of Provision' is granted into the academic year 2021/22, the programme will be delivered fully online for as long as is permitted under that extension.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is	The course is a 3-year professional development degree programme aimed at people working in the disability and social care sector. It provides participants with a range of skills and competencies required to deliver effective person-centred services.

---

[7] Defined later in this document.

involved for learners, what it leads to.)	The applied nature of the programme is determined by the needs of people employed in the sector and deals with social care issues specific to the disability sector. Completing the course will provide students with the opportunity to address workplace issues in an environment where they have access to experts and people dealing with the same issues.

Summary of staffing requirements (the details are provided in the module descriptors)	WTE[8]	Qualifications and experience
	1 (.5 of WTE)	**Programme Director responsible for the academic management of the programme.** Including provision of specialist presenters/lectures/guest speakers with relevant PhD/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.
	3	**Associate Faculty** To provide support and guidance for a group of students through their studies. With relevant degree/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.

Outline the physical resource requirements (the details are provided in the module descriptors)	**Accommodation** As a distance learning College our facilities and service needs are different from other Colleges. We are facility free and for lecture/seminar delivery we utilise a number of different venues. For example: ▪ Marino Institute of Education; ▪ Other regional locations selected in line with procedures for off campus locations. **Online Library** The library resources include: j) EBSCO SocIndex (Full Text) - SocINDEX™ with Full Text is the world's most comprehensive and highest quality social studies research database. Its extensive scope and content provide users with a wealth of extremely useful information encompassing the broad spectrum of social studies. The database features more than 1,986,000 records with subject headings from a 19,600+ term social studies thesaurus designed by subject experts and expert lexicographers. k) Emerald Library - The Emerald Library is part of a global publisher linking research and practice to the benefit of society. The company manages a portfolio of over 290

---

[8] WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.

journals and over 2,500 books and book series volumes.

l) Study Supports - a collection of resources to support students in using the online library effectively and appropriately.

Online Services
Central to the College's SOL model are the online services provided for the learner.

The online services are all supported by Wholeschool Services who provide the servers, back-ups and security for all the College's online assets.

On-site equipment
The College is equipped with computers, email, Internet access and IT back up for all staff through the SMH (St. Michael's House) IT department.

For all in-house publishing the College utilises a customised version of Quark express in the production of the online module materials and Articulate Rise to produce the multimedia assets for online learning. The in-house management of materials allows us quick and easy access for review and updating of content, in each academic year.

	Staff to learner ratio	Learning activity type
Outline specifications for the ratio of learners to teaching staff	1:25	Classroom and demonstrations
	1:15; 1:1	Mentoring and small group tutoring
	1:15	Directed e-learning
	Self-directed	Independent learning
	1:1	Work-based learning

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:

13. 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,

14. 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,

15. continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and

16. 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)

[The PAEC must endorse all the conditions in Part 2. These lists of potential conditions must be checked for each programme. Delete any that do not apply.]

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

4. 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

4. 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:

37. 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.

38. Ensure that the programme is provided with the appropriate staff and physical resources as validated.

39. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
40. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
41. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
42. 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.
43. 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).
44. 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.
45. Adhere to QQI regulations and procedures for certification.
46. 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.
47. 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)).
48. 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

4. Replace this text with any applicable conditions.

Part 2.5 Special Condition of Validation

4. Replace this text with any conditions to be determined on the basis of specific recommendations from an independent evaluation report.

![QQI - Quality and Qualifications Ireland / Dearbhú Cáilíochta agus Cáilíochtaí Éireann]

Approved Programme Schedule(s)
Programme Schedule: Certificate in Empowerment and Advocacy

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Empowerment and Advocacy
Award Title[5] (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class[3]	Award NFQ level	Award EQF Level	Stage (1,2,3,4,…, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Minor	6	5	Award Stage	6	5	10	Sept. 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module Status	NFQ Level where specified[1]	ECTS Credit Number[4]	Total Hours	Contact Hours	Hours of Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final. %
					Total Student Effort Module (hours)			Allocation Of Marks (from the module assessment strategy)			
Empowerment and Advocacy		M	6	10	270	46	224	20%	80%		

Special Regulations (Up to 280 characters)

SOL (Supported Open Learning Model) - * Hours Include: Lectures/Seminars/Face to face contact (16 hrs) and Modular Open Learning Teaching through Self Instruction Activities (84 hrs) **Practical Hours include: Work-Based Learning (140 hrs), & MyOTC activities (5 hrs) ***Tutorial Hours include: group (4 hrs), individual (1.5 hrs), mentoring (3.5 hrs) & MyOTC tutorials (16 hrs)

CERTIFICATE OF VALIDATION

Extension of Validation (3)

Provider name	Open Training College - OTC
Date of validation	16 June 2016

Enrolment interval	First intake	Last intake
	September 2016	August 2024

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG22383	Bachelor of Arts in Contemporary Disability Studies	B.A. (Ord.) – Level 7		3 years	No
Embedded Programme	PG22409	Certificate in Autism, Wellbeing and Positive Behaviour Supports	SP Award – L7 – 20 credits		9 weeks	No

	Full Time	Part Time
Maximum Intakes per annum:		2
Minimum Learners per Intake:		15
Maximum Learners per Intake:		50

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes in all approved centres.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum intake into first year	15	N/A	N/A	N/A	N/A
Maximum intake into first year	50	N/A	N/A	N/A	N/A

Target learner groups	Generally students that enrol on OTC Social Care Programmes are adult learners (aged over 23), working in the disability/non-profit/human service sector (full-time/part-time/voluntary) and are in front line and /or social care management roles. Applicants under age 23 must have a leaving certificate or a Level 5 qualification. The age profile of students is 21 - 60, and includes a full range of educational experience - from Leaving Certificate to PhD. The College does not provide courses through the CAO system.

Students come to the College with significant life and work experience. This enables them to draw on real life experience while studying, and consider the application of theory to everyday work practice. They have their own set of values and opinions and are highly motivated to learn as they have actively sought out the course of study and want to acquire a professional third level social care qualification to enhance their knowledge, skills, competencies and to meet the ever-increasing requirements of the emerging regulatory environment they now work in.

The College responds to this 'employed adult learner profile' by working with each student through a process of partnership, respecting each student's life and work experience, while providing teaching staff on the social care programmes who have worked in direct support roles in human services and can 'connect' with each student at grass roots level. All teaching staff respect and understand the issues workers encounter on a day--o day basis in social care front line and social care management roles. While the student is at times self-directing their own learning, they have the support of a lecturer/tutor should any issues arise. For example, some adult learners who have never studied at third level may lack confidence at the initial stages of the programme. Staff members are aware of this and are always encouraging and supportive in their interactions with each student.

Approved countries for provision (i.e. where enrolled learners will be based)	Ireland
Delivery mode: Full-time/part-time	Part-time; Blended Learning
List the teaching and learning modes[9]	SOL (Supported Open Learning Model); Hours Include: Lectures/Seminars/Face to face contact and Modular Open learning Teaching through Self Instruction Activities; Practical Hours include: Work-based Learning and MyOTC activities; Tutorial Hours include: group, individual, mentoring and MyOTC.
Does the blend of modalities predominantly involve remote e-learning (Yes/No)	Yes. Under usual validation terms, the programme will be 80% remote e-learning and 20% face-to-face. If the extension of 'Scope of Provision' is granted into the academic year 2021/22, the programme will be delivered fully online for as long as is permitted under that extension.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is	The course is a 3-year professional development degree programme aimed at people working in the disability and social care sector. It provides participants with a range of skills and competencies required to deliver effective person-centred services.

---

[9] Defined later in this document.

involved for learners, what it leads to.)	The applied nature of the programme is determined by the needs of people employed in the sector and deals with social care issues specific to the disability sector. Completing the course will provide students with the opportunity to address workplace issues in an environment where they have access to experts and people dealing with the same issues.

	WTE[10]	Qualifications and experience
Summary of staffing requirements (the details are provided in the module descriptors)	1 (.5 of WTE)	**Programme Director responsible for the academic management of the programme.** Including provision of specialist presenters/lectures/guest speakers with relevant PhD/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.
	3	**Associate Faculty** To provide support and guidance for a group of students through their studies. With relevant degree/master's degree and/significant professional experience in adult teaching, along with expertise in the disability sector.

	Accommodation
Outline the physical resource requirements (the details are provided in the module descriptors)	As a distance learning College our facilities and service needs are different from other Colleges. We are facility free and for lecture/seminar delivery we utilise a number of different venues. For example: ▪ Marino Institute of Education; ▪ Other regional locations selected in line with procedures for off campus locations. **Online Library** The library resources include: m) EBSCO SocIndex (Full Text) - SocINDEX™ with Full Text is the world's most comprehensive and highest quality social studies research database. Its extensive scope and content provide users with a wealth of extremely useful information encompassing the broad spectrum of social studies. The database features more than 1,986,000 records with subject headings from a 19,600+ term social studies thesaurus designed by subject experts and expert lexicographers. n) Emerald Library - The Emerald Library is part of a global publisher linking research and practice to the benefit of society. The company manages a portfolio of over 290

---

[10] WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.

journals and over 2,500 books and book series volumes.

o) Study Supports - a collection of resources to support students in using the online library effectively and appropriately.

Online Services
Central to the College's SOL model are the online services provided for the learner.

The online services are all supported by Wholeschool Services who provide the servers, back-ups and security for all the College's online assets.

On-site equipment
The College is equipped with computers, email, Internet access and IT back up for all staff through the SMH (St. Michael's House) IT department.

For all in-house publishing the College utilises a customised version of Quark express in the production of the online module materials and Articulate Rise to produce the multimedia assets for online learning. The in-house management of materials allows us quick and easy access for review and updating of content, in each academic year.

	Staff to learner ratio	Learning activity type
Outline specifications for the ratio of learners to teaching staff	1:25	Classroom and demonstrations
	1:15; 1:1	Mentoring and small group tutoring
	1:15	Directed e-learning
	Self-directed	Independent learning
	1:1	Work-based learning

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

Part 1: Statutory Conditions of validation

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

17. 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,

18. 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,

19. continue to comply with <u>section 65 of the 2012 Act</u> in respect of arrangements for the protection of enrolled learners, if applicable, and

20. 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 <u>section 45(4)(b) of the 2012 Act)</u>

[The PAEC must endorse all the conditions in Part 2. These lists of potential conditions must be checked for each programme. Delete any that do not apply.]

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

5. 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

5. 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:

49. 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.

50. Ensure that the programme is provided with the appropriate staff and physical resources as validated.

51. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
52. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
53. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
54. 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.
55. 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).
56. 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.
57. Adhere to QQI regulations and procedures for certification.
58. 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.
59. 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)).
60. 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

5. Replace this text with any applicable conditions.

Part 2.5 Special Condition of Validation

5. Replace this text with any conditions to be determined on the basis of specific recommendations from an independent evaluation report.

Approved Programme Schedule(s)

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Autism, Wellbeing and Positive Behaviour Supports
Award Title (HET Named Award):	Special Purpose Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	7	6	Award Stage	7	6	20	Sept. 2021	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Supporting a Person within the Autistic Spectrum		M	7	10	270	46	224	100			
Wellbeing and Positive Behaviour Supports		M	7	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs)