

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

Part 1. Provider details

Provider name	Cavan and Monaghan Education and Training Board (CMETB)
Date of site visit	26 September 2023 (Desk Audit)
Date of report	29 September 2023

Section A. Overall recommendations

Principal programme	Title	Level 5 Specific Purpose Certificate in Active Citizenship Through Volunteering
	Award	Special Purpose Award
	Credit	15 FET Credits
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Section B. Expert Panel

Name	Role	Affiliation
Mr Kevin Devine	Chair and Secretary	Retired, formerly Deputy Principal Ballyfermot College of FE, City of Dublin ETB.
Dr Hilary Tierney	Subject Matter Expert	Associate Professor in Department of Applied Social Studies, Maynooth University
Ms Winifred Jeffers	Subject Matter Expert	Consultant in Adult Education, Self-Employed

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)
Youthreach Services (6 centres)	N/A	38
Adult Education Services (4 centres)	N/A	38
Prison Education (Loughan House)	N/A	38

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e., learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	N/A	N/A	N/A	N/A	N/A
Part-Time	December 2023	15 weeks	20	5	19

Panel Commentary on proposed enrolment: The first intake date is subject to validation approval.

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

Retrieved from the programme descriptor

This programme aims to provide recognition for the knowledge, skills and competencies that learners acquire in a voluntary setting. The curriculum is structured to allow participants to explore and articulate their own motivations for volunteering and to reflect critically on their own past, current and future contributions to their voluntary organisation (field work). Learners will be invited to consider their own voluntary activities within the wider context of the local, national and global contributions of community volunteering (including activism and advocacy), while also exploring the potential moral and ethical implications of their voluntary work.

The programme is suitable for existing and aspiring volunteers.

Target learner groups

Retrieved from the programme descriptor

This programme is primarily targeted at learners who are either existing volunteers or are interested in becoming volunteers. While many learners will be working in a voluntary capacity prior to enrolment, others will be introduced to volunteering through the programme. Some learners may wish to use the programme to create and develop their own voluntary campaign, and the programme structure allows for this.

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Part-time

The teaching and learning modalities

Classroom/Face to Face – 33% (50 hours)

Workplace – 40% (60 hours)

Self-directed – 27% (40 hours)

Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Centre Manager /Coordinator	NFQ Level 7 or higher/equivalent qualification in a subject specific degree And A high level of expertise in the FET sector or equivalent And Have a broad-based work experience	0.1
Assistant Manager /Programme Manager	NFQ Level 7 or higher/equivalent qualification in a subject specific degree And Expertise in the FET sector or equivalent	0.1
Training instructor, tutor, teacher	NFQ Level 6 and above qualification in a Politics/Social Sciences/Humanities discipline or other relevant subject area And Experience in teaching/tutoring and/or practicing in Politics/Social Sciences/Humanities or other relevant subject area. Desirable A recognised training & development qualification Experience of the voluntary sector	0.2
Support Staff	All support staff will be appropriately qualified/experienced in the area in which they are providing support: · Guidance/access support officers · Administration · IT support	0.1

Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
Classroom Directed Learning	<p>Programme delivery should be learner centred. The tutor will deliver content in a way that accommodates learners' general needs and encourages learner engagement, discussion and participation.</p> <p>Classroom directed learning will take the form of face-to-face instruction, group discussion, problem-posing, question and answer sessions, brainstorming sessions, quizzes and games. The tutor should supervise group discussions and activities but allow time for learner engagement and peer-to-peer learning.</p> <p>Learners will also receive instruction when carrying out online tasks individually or in groups.</p> <p>The tutor should use a wide variety of teaching resources/learning aids, including videos, websites and visual aids to communicate material. Sample materials have been provided in the listed teaching resources.</p> <p>If appropriate, a virtual learning environment may be used for sharing online resources with learners.</p>	1:19
Group Discussion	<p>Learners should be given opportunities to participate in group discussion. The tutor should facilitate and guide discussion, aiming to create a classroom environment in which learners feel comfortable. This is particularly important in the context of case studies undertaken during class time. Group discussion will help learners to understand their own experiences as volunteers within the context of individual case studies and thereby enhance their understanding of the achievements of volunteers, past and present.</p>	1:19
Group Work	<p>Learners should be divided into groups to work on case studies and other classroom assignments and activities. This group work should enable learners to improve their teamwork and communication skills while learning about the achievements of volunteers, past and present.</p>	1:19

<p>Independent Learning</p>	<p>When completing the larger project for assessment purposes, learners may work independently or as part of a group. However, learners may only work as part of a group if they are participating as part of the same volunteer project in the field.</p> <p>Learners must work independently to complete their portfolio.</p>	
<p>Workplace Learning</p>	<p>All learners must complete a total of 60 hours of voluntary work as part of the project. Completion of the required hours should be evinced in the project submitted as part of summative assessment for this programme.</p>	

Section D. Other noteworthy features of the application

Panel Commentary

The panel is proposing conditions of validation that are set out in detail in Part 2 of this report. Some proposed conditions are designed to emphasise the active citizenship elements of the programme. Other proposed conditions are designed to provide structure and clarity around the volunteer placement element of the programme.

Part 2. Evaluation against the validation criteria

The panel should complete this section with commentary against each criterion to support the recommendation given in the ‘Satisfactory?’ column i.e. Yes, No, or Partially.

If ‘Yes’, there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

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

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>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.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.¹</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Yes	<p>ETBs are nationally funded public further education providers and are legislatively required to apply to QQI for validation of their programmes of education and training. The panel is satisfied that the provider, Cavan and Monaghan ETB (CMETB), is eligible to apply for validation of the programme and has complied with section 44(7) of the 2012 Act.</p> <p>All ETBs have had their procedures for quality assurance agreed with QQI. As part of the application, the ETBs have submitted procedures for access, transfer and progression which are discussed under Criterion 4 in this report.</p> <p>The provider’s current scope of provision encompasses the field of learning subject areas.</p> <p>CMETB submitted a signed provider declaration which confirms</p> <ol style="list-style-type: none"> 1. that all validation criteria have been addressed and the programme complies with applicable statutory, regulatory and professional body requirements 2. that the information provided is truthful and that all the applicable criteria have been addressed

¹This 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.

		3. and that the programme complies with applicable statutory, regulatory and professional body requirements
--	--	---

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

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (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 <i>Policy and Criteria for Making Awards</i>. 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 <ul style="list-style-type: none"> (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 <ul style="list-style-type: none"> (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. <p>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</p>

Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Partially	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion.</p> <p>The programme's title is Active Citizenship through Volunteering however the panel considers that the programme objectives, content and assessments are not aligned with this title.</p> <p>The panel considers that a review and revision of the documentation is essential to ensure that the theory and practice elements of active citizenship are reflected clearly in the programme. The panel is proposing this as a condition of validation.</p> <p>Condition 1 – The provider should review and revise the programme documentation to ensure that the programme objectives, MIPLOs/MIMLOs, content and assessments reflect the programme title Active Citizenship through Volunteering.</p>

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.

		<p>The panel notes that in the descriptor the provider states that <i>“Some learners may wish to use the programme to create and develop their own voluntary campaign, and the programme structure allows for this”</i>.</p> <p>The panel considers that individual campaigns are outside the scope of a programme designed to encourage active citizenship through volunteering. The panel considers that the programme should remain focused on community-based work and co-operative effort.</p> <p>The panel is proposing this as a condition of validation.</p> <p>Condition 2 – The provider should ensure that the programme documentation makes it clear that learners must engage in community-based work and co-operative effort through volunteering.</p>
--	--	---

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)

<p>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</p> <p>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.</p> <p style="padding-left: 20px;">(i) There is a satisfactory rationale for providing the programme.</p> <p style="padding-left: 20px;">(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.</p> <p style="padding-left: 20px;">(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p style="padding-left: 20px;">(iv) There is evidence⁵ of learner demand for the programme.</p> <p style="padding-left: 20px;">(v) There is evidence of employment opportunities for graduates where relevant⁶.</p> <p style="padding-left: 20px;">(vi) The programme meets genuine education and training needs.⁷</p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>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.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>
--

Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Yes	<p>The provider sets out in Section 6 of the programme descriptor a clear rationale for the programme and demonstrates that there was a systematic process of programme development.</p> <p>The descriptor explains the process undertaken in developing the programme based on feedback from tutors, prospective learners and other stakeholders. There is evidence to support the conclusions.</p> <p>The panel accepts that there is a need for this type of programme, particularly among the cohorts identified as the primary target learners.</p>

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

<p>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 satisfied⁸.</p> <p>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.</p> <p>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 (CEFR⁹) in order to enable learners to reach the required standard for the QQI award.</p> <p>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).</p> <p>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.</p> <p>f) The programme title (the title used to refer to the programme): -</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, 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. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Partially	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion.</p> <ol style="list-style-type: none"> 1. The procedures for providing information to prospective learners are described in Section 8.1 of the programme descriptor 2. The selection procedures and entry criteria are set out in Section 8.2 of the programme descriptor. The entry criteria are clear and well described

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)

		<p>3. There is a detailed description in Section 8.2 of the process and criteria for Recognition of Prior Learning (RPL) for entry.</p> <p>The panel notes that applicants who have not yet secured volunteer placements are eligible for admission to the programme. There is no specific information in the documentation as to how learners will be supported in finding appropriate places and the panel considers that information for prospective learners should advise applicants of the need to secure a volunteer place.</p> <p>Condition 3 – The provider should revise the documentation to explain the supports for learners in finding placements and prospective applicants should be made aware of the need to secure placements.</p>
--	--	--

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 principles¹⁰.
- 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
Active Citizenship through Volunteering	Partially	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion.</p> <p>As outlined in Condition 5 the panel considers that the curriculum needs to be reviewed and revised in the light of reflecting clearly the active citizenship elements of the programme.</p> <p>In addition, the panel considers that revision is essential to ensure adequate coverage of the historical, theoretical and policy context of the content. In particular, consideration needs to be given to the concepts of ‘Citizenship’ and ‘Active Citizenship’.</p> <p>Condition 4 – The provider should review the curriculum to ensure adequate coverage of the</p>

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

		<p>historical, theoretical and policy context of the content.</p> <p>The aim of the revision should be to assist tutors to provide learners with opportunities to interrogate their own voluntary activities as well as cast a critical eye on voluntary organisations. The inclusion of suitable case studies could help in this regard.</p> <p>The panel notes some specific instances where revision is needed</p> <ol style="list-style-type: none"> 1. Unit 3 addresses issues of governance and personal responsibility, clearly identifying the concept of ‘governance’ would enhance this unit and provide tools to learners with leadership potential to exercise and evaluate their personal and organisational contribution. 2. Unit 4 would benefit from including consideration of the personal communication skills necessary to bring stakeholders, including funders on board. 3. There are several complex concepts such as governance, social responsibility, accountability, ethics etc. identified in the document – there seems to be limited opportunity to engage with them in any depth. 4. Learners are encouraged to think about developing a campaign but there is an absence of any consideration of legal, moral or ethical considerations.
--	--	---

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

<p>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).</p> <p>b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>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.</p> <p>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 development¹³ opportunities¹⁴.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>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.</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Yes	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.</p> <p>The evidence to support this conclusion is as follows:</p> <ol style="list-style-type: none"> 1. In Section 3.1.21 of the programme descriptor the provider sets out information on the profiles of staff involved in programme management, delivery and support. 2. In Section 3.1.22 of the programme descriptor the provider states that staff development, to include upskilling and reskilling, is supported through the Professional Learning and Development (PL&D) process.

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.

		<p>The panel notes that there is an inconsistency between the qualifications for tutors as set out in Section 3.1.21 and as set out in Section 9.6a.</p> <p><i>Recommendation 1 – The provider should ensure that the qualifications for tutors are consistently stated throughout the documentation.</i></p> <p>The panel notes that the provider states that it is desirable that tutors have experience of the voluntary sector and the panel agrees that such experience will benefit learners.</p>
--	--	--

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

<p>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).</p> <p>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:</p> <ul style="list-style-type: none"> (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 <p>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).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Yes	<p>The panel is satisfied that there are sufficient physical resources to implement the programme as planned.</p> <p>The provider sets out in Section 3.1.17 of the programme descriptor the procedures for selecting specific locations for programme delivery. In all instances the provider will ensure that the necessary facilities and equipment required for delivery of the programme are available</p>

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

<p>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.</p> <p>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.</p> <p>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.</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Partially	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion.</p> <p>Based on a review of the programme documentation the panel is satisfied that there is a well-established culture of supporting learners in the provider’s own centres. The documentation includes many examples of policies, procedures, checklists and toolkits designed to help support and inform learners.</p> <p>The panel considers that the programme documentation does not set out how learners will be supported in the host organisation where they are volunteering.</p> <p>The provider has a duty of care to their learners during their time in the host organisation. The panel considers that the documentation should set out details of the placement arrangements including</p> <ul style="list-style-type: none"> • criteria for selection of appropriate host organisations • agreements with the host organisation • protocols for learners that are under 18. • health, safety and vetting procedures • contact arrangements with ETB tutors • supervision arrangements within the host organisation <p>Condition 5 – The provider should ensure that the programme documentation is revised to describe the arrangements for the volunteer placement and the supports available to learners during the placement.</p>

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>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).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Partially	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion.</p> <p>The panel is satisfied that the teaching and learning strategies as described in Section 7 of the programme descriptor support the achievement of the programme outcomes.</p> <p>In respect of sub-criterion d) the panel is satisfied that learning is monitored/supervised in the provider’s centres. However, as discussed in the comments under Criterion 8, it is not clear from the documentation how this care is extended to the learner in the volunteer placement.</p> <p>The panel is proposing a condition of validation that the documentation be revised to address the placement arrangements and supports (see Condition 5).</p>

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

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁶</p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.</p> <p>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</p> <p>d) The programme includes formative assessment to support learning.</p> <p>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</p> <p>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.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>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</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Partially	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion.</p> <p>CMETB’s standard policies and procedures for assessment are based on the principles of fairness, consistency, authenticity and transparency and apply to the programme. There is an external examining system in place to ensure that assessments standards are met (Section 7.6).</p> <p>The provider has established sound procedures for the moderation of assessment and the reliable certification of results. A clear procedure for repeat assessment has been highlighted (Section 7.6a). Reasonable accommodations are made available to those learners who need them (Section 7.8).</p> <p>The panel considers that the programme assessments need to be reviewed and revised. Some of the issues that should be considered in this review include</p>

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).

		<ol style="list-style-type: none">1. Weighting – is there too much weight given to the project (75%)?2. Are all LOs addressed, this needs to be mapped.3. When content and objectives are revised (Condition 1) then learners’ understanding of active citizenship needs to be assessed.4. The discussion assignment seems to be impractical and should be changed to another format so that individual contributions can be assessed objectively.5. The project should be linked to the placement. <p>Condition 6 – The provider should revise the assessments in the light of the changes proposed in Condition 1 and the issues noted in the panel report.</p>
--	--	--

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

<p>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.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²⁰.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>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.</p> <p>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).</p>		
Programme	Satisfactory? (Yes, no, partially)	Comment
Active Citizenship through Volunteering	Partially	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion.</p> <p>As set out in the comments under Criterion 8 the provider has established procedures and provided resources to inform, guide and care for learners in the provider's own centres. However, given the significant workplace content in the programme the panel the panel considers that the programme documentation needs to be revised to describe the arrangements for the volunteer placement and the supports available to learners in this context (see Condition 5). This information including the procedures around health, safety and vetting will then need to be made available to learners.</p> <p>In addition, as discussed in the comments under Criterion 4 prospective learners should be made aware</p>

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)

		of the need to secure a placement to participate on the programme (see Condition 3).
--	--	---

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-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 assurance²² 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
Active Citizenship through Volunteering	Yes	<p>The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.</p> <p>In common with all ETBs, CMETB have had their procedures for quality assurance agreed with QQI and these procedures will apply to this programme.</p> <p>There is no programme board for this award. It will be managed according to the programme approval process within the ETB</p>

²² See also QQI’s Policy on Monitoring (QQI, 2014)

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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;
Satisfactory subject to proposed special conditions	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

- a) This is a well-established provider that has complied with all QQI procedures.
- b) The programme will provide additional opportunities for the target learners
- c) The programme has been developed through a logical and coherent process informed by feedback from stakeholders.
- d) The panel considers that the documentation needs to be substantially reviewed and revised to ensure that the objectives, content and assessments reflect the title namely Active Citizenship through Volunteering and proposes conditions in that respect.
- e) The panel considers that the documentation needs to be revised and reviewed to make clear the role of the host organisation and the supports available to learners during their placement and proposes conditions in that respect.

On that basis the panel is making an overall recommendation to QQI of “satisfactory subject to proposed conditions”

Commendations

The provider is to be commended on developing a programme suited to a specific cohort of targeted learners.

Summary of recommended special conditions of validation

Condition 1 – The provider should review and revise the programme documentation to ensure that the programme objectives, MIMLOs/MIPLOs, content and assessments reflect the programme title Active Citizenship through Volunteering (Criterion 2).

Condition 2 – The provider should ensure that the programme documentation makes it clear that learners must engage in community-based work and co-operative effort through volunteering (Criterion 2).

Condition 3 – The provider should revise the documentation to explain the supports for learners in finding placements and prospective applicants should be made aware of the need to secure placements (Criteria 4 and 11).

Condition 4 – The provider should review the curriculum to ensure adequate coverage of the historical, theoretical and policy context of the content (Criterion 5).

Condition 5 – The provider should ensure that the programme documentation is revised to describe the arrangements for the volunteer placement and the supports available to learners during the placement (Criteria 8, 9 and 11).

Condition 6 – The provider should revise the assessments in the light of the changes proposed in Condition 1 and the issues noted in the panel report (Criterion 10).

Summary of recommendations to the provider

Recommendation 1 – The provider should ensure that the qualifications for tutors are consistently stated throughout the documentation (Criterion 6)

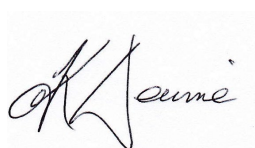
Declarations of Evaluators' Interests

All members of the panel have declared that they have no conflict of interest when evaluating this programme

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

Panel chairperson: Kevin Devine

Date: 29/09/2023

A handwritten signature in black ink, appearing to read 'K Devine', is centered on a light gray rectangular background.

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 4. Proposed Programme Structure

Principal Programme	Award Class	Award Level	Award Credits	Award Title				
Active Citizenship Through Volunteering	Special Purpose Award	5	15	Certificate in Active Citizenship Through Volunteering				
Programme Module Number and Title (add / delete rows as required)	M/O	Mode/s of delivery	Module credits	Total Learner Effort Module (hours)		Assessment Techniques and Weightings		Indicate when in the programme when assessment is due
				Directed	Self- Directed	Technique	Weighting	
Active Citizenship Through Volunteering	M	Face-to-Face (In Person)	15	110	40	Portfolio Project	25% 75%	Week 7 Week 16