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

Part 1.   Provider details

Provider name	IICP Education & Training Ltd.
Date of site visit	14 Dec 2022
Date of report	10 January 2023

Section A.   Overall recommendations

Principal programme	**Title**	Certificate in Teaching & Learning in Higher Education
	Award	Certificate – Level 9
	Credit	30 ECTs
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory subject to proposed conditions

Embedded programme	**Title**	Certificate in Technology Enabled Teaching & Learning
	Award	Certificate – Level 9
	Credit	10 ECTs
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory subject to proposed conditions

Section B. Expert Panel

Name	Role	Affiliation
David Denieffe	Chair	SETU
Catherine Peck	Report Writer & Panel Member – International Expert	Independent Education Consultant
Michael Francis Ryan	Panel Member – Subject Matter Expert	TUS
Eoin Mclean	Panel Member – Industry Expert	TUD
Raymond Watson	Panel Member – Blended Learning Expert	Open Training College
Lauryn Dunne	Student Representative	TUD – Tallaght Campus

Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners *(FT)*	Maximum number of learners *(PT)*
IICP College	15	60

Proposed Duration and Enrolment					
	First Intake Date	**Duration**	**Intakes per Annum** **Maximum**	**Enrolment i.e. learners per Intake**	
				Minimum	**Maximum**
Full-Time	-	-	-	-	-
Part-Time	March 2023	11 Months	2	15	30

Panel Commentary on proposed enrolment:

The panel has no specific commentary on the proposed enrolment. However, the panel notes that IICP has sufficient physical and human resources to support the maximum number of learners proposed for the programme.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This programme is designed for those with a Level 8 who have begun teaching or wish to move into teaching and learning at higher education level. It aims to provide learners with teaching and learning specific knowledge, skills and competencies in the realm of Technology Enabled Teaching & Learning.

Target learner groups

The target learners for this programme are discipline experts who hold a minimum of a level 8 degree or higher. They will be those who are currently engaged in teaching and learning in higher education or who wish to gain entry to this field within their own

discipline and who would like to enhance their knowledge, skills and competencies in the field of technology enabled teaching and learning.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	PT Only

The teaching and learning modalities	
Classroom / Face to Face	30%
Workplace	30%
Online	40%

Summary of specifications for teaching staff		
Role	**Profile**	**WTE**
Programme Leader	The programme leader will hold a minimum of a Level 9 Master's degree. They will be a qualified and practicing lecturer, who have at least 10 year's teaching experience.	0.25
Lecturer	Lecturers will hold a minimum of a Level 9 Master's degree and will have at least 5 years' experience.	0.25
Tutor	Tutors will hold a minimum of a Level 9 Master's degree.	0.40
Academic Technology Lead	The Academic Technology Lead will hold a qualification in instructional design.	0.40
Management Team	Programme Management consists of the academic management support leadership. The College President, Registrar, Senior Manager in QA, Head of Academic Studies and Asst. Dean of Academic Affairs. All will be qualified to at least Level 9 with many qualified to Level 10.	1
Administration Staff	Administration support staff will hold a range of administration qualifications.	1

Learning Activity	Ratio of learners to teaching staff
Face to Face Inductions	1:30
Online Workshops	1:30
Online Lectures	1:30
Online Small Group Tutorials	1:5
Studies Advisor Support	1:1

Panel Commentary on programme outline and staffing:
The panel notes that IICP has a well-established team of staff available to fulfil administration, support and programme management functions. IICP is drawing upon both internal and external academic staff expertise to support the delivery of the principal and embedded programmes.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

Section D.   Other noteworthy features of the application

N/A

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable). Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

The panel is confident that the limited extension of scope of provision required is warranted and that the QA and governance procedures in place at IICP are sufficient to support this.

Part 2. Evaluation against the validation criteria

Criterion 1. **The provider is eligible to apply for validation of the programme**

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[1]

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Yes	The Panel was satisfied that the provider is eligible to apply for validation of the programme IICP College has complied with section 44(7) of the 2012 Act. Specifically, the provider has had its procedures for quality assurance, including quality assurance of blended learning, approved by QQI. The provider has published procedures for access, transfer and progression, which are discussed with specific reference to the programme proposed for validation under Criterion 4 in this report. An authorisation/declaration by the provider has been submitted to accompany the application for validation. This declaration verifies the accuracy of the information provided and that all applicable criteria have been addressed.
Certificate in Technology Enabled Teaching & Learning	Yes	As per principal programme.

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[1] This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought

a) The programme aims and objectives are expressed plainly.
b) A QQI award is specified for those who complete the programme.
   (i) Where applicable, a QQI award is specified for each embedded programme.
c) There is a satisfactory rationale for the choice of QQI award(s).
d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards.*
e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
f) The programme title and any embedded programme titles are
   (i) Consistent with the title of the QQI award sought.
   (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
g) For each programme and embedded programme
   (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.[2]
   (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.[3]

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Yes	The panel was satisfied that the programme objectives and outcomes were clear and consistent with the QQI awards sought. The panel notes that the MIPLOs and MIMLOs for the programme are explicitly specified and appropriately mapped to the relevant awards standards. The award title is clear, accurate and fit for the purpose of informing prospective learners and other stakeholders.
Certificate in Technology Enabled Teaching & Learning	Yes	As per principal programme.

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[2] Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.
[3] Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Criterion 3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

> a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.[4]
> b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
>> (i) There is a satisfactory rationale for providing the programme.
>> (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
>> (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
>> (iv) There is evidence[5] of learner demand for the programme.
>> (v) There is evidence of employment opportunities for graduates where relevant[6].
>> (vi) The programme meets genuine education and training needs.[7]
> c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
> d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
> e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Yes	The panel was satisfied that this criterion has been met. The panel sought to understand the rationale for scheduling the programme with modules running to some extent concurrently. It was confirmed that modules would run concurrently, with an incremental increase in the hours of modules 2 and 3 as module 1 concludes. The programme is intended to focus on what participants need to know in the early stages of their teaching careers while also providing an opportunity for experienced teaching staff to further develop.
Certificate in Technology Enabled Teaching & Learning	Yes	The panel sought to understand the rationale for offering an embedded award of a 10 ECTS Certificate. It was noted that the college's research indicated a significant number of prospective learners may already be interested in just this module if they have an historical teaching & learning programme obtained prior to the developments in the blended sphere.

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[4] Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

[5] This might be predictive or indirect.

[6] It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

[7] There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

Criterion 4. The programme's access, transfer and progression arrangements are satisfactory

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[8].

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

c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL[9]) in order to enable learners to reach the required standard for the QQI award.

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

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

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

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

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Yes	The panel is satisfied that the programme's access, transfer and progression arrangements are satisfactory. The panel queried whether prospective learners were required to have any particular level of technological skill prior to engaging in the programme. It was confirmed that the programme did not assume or require this beyond the standard entry requirements. These outline that learners must have access to the technology and be sufficiently able to engage with the programme in blended learning mode. The panel queried whether this was sufficient in the context of the technology enhanced learning module. IICP representatives confirmed that significant live and self-directed supports were available to learners to address gaps in skills or knowledge as needed.
Certificate in Technology Enabled Teaching & Learning	Yes	As per principal programme.

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[8] Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria   are (QQI, restated 2015) arranged under the headings
- Progression and transfer routes
- Entry arrangements
- Information provision

[9] http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

Criterion 5. The programme's written curriculum is well structured and fit-for-purpose

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

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

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

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

e) The programme is structured and scheduled realistically based on sound educational and training principles[10].

f) The curriculum is comprehensively and systematically documented.

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

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

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

j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[11]

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Partially	The panel was partially satisfied that the written curriculum was well structured and fit-for-purpose. The panel queried whether the proposed scheduling of classes from 7 – 10pm in the evening was optimal to accommodate learners who may be working full-time. IICP representatives noted that the college prefers to operate flexibly, and this option had been identified as one that may suit a number of learners. The panel discussed the potential to offer in person attendance on Saturdays and evening classes online with the IICP team. **Recommendation 1:** Reconsider the proposed time frame of 7 – 10pm for midweek evening classes. **Recommendation 2**: Consider bringing learners on campus on Saturdays or weekends only. The panel complimented IICP on the outline of Module 1. This Teaching, Learning and Assessment module entails a four-part portfolio. The panel noted that both the indicative content and assessment strategy for this module seemed quite heavy and sought to understand in greater depth what would be covered. Specifically, the panel sought to understand whether participants in the programme would engage in assessment

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[10] This applies recursively to each and every element of the programme from enrolment through to completion.
In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

[11] If the duration is variable, for example, when advanced entry is available, this should be explained and justified

| | | design, informed by the principles of good assessment design and practice. IICP representatives confirmed that the module would engage with constructive alignment and programme design principles. The panel felt there was opportunity within the programme as a whole and potentially to expand the focus on assessment and the application of good practice principles in assessment within this module. The panel were of the view that the focus of this module could be more selective and emphasize areas such as assessment that drive learning and are central to the work of teaching staff in higher education.

With regard to Module 2, the panel explored the extent to which a focus on online interaction, socialisation and facilitation would be a focus and part of the assessment strategy. It was acknowledged by IICP representatives that this could be expanded within the module assessment. The panel queried whether a viva or presentation would be an element of the assessment in this module, as this would also support academic integrity on the programme. This was noted to also potentially facilitate mapping this strand of the programme to additional competencies.

With regard to Module 3, the panel were of the view that the formal work placement requirement was unnecessary and that learners would be able to draw upon their own context of practice to inform their learning without the formalised supervision requirement. Removing this would allow IICP greater scope within the module to explore areas of importance within the curriculum.

Condition 1. Remove the work placement requirement within Module 3 and replace this with alternative mechanisms to enable learners to draw upon their contexts of practice, for example peer observations and presentations, feedback and reflective practice.

Condition 2. Make a clearer distinction between topics in Module 1 that are to be introduced versus topics that are to be explored in depth.

Condition 3. Include a more explicit focus on facilitating online socialisation, learning and interaction within Module 2. |
|---|---|---|
| Certificate in Technology Enabled Teaching & Learning | Partially | As per principal programme, as pertains to Module 2.

Condition 3. Include a more explicit focus on facilitating online socialisation, learning and interaction within Module 2. |

Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

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

b) The programme has an identified complement of staff[12] (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.

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

d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[13] opportunities[14].

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

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

</td></tr>
<tr><td>**Programme**</td><td>**Satisfactory? (yes, no, partially)**</td><td>**Comment**</td></tr>
<tr><td>Certificate in Teaching & Learning in Higher Education</td><td>Yes</td><td>The panel was satisfied that there are sufficient and capable programme staff available to implement the programme as planned.

IICP representatives noted that although the application represents a departure from the college's traditional domains of validation in the areas of counselling and psychotherapy, the college has been deeply involved in building expertise in teaching and learning since it was established in 2003.

Staff capacity building to teach in the domain has been undertaken, for example via involvement with the National Forum for the Enhancement of Teaching and Learning as well as provision of an in-service teaching development programme internally. IICP is also active in national networks including those focused on academic integrity.

Staff who will teach on the programme are not solely drawn from the existing faculty supporting the counselling and psychotherapy</td></tr>
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[12] Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

[13] Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

[14] Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

		programmes within the college. Staff on the programme may be external to IICP and will have qualifications and backgrounds in education, teaching and learning.
Certificate in Technology Enabled Teaching & Learning	Yes	As per principal programme.

Criterion 7. There are sufficient physical resources to implement the programme as planned

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

b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:

(i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)

(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)

(iii) printed and electronic material (including software) for teaching, learning and assessment

(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable

(v) technical support

(vi) administrative support

(vii) company placements/internships – if applicable

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

d) There is a five-year plan for the programme. It should address

(i) Planned intake (first five years) and

(ii) The total costs and income over the five years based on the planned intake.

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

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Yes	The panel was satisfied that there are sufficient physical resources to implement the programme as planned. IICP has well-established procedures for provision of programmes through blended learning delivery and has a well-supported VLE. The college has physical premises in Tallaght in Dublin that are sufficient to accommodate the proposed on-site elements of the provision.
Certificate in Technology Enabled Teaching & Learning	Yes	As per principal programme.

Criterion 8. The learning environment is consistent with the needs of the programme's learners

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

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Partially	The panel is satisfied that the learning environment is consistent with the needs of the programme's learners. The panel sought to understand the rationale for the placement element of the programme that underpinned the curriculum in Module 3. IICP representatives stated that the college felt a cycle of theory and practice was essential to develop reflexivity and reflective approaches to teaching and practice. An intention to accommodate prospective learners who were not currently teaching by providing placement opportunities in the college emerged from this. The panel engaged in rich discussion with IICP learners on whether formalising the practice element of learning as a placement was necessary or appropriate for the target learners and identified a special condition of validation pertaining to this. **Condition 1**. Remove the work placement requirement within Module 3 and replace this with alternative mechanisms to enable learners to draw upon their contexts of practice, for example peer observations and presentations, feedback and reflective practice.
Certificate in Technology Enabled Teaching & Learning	Yes	The panel is satisfied that the learning environment is consistent with the needs of the programme's learners.

Criterion 9. There are sound teaching and learning strategies

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a) The teaching strategies support achievement of the intended programme/module learning outcomes.
b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
d) Learning is monitored/supervised.
e) Individualised guidance, support15 and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.
</td></tr>
<tr><td>Programme</td><td>Satisfactory? (yes, no, partially)</td><td>Comment</td></tr>
<tr><td>Certificate in Teaching & Learning in Higher Education</td><td>Yes</td><td>The panel was satisfied that there are sound teaching and learning strategies in place.

The panel noted that the proposed approach to teaching and learning was well-articulated in the programme and drew heavily upon reflective practice pedagogies. The panel were confident that pedagogic approaches proposed were well-understood by the academic staff and programme team at IICP.</td></tr>
<tr><td>Certificate in Technology Enabled Teaching & Learning</td><td>Yes</td><td>As per the principal programme.</td></tr>
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[15] Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10.   There are sound assessment strategies

> a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*[16]
>
> b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
>
> c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.[17]
>
> d) The programme includes formative assessment to support learning.
>
> e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.[18]
>
> f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
>
> g) There are sound procedures for the moderation of summative assessment results.
>
> h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.[19]

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Partially	The panel was partially satisfied that there are sound assessment strategies in place. During the virtual site visit, the panel sought to understand the rationale for the overall assessment strategy. This was outlined to the panel as designed to integrate three strands of theory, skills and competences within a framework of reflexive practice. Formative assessment strategies included peer elements. The summative assessment is the sole responsibility of the faculty but may be informed by formative peer assessments. A portfolio approach underpins the strategy. The panel discussed the potential benefits of integrating a peer observation element to the assessment strategy. The panel noted that peer learning and interaction was not as visible within the assessment strategy as might be expected. The importance of integrating online facilitation as a component of assessment within the module on technology enhanced learning. The panel had fruitful and constructive discussions with IICP on the potential to emphasize this more within the curriculum. The panel queried what would occur if a learner failed a module. It was noted that practices and quality assurance procedures followed at IICP align with QQI's Assessment and Standards on this and facilitate three

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[16] See the section on transitional arrangements.

[17] This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

[18] The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

[19] If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

| | | attempts at resubmission. It was noted that learners who failed a component would be provided with individual guidance.

Condition 4: Include a more explicit focus on assessment design and feedback within the programme curriculum, for example delivering content on assessment design principles and assessing participants capacity to implement these within their own assessment design. |
|---|---|---|
| Certificate in Technology Enabled Teaching & Learning | Yes | As per the principal programme. |

Criterion 11.   Learners enrolled on the programme are well informed, guided and cared for

a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
b) Information is provided about learner supports that are available to learners enrolled on the programme.
c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
g) The programme provides supports for enrolled learners who have special education and training needs.
h) The programme makes reasonable accommodations for learners with disabilities[20].
i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*[21] and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Yes	The panel was satisfied that learners enrolled on the programme were well informed, guided and cared for. The panel explored how learners who were struggling would be supported on the programme, including in relation to utilising technologies. Technical support is available to learners on Saturdays and Sundays from the Academic Technology Manager and a range of support staff. This was noted to typically involve general technical troubleshooting but could extend to timetabling and other queries. It was also noted that asynchronous resources were provided for all modules that outlined assessment requirements and how to access support and library resources. IICP representatives outlined the 'By your side' learner support programme that was well-established within the programme to members of the panel. This programme offers learners multimodal supports, including asynchronous articulate objects that guide learners

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[20] For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).
[21] See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

		in areas such as academic writing as well as live tutorials. IICP's experience is that this is highly valued by the college's current learners. IICP noted that student care is built into the support and management of all programmes at the college, regardless of their size or scale.
Certificate in Technology Enabled Teaching & Learning	Yes	As per the principal programme.

Criterion 12.   The programme is well managed

a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.

b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.

c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.

d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.

e) Quality assurance[22] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.

f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.

g) The programme operation and management arrangements are coherently documented and suitable.

h) There are sound procedures for interface with QQI certification.

Programme	Satisfactory? (yes, no, partially)	Comment
Certificate in Teaching & Learning in Higher Education	Yes	The panel was satisfied that the programme is well managed. During the virtual site visit, the panel heard from IICP on the college's trajectory of growth post establishment in 2003, which has encompassed significant expansion of resources dedicated to administration and management of programmes. IICP has a track record of programme delivery in Ireland and operates appropriate procedures for programme management and quality assurance that comprehend the programme proposed for validation.
Certificate in Technology Enabled Teaching & Learning	Yes	As per the principal programme.

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[22] See also QQI's Policy on Monitoring (QQI, 2014)

Part 3.   Overall recommendation to QQI

3.1   Principal programme: Certificate in Teaching & Learning in Higher Education

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

Reasons for the overall recommendation

The panel is of the view that IICP has presented a strong programme and has identified only specific and discrete conditions of validation.

Commendations

The panel notes a number of commendations to IICP College. These include:

- Proposing a well-considered programme for validation that addresses the professional development needs of teaching staff in the sector.
- Presenting high quality documentation that effectively and succinctly articulates the intended approach, resources and plan for the proposed programme.
- Engaging constructively with the panel throughout the course of the evaluation.

Special Conditions of Validation (directive and with timescale for compliance)

1. Remove the work placement requirement within Module 3 and replace this with alternative mechanisms to enable learners to draw upon their contexts of practice, for example peer observations and presentations, feedback and reflective practice.

2. Make a clearer distinction between topics in Module 1 that are to be introduced versus topics that are to be explored in depth.

3. Include a more explicit focus on facilitating online socialisation, learning and interaction within Module 2.

4. Include a more explicit focus on assessment design and feedback within the programme curriculum, for example delivering content on assessment design principles and assessing participants capacity to implement these within their own assessment design.

Embedded programme: Certificate in Technology Enabled Teaching & Learning

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

Reasons for the overall recommendation
1. As per the principal programme.

Commendations
1. As per the principal programme.

Special Conditions of Validation (directive and with timescale for compliance)
1. Include a more explicit focus on facilitating online socialisation, learning and interaction within Module 2

Summary of recommended special conditions of validation

1. Remove the work placement requirement within Module 3 and replace this with alternative mechanisms to enable learners to draw upon their contexts of practice, for example peer observations and presentations, feedback and reflective practice.

2. Make a clearer distinction between topics in Module 1 that are to be introduced versus topics that are to be explored in depth.

3. Include a more explicit focus on facilitating online socialisation, learning and interaction within Module 2.

4. Include a more explicit focus on assessment design and feedback within the programme curriculum, for example delivering content on assessment design principles and assessing participants capacity to implement these within their own assessment design.

Summary of recommendations to the provider

1. Reconsider the proposed time frame of 7 – 10pm for midweek evening classes.

2. Consider bringing learners on campus on Saturdays or weekends only.
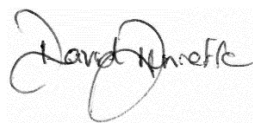
Declarations of Evaluators' Interests

No interests have been declared.

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

Panel chairperson: David Denieffe   Date: 10/01/023

Signed:

3.2   Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 1. Proposed programme schedules

Part 2.

Name of Provider:	IICP College
Programme Title	Certificate in Teaching & Learning in Higher Education
Award Title	Certificate in Teaching & Learning in Higher Education
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	PT
Teaching and learning modalities	Blended Learning

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit	Date Effective	ISCED Subject code
SPA	9	7	Award	N/A	N/A	30	Sept 2022	111

Module Title (Up to 70 characters including spaces)	Semester	Module		Credit Number[5]	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status[23]	NFQ Level[1]	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[24]	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Teaching, Learning & Assessment	1	M	9	10	250	40	60	120	30	100%			
Technology Enabled Teaching & Learning	1	M	9	10	250	40	60	120	30	100%			
Teaching Practice in Higher Education	2	M	9	10	250	50	40	100	60	100%			
Special Regulations (Up to 280 characters)													

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[23] Mandatory (m) or elective (E)

[24] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.