CERTIFICATE OF VALIDATION

Extension #1

Provider name	National College of Ireland
Date of validation	24-Jun-21

Enrolment interval	First intake	Last intake
	01-Sep-21	31-Aug-25

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG24574	Certificate in Technologies in Teaching and Learning	Certificate (Special Purpose Award at NFQ Level 7) 7S21515 10 credits	N/A	3 Months	N/A
Embedded Programme	N/A					

	Full Time	Part Time
Maximum Intakes per annum:	N/A	3
Minimum Learners per Intake:	N/A	8
Maximum Learners per Intake:	N/A	30

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	8				
Maximum intake into first year	90				

Target learner groups	The target group for this micro-credential, unchanged from the principal programme, 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. The profile of prospective learners includes FET learning practitioners (approx. 72% of the workforce) and managers (approx. 14% of the workforce) working across diverse contexts. The learning practitioner group includes teachers, tutors, community educators, training instructors, and resource persons. The manager group includes ETB central management, programme coordinators, adult education officers, training services managers, and assistant managers, further education principals and deputies.
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]	1. E-learning (directed) 2. Lectures / Classes 3. Self Directed Learning 4. Webinars
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.)	In this programme, the practitioner will engage with current thinking on the integration of digital technologies and resources in teaching/instruction and learning, and in self-reflection on their current practices. They will deepen their engagement as they investigate a range of appropriate technologies and develop instructional strategies to enhance teaching/instruction and learning, as well as to build on learners' digital capabilities. Following a practitioner inquiry model, they will develop the knowledge, skills and competence to systematically plan, implement and evaluate instructional strategies that integrate technology. In this manner, the programme will develop the practitioner's understanding of the environment in which developing digital practices are embedded in an online, bite-sized manner. Overall, the programme aims to enhance the practitioner's capability to extend professional practice goals through the use of digital technologies, and to develop strategies to facilitate technology-enhanced learning and teaching experiences. The programme will lead to a Special Purpose Award at Level 7 on the National Framework of Qualifications. It will consist of one module worth 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
	2	**Lecturer**: This role requires a person who is qualified to at least level 9 in an area related to Learning and Teaching, Technology Enhanced Learning or related field. They should have experience teaching in an online capacity using a variety of platforms and tools.

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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.

	1	**Programme Director**: This role requires a person who is qualified to at least level 9 in an area related to Learning and Teaching, Technology Enhanced Learning or related field. They should have experience teaching in an online capacity using a variety of platforms and tools. In addition, the person should have experience in managing a programme.
	1	**Programme Co-ordinator:** This role requires a person who has experience in coordinating a course as well as has experience with facilitating collaboration between team members.
Outline the physical resource requirements (the details are provided in the module descriptors)	The module will require access to the following physical resources: • Access to NCI student Portal, including Moodle, Microsoft Teams, Helpdesk, Library resources, student email and timetables) • Access to high speed Wi-Fi network • Charging points for mobile computing devices • Library books Practitioners will attend two full day online sessions, which will be facilitated through Microsoft Teams. Online classes will be delivered using our virtual classroom system that can cater for live questions from learners by audio and text, screen sharing by both lecturer and practitioners, and a facility to record sessions. Asynchronous activities and resources will be universally designed to support individual learning needs and will be provided through the virtual learning environment. The NCI Norma Smurfit Library holds copies of the recommended books reading list, and operate a "Click and Collect" service. In addition to this, the Library also provides access to a variety of e-books in the areas of e-learning, educational technology, internet and education and web-based instruction.	

Outline specifications for the ratio of learners to teaching staff	Staff to learner ratio	Learning activity type
	1:45	Synchronous Online
	1:90	Directed Asynchronous e-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

Part 2.5 Special Condition of Validation

Name of Provider:		National College of Ireland						
Microcredential Programme Title:		Certificate in Technologies in Teaching and Learning						
Award Class	**Award NFQ level**	**Modes of Delivery (FT/PT, Both)**	**FT Duration (Weeks)**	**PT Duration (Weeks)**	**PEL Applies?**	**Intakes p.a**	**Teaching, Learning and Assessment Modes (Face to Face, Blended, 100% Online)**	**ISCED code**
Special Purpose	Level 7		N/A	12	yes	3	100% online.	0111

Module Title (Up to 70 characters including spaces)	ECTS Credits	Total Student Effort Module (hours)						Allocation of Marks (from the module assessment strategy)				
		Total Hours	Classroom / Lab	Synchronous Online	Directed Asynchronous	On-Demand Asynchronous	Independent Learning	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %	Other (identify)
Technologies in Teaching and Learning	10	250		20	20		210	100%				
Special Regulations (Up to 280 characters)												