Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

Part 1

Provider name	National College of Ireland
Date of site visit	27th May 2020
Date of report	26th June 2020

Overall recommendations

Principal programme	Title	Certificate in Trade Union Studies
	Award	Special Purpose Award
	Credit	60
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory subject to proposed conditions

Embedded programme	Title	n/a
	Award	n/a
	Credit	n/a
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	n/a

Embedded programme	Title	n/a
	Award	n/a
	Credit	n/a

	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	n/a

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Evaluators

Evaluators		
Name	**Function**	**Affiliations**
Danny Brennan	Chair	Principal, DNB Education Consultants and Former Registrar, Letterkenny Institute of Technology
Ruth Ní Bheoláin	Recording Secretary	Quality Assurance Officer, Hibernia College
Dr. Michelle O'Sullivan	Subject Matter Expert	Lecturer, Business School, University of Limerick
Prof. Tony Dobbins	Subject Matter Expert	Professor of Employment Relations & HR Management, University of Birmingham
Sean Heading	Industry Representative	Regional Secretary, Connect Trade Union
Naomi Algeo	Learner Representative	PhD Candidate in Occupational Therapy, Trinity College Dublin

Principal Programme

Names of centres where the programmes are to be provided	Maximum number of learners *(per centre)*	Minimum number of learners
SIPTU College Dublin	30	5
SIPTU College Galway	15	5
SIPTU College Waterford	15	5
SIPTU College Limerick	15	5
SIPTU College Cork	15	5
SIPTU College Sligo	15	5

Enrolment interval *(normally 5 years)*	Date of first intake	September 2020
	Date of last intake	August 2025
Maximum number of annual intakes	2	
Maximum total number of learners per intake	180	
Programme duration (months from start to completion)	2 year	
Target learner groups	The target learner group for this programme consists principally of activists and employed officials of ICTU	

	affiliated trade unions who wish to develop their capacity as activists at work and in the wider union.
Approved countries for provision	The Republic of Ireland
Delivery mode: Full-time/Part-time	Part-time
The teaching and learning modalities	Blended learning combining traditional classroom-based teaching whether full-day, half-day, or evenings, flipped classroom, online learning and CIT based supported learning.
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 offers trade union officials and activists a recognised qualification in the trade union environment in which they operate, and is designed to build cadres. Many participants will see the Certificate as a stand-alone programme as they may already have other academic qualifications or will not want to undertake further study. However, for others, this may be the first step on the National Qualifications Framework and the course programme will maximise the capacity of students to transfer to further study such as the BA (Honours) in Human Resource Strategy and Practice delivered by the National College of Ireland (NCI) and similar offerings in other institutions.

Summary of specifications for teaching staff	**WTE**	**Qualifications and experience**
	5	Teaching staff will have extensive practical experience in a trade union context. They will normally have a post-graduate qualification, teaching qualification and/or in-house tutor training.
	1	Programme Director who is responsible for the academic management of the programme and may also be a lecturer on the programme. The programme director will have at least a Masters.
	1	Programme Co-ordinators with experience in relationship management and programme co-ordination.

Summary of specifications for the ratio of learners to teaching-staff	**Staff to learner ratio**	**Learning activity type**
	1:30	All types of activity
Overall WTE staff/learner ration	1:30	

Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last enrolment date**

Embedded programme

Not applicable.

Other noteworthy features of the application

Not Applicable

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Not Applicable

Comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme.

Not Applicable

Part 2 Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

Criterion 1

The provider is eligible to apply for validation of the programme
a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The National College of Ireland self-declared within their application that the College meets the prerequisites of Section 44(7) of the 2012 Act for validation of the programme, that the letter accompanying the application for validation submitted to QQI was signed by the NCI President and that the same letter states the College's declaration that the programme complies with applicable statutory and regulatory requirements.

Embedded programme

N/A

Criterion 2

The programme objectives and outcomes are clear and consistent with the QQI awards sought

   a) The programme aims and objectives are expressed plainly.
   b) A QQI award is specified for those who complete the programme.
     (i) Where applicable, a QQI award is specified for each embedded programme.
   c) There is a satisfactory rationale for the choice of QQI award(s).
   d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards.*
   e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
   f) The programme title and any embedded programme titles are
     (i) Consistent with the title of the QQI award sought.
     (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
   g) For each programme and embedded programme
     (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.
     (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
   h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
   i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that programme objectives and outcomes are clear and consistent with the QQI awards sought and that the programme aims and objectives, including minimum intended programme learning outcomes and module learning outcomes, are expressed plainly. The title "Certificate in Trade Union Studies" is suitable for the purposes of informing prospective learners and other stakeholders of the overall programme purpose. The panel is also satisfied that programme is consistent with the NFQ level 6 Special Purpose Award sought and that the minimum intended programme learning outcomes have been appropriately mapped to the level 6 QQI Award Standards for Business.

Embedded programme

N/A

Criterion 3

The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

    a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.

    b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.

        (i) There is a satisfactory rationale for providing the programme.

        (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.

        (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).

        (iv) There is evidence of learner demand for the programme.

        (v) There is evidence of employment opportunities for graduates where relevant.

        (vi) The programme meets genuine education and training needs.

    c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.

    d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.

    e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that the programme concept, implementation strategy, and its interpretation of QQI awards standards were developed in collaboration between NCI and SIPTU, that they are well informed and soundly based on research and consultation with a diverse range of stakeholders ranging from previous students to academic and industry experts. Consultation with stakeholders was extensive including deep evaluation of each of the modules. Programme review process was taken as an opportunity to revitalise the programme.

The rationale for the programme is described, and this rationale supported in panel discussions, as being *"a trade union cadre-building programme, devised for and by activists"*. The programme has an established record of support as it has been running since the 1990s and has had consistent support for learners who often have their fees paid by their employers and are seconded to participate where appropriate.

Embedded programme

N/A

Criterion 4

The programme's access, transfer and progression arrangements are satisfactory

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.

b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.

c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL) in order to enable learners to reach the required standard for the QQI award.

d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).

e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.

f) The programme title (the title used to refer to the programme):-
   (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
   (ii) Is learner focused and meaningful to the learners;
   (iii) Has long-lasting significance.

g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that programme information for learners /prospective learners is provided in a number of accessible formats via the NCI, SIPTU College and ICTU websites and that plain language is used. Recognition of prior learning criteria for advanced entry or access to the award is presented.

The panel is also satisfied that the title of the programme, Certificate in Trade Union Studies, meets QQI requirements, is learner-focused and will have long-standing significance having been co-developed with members of the industry.

Embedded programme

N/A

Criterion 5

The programme's written curriculum is well structured and fit-for-purpose

a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.

b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.

c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.

d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.

e) The programme is structured and scheduled realistically based on sound educational and training principles.

f) The curriculum is comprehensively and systematically documented.

g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.

h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.

i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.

j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that the programme is suitability structured towards achievement of the programme learning outcomes and associated module learning outcomes. The programme is delivered in a modular structure and includes elective options to provide flexibility and opportunities for learners to tailor their learning experiences.

Following meetings with staff and learners, the panel is satisfied that the objectives and purposes of programme elements are clear to both staff and students. The programme and its timetable are informed by sound educational principles and the needs of learners the curriculum is systematically documented throughout section 6 of the proposed programme validation document. The credits allocated to individual modules and the programme overall is comparable with NFQ level 6 business award standards and comparable programmes and the required hours of learner effort are consistent with the requirements of the ECTS credit system.

Embedded programme

N/A

Criterion 6

There are sufficient qualified and capable programme staff available to implement the programme as planned

a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to-practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).

b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.

c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.

d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities.

e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.

f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that there are sufficient qualified and capable programme staff available to implement the programme as planned based on the specific requirements set out in section 7 of the proposed validation document, module descriptors and the attached 'Appendix 3 Staff CVs'.

Teaching staff require extensive practical experience and normally have post-graduate training qualifications and arrangements for performance management, training and development are outlined.

Embedded programme

N/A

Criterion 7

There are sufficient physical resources to implement the programme as planned

   a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).

   b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
   (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
   (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
   (iii) printed and electronic material (including software) for teaching, learning and assessment
   (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
   (v) technical support
   (vi) administrative support
   (vii) company placements/internships – if applicable

   c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).

   d) There is a five-year plan for the programme. It should address
   (i) Planned intake (first five years) and
   (ii) The total costs and income over the five years based on the planned intake.

   e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that there are sufficient physical resources to implement the programme as planned. Physical resources requirements are outlined in section 8 of the proposed programme validation document. The programme will be delivered across six SIPTU College sits and space will also be available for delivery at NCI's IFSC Campus as required. These College sites offer suitable learning environments to satisfy the pedagogical and physical needs of the programme.

Learners have access to a range of IT services including two Virtual Learning Environments (VLE), Moodle and SIPTUlearn.ie which is the primary VLE for the programme where learners access course materials and notes as well as submission of electronic submission of assignments.

Administrative support is provided primarily from NCI and SIPTU College alongside wider support from NCI, SIPTU, ICTU and other unions, where applicable.

Embedded programme
N/A

Criterion 8

The learning environment is consistent with the needs of the programme's learners	
a)	The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
b)	Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
c)	The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that the learning environment is consistent with the needs of the programme's learners. Students have access to a wide range of supports through both SIPTU and NCI and a programme handbook, appendix 5 in the documentation provided to the panel, is provided to all learners. A peer mentoring scheme is available through NCI and an academic mentor is also assigned to each learner at the outset of the programme.

Embedded programme

N/A

Criterion 9

There are sound teaching and learning strategies	
a) The teaching strategies support achievement of the intended programme/module learning outcomes. b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload). **d)** Learning is monitored/supervised. **e)** Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.	
Satisfactory (yes, no, partially)	**Comment**
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel is satisfied that there are sound teaching and learning strategies in place in the programme that align to NCI's overarching TLA strategy. The panel noted that the curriculum is very interesting, that the core topics are necessary, and that content is good and relevant Authentic learning opportunities are provided for learners that draw upon practical experiences to enable learners to achieve the intended programme learning outcomes. Learning is appropriately monitored and supported, and a breakdown of learner effort required to achieve the learning outcomes clearly set out in the proposed programme schedule and individual module descriptors.

Embedded programme

N/A

Criterion 10

There are sound assessment strategies
a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*
b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.
d) The programme includes formative assessment to support learning.
e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.
f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
g) There are sound procedures for the moderation of summative assessment results.
h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel was broadly satisfied are sound assessment strategies in place at a module and programme level that summative assessment aligns with the NCI Quality Framework and with QQI assessment guidelines. Formative assessment is outlined in the indicative assessment schedule.

The programme assessment strategy, module assessment strategy and sample assessments provided to the panel indicate the integration of authentic assessment opportunities throughout the programme which was further promoted during the site visit. The panel queried opportunities for students to develop oral communication skills recommended integrating more oral-based assessments to increase opportunity to practice oral communication skills

The panel queried the consistency and application of the module re-assessment strategy indicated in each module and emphasised that the arrangements in relation to module re-assessment and re-submission, and how this conforms with the overall QA framework for assessment within NCI, need to be articulated within the documentation. The panel was satisfied with the programme team's response.

Embedded programme

N/A

Criterion 11

Learners enrolled on the programme are well informed, guided and cared for

 a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.

 b) Information is provided about learner supports that are available to learners enrolled on the programme.

 c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.

 d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.

 e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.

 f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.

 g) The programme provides supports for enrolled learners who have special education and training needs.

 h) The programme makes reasonable accommodations for learners with disabilities.

 i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.

 j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

The panel was satisfied that learners enrolled on the programme are well informed, guided and cared for throughout their programme. The programme team monitors individual progress closely and learners are assigned individual mentors to support them during their studies. The dedication and sensitivity of the programme team to the needs and experience of leaners on the programme was evidence throughout the visit.

Students were happy and spoke about diverse learning experiences. It was clear from interacting with students during the site visit that students enjoyed their learning experience and felt that it benefited them.

A broad range of communication tools are used to ensure students are fully informed in a timely manner about their programme, its activities and assessments including Spitulearn.ie, e-mail, Moodle, learner handbooks. A discussion was held during the site visit around the

accessibility of NCI resources to SIPTU students and the visibility of the relationship between NCI and SIPTU in relation to QA and Data Protection to learners.

Embedded programme
N/A

Criterion 12

The programme is well managed
a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
e) Quality assurance is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
g) The programme operation and management arrangements are coherently documented and suitable.
h) There are sound procedures for interface with QQI certification.

Satisfactory (yes, no, partially)	Comment
Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.

Principal programme

In accordance with the Collaborative agreement, the SIPTU College Programme Board, comprising the Programme Director as Chair and all module leaders, has overall responsibility for the day to day management of the programme, in accordance with NCI QA procedures set out in the NCI Quality Assurance Handbook and approved by QQI.

The Dean, School of Business has overall responsibility for overseeing the operation of the Collaboration Agreement and the Vice-Dean of Undergraduate Studies has delegated responsibility for the management and the monitoring of the quality of the programmes and liaises directly with representatives of SIPTU College as required.

It is clear from the provider's self-evaluation and discussion with the panel that the programme Collaborative Agreement programme is managed in accordance with NCI's QA framework overseen by the Quality and Institutional Effectiveness (QIE) Team. Data protection implications for collaborative arrangements were discussed during the site visit and NCI confirmed that all MOUs are currently being updated to reflect robust data protection arrangements. Both QA and data protection between NCI and SIPTU need to be articulated within the MoU and also within the learner handbook.

Embedded programme

N/A

Overall recommendation to QQI

Principal programme

Select one	
✕	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**minor**) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

Embedded programme

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**minor**) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

Summary of recommended special conditions of validation

N/A

Summary of recommendations to the provider

N/A

Declarations of Evaluators' Interests

No interests have been declared by members of the revalidation panel that would affect the impartiality of the panel and its ability to make a recommendation to QQI regarding the revalidation of the primary programme and the two embedded programmes.

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Signed:

Panel chairperson: Danny Brennan

Date: 26th June 2020

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Proposed programme and stage schedules

Name of Provider:	National College of Ireland
Programme Title	Certificate in Trade Union Studies
Award Title	Certificate in Trade Union Studies
Stage Exit Award Title[3]	Certificate in Trade Union Studies
Modes of Delivery (FT/PT):	PT (Modular)
Teaching and learning modalities	Direct contact via lectures, blended, online, flipped classroom

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
	6	6	Award	6		60	September 2020	0413

	Semester	Status	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	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Return to Learn	N/A	M	6	5	125	25		100		100			
Trade Unions and Collective Bargaining	N/A	M	6	10	250	35	5	210		100			
Law and the Worker	N/A	M	6	10	250	40		210		40			60
Management of Labour	N/A	M	6	10	250	40		210		100			
Workers in the Economy	N/A	M	6	10	250	40		210		100			
Work in Irish Society	N/A	E	6	5	125	25		100		100			
Labour History: Workers in Irish Society	N/A	E	6	5	125	23	35	67		100			
Diversity & Social Inequality	N/A	E	6	5	125	20	25	80		100			
Modern Labour Issues	N/A	E	6	5	125	20		105		100			
Representing Workers	N/A	E	6	5	125	20		105		100			
Organising Health & Safety at Work	N/A	E	6	5	125	20	15	90		100			

Special Regulations (Up to 280 characters)