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

CERTIFICATE OF VALIDATION

Extension #1

Provider name	National College of Ireland
Date of validation	07-Feb-19

Enrolment interval	First intake	Last intake
	01-Feb-19	31-Jan-25

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG24035	Certificate in Technology-Enhanced Learning	Certificate (Special purpose Award at NFQ Level 7) 7S20717 30 credits	N/A	12 months	N/A
Embedded Programme	N/A					

	Full Time	Part Time
Maximum Intakes per annum:	N/A	3
Minimum Learners per Intake:	N/A	20
Maximum Learners per Intake:	N/A	75

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	20				
Maximum intake into first year	225				

Target learner groups	The target group are learning professionals in the Further Education and Training (FET) sector or the wider sphere of adult and community education. The origin of the programme lies in its commission by SOLAS, the Further Education and Training Authority, as a priority action under the FET Professional Development Strategy 2017-2019 to increase the capacity of FET practitioners to use digital technology to enhance learning.
Approved countries for provision (i.e. where enrolled learners will be based)	Republic of Ireland

Delivery mode: Full-time/part-time	Part-Time
List the teaching and learning modes[1]	Blended learning, to include: - Two face-to-face sessions - Synchronous online sessions with a 'live teacher' - Asynchronous online activities - Self-study of module materials
Does the blend of modalities predominantly involve remote e-learning (Yes/No)	Yes
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	The programme has been designed for learning professionals operating in the FET sector or wider sphere of adult and community education. It provides a contextualised curriculum that meets the professional development needs of practitioners working across a wide variety of roles and contexts within the sector. It is an intermediate-level programme targeted at the practitioner who already has some experience of using digital technologies to enhance learning. The programme will provide opportunities for the practitioner to critically reflect on and expand his/her digital practices. S/he will develop the capability to make increasingly considered and effective use of technologies to enhance teaching/training, learning and assessment in the practice context. The programme will lead to a Special Purpose Award at Level 7 on the National Framework of Qualifications. It will consist of three consecutive modules, each holding 10 ECTS (i.e. 250 hours of learner effort).

Summary of staffing requirements (the details are provided in the module descriptors)	WTE[2]	Qualifications and experience
	0.3	Programme Director responsible for the academic management of the programme.
	0.6	A minimum of Level 8 bachelor's degree or higher diploma in learning and teaching or a cognate area, and at least two years' professional experience in using digital technologies in teaching, learning and assessment.
	0.1	Programme Co-ordinator with experience in relationship management.

Outline the physical resource requirements (the details are provided in the module descriptors)	Appropriate learning spaces will be required for two faceto-face sessions. These should support whole-group teaching and small group, collaborative activities. They should provide access to computers and/or support mobile computing, with charging points and high speed Wi-Fi access. A projector, whiteboard and flipchart will also be required. An appropriate space will also be required for the display and oral presentation of poster reports at the final learning event of each module. Students will require access to the NCI Moodle platform, which will be used to facilitate synchronous and asynchronous activities, and provide self-directed learning content.

Outline specifications for the ratio of learners to teaching staff	Staff to learner ratio	Learning activity type
	1:25	Face-to-face sessions
	1:25	Online sessions

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[1] Defined later in this document.

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

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

Part 2.5 Special Condition of Validation

Name of Provider:	National College of Ireland
Programme Title	Certificate in Technology-Enhanced Learning
Award Title	Certificate in Technology-Enhanced Learning
Stage Exit Award Title[3]	
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	Blended learning: face-to-face sessions; synchronous virtual classroom sessions; asynchronous directed activities

Award Class[4]	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
Special Purpose	7		Award Stage	7		30	Feb 2019	111

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number[5]	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
		Status [11]	NFQ Level[1] where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[12]	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Digital Capabilities and the Learner Experience	1	M	7	10	250	20	20	210		100			
Technologies in Teaching and Learning	2	M	7	10	250	20	20	210		100			
Technologies in Assessment, Feedback and Learning Support	3	M	7	10	250	20	20	210		100			
Special Regulations (Up to 280 characters)													