QQI
Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

CERTIFICATE OF VALIDATION

New validation Validation Process: **New**

Provider Name	City Education Group
Date of Validation	25-Apr-23

	Code	Title	Award	Exit Only
Principal Programme	PG25074	Advanced Certificate in Early Learning & Care	Advanced Certificate (Advanced Certificate at NFQ Level 6) 6M22115 120 credits	N/A
Embedded Programme	PG25075	Level 5 Certificate in Early Learning and Care	Certificate (Certificate at NFQ Level 5) 5M22117 120 credits	No
Embedded Programme	PG25076	Certificate in Introduction to ELC and Child Safeguarding	Certificate (Minor Award at NFQ Level 5) 5F22119 15 credits	No
Embedded Programme	PG25077	Certificate in Inclusive Education for Children in ELC	Certificate (Minor Award at NFQ Level 5) 5F22121 15 credits	No
Embedded Programme	PG25079	Certificate in Effective Leadership within ELC	Certificate (Minor Award at NFQ Level 6) 6F22123 25 credits	No
Embedded Programme	PG25081	Certificate in Inclusion, Equality and Diversity in ELC	Certificate (Minor Award at NFQ Level 6) 6F22125 15 credits	No

	First Intake	Last Intake
Enrolment Interval	May-23	Apr-28

Principal Programme

	Full Time	Part Time		Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	12	12			
Minimum Learners per Intake:	8	8			
Maximum Learners per Intake:	70	70			
Duration (months)	21	12			

Target Learner Groups

This programme is designed for learners interested in a career in early learning and care with children between the ages of 0 to six years, particularly those who may have an interest in working as room leaders, or for those wishing to progress to higher education in this field. Target learners include school-leavers and mature learners returning to education. Full-time, part time and blended learning/online courses are intended to meet the needs of a range of learners, such as those already working in the sector who want to develop their skills and/or acquire qualification, people working in other areas or who are unemployed who want to move into the ELC sector, people with responsibilities that do not enable them to undertake full-time day courses and people whose preference is to undertake an evening (FT Hours), part time or blended/ online programme of training.

Brief Synopsis of the Programmes

This level 6 certificate is designed with Early Childhood professionals, and the children they will engage with, in mind. The aim of the (two stage) programme is to enable learners to develop the knowledge, skills, and competence to work as autonomous practitioners, subject to practice supervision, promoting and supporting the holistic needs of children from 0 to six years, and/or to take responsibility for a room or area in an ELC setting.

This proposed two-stage programme leads to an Advanced Certificate in Early Learning and Care at NFQ level 6. This programme is designed to meet the QQI professional award standards for early learning and care at NFQ level 6. The programme comprises 12 mandatory modules, six at stage 1 and six at stage 2, enabling the learner to develop the knowledge, skills and competences required to work as an autonomous practitioner in an ELC setting and/or take responsibility for an area or room leading and coordinating the provision of a quality early learning and care environment. The focus is on promoting the holistic wellbeing, development and learning of children from 0 to six years across a range of ELC settings. The programme offers a balance of theory and practice, and professional practice placement is integral to the teaching and learning. Learners who successfully complete the programme will have opportunities to progress into the work-place or into further and higher education

Teaching and Learning Modes	1. Directed Learning 2. E-learning (directed) 3. E-learning (self-directed) 4. Group Discussions 5. Group Discussions/Interactions 6. Lectures / Classes 7. On the job Training 8. Self Directed Learning 9. Webinars 10. Work experience

Approved Countries	Ireland

Physical Resource Requirements

The physical resource needs of this programme are easily accommodated within the CEG's infrastructure. This proposed programme will employ technology enhanced learning and as such will also be suitable for the blended learning iteration. As part of this programme, learners will need to have access to a desktop, laptop or tablet. They may also need to be able to provide hard copy evidence and/or video evidence of specific assessment requirements. The Group has its main campuses at South Great Georges Street and Dame Street, both in the centre of Dublin. Both campuses are well-resourced and the facilities include well-appointed lecture rooms; IT facilities; library and learning resources provision and support.

Specialist equipment required may include, but not be limited to:
• Baby changing mat
• Steriliser
• Baby bottles and accessories
• Baby formula,
• Kettle
• Thermometer
• Baby doll and appropriate accessories such as nappies and clothes
• Appropriate PPE, such as aprons and gloves
• Selection of open-ended materials and toys (including toys reflecting diversity)
• Selection of children's books including books reflecting diversity
• Selection of art and craft materials
• Musical instruments
• Role play props.

Staff Profiles	Qualifications and Experience	WTE
Academic Liaison Officer/Admin	Bachelor's degree in appropriate field at, L7/8 on NFQ or equivalent. For example, BA in Education or BSc in Business Administration. Minimum two years of experience working with students, administration and staff at third/further education level and/or two years in a similar role.	1
Academic Director	Master's degree in education (L9 on NFQ) or equivalent. Minimum three years of experience working with students, administration and staff at third/further education level and/or three years in a similar role.	1
Student Support Officer	A primary degree or equivalent professional experience. A qualification in education, social work or related discipline would be an advantage. Excellent organisational, people, communications and IT skills are also required.	.25
Academic Advisor	A primary degree or equivalent professional experience. To act as one of the first points of contact for students who wish to seek advice or assistance with their studies.	.25
Administrative Support Officer	A third level qualification or equivalent, and have suitable experience in a similar role, preferably within the educational sector.	.15
Head of IT	Primary or Master's degree in a computer related field (i.e.; computer science, information technology or management information systems), with three or more years of IT work experience.	.05
IT Support Officer	Primary degree in computer science, computer engineering, information systems or other computer-related field with two or more years relative experience.	.1
Sales & Marketing Executive	A primary degree or postgraduate qualification in a subject such as marketing, economics, business, statistics or sociology and a minimum of two years relevant experience	.15
Teaching Staff	At a minimum, staff teaching components on this proposed programme must have a relevant qualification at level 6/7 on the National Framework of Qualifications (NFQ) as well as a minimum of two years practical experience in Early Years	.4

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	42408T City Education Group	8	70

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

Learner Teacher Ratios	Learning Activity	Ratio
	Face to face sessions	1:35
	Online Engagement	1:35
	Group Discussions/Peer Learning	1:7
	Moderated Forum Sessions	1:35
	Practical Demonstration Sessions	1:35
	Moderated Forum Sessions	1:35
	Power Point Presentations	1:35
	Guest Lectures/Speakers	1:35

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

Programme being replaced by this Programme	Prog Code	Programme Title		Validated

Embedded Programme

Validation Process: **New**

Code	Title	Award	Exit Only
PG25075	Level 5 Certificate in Early Learning and Care	Certificate (Certificate at NFQ Level 5) 5M22117 120 credits	No

	Full Time	Part Time	Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	12	12		
Minimum Learners per Intake:	8	8		
Maximum Learners per Intake:	70	70		
Duration (months)	9	12		

Target Learner Groups

This programme is designed for learners interested in a career in early learning and care with children between the ages of 0 to six years, particularly those who may have an interest in working as early years professionals, early years room leaders, or for those wishing to progress to higher education in this field. Target learners include school-leavers and mature learners returning to education. Full-time, part time and blended learning/online courses are intended to meet the needs of a diverse range of learners, such as those already working in the sector who want to develop their skills and/or acquire qualifications, people working in other areas or who are unemployed who want to move into the ELC sector, people with responsibilities that do not enable them to undertake full-time day courses and people whose preference is to undertake an part time evening (FT Hours), or blended/ online programme of training.

Brief Synopsis of the Programmes

The aim of this ELC Level 5 (Stage 1 of the programme) is to enable the learner to acquire the knowledge, skills and competencies to work independently and/or as part of a team, subject to practice supervision, providing holistic care and learning experiences for children from birth to six years across a range of early learning and care settings and to develop as a member of the early learning and care professional community of practice. This award may also provide the learner, where appropriate, the opportunity to progress into further and higher education and training.

Teaching and Learning Modes	1. Directed Learning 2. E-learning (directed) 3. E-learning (self-directed) 4. Group Discussions 5. Group Discussions/Interactions 6. Lectures / Classes 7. On the job Training 8. Practical Sessions 9. Self Directed Learning 10. Webinars 11. Work experience

Approved Countries	Ireland

Physical Resource Requirements

The physical resource needs of this programme are easily accommodated within the CEG's infrastructure. This proposed programme will employ technology enhanced learning and as such will also be suitable for the blended learning iteration. As part of this programme, learners will need to have access to a desktop, laptop or tablet. They may also need to be able to provide hard copy evidence and/or video evidence of specific assessment requirements. The Group has its main campuses at South Great Georges Street and Dame Street, both in the centre of Dublin. Both campuses are well-resourced and the facilities include well-appointed lecture rooms; IT facilities; library and learning resources provision and support.

Specialist equipment required may include, but not be limited to:
- Baby changing mat
- Steriliser
- Baby bottles and accessories
- Baby formula,
- Kettle
- Thermometer
- Baby doll and appropriate accessories such as nappies and clothes
- Appropriate PPE, such as aprons and gloves
- Selection of open-ended materials and toys (including toys reflecting diversity)
- Selection of children's books including books reflecting diversity
- Selection of art and craft materials
- Musical instruments
- Role play props.

Staff Profiles	Qualifications and Experience	WTE
Teaching Staff	- At a minimum, staff teaching components on this proposed programme must have a relevant qualification at level 6/7 on the National Framework of Qualifications (NFQ) as well as a minimum of two years practical experience in Early Years	.4
Sales & Marketing Executive	- A primary degree or postgraduate qualification in a subject such as marketing, economics, business, statistics or sociology and a minimum of two years relevant experience.	.15
IT Support Officer	- Primary degree in computer science, computer engineering, information systems or other computer-related field with two or more years relative experience.	.1
Head of IT	- Primary or Master's degree in a computer related field (i.e.; computer science, information technology or management information systems), with three or more years of IT work experience.	.05
Administrative Support Officer	- A third level qualification or equivalent, and have suitable experience in a similar role, preferably within the educational sector.	.15
Academic Advisor	A primary degree or equivalent professional experience. To act as one of the first points of contact for students who wish to seek advice or assistance with their studies.	.25
Student Support Officer	A primary degree or equivalent professional experience. A qualification in education, social work or related discipline would be an advantage. Excellent organisational, people, communications and IT skills are also required.	.25
Academic Liaison Officer/Admin	Bachelor's degree in appropriate field at, L7/8 on NFQ or equivalent. For example, BA in Education or BSc in Business Administration. Minimum two years of experience working with students, administration and staff at third/further education level and/or two years in a similar role.	1
Academic Director	Master's degree in education (L9 on NFQ) or equivalent. Minimum three years of experience working with students, administration and staff at third/further education level and/or three years in a similar role.	1

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	42408T City Education Group	8	70

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

Learner Teacher Ratios	Learning Activity	Ratio
	Guest Lectures/Speakers	1:35
	Power Point Presentations	1:35
	Moderated Forum Sessions	1:35
	Practical Demonstration Sessions	1:35
	Group Discussions/Peer Learning	1:7
	Online Engagement	1:35
	Face to face sessions	1:35

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

Code	Title	Award	Exit Only
PG25076	Certificate in Introduction to ELC and Child Safeguarding	Certificate (Minor Award at NFQ Level 5) 5F22119 15 credits	No

	Full Time	Part Time	Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	12	12		
Minimum Learners per Intake:	8	8		
Maximum Learners per Intake:	70	70		
Duration (months)	3	3		

Target Learner Groups

Target learners include school-leavers, mature learners and those with previous early years qualifications who are returning to education. Full-time, part-time and/or blended learning courses are intended to meet the needs of a range of learners, such as those already working in the sector who want to develop update their knowledge, those considering a career in early years or those with a personal interest in learning about the sector with an introduction to child safeguarding practices.

This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Certificate in Early Learning and Care.

Part time and blended learning options also provide access for those unable to undertake full-time courses and people whose preference is to undertake a part-time and/or blended programme of training.

Brief Synopsis of the Programmes

The purpose of this minor award is to provide learners who are interested in embarking on a career within the Early Years sector, those who wish to upskill (i.e., learners with older Early Years qualifications who wish to update their knowledge) or those with a personal interest in the sector (i.e. parents of children in Early Years) with an introduction to Early Learning and Care and Child Safeguarding. It aims to provide learners with an understanding of the sector as it currently stands in Ireland to include the various service types available, the key stakeholder groups, the role of policies and procedures within ELC, and the primary legislation, frameworks and strategies it operates within. This minor award also aims to draw attention to the relevant child protection legislation and the key roles played by those within the ELC sector.

Teaching and Learning Modes	1. Directed Learning 2. E-learning (directed) 3. E-learning (self-directed) 4. Group Discussions 5. Group Discussions/Interactions 6. Lectures / Classes 7. On the job Training 8. Practical Sessions 9. Self Directed Learning 10. Webinars 11. Work experience

Approved Countries	Ireland

Physical Resource Requirements

The physical resource needs of this programme are easily accommodated within the CEG's infrastructure. This proposed programme will employ technology enhanced learning and as such will also be suitable for the blended learning iteration. As part of this programme, learners will need to have access to a desktop, laptop or tablet. They may also need to be able to provide hard copy evidence and/or video evidence of specific assessment requirements.   The Group has its main campuses at South Great Georges Street and Dame Street, both in the centre of Dublin. Both campuses are well-resourced and the facilities include well-appointed lecture rooms; IT facilities; library and learning resources provision and support.

Specialist equipment required may include, but not be limited to:
• Baby changing mat
• Steriliser
• Baby bottles and accessories
• Baby formula,
• Kettle
• Thermometer
• Baby doll and appropriate accessories such as nappies and clothes
• Appropriate PPE, such as aprons and gloves
• Selection of open-ended materials and toys (including toys reflecting diversity)
• Selection of children's books including books reflecting diversity
• Selection of art and craft materials
• Musical instruments
• Role play props.

Staff Profiles	Qualifications and Experience	WTE
Teaching Staff	- At a minimum, staff teaching components on this proposed programme must have a relevant qualification at level 6/7 on the National Framework of Qualifications (NFQ) as well as a minimum of two years practical experience in Early Years	.4
Sales & Marketing Executive	- A primary degree or postgraduate qualification in a subject such as marketing, economics, business, statistics or sociology and a minimum of two years relevant experience.	.15
IT Support Officer	- Primary degree in computer science, computer engineering, information systems or other computer-related field with two or more years relative experience.	.1
Head of IT	Primary or Master's degree in a computer related field (i.e.; computer science, information technology or management information systems), with three or more years of IT work experience.	.05
Administrative Support Officer	- A third level qualification or equivalent, and have suitable experience in a similar role, preferably within the educational sector.	.15
Academic Advisor	- A primary degree or equivalent professional experience. To act as one of the first points of contact for students who wish to seek advice or assistance with their studies.	.25
Student Support Officer	A primary degree or equivalent professional experience. A qualification in education, social work or related discipline would be an advantage. Excellent organisational, people, communications and IT skills are also required.	.25
Academic Liaison Officer/Admin	- Bachelor's degree in appropriate field at, L7/8 on NFQ or equivalent. For example, BA in Education or BSc in Business Administration. Minimum two years of experience working with students, administration and staff at third/further education level and/or two years in a similar role.	1
Academic Director	Master's degree in education (L9 on NFQ) or equivalent. Minimum three years of experience working with students, administration and staff at third/further education level and/or three years in a similar role.	1

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	42408T City Education Group	8	70

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

Learner Teacher Ratios	Learning Activity	Ratio
	Guest Lectures/Speakers	1:35
	Power Point Presentations	1:35
	Moderated Forum Sessions	1:35
	Practical Demonstration Sessions	1:35
	Group Discussions/Peer Learning	1:7
	Online Engagement	1:35
	Face to face sessions	1:35

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

Embedded Programme

Validation Process: **New**

Code	Title	Award	Exit Only
PG25077	Certificate in Inclusive Education for Children in ELC	Certificate (Minor Award at NFQ Level 5) 5F22121 15 credits	No

	Full Time	Part Time		Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	12	12			
Minimum Learners per Intake:	8	8			
Maximum Learners per Intake:	70	70			
Duration (months)	3	3			

Target Learner Groups

Target learners include school-leavers, mature learners and those with previous early years qualifications who are returning to education. Full-time, part-time and/or blended learning courses are intended to meet the needs of a range of learners, such as those already working in the sector who want to develop update their knowledge, those considering a career in early years or those with a personal interest in learning about equality, diversity, and inclusive practice in ELC.
This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Certificate in Early Learning and Care.
Part time and blended learning options also provide access for those unable to undertake full-time courses and people whose preference is to undertake a part-time and/or blended programme of training.

Brief Synopsis of the Programmes

The purpose of this minor award is to provide learners who are interested in embarking on a career within the Early Years sector, those who wish to upskill (i.e. learners with older Early Years qualifications who wish to update their knowledge or those who did not previously complete a module on equality, diversity and inclusive practice) or those with a personal interest in the sector (i.e. parents of children with additional education needs in Early Years). The programme aims to introduce the learner to special education provision within the Irish education system, in particular within the Early Years/Pre-school sector and offer learners the opportunity to develop their understanding and enhance their knowledge of equality, diversity, and inclusive practice in ELC.

Teaching and Learning Modes	1. Directed Learning 2. E-learning (directed) 3. E-learning (self-directed) 4. Group Discussions 5. Group Discussions/Interactions 6. Lectures / Classes 7. On the job Training 8. Practical Sessions 9. Self Directed Learning 10. Webinars 11. Work experience

Approved Countries	Ireland

Physical Resource Requirements

The physical resource needs of this programme are easily accommodated within the CEG's infrastructure. This proposed programme will employ technology enhanced learning and as such will also be suitable for the blended learning iteration. As part of this programme, learners will need to have access to a desktop, laptop or tablet. They may also need to be able to provide hard copy evidence and/or video evidence of specific assessment requirements.   The Group has its main campuses at South Great Georges Street and Dame Street, both in the centre of Dublin. Both campuses are well-resourced and the facilities include well-appointed lecture rooms; IT facilities; library and learning resources provision and support.

Specialist equipment required may include, but not be limited to:
• Baby changing mat
• Steriliser
• Baby bottles and accessories
• Baby formula,
• Kettle
• Thermometer
• Baby doll and appropriate accessories such as nappies and clothes
• Appropriate PPE, such as aprons and gloves
• Selection of open-ended materials and toys (including toys reflecting diversity)
• Selection of children's books including books reflecting diversity
• Selection of art and craft materials
• Musical instruments
• Role play props.

Staff Profiles	Qualifications and Experience	WTE
Teaching Staff	At a minimum, staff teaching components on this proposed programme must have a relevant qualification at level 6/7 on the National Framework of Qualifications (NFQ) as well as a minimum of two years practical experience in Early Years	.4
Sales & Marketing Executive	A primary degree or postgraduate qualification in a subject such as marketing, economics, business, statistics or sociology and a minimum of two years relevant experience.	.15
IT Support Officer	Primary degree in computer science, computer engineering, information systems or other computer-related field with two or more years relative experience.	.1
Head of IT	Primary or Master's degree in a computer related field (i.e.; computer science, information technology or management information systems), with three or more years of IT work experience.	.05
Administrative Support Officer	A third level qualification or equivalent, and have suitable experience in a similar role, preferably within the educational sector.	.15
Academic Advisor	A primary degree or equivalent professional experience. To act as one of the first points of contact for students who wish to seek advice or assistance with their studies.	.25
Student Support Officer	A primary degree or equivalent professional experience. A qualification in education, social work or related discipline would be an advantage. Excellent organisational, people, communications and IT skills are also required.	.25
Academic Liaison Officer/Admin	Bachelor's degree in appropriate field at, L7/8 on NFQ or equivalent. For example, BA in Education or BSc in Business Administration. Minimum two years of experience working with students, administration and staff at third/further education level and/or two years in a similar role.	1
Academic Director	Master's degree in education (L9 on NFQ) or equivalent. Minimum three years of experience working with students, administration and staff at third/further education level and/or three years in a similar role.	1

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	42408T City Education Group	8	70

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

Learner Teacher Ratios	Learning Activity	Ratio
	Guest Lectures/Speakers	1:35
	Power Point Presentations	1:35
	Moderated Forum Sessions	1:35
	Practical Demonstration Sessions	1:35
	Group Discussions/Peer Learning	1:7
	Online Engagement	1:35
	Face to face sessions	1:35

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

Validation Process: **New**

Code	Title	Award	Exit Only
PG25079	Certificate in Effective Leadership within ELC	Certificate (Minor Award at NFQ Level 6) 6F22123 25 credits	No

	Full Time	Part Time	Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	12	12		
Minimum Learners per Intake:	8	8		
Maximum Learners per Intake:	70	70		
Duration (months)	3	3		

Target Learner Groups

 Target learners are expected to be those with existing Early Learning and Care or Early Childhood Care and education awards who wish to upskill or undertake formal training in this area. The previous, soon to be deactivated, 6M2007 award contained an elective module in the area of supervision. Provider experience has found demand for this type of award as learners may not have completed formal training in this area when completing their level 6 major award, but now find themselves in leadership roles within their own setting. This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners who wish to upskill and add to their qualifications / CV to avail of funding and complete and gain a qualification which will enhance employment opportunities and may also provide entry options to progress and complete the Advanced Certificate in Early Learning and Care.
Part time and blended learning options also provide access for those not able them to undertake full-time courses and people whose preference is to undertake a part-time and/or blended programme of training.

Brief Synopsis of the Programmes

The purpose of this minor award is to provide learners with an opportunity to upskill and further develop their knowledge, skills and competence to effectively lead teams within an ELC context. The programme will provide learners with a framework for the identification and development of key leadership skills and competencies. On completion of this programme learners will also be able to recognise the key stakeholder groups within their organisational setting and develop leadership strategies to communicate and manage professional relationships. Learners will reflect on and evaluate their own leadership skills, styles and effectiveness and engage with Personal Development Planning to improve own effectiveness.

Teaching and Learning Modes	1. Directed Learning 2. E-learning (directed) 3. E-learning (self-directed) 4. Group Discussions 5. Group Discussions/Interactions 6. Lectures / Classes 7. On the job Training 8. Practical Sessions 9. Self Directed Learning 10. Webinars 11. Work experience

Approved Countries	Ireland

Physical Resource Requirements

The physical resource needs of this programme are easily accommodated within the CEG's infrastructure. This proposed programme will employ technology enhanced learning and as such will also be suitable for the blended learning iteration. As part of this programme, learners will need to have access to a desktop, laptop or tablet. They may also need to be able to provide hard copy evidence and/or video evidence of specific assessment requirements.   The Group has its main campuses at South Great Georges Street and Dame Street, both in the centre of Dublin. Both campuses are well-resourced and the facilities include well-appointed lecture rooms; IT facilities; library and learning resources provision and support.

Specialist equipment required may include, but not be limited to:
• Baby changing mat
• Steriliser
• Baby bottles and accessories
• Baby formula,
• Kettle
• Thermometer
• Baby doll and appropriate accessories such as nappies and clothes
• Appropriate PPE, such as aprons and gloves
• Selection of open-ended materials and toys (including toys reflecting diversity)
• Selection of children's books including books reflecting diversity
• Selection of art and craft materials
• Musical instruments
• Role play props.

Staff Profiles	Qualifications and Experience	WTE
Academic Director	Master's degree in education (L9 on NFQ) or equivalent. Minimum three years of experience working with students, administration and staff at third/further education level and/or three years in a similar role.	1
Academic Liaison Officer/Admin	Bachelor's degree in appropriate field at, L7/8 on NFQ or equivalent. For example, BA in Education or BSc in Business Administration. Minimum two years of experience working with students, administration and staff at third/further education level and/or two years in a similar role.	1
Student Support Officer	A primary degree or equivalent professional experience. A qualification in education, social work or related discipline would be an advantage. Excellent organisational, people, communications and IT skills are also required.	.25
Academic Advisor	A primary degree or equivalent professional experience. To act as one of the first points of contact for students who wish to seek advice or assistance with their studies.	.25
Administrative Support Officer	A third level qualification or equivalent, and have suitable experience in a similar role, preferably within the educational sector.	.15
Head of IT	Primary or Master's degree in a computer related field (i.e.; computer science, information technology or management information systems), with three or more years of IT work experience.	.05
IT Support Officer	Primary degree in computer science, computer engineering, information systems or other computer-related field with two or more years relative experience.	.1
Sales & Marketing Executive	A primary degree or postgraduate qualification in a subject such as marketing, economics, business, statistics or sociology and a minimum of two years relevant experience.	.15
Teaching Staff	At a minimum, staff teaching components on this proposed programme must have a relevant qualification at level 6/7 on the National Framework of Qualifications (NFQ) as well as a minimum of two years practical experience in Early Years	.4

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	42408T City Education Group	8	70

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

Learner Teacher Ratios	Learning Activity	Ratio
	Face to face sessions	1:35
	Online Engagement	1:35
	Group Discussions/Peer Learning	1:7
	Practical Demonstration Sessions	1:35
	Moderated Forum Sessions	1:35
	Power Point Presentations	1:35
	Guest Lectures/Speakers	1:35

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

Embedded Programme

Validation Process: **New**

Code	Title	Award	Exit Only
PG25081	Certificate in Inclusion, Equality and Diversity in ELC	Certificate (Minor Award at NFQ Level 6) 6F22125 15 credits	No

	Full Time	Part Time	Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	12	12		
Minimum Learners per Intake:	8	8		
Maximum Learners per Intake:	70	70		
Duration (months)	3	3		

Target Learner Groups

 Target learners are expected to be those with existing Early Learning and Care or Early Childhood Care and education awards who wish to upskill or undertake formal training in this area. The previous, soon to be deactivated, 6M2007 award contained an elective module in the area of equality and diversity. Provider experience has found demand for this type of award as learners may not have completed formal training in this area when completing their level 6 major award.

This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners who wish to upskill and add to their qualifications / CV to avail of funding and complete and gain a qualification which will enhance employment opportunities and may also provide entry options to progress and complete the Advanced Certificate in Early Learning and Care.

Part time and blended learning options also provide access for those not able them to undertake full-time courses and people whose preference is to undertake a part-time and/or blended programme of training.

Brief Synopsis of the Programmes

The purpose of this minor award is to provide learners with an opportunity to upskill and develop their knowledge and understanding of inclusivity, equality and diversity in Early Learning and Care practice in Ireland. Learners will explore their understanding of inclusivity, equality, and diversity as well as examining theories and approaches to equality and diversity. They will address barriers and challenges to providing Inclusivity, equality and diversity in practice and explore practical strategies that support all children's participation. They will critically analyse the evolution and impact of policy and legislation on inclusivity, equality, and diversity in ELC and develop an inclusion policy.

Teaching and Learning Modes	1. Directed Learning
	2. E-learning (directed)
	3. E-learning (self-directed)
	4. Group Discussions
	5. Group Discussions/Interactions
	6. Lectures / Classes
	7. On the job Training
	8. Practical Sessions
	9. Self Directed Learning
	10. Webinars
	11. Work experience

Approved Countries	Ireland

Physical Resource Requirements

The physical resource needs of this programme are easily accommodated within the CEG's infrastructure. This proposed programme will employ technology enhanced learning and as such will also be suitable for the blended learning iteration. As part of this programme, learners will need to have access to a desktop, laptop or tablet. They may also need to be able to provide hard copy evidence and/or video evidence of specific assessment requirements.   The Group has its main campuses at South Great Georges Street and Dame Street, both in the centre of Dublin. Both campuses are well-resourced and the facilities include well-appointed lecture rooms; IT facilities; library and learning resources provision and support.

Specialist equipment required may include, but not be limited to:
• Baby changing mat
• Steriliser
• Baby bottles and accessories
• Baby formula,
• Kettle
• Thermometer
• Baby doll and appropriate accessories such as nappies and clothes
• Appropriate PPE, such as aprons and gloves
• Selection of open-ended materials and toys (including toys reflecting diversity)
• Selection of children's books including books reflecting diversity
• Selection of art and craft materials
• Musical instruments
• Role play props.

Staff Profiles	Qualifications and Experience	WTE
Academic Director	Master's degree in education (L9 on NFQ) or equivalent. Minimum three years of experience working with students, administration and staff at third/further education level and/or three years in a similar role.	1
Academic Liaison Officer/Admin	Bachelor's degree in appropriate field at, L7/8 on NFQ or equivalent. For example, BA in Education or BSc in Business Administration. Minimum two years of experience working with students, administration and staff at third/further education level and/or two years in a similar role.	1
Student Support Officer	A primary degree or equivalent professional experience. A qualification in education, social work or related discipline would be an advantage. Excellent organisational, people, communications and IT skills are also required.	.25
Academic Advisor	A primary degree or equivalent professional experience. To act as one of the first points of contact for students who wish to seek advice or assistance with their studies.	.25
Administrative Support Officer	A third level qualification or equivalent, and have suitable experience in a similar role, preferably within the educational sector.	.15
Head of IT	Primary or Master's degree in a computer related field (i.e.; computer science, information technology or management information systems), with three or more years of IT work experience.	.05
IT Support Officer	Primary degree in computer science, computer engineering, information systems or other computer-related field with two or more years relative experience.	.1
Sales & Marketing Executive	A primary degree or postgraduate qualification in a subject such as marketing, economics, business, statistics or sociology and a minimum of two years relevant experience.	.15
Teaching Staff	At a minimum, staff teaching components on this proposed programme must have a relevant qualification at level 6/7 on the National Framework of Qualifications (NFQ) as well as a minimum of two years practical experience in Early Years	.4

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	42408T City Education Group	8	70

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

Learner Teacher Ratios	Learning Activity	Ratio
	Face to face sessions	1:35
	Online Engagement	1:35
	Group Discussions/Peer Learning	1:7
	Practical Demonstration Sessions	1:35
	Power Point Presentations	1:35
	Guest Lectures/Speakers	1:35
	Moderated Forum Sessions	1:35

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 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 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. N/A

Part 2.5 Special Conditions of Validation

1. N/A

Programme and stage schedules

PG25074 Advanced Certificate in Early Learning & Care

Name of Provider	City Education Group		
Programme Title	PG25074 Advanced Certificate in Early Learning & Care		
Award Title	Advanced Certificate	Exit Award Only	N/A
Teaching and learning modalities	Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Lectures / Classes; On the job Training; Self Directed Learning; Webinars; Work experience		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Both	Major	6	5	Award Stage	6	120	May 2023	01.1.2

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 %
Sociology and Social Policy in ELC		Not Applicable	M	15	150	24	90	36	0	100	0	0	0	0
Effective Leadership within ELC		Not Applicable	M	25	250	24	76	150	0	100	0	0	0	0
Advanced Professional Practice		Not Applicable	M	25	250	24	12	64	150	100	0	0	0	0
Inclusion, Equality & Diversity in ELC		Not Applicable	M	15	150	24	36	90	0	100	0	0	0	0
Advanced Child Development		Not Applicable	M	20	200	24	56	120	0	100	0	0	0	0
Curriculum and Pedagogy in ELC		Not Applicable	M	20	200	24	56	120	0	100	0	0	0	0

PG25074 Advanced Certificate in Early Learning & Care

Name of Provider	City Education Group		
Programme Title	PG25074 Advanced Certificate in Early Learning & Care		
Award Title	Advanced Certificate	Exit Award Only	N/A
Teaching and learning modalities	Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Lectures / Classes; On the job Training; Self Directed Learning; Webinars; Work experience		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Both	Major	6	5	Stage 1	5	120	May 2023	01.1.2

| 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 %
Introduction to ELC and Child Safeguarding			Not Applicable	M	15	150	24	36	90	0	100	0	0	0	0
Holistic Care of Children in ELC			Not Applicable	M	25	250	24	76	150	0	100	0	0	0	0
Professional Practice			Not Applicable	M	25	250	24	12	64	150	100	0	0	0	0
Inclusive Education for Children in ELC			Not Applicable	M	15	150	24	36	90	0	100	0	0	0	0
Early Learning and Play			Not Applicable	M	20	200	24	56	120	0	100	0	0	0	0
Child Development			Not Applicable	M	20	200	24	56	120	0	100	0	0	0	0

PG25075 Level 5 Certificate in Early Learning and Care

Name of Provider	City Education Group		
Programme Title	PG25075 Level 5 Certificate in Early Learning and Care		
Award Title	Certificate	Exit Award Only	No
Teaching and learning modalities	Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Lectures / Classes; On the job Training; Self Directed Learning; Practical Sessions; Webinars; Work experience		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Both	Major	5	4	Stage 1	5	120	May 2023	01.1.2

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 %
Introduction to ELC and Child Safeguarding	Not Applicable	M	15	150	24	36	90	0		100	0	0	0	0
Holistic Care of Children in ELC	Not Applicable	M	25	250	24	76	150	0		100	0	0	0	0
Professional Practice	Not Applicable	M	25	250	24	12	64	150		100	0	0	0	0
Inclusive Education for Children in ELC	Not Applicable	M	15	150	24	36	90	0		100	0	0	0	0
Early Learning and Play	Not Applicable	M	20	200	24	56	120	0		100	0	0	0	0
Child Development	Not Applicable	M	20	200	24	56	120	0		100	0	0	0	0

PG25076 Certificate in Introduction to ELC and Child Safeguarding

Name of Provider	City Education Group		
Programme Title	PG25076 Certificate in Introduction to ELC and Child Safeguarding		
Award Title	Certificate	Exit Award Only	No
Teaching and learning modalities	Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Lectures / Classes; On the job Training; Practical Sessions; Self Directed Learning; Webinars; Work experience		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Both	FE Minor	5	4	Award Stage	5	15	May 2023	01.1.2

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 %
Introduction to ELC and Child Safeguarding	Not Applicable	M	15	150	24	36	90	0	100	0	0	0	0

PG25077 Certificate in Inclusive Education for Children in ELC

Name of Provider	City Education Group		
Programme Title	PG25077 Certificate in Inclusive Education for Children in ELC		
Award Title	Certificate	Exit Award Only	No
Teaching and learning modalities	Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Lectures / Classes; On the job Training; Practical Sessions; Self Directed Learning; Webinars; Work experience		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Both	FE Minor	5	4	Award Stage	5	15	May 2023	01.1.2

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 for Children in ELC		Not Applicable	M	15	150	24	36	90	0	100	0	0	0	0

PG25079 Certificate in Effective Leadership within ELC

Name of Provider	City Education Group		
Programme Title	PG25079 Certificate in Effective Leadership within ELC		
Award Title	Certificate	Exit Award Only	No
Teaching and learning modalities	Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Lectures / Classes; On the job Training; Practical Sessions; Self Directed Learning; Webinars; Work experience		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Both	FE Minor	6	5	Award Stage	6	25	May 2023	01.1.2

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 %
Effective Leadership within ELC		Not Applicable	M	25	250	24	76	150	0		100	0	0	0	0

PG25081 Certificate in Inclusion, Equality and Diversity in ELC

Name of Provider	City Education Group		
Programme Title	PG25081 Certificate in Inclusion, Equality and Diversity in ELC		
Award Title	Certificate	Exit Award Only	No
Teaching and learning modalities	Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Lectures / Classes; On the job Training; Practical Sessions; Self Directed Learning; Webinars; Work experience		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Both	FE Minor	6	5	Award Stage	6	15	May 2023	01.1.2

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 %
Inclusion, Equality & Diversity in ELC	Not Applicable	M	15	150	24	36	90	0	100	0	0	0	0