CERTIFICATE OF VALIDATION

New validation   Validation Process: **New**

Provider Name	Hibernia College
Date of Validation	14-Jul-22

	Code	Title	Award	Exit Only
Principal Programme	PG24863	Master of Arts in Inclusive and Special Education	Master of Arts (Masters Degree at NFQ Level 9) 9M21917 90 credits	N/A
Embedded Programme	PG24865	Postgraduate Diploma in Arts in Inclusive and Special Education	Postgraduate Diploma in Arts (Postgraduate Diploma at NFQ Level 9) 9M21919 60 credits	No

	First Intake	Last Intake
Enrolment Interval	Sep-22	Aug-27

Principal Programme

	Full Time	Part Time		Delivery Mode: full-time / part-time	Part Time
Maximum Intakes per Annum:	0	2			
Minimum Learners per Intake:	0	10			
Maximum Learners per Intake:	0	500			
Duration (months)	N/A	24			

Target Learner Groups

The Master of Arts in Inclusive and Special Education programme is designed to meet the professional and personal needs of teachers and other professionals working with pupils with special and additional learning needs in diverse educational settings. This programme will appeal to those wishing to deepen and develop their professional and theoretical knowledge, skills and qualifications; it will be of particular interest to special education teachers and those who may wish to take on coordinating or leadership roles in a range of educational contexts relevant to inclusion and special education. The modular structure and online model of delivery also makes it particularly suitable to those teachers seeking a more flexible postgraduate option due to personal circumstances, work or other commitments.

Brief Synopsis of the Programmes

The Master of Arts in Inclusive and Special Education is a two-year, part-time blended programme designed to meet the growing demand for flexible postgraduate training in the area of special and inclusive education. It is relevant to teachers and allied professionals working in a range of educational settings, including both primary and post primary contexts. The aim of the programme is to develop and enhance teachers' knowledge, skills, values and competencies in support of providing inclusive and quality education for all. The programme enables educators to acquire deep understanding and expertise and develop their skills in carrying out educational research relevant to inclusion and learners with diverse special or additional needs. The award facilitates career progression and further studies at doctoral level.

This blended programme will be delivered mainly online, providing a flexible route to specialist training for educators, thereby addressing gaps in existing provision and facilitating wider participation and capacity-building within the education system. The Master of Arts in Inclusive and Special Education and its embedded programme (Postgraduate Diploma in Arts in Inclusive and Special Education) is modular in structure and comprises four modules (15 ECTS each), and a research and dissertation component (30 ECTS). The programme will be offered on a modular, part-time basis over 2–3 years, offering maximum flexibility. The maximum break allowable between modules will be 2 years.

Teaching and Learning Modes	1. E-learning (directed)
	2. E-learning (self-directed)
	3. Group Discussions
	4. Lectures / Classes
	5. One-on-One Sessions
	6. Self Directed Learning
	7. Tutorials/One on one supported learning
	8. Webinars

Approved Countries	Ireland

Physical Resource Requirements

No special physical resources

Staff Profiles	Qualifications and Experience	WTE
Programme administrators	Bachelor's degree (NFQ Level 8) Minimum 3 years' student/higher education administration experience	0.5
Course Librarian	Master's (NFQ Level 9) in Library and Information Management or equivalent	0.1
Module Lead/ Tutors	Master's qualification (NFQ Level 9) or equivalent Minimum 3 years' experience in education	3
Academic/Programme Lead	Doctoral qualification (NFQ Level 10) Proven experience in the sector/equivalent; experience in higher education desirable; evidence of engagement in research and publication of research desirable	1

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	38652I Hibernia College	10	500

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

Learner Teacher Ratios	Learning Activity	Ratio
	Research supervision and one-to-one support	1:1
	Asynchronous tutor support	1:50
	Learning activities	1:500
	Face-to-face (F2F) lecture	1:50
	Live online classes	1:50
	Online group discussion forums	1:50
	Online directed learning	1:500

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	N/A		

Embedded Programme

Code	Title	Award	Exit Only
PG24865	Postgraduate Diploma in Arts in Inclusive and Special Education	Postgraduate Diploma in Arts (Postgraduate Diploma at NFQ Level 9) 9M21919 60 credits	No

	Full Time	Part Time	Delivery Mode: full-time / part-time	Part Time
Maximum Intakes per Annum:	0	2		
Minimum Learners per Intake:	0	10		
Maximum Learners per Intake:	0	500		
Duration (months)	N/A	12		

Target Learner Groups

This programme is designed to meet the professional and personal needs of teachers and other professionals working with pupils with special and additional needs in diverse educational settings. It will appeal to those who wish to develop and enhance their professional knowledge, skills and qualifications in inclusion and special educational needs. It will advance the expertise and career prospects of participants and will be of particular interest to those working as special education teachers in mainstream or special education settings. The modular structure and blended model of delivery also makes it particularly suitable to those teachers seeking a more flexible postgraduate option due to personal circumstances, work or other commitments.

Brief Synopsis of the Programmes

The Postgraduate Diploma in Arts in Inclusive and Special Education a one-year, part-time blended programme designed to meet the growing demand for flexible postgraduate training in the area of special and inclusive education. It is relevant to teachers and allied professionals working in a range of educational settings including both primary and post primary contexts. The aim of the programme is to develop and enhance teachers' knowledge, skills, values and competencies in support of providing inclusive and quality education for all. The programme enables educators to acquire a critical understanding of the application of skills and knowledge to a wide range of teaching and learning contexts and enables them to reflect in an informed manner on policy and practice. The award facilitates career advancement and there is also the progression route to the Master of Arts in Inclusive and Special Education.
This blended programme will be delivered mainly online, providing a flexible route to specialist training for educators, thereby addressing gaps in existing provision and facilitating wider participation and capacity-building within the education system.
The Postgraduate Diploma in Arts in Inclusive and Special Education is modular in structure. This level 9 (60 ECTS) qualification will comprise four taught modules (15 ECTS each) — a core module on Inclusive Education and three elective modules. Unlike the MA in Inclusive and Special Education programme, students on the Postgraduate Diploma will not be required to complete an action research and thesis component (30 ECTS).
The programme will be offered on a modular, part-time basis over 1–2 years, offering maximum flexibility. The maximum break allowable between modules will be 2 years.

Teaching and Learning Modes	1. E-learning (directed)
	2. E-learning (self-directed)
	3. Group Discussions
	4. Lectures / Classes
	5. Self Directed Learning
	6. Tutorials/One on one supported learning
	7. Webinars

Approved Countries	Ireland

Physical Resource Requirements

No specific physical resource requirements.

Staff Profiles	Qualifications and Experience	WTE
Programme administrator	Bachelor's degree (NFQ Level 8) Minimum 3 years' student/higher education administration experience	0.5
Course Librarian	Master's (NFQ Level 9) in Library and Information Management or equivalent	0.1
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Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
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	Research supervision and one-to-one support	1:1
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	Live online classes	1:50
	Online group discussion forums	1:50
	Online directed learning	1:500

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	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 writting, 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 certfication.

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.

Part 2.5 Special Conditions of Validation

Programme and stage schedules

PG24863 Master of Arts in Inclusive and Special Education

Name of Provider	Hibernia College		
Programme Title	PG24863 Master of Arts in Inclusive and Special Education		
Award Title	Master of Arts	Exit Award	N/A
Teaching and learning modalities	E-learning (directed); E-learning (self-directed); Group Discussions; Lectures / Classes; One-on-One Sessions; Self Directed Learning; Tutorials/One on one supported learning; Webinars		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Part time	Major	9	7	Stage 1	9	60	Sep 2022	01.1.4

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 %
Inclusive Education and Special Educational Needs	Not Applicable	M	15	375	52	70	253	0		100	0	0	0	0
General Learning Disabilities	Not Applicable	E	15	375	45	70	260	0		100	0	0	0	0
Dyslexia and Literacy	Not Applicable	E	15	375	45	70	260	0		100	0	0	0	0
Understanding Autism	Not Applicable	E	15	375	45	70	260	0		100	0	0	0	0
Understanding Behaviour as Communication	Not Applicable	E	15	375	45	70	260	0		100	0	0	0	0

PG24863 Master of Arts in Inclusive and Special Education

Name of Provider	Hibernia College		
Programme Title	PG24863 Master of Arts in Inclusive and Special Education		
Award Title	Master of Arts	Exit Award	N/A
Teaching and learning modalities	E-learning (directed); E-learning (self-directed); Group Discussions; Lectures / Classes; One-on-One Sessions; Self Directed Learning; Tutorials/One on one supported learning; Webinars		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Part time	Major	9	7	Award Stage	9	30	Sep 2022	01.1.4

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 %
Research Methods and Thesis		Not Applicable	M	30	750	54	140	556	0		0	100	0	0	0

PG24865 Postgraduate Diploma in Arts in Inclusive and Special Education

Name of Provider	Hibernia College		
Programme Title	PG24865 Postgraduate Diploma in Arts in Inclusive and Special Education		
Award Title	Postgraduate Diploma in Arts	Exit Award	No
Teaching and learning modalities	E-learning (directed); E-learning (self-directed); Group Discussions; Lectures / Classes; Self Directed Learning; Tutorials/One on one supported learning; Webinars		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Part time	Major	9	7	Award Stage	9	60	Sep 2022	01.1.4

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 %
Inclusive Education and Special Educational Needs	Not Applicable	M	15	375	52	70	253	0	100	0	0	0	0
General Learning Disabilities	Not Applicable	E	15	375	45	70	260	0	100	0	0	0	0
Dyslexia and Literacy	Not Applicable	E	15	375	45	70	260	0	100	0	0	0	0
Understanding Autism	Not Applicable	E	15	375	45	70	260	0	100	0	0	0	0
Understanding Behaviour as Communication	Not Applicable	E	15	375	45	70	260	0	100	0	0	0	0