

CERTIFICATE OF VALIDATION

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Extension #1

Provider Name	Hibernia College
Date of Validation	10-Sep-20

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal Programme	PG24317	Bachelor of Education (Honours) in Early Childhood Education	Bachelor of Education (Honours) (Major Award at NFQ Level 8) 8M20972 240 credits	4 years	N/A	
Embedded Programmes			N/A			
			First intake	Last intake		
Enrolment Interval			Sep-20	Sep-25		

	Full Time	Part Time
Maximum Intakes per annum:	1	
Minimum Learners per Intake:	30	
Maximum Learners per Intake:	400	

Principal Programme

Target Learner groups

This programme is aimed at learners wishing to undertake a Bachelor of Education (Honours) in Early Childhood Education. It is particularly aimed at learners for whom a more flexible blended delivery method suits their personal circumstances. Hibernia College has purposefully created this BEd. programme to attract learners from the current TUSLA registered ELC sector and who already hold a level 5, 6 or 7 in a cognate area such as Early Childhood Education and Care.

Brief Synopsis of the programmes

This four year programme is for those wishing to become Early Years Educators. It is designed to provide recognised accreditation at Level 8 on the National Framework of Qualifications.

This is a blended learning programme where students will engage in a variety of face to face and online engagements. In addition, through Professional Practice Placement and the provision of a well-structured mentoring Professional Support Team (PST), across the four years of the programme, learners will engage in multiple opportunities to act and reflect on their emerging understanding of knowledge, practice and values and critically examine their commitment to quality in diverse situations.

The programme aims to:

Provide the early childhood sector with highly competent, research-engaged, critically reflexive, reflective, analytical and evaluative practitioners.

Ensure graduates are confident and competent to address the challenges of a constantly evolving sector with high regulatory.

Prepare graduate early childhood educators with knowledge, skills and competencies to enhance their employability and entrepreneurial talents.

The programme satisfies the aims outlined in the Department of Education and Skills (2019) Professional Award Criteria and Guidelines for Initial Professional Education (level 7 and level 8) Degree Programmes for Early Learning and Care (ELC) Sector in Ireland and the Government of Ireland (2019) Update Workforce Development Plan for the ELC/SAC Sector.

On successful completion of the programme graduates will obtain a Bachelor of Education (Honours) in Early Childhood Education.

Delivery mode: full-time / part-time

Full-time

Teaching and Learning Modes

Average of 23 hours/week to include online content engagement, online tutorials and a face to face day once a fortnight.

Approved countries

Ireland

Physical resource requirements

For face-to-face days, Hibernia College hires specialised teaching rooms (lecture theatres, classrooms etc.). The specifications of all physical resources required to run programmes are subject to the College's Policy for Ensuring and Maintaining the Quality of Physical Learning and Assessment Environments. Online content is delivered through the College's Moodle virtual learning environment (VLE), MyHELMS.

Staff Profiles

Qualifications and Experience		WTE
Programme Lead	Doctoral qualification (NFQ 10) Proven experience in the sector/equivalent. Experience in Higher Education desirable. Evidence of engagement in research and publication of research desirable.	1
Research Lead	Doctoral qualification (NFQ 10) in a cognate area Proven experience in the sector/equivalent. Experience in Higher Education desirable. Evidence of engagement in research and publication of research desirable.	0.5
Prof. Practice Lead	Level 9 qualification in a cognate area Proven experience in the sector/equivalent. Experience in Higher Education desirable. Evidence of engagement in research and publication of research desirable.	1.0
Module Lead	Masters in Education/PhD in Education/equivalent desirable	0.25
Research supervisors	Masters in Education/PhD in Education/equivalent desirable	0.25
Practice Placement Assessors	Masters in Education equivalent desirable	0.25
Access and Student Liaison Officer	Bachelor Degree (NQT Level 8) Experience in administration Higher Education and Training desirable	0.5
Programme Administrator	Bachelor Degree (NQT level 7))	1.0

Approved Centres

Centre	Minimum per intake per Centre	Maximum per intake per Centre
Hibernia College	30	400

Learner Teacher Ratios

Learning Activity	Ratio
Synchronous tutorial	1:15
Synchronous Online Lecture	1:60
Professional Practice Placement	1:10
Face to Face	1:15
Discussion Forum	1:60
Asynchronous Online Lecture	1:60

Programme being replaced by this programme

Prog Code	Programme Title	Validated	To Close
	n/a		

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

Part 1: Statutory Conditions of Validation

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

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

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

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

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

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

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

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

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

Part 2.3 General Condition of Validation

The provider of the programme shall:

- 1.Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
- 2.Ensure that the programme is provided with the appropriate staff and physical resources as validated.
- 3.Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
- 4.Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
- 5.Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.

6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.
9. Adhere to QQI regulations and procedures for certification.
10. Notify QQI in writing without delay of:
 - a. any material change to the programme;
 - a. anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards;
 - b. anything that infringes the conditions of validation; or
 - c. anything that would be likely to cause QQI to consider reviewing the validation.
11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)).
12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

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

1. n/a

Part 2.5 Special Conditions of Validation

1. n/a

Name of Provider:		Hibernia College												
Programme Title		Bachelor of Education (Honours) in Early Childhood Education												
Award Title		Level 8												
Stage Exit Award Title³		none												
Modes of Delivery (FT/PT):		FT												
Teaching and learning modalities		Blended												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level		Stage EQF Level		Stage Credit (ECTS)	Date Effective	ISCED Subject code			
Major	8	6	2						60		0112			
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
ECE 201: Professional Identity 2		1	M		5	125	5	25	95	0	100	0	0	0
ECE 202: Early Childhood Education Policy & Legislation 2		1	M		5	125	5	25	95	0	100	0	0	0
ECE 203: Playful Pedagogue and Curriculum 2		1	M		10	250	15	50	185	0	100	0	0	0
ECE 204: A Holistic Approach to the Developing Child 2		1	M		5	125	5	25	95	0	100	0	0	0
ECE 205: Leading Dialogues 2		2	M		5	125	5	25	95	0	100	0	0	0
ECE 206: The Fundamentals of Early Childhood Education 2		2	M		5	125	5	25	95	0	100	0	0	0
ECE 207: Research Methods for Early Childhood Education 2		2	M		5	125	5	25	95	0	100	0	0	0
ECE 208: Professional Practice Placement 2		2	M		20	500	15	25	0	460	100	0	0	0
Special Regulations (Up to 280 characters)														

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Teaching and learning modalities		Blended												
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Major	8	6	3					60		0112				
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
					Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	% Proctored written exam
ECE 301: Professional Identity 3		1	M		5	125	5	25	95	0	100	0	0	0
ECE 302: Early Childhood Education Policy & Legislation 3		1	M		5	125	5	25	95	0	100	0	0	0
ECE 303: Playful Pedagogue and Curriculum 3		1	M		10	250	15	50	185	0	100	0	0	0
ECE 304: A Holistic Approach to the Developing Child 3		1	M		5	125	5	25	95	0	100	0	0	0
ECE 305: Leading Dialogues 3		2	M		5	125	5	25	95	0	100	0	0	0
ECE 306: Fundamentals of Early Childhood Education 3		2	M		5	125	5	25	95	0	100	0	0	0
ECE 307: Research Methods for Early Childhood Education 3		2	M		5	125	5	25	95	0	100	0	0	0
ECE 308: Professional Practice Placement 3		2	M		20	500	15	25	0	460	100	0	0	0
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Award Title		Level 8												
Stage Exit Award Title³		none												
Modes of Delivery (FT/PT):		FT												
Teaching and learning modalities		Blended												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level			Stage EQF Level		Stage Credit (ECTS)	Date Effective	ISCED Subject code		
Major	8	6	Award		8			6		60		0112		
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Stat us	NFQ Level where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
ECE 401 Research Methods in Practice		1&2	M	8	20	500	20	50	430	0	0	100	0	0
ECE 408A: Professional Practice Placement (0-3 yrs)		1&2	M	8	10	250	10	25	0	215	100	0	0	0
ECE 408B: Professional Practice Placement (3-6 yrs)		1&2	M	8	10	250	10	25	0	215	100	0	0	0
ECE 404: Neuro-Developmental Disabilities and Specific Interventions		1 (placement in 2)	M	8	10	250	10	25	175	40	100	0	0	0
ECE 406E: Citizen and Community Education		2	E	8	10	250	10	25	215	0	100	0	0	0
ECE 403E: Music in Education		2	E	8	10	250	10	25	215	0	100	0	0	0
ECE 405E: An Introduction to Play Therapy		2	E	8	10	250	10	25	215	0	100	0	0	0
ECE 409E: Deaf Education and ISL		2	E	8	10	250	10	25	215	0	100	0	0	0
Special Regulations (Up to 280 characters)														