



CERTIFICATE OF VALIDATION

New validation

Validation Process: **Revalidation**

Provider Name	REHAB Group (National Learning Network)
Date of Validation	09-Jun-22

	Code	Title	Award	Exit Only
Principal Programme	PG24818	Skills for Life - Level 1	Certificate at NFQ Level 1 P1GL0 20 credits	N/A
Embedded Programme	N/A			

	First Intake	Last Intake
Enrolment Interval	Feb-22	Feb-27

Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time
Intakes per Annum:	1	1	Full Time, Part Time
Minimum Learners per Intake:	1	1	
Maximum Learners per Intake:	100	100	
Duration (months)	12	12	

Target Learner Groups

The target students for this programme will come from a diverse range of social, economic and cultural backgrounds. This may include all age groups who have needs in relation to their educational achievements and who wish to develop basic personal, social and work related skills as well as learn new skills. Student supports will be provided to students who do not have the appropriate reading, writing, IT and numeracy skills.



Brief Synopsis of the Programmes

The QQI Level 1 Skills for Life programme is integrated into a National Learning Network’s person centred training programme which is underpinned by the HSE New Directions standard.

New Directions sets out twelve support pillars that are available to students. The aim of NLN programmes based on New Directions is to empower students to live a life of their choosing in accordance with their own wishes, needs and aspirations and to experience greater community inclusion. On these programmes, NLN students are given the opportunity to achieve certification at the QQI level that is appropriate to them.

The QQI level 1 Skills for Life programme may also be completed as a standalone programme depending on student/funder needs or requirements.

The aim of this programme is to address the needs of individual students who wish to:

- Achieve QQI level 1 certification
- Enhance and improve quality of life through developing personal, social and independent living skills
- Participate in society and the local community
- Transfer to another programme at the same level
- Progress to a programme at a higher level
- Recognise their own skills, abilities and talents

Teaching and Learning Modes

1. Directed Learning
2. Field Trips
3. Group Discussions/Interactions
4. Lectures / Classes
5. One-on-One Sessions
6. Practical Sessions
7. Tutorials/One on one supported learning
8. Work Experience/Simulated Work environment

Approved Countries

Ireland

Physical Resource Requirements

National Learning Network (NLN) is a specialist training provider of student-focused training that addresses the needs of people who have a disability, who have experienced a setback, have had an accident, a mental health issue, an illness, an injury or those who have additional support needs. Located in 34 centres across Ireland, our programmes are person centred which enables students to reach their potential.

Across our centres, we have a range of resources and technologies available for training including:

- IT equipment and infrastructure
- Assistive technology and equipment e.g. modified iPads
- Assistive aids and equipment as required
- Interactive whiteboards
- Sign language interpreter
- Personal Assistant as required
- Sensory room / quiet spaces
- Gardens

The equipment and resources available in individual centres may vary.



Staff Profiles	Qualifications and Experience	WTE
Rehabilitation Officer (RO)	<p>Minimum Education & Skills required</p> <ul style="list-style-type: none"> • A relevant degree coupled with a number of years relevant work experience • Previous experience of working in a support role with adults within a training environment; adults with intellectual disability, individuals with Autistic Spectrum disorder, mental health difficulties; working in advocacy role and providing staff support is a distinct advantage • Experience of linking in with external agencies and families • Training in WRAP facilitation and other relevant specialist training would be an advantage • An awareness of disability issues and the skills and abilities necessary to facilitate self advocacy in others • Experience in working on own initiative in a professional and confident way • Training in WRAP facilitation and other relevant specialist training an advantage 	Vary
Rehabilitation Psychologist (R)	<p>Minimum Education & Skills required</p> <ul style="list-style-type: none"> • Relevant professional qualification in Psychology • Chartered membership (or eligible for) with the Psychological Society of Ireland or Chartered membership (or eligible for) of the British Psychological Society <p>Work Experience</p> <ul style="list-style-type: none"> • At least 3 years work experience in the field of Learning Disability/Autism/Mental Health/Physical or Sensory Disability • An understanding of the Recovery Approach and of Person Centred Planning would be an advantage 	Vary
Programme Development Officer	<p>Minimum Education & Skills required</p> <ul style="list-style-type: none"> • Relevant degree in Training and Education • Relevant experience in the area of QQI, HSE funded programmes and the certification process • Experience of working in the areas of Mental Health, Learning Disability or Autism. • Experience in designing, implementing, delivering and evaluating training programmes. • Experience in Audit or Assessing Learner Evidence. • Able to work successfully in a team environment in person and with remote colleagues, building effective working relationships • Knowledge of trends and developments in learning from the external market • Able to conduct training and learning needs analysis at individual, team and functional levels • Knowledge of adult learning theories, instructional design and supporting technologies 	Vary
Resource Teacher (RT)	<p>Minimum Education & Skills required</p> <ul style="list-style-type: none"> • Teaching degree, H Dip or equivalent • Qualification recognized by Department of Education, registration with the teaching council. • Experience in delivering literacy and/or numeracy training • Experience working with people with disabilities • Experience in delivering literacy and/or numeracy training 	Vary



Area Manager	<p>Minimum Education & Skills required</p> <ul style="list-style-type: none">• A degree or equivalent in a management/business and/or training/educational/social science discipline.• Full, driving licence with 2 years' experience is essential.• Excellent knowledge of Planning, Forecasting and Decision Support activities.• Competence to support, develop and motivate a large team. <p>Work Experience</p> <ul style="list-style-type: none">• Minimum of 5 years management experience in a similar role is desirable.• Experience of managing diverse business models is essential.• Experience of working in a quality focused training environment.• Experience in managing, leading and developing a multidisciplinary team – strong people management skills are essential.	Vary
Centre Manager	<p>Minimum Education & Skills required</p> <ul style="list-style-type: none">• A degree or equivalent in a management/business and/or training/ educational/social science discipline.• Project Management• People Management• Minimum of 5 years management experience in a similar role is desirable.• Experience of managing diverse business models is essential.• Experience of working in a quality focused training environment.• Experience in managing, leading and developing a multidisciplinary team – strong people management skills are essential.• Demonstrate a creative and progressive approach to the concept of individualised training and personal development.• Experience in the development of formal community partnerships that develops, strengthens and enhances service provision, both internally and externally.• Experience of working autonomously and the ability to work on own initiative.• A comprehensive knowledge and understanding of Project/Management/ Tendering/QQI processes essential.• High standard of accuracy and precision with excellent organisational skills.	Vary
Instructor/Keyworker	<p>Minimum Education & Skills required</p> <ul style="list-style-type: none">• Third Level or Further Education qualification, preferably within the Education/Training or Social Sciences sector, or Applied Behaviour Analysis• A relevant pedagogical/training qualifications e.g. Train the Trainer level 6• Experience of working in a specialised training environment• Experience of working with young people with additional support needs including intellectual disabilities, ASD, physical and sensory needs and/or mental health difficulties• Experience in developing and delivering QQI accredited modules• Experience of supporting the development of person centred plans and future/transition plans• Experience of keyworking which reflects a person-centred model.	Vary



Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	38031W NLN Jutland Centre	1	100
	40430C NLN Roslyn College	1	100
	40431E NLN Bantry	1	100
	40602F NLN Phibsboro	1	100
	40729G NLN Hollyhill	1	100
	40735B NLN Portlaoise	1	100
	40736D NLN Navan	1	100
	40737F NLN Kildare	1	100
	40738H NLN Dundalk	1	100
	40739J NLN Monaghan	1	100
	40740R NLN Athlone	1	100
	40750U NLN Castlebar	1	100
	40751W NLN Galway	1	100
	40752B NLN Castlerea	1	100
	40756J NLN Sligo	1	100
	40785Q NLN Ballyfermot	1	100
	40794R NLN Wexford	1	100
	40797A NLN Carlow	1	100
	40806V NLN Cavan	1	100
	40807A NLN Longford	1	100
	40808C NLN Tullamore	1	100
	40846K NLN Tralee	1	100
	40859T NLN Bray	1	100
	40878A NLN Mullingar	1	100
	40925G NLN Letterkenny	1	100
	40975V NLN Arklow	1	100
	40976A NLN Tallaght	1	100
	41023R NLN Swords	1	100
	41037F NLN Cork	1	100
	41097A NLN Clonmel	1	100
	41113S NLN Kilkenny	1	100
	42242L Springfield NLN Centre	1	100
	42252O NLN Leitrim	1	100
	42284E NLN Waterford	1	100
	42375H Quest Brain Injury Services	1	100
	42527E NLN Limerick (Jutland)	1	100
	38748V NLN CPD	1	100



Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	Field trips	2:1to10:1
	Simulated work environment / work experience	1:1to10:1
	Practical sessions	1:1to10:1
	Group sessions	1:1to10:1
	One-to-one sessions	1:1

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG10751	Skills for Life - Level 1	16-May-12



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



Programme and stage schedules

PG24818 Skills for Life - Level 1

Name of Provider		REHAB Group (National Learning Network)													
Programme Title		PG24818 Skills for Life - Level 1													
Award Title		General Learning							Exit Award Only		N/A				
Teaching and learning modalities		Directed Learning; Group Discussions/Interactions; Work Experience/Simulated Work environment; Tutorials/One on one supported learning; Lectures / Classes; Practical Sessions; Field Trips; One-on-One Sessions													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake		ISCED Code						
Both	Major	1	1	Award Stage	1	20	Feb 2022		00.3.1						
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Computer Skills			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1T11 Level 1 Computer Skills 5 credits													
Craft			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1A19 Level 1 Craft 5 credits													
Data Handling			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1N08 Level 1 Data Handling 5 credits													
Design			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1A20 Level 1 Design 5 credits													
Drama			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1A22 Level 1 Drama 5 credits													
Food Choice and Health			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1H16 Level 1 Food Choice and Health 5 credits													
Health Related Exercise			Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components		M1H17 Level 1 Health Related Exercise 5 credits													



Life Science	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1S24 Level 1 Life Science 5 credits													
Life Science: Horticulture	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1S27 Level 1 Life Science: Horticulture 5 credits													
Listening and Speaking	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1C03 Level 1 Listening and Speaking 5 credits													
Music	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1A23 Level 1 Music 5 credits													
Non Verbal Communication	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1C04 Level 1 Non Verbal Communication 5 credits													
Pattern and Relationship	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1N06 Level 1 Pattern and Relationship 5 credits													
Personal Care	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1H14 Level 1 Personal Care 5 credits													
Personal Decision Making	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1L12 Level 1 Personal Decision Making 5 credits													
Personal Safety	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1H15 Level 1 Personal Safety 5 credits													
Problem Solving	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1N09 Level 1 Problem Solving 5 credits													
Quantity and Number	Not Applicable	E	10	200	200	0	0	0	100	0	0	0	0	
CAS Components	M1N05 Level 1 Quantity and Number 10 credits													
Reading	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1C01 Level 1 Reading 5 credits													
Relaxation Techniques	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0	
CAS Components	M1H21 Level 1 Relaxation Techniques 5 credits													



Setting Learning Goals	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1L13 Level 1 Setting Learning Goals 5 credits												
Shape and Space	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1N07 Level 1 Shape and Space 5 credits												
Using Technology	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1T10 Level 1 Using Technology 5 credits												
Visual Art	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1A18 Level 1 Visual Art 5 credits												
Writing	Not Applicable	E	5	100	100	0	0	0	100	0	0	0	0
CAS Components	M1C02 Level 1 Writing 5 credits												