



## CERTIFICATE OF VALIDATION

New validation

Validation Process: **Revalidation**

<b>Provider Name</b>	Hibernia College
<b>Date of Validation</b>	08-Jun-23

	Code	Title	Award	Exit Only
<b>Principal Programme</b>	PG25173	Professional Master of Education in Post Primary Education	Professional Master of Education (Masters Degree at NFQ Level 9) 9M22141 120 credits	N/A
<b>Embedded Programme</b>	N/A			

	First Intake	Last Intake
<b>Enrolment Interval</b>	Sep-23	Aug-28

### Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time
<b>Intakes per Annum:</b>	2	0	Full Time
<b>Minimum Learners per Intake:</b>	25	0	
<b>Maximum Learners per Intake:</b>	400	0	
<b>Duration (months)</b>	24	N/A	

### Target Learner Groups

This PME programme is for students who wish to become post-primary school teachers and register with the Teaching Council of Ireland. Given that the programme is delivered in a blended learning model, the programme allows access and participation to a diverse range of students across a wide geographical spread, provided they meet the entry requirements.

### Brief Synopsis of the Programmes

This Professional Master of Education (PME) programme is for holders of a Level 8 degree who wish to become post-primary school teachers and register with the Teaching Council.

The programme aims to provide the teaching profession with highly competent, self-reflective and autonomous professionals who demonstrate the values of respect, care, integrity and trust set out the Teaching Council's Code of Professional Conduct (2012). The PME aims to foster the skills, dispositions and values leading to teachers as lifelong students in relation to the continuum of teacher education and professional development.



<b>Teaching and Learning Modes</b>	<ol style="list-style-type: none"> <li>1. Directed Learning</li> <li>2. E-learning (directed)</li> <li>3. E-learning (self-directed)</li> <li>4. Group Discussions</li> <li>5. Group Discussions/Interactions</li> <li>6. Lectures / Classes</li> <li>7. Practical Sessions</li> <li>8. Self Directed Learning</li> <li>9. Simulated Work Environment</li> <li>10. Tutorials</li> <li>11. Webinars</li> <li>12. Work Experience/Simulated Work environment</li> </ol>
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<b>Approved Countries</b>	Ireland
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**Physical Resource Requirements**

<p>Classrooms</p> <p>Online Library</p> <p>Student Supports – Pastoral and Academic</p>
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Staff Profiles	Qualifications and Experience	WTE
Programme administrator	Bachelor's degree Level 7	1.5
Module leads	<p>Master/PhD Level 9 or Level 10 in cognate area</p> <p>Proven experience in the sector/equivalent</p> <p>Experience in Higher Education desirable</p> <p>Evidence of engagement in research and publication of research desirable</p>	1
Lecturers in education	NFQ Level 9, minimum of 4 years' teaching experience and/or subject-specific relevant experience	4
Head of student support	NFQ Level 9, minimum of 4 years' teaching experience and/or subject-specific relevant experience	0.5
Student support officer	NFQ Level 9, minimum of 4 years' teaching experience and/or subject-specific relevant experience	0.5
School Placement co-ordinator	NFQ Level 9, minimum of 4 years' teaching experience and/or subject-specific relevant experience	1
Librarian	NFQ Level 9, minimum of 4 years' relevant experience	1
Professional Practice Placemen	<p>Level 9 qualification in a cognate area</p> <p>Proven experience in the sector/equivalent</p> <p>Experience in Higher Education desirable</p> <p>Evidence of engagement in research and publication of research desirable</p>	1



School Placement Academic Team	<p>Master/PhD Level 9 or Level 10 in cognate area</p> <p>Proven experience in the sector/equivalent</p> <p>Experience in Higher Education desirable</p> <p>Evidence of engagement in research and publication of research desirable</p>	2
Research Supervisors	<p>Master/PhD Level 9 or Level 10 in cognate area</p> <p>Proven experience in the sector/equivalent</p> <p>Experience in Higher Education desirable</p> <p>Evidence of engagement in research and publication of research desirable</p>	4
Research Lead	<p>Doctoral qualification (NFQ 10) in a cognate area</p> <p>Proven experience in the sector/equivalent</p> <p>Experience in Higher Education desirable</p> <p>Evidence of engagement in research and publication of research desirable</p>	1
Programme Director	<p>Master (NFQ Level 9)/Doctoral qualification (NFQ Level 10)</p> <p>Proven experience in the sector/equivalent</p> <p>Experience in Higher Education desirable</p> <p>Evidence of engagement in research and publication of research desirable</p>	1

Approved Centres	Centre	Minimum Number of Learners per Intake per Centre	Maximum Number of Learners per Intake per Centre
	386521 Hibernia College	25	400

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

Learner Teacher Ratios	Learning Activity	Ratio
	Discussion Forums	1:400
	School Placement	1:8
	Online self-study	1:400
	Online tutorial/practical	1:400
	Online lecture (webinars)	1:400
	Face-to-face tutorial/practical	1:15
	Face-to-face lecturers	1:15



Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG21195	Professional Master of Education in Post Primary Education	08-Dec-21



# Conditions of Validation of the Programmes Covered by this Certificate of Validation

## Part 1: Statutory Conditions of Validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

1. Co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. Establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. Continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. Provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

## Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act

### Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

### Part 2.2 Condition of Validation Concerning the Duration of Enrolment

1. The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

### Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.



9. Adhere to QQI regulations and procedures for certification.

10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c. Anything that would be likely to cause QQI to consider reviewing the validation.

11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .

12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

#### **Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria**

1.

#### **Part 2.5 Special Conditions of Validation**



## Programme and stage schedules

### PG25173 Professional Master of Education in Post Primary Education

<b>Name of Provider</b>		Hibernia College											
<b>Programme Title</b>		PG25173 Professional Master of Education in Post Primary Education											
<b>Award Title</b>		Professional Master of Education						<b>Exit Award Only</b>		N/A			
<b>Teaching and learning modalities</b>		Lectures / Classes; Practical Sessions; Tutorials; E-learning (self-directed); Directed Learning; E-learning (directed); Group Discussions; Group Discussions/Interactions; Self Directed Learning; Simulated Work Environment; Webinars; Work Experience/Simulated Work environment											
<b>Delivery Modes</b>	<b>Award Class</b>	<b>Award NFQ Level</b>	<b>Award EQF Level</b>	<b>Stage</b>	<b>Stage NFQ Level</b>	<b>Stage Credits</b>		<b>First Intake</b>			<b>ISCED Code</b>		
Full time	Major	9	7	Award Stage	9	120		Sep 2023			01.1.4		
<b>Module</b>				<b>Total Student Effort Module (Hours)</b>					<b>Allocation of Marks</b>				
<b>Title</b>	<b>Semester</b>	<b>Status</b>	<b>Credit</b>	<b>Total Hours</b>	<b>Class Contact Hours</b>	<b>Direct e-learning</b>	<b>Hours of independent learning</b>	<b>Work-based learning efforts</b>	<b>C.A. %</b>	<b>Project %</b>	<b>Skills demonstration %</b>	<b>Exam %</b>	<b>Workbased %</b>
Professional Studies: Evidence-Informed Practice	Not Applicable	M	5	125	22	40	63	0	100	0	0	0	0
Foundation Studies: Education, Schools and Society	Not Applicable	M	5	125	24	40	61	0	100	0	0	0	0
Foundation Studies: Psychology for Teaching and Le	Not Applicable	M	5	125	24	40	61	0	100	0	0	0	0
Foundation Studies: Inclusion, Diversity and Globa	Not Applicable	M	5	125	22	40	63	0	100	0	0	0	0
Professional Studies: Curriculum, Pedagogy & Asses	Not Applicable	M	5	125	35	40	50	0	100	0	0	0	0
Professional Studies: Curriculum, Pedagogy & Asse2	Not Applicable	M	5	125	35	40	50	0	100	0	0	0	0
Professional Studies: School Experience and Profes	Not Applicable	M	10	250	43	40	104	63	0	0	0	100	0
Foundation Studies: History, Policy and Contempora	Not Applicable	M	5	125	24	40	61	0	100	0	0	0	0
Foundation Studies: Curriculum Studies	Not Applicable	M	5	125	24	40	61	0	100	0	0	0	0
Foundation Studies: Philosophy of Educatio	Not Applicable	M	5	125	24	40	61	0	100	0	0	0	0
School Experience and Professional Practice 2	Not Applicable	M	15	375	43	40	229	63	0	0	0	100	0
Professional Studies: Inclusive Pedagogy	Not Applicable	M	5	125	22	40	63	0	100	0	0	0	0
Professional Studies Elective: Wellbeing in Post-P	Not Applicable	E	5	125	22	40	63	0	100	0	0	0	0
Professional Studies Elective: Digital Technology	Not Applicable	E	5	125	22	40	63	0	100	0	0	0	0



Professional Studies Elective: Development Ed	Not Applicable	E	5	125	22	40	63	0	100	0	0	0	0
Professional Studies Elective: Inclusion of Learne	Not Applicable	E	5	125	22	40	63	0	100	0	0	0	0
Professional Studies: Core Teaching Methodologies	Not Applicable	M	5	125	22	40	63	0	100	0	0	0	0
Advanced School Experience and Professional Practi	Not Applicable	M	25	625	51	40	434	100	0	0	0	100	0
Professional Practice and Inquiry: The Teacher as	Not Applicable	M	10	250	49	60	141	0	0	100	0	0	0