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Report of the Programme Evaluation Panel

Provider's Name:	National College of Ireland
Address:	Mayor Square
	IFSC
	Dublin 1
QA procedures agreed on:	2006
QA procedures reviewed on:	2010
Programme()s submitted for approval:	**Leading to the award of:**
1.	Master of Arts in Leadership in Pastoral Care
2.	Postgraduate Diploma in Arts in Leadership in Pastoral Care
3.	
4.	
5.	
Date submitted to QQI:	
Date of Evaluation:	15 June 2016
Date of Report:	16 June 2016

Membership of the Programme Evaluation Panel:

Role	Name	Area of Expertise	QQI Peer Review Reference Listing
Chairperson	Mr Gerard O'Donovan	Chair, Head of Faculty of Business & Humanities, Cork IT	
External Specialist	Dr Patricia Kieran	Mary Immaculate College, Limerick	
External Specialist	Dr P J Sexton	Mater Dei, Dublin City University	
Industry/Employer Perspective	Mr Robert Dunne	Principal, Loreto Abbey, Dalkey	
Secretary	Dr Maurice FitzGerald	National College of Ireland	

1. Profile of Provider

NCI, through its two schools, the School of Business, School of Computing, offers over 80 full-time and part-time programmes at levels 6-10 of the National Framework of Qualifications.

NCI's programmes are accredited by the QQI, the Chartered Institute of Personal Development (CIPD) and the Institute of Commercial Management (ICM).

Programmes in Accounting and Finance enjoy recognition by such professional bodies as the Chartered Accountants Ireland (ACA)), the Association of Chartered Certified Accountants (ACCA), and the Chartered Institute of Management Accountants (CIMA). National College of Ireland is the largest provider of Chartered Institute of Professional Development (CIPD) accredited programmes in the Human Resource Management area.

Although a company limited by guarantee, the College is partially funded through the Department of Education and Skills for 925 undergraduate full-time students. All other funding comes from student fees and commercial income. As part of its internationalisation strategy, the College is active in India, Malaysia, China and more recently Brazil and Africa. Over 50 nationalities are represented within the study body, mainly from communities in the Greater Dublin area.

Enrolment in May 2016 stands at 4600 (3700 fte) of which 43% are part-time. 70% of learners are enrolled on undergraduate programmes which range from major awards to professionally focussed special purpose awards. The College is currently one of the largest providers of Springboard/ICT programmes in the country rising to over 800 places in 2015/16.

The Higher Education Authority (HEA) provides additional funding under initiatives such as Funds for Students with Disability and the Student Assistance Funds.

In line with its mission of widening access to education, the College places a strong emphasis on the needs of the learner and provides a range of learning options that extend beyond traditional classroom dynamics, including distance learning and internet-based learning programmes.

Programmes are delivered by a combination of full-time and part-time (associate faculty) which bring current experiences and issues from the workplace into the classroom. The College currently has a policy of normally only appointing holders of PhD to full-time faculty and supports any member of staff who is undertaking PhD study both financially and via workload rebalancing. The College currently has 52 full-time academic staff, of which 60% are holders of a PhD

2. Planning:

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Programme development since agreement of QA procedures / the last review

The College has developed a significant number of programmes since its last institutional review culminating in 2015 with a complete programmatic review of its portfolio across the Business, Computing and Education subject areas.

2.1. Purpose of the award

Does the proposed programme address a clear market demand?   Yes✓   No

Versions of these programmes have been running since 1990 at All Hallows College, Dublin. There is no other programme that is equivalent to this MA offered.

2.2. Avoidance of duplication

Has the Programme Development Team identified the availability of similar programmes locally, regionally, nationally?

Yes✓   No

Comment: None

2.3. Stakeholder consultation

Was the level of stakeholder engagement satisfactory?   Yes✓   No

Comment: None

Support for the programme (industry/business/community)   Yes✓   No

It is recommended that, in terms of ongoing and future development of the programme, a Stakeholder Advisory Board should be established to meet annually with the programme team in order to review industry requirements and expectations. A Leadership Seminar Series also offers opportunities for curriculum development, social and cultural engagement, as well as widening participation.

2.4. Efficient and effective use of resources

Does the proposed programme represent both efficient and effective use of the provider's resources?

Yes✓   No

Comment: None

2.5. Resource development over last 5 years (or in direct support of this programme)

Specific Comments:

Staff: The evaluation panel feels that it would be in the best interests of the learner and the success of the programme that a dedicated person be on site to manage the running and development of the programme.

Accommodation: Comment: None

Information technology: The evaluation panels is of the view that every effort should continue to be made to use up-to-date technologies in support of student learning both inside and

outside of the classroom.

Library: Administration: The evaluation panel wishes to commend the donation of the associated intellectual property and library resources from previous versions of these programmes for use at NCI.

Publicity/public information: The evaluation panel recommends that the programme team should develop pathway mapping for prospective students. It also recommends that it provides profiles of past graduate students in order to support marketing and student recruitment and, upon becoming students, their future employment.

2.6. Planned development over the coming 5 years?

Have the QQI award standards been explicitly referred to in the programme and does the programme meet those standards at the specified level?

Yes✓   No

Comment: None

Has the Provider complied with Protection for Enrolled Learner requirements?

Yes✓   No

Comment: None

2.7. Access

Is the expected minimum and maximum number of all learners entering the programme explicitly stated?

Yes✓   No

Comment: None

Have any/all prerequisite knowledge, skills or competence or any other specific entry requirement been articulated?

Yes✓   No

Greater clarity and precision regarding access arrangements, the interview process for prospective students, is required (see pgs.10 &.29-30).

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1. Quality Assurance

1.1. Application of agreed quality assurance procedures for development of programmes

Were the agreed quality assurance procedures for programme development followed?

Yes✓   No

Comment: None

Has the programme team demonstrated how programme delivery will be monitored in accordance with agreed QA procedures?

Yes✓   No

Comment: None

Are programme management arrangements adequate and coherent?

Yes✓   No

Comment: None

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2. Programme structure and content

Is the programme structure well designed, coherent and fit for its stated purpose?

Yes✓   No

Colleagues are fully aware that students actually undertake a programme of learning, not a series of separate modules, that is even if each of the individual modules contribute to the learning process, reinforcing and building upon one another. It may be worth adding that there may be room for future developments to include Special Purpose Awards, partly to meet specific interests or needs of prospective students, but also to offer 'tasters' to prospective MA students.

2.1. Programme learning outcomes

Do the programme learning outcomes comply with national standards for the level of award proposed?

Yes✓   No

Comment: None

Are module descriptions adequate and relevant?   Yes✓   No

Comment: None

Are modules relevant and current?   Yes✓   No

Comment: None

Does the combination of modules chosen have the coherence to support the proposed award?

Yes✓   No

Comment: None

2.2. Learning Modes

Can the teaching and learning strategies proposed support achievement of the required learning outcomes?

Yes✓   No

Comment: None

Are the delivery mechanisms proposed adequate to the needs of the programme and the proposed learner cohorts?

Yes✓   No

Comment: None

2.3. Assessment strategies

Are assessment processes and methods adequately described?   Yes✓   No

Comment: None

Are these strategies appropriate to this type of award, in terms of type, frequency and volume?

Yes✓   No

Comment: None

Is assessment explicitly linked with intended learning outcomes?   Yes✓   No

Comment: None

Does the assessment strategy underpin the achievement of the relevant standard of knowledge, skill and competence?

Yes✓   No

Comment: None

2.4. Duration

What is the intended duration of the Programme?

12 months full-time, 24 months part-time

What is the lifespan of the programme (e.g. single cohort intake to satisfy limited local demand; multiple intakes over the following 5 years etc.?)

Typically, from September 2016 onwards, a single cohort at a time on an annual basis.

Does the Panel believe this to be realistic?   Yes✓   No

Comment: None

Are there flexible modes of participation?   Yes✓   No

Comment: None

2.5. Credits

Is credit allocation in accordance with national and international guidelines?

Yes✓   No

Comment: None

Considering the level, outcomes and volume of each module, is the number of credits attached to each appropriate?

Yes✓   No

Comment: None

Considering the stated objective of the programme is the number of credits attached to the award appropriate?

Yes✓   No

Comment: None

2.6. NFQ Level

Is the proposed level of the programme in accordance with institutional policy/national norms?

Yes✓   No

Comment: None

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2.7. Programme titles and award

Is the title consistent with national policy, is it informative and is it fit for purpose?

Yes✓   No

A certain section of the concluding discussion centred on the respective names of the programmes, and it was suggested that, instead of 'Leadership and Pastoral Care', the words 'Leadership in Pastoral Care' may be more appropriate in the two titles.

2.8. Transfer and Progression

Has the Programme Development Team identified realistic transfer and progression opportunities/possibilities that learners may avail of following achievement of this award?

Yes✓   No

Comment: None

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3. Module Titles, Content and Assessment Strategy

Module Title: Spiritual Accompaniment and Psychology of Religious Development

Is the title informative and is it fit for purpose? Yes✓ No

> Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes✓ No

> Comment: None

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

> Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

> Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?
Yes✓ No
> Comment: None

Module Title: Pastoral Placement and Pastoral Supervision and Ethics

Is the title informative and is it fit for purpose? Yes✓ No

> Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes No✓

> LO2 is rather ambiguous and should be rephrased.

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

> Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

Yes✓ No

> Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?
Yes✓ No
> Comment: None

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Module Title: Faith and Society

Is the title informative and is it fit for purpose?   Yes✓   No

    Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

                                         Yes✓   No

    Comment: None

Is the content sufficiently informative and is it fit for purpose?   Yes✓   No

    Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

                                         Yes✓   No

    CA2 – as outlined orally – is a commendable assignment, and exemplifies the innovative nature of the programme.

Is the required reading and supplementary reading appropriate, current and realistic?
                                         Yes✓   No
    Comment: None

Module Title: Leadership in Human Services

Is the title informative and is it fit for purpose?   Yes✓   No

    Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

                                         Yes✓   No

    Comment: None

Is the content sufficiently informative and is it fit for purpose?   Yes✓   No

    Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

                                         Yes✓   No

    Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?
                                         Yes✓   No
    Comment: None

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Module Title: Pastoral Care in Context

Is the title informative and is it fit for purpose? Yes✓ No

    Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

                                                             Yes✓ No

    Comment: None

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

    Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

                                                             Yes✓ No

    Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?
        Yes✓ No

    Comment: None

Module Title: Practical Theology and the Care of the Bereaved

Is the title informative and is it fit for purpose? Yes✓ No

    Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

        Yes✓ No

    Comment: None

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

    Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

        Yes✓ No

    Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?
        Yes✓ No

    Comment: None

Module Title: Research Methods 1 (Social Sciences)

Is the title informative and is it fit for purpose?　　　　Yes✓　　　No

　　　Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

　　　　　　　　　　　　　　　　　　　　　　Yes✓　　　No

　　　Comment: None

Is the content sufficiently informative and is it fit for purpose?　　Yes✓　　　No

　　　Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

　　　　　　　　　　　　　　　　　　　　　　Yes✓　　　No

　　　Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?

　　　　　　　　　　　　　　　　　　　　　　Yes✓　　　No

　　　Comment: None

Module Title: Theology and Leadership in Dialogue

Is the title informative and is it fit for purpose?　　　　Yes✓　　　No

　　　Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

　　　　　　　　　　　　　　　　　　　　　　Yes　　　No✓

　　　The LOs should broaden the language out from 'church' to, perhaps, 'communities of faith' and, given the nature of the programme, make explicit reference to diverse secular and convictional traditions.

Is the content sufficiently informative and is it fit for purpose?　　Yes✓　　　No

　　　Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

　　　　　　　　　　　　　　　　　　　　　　Yes✓　　　No

　　　Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?

　　　　　　　　　　　　　　　　　　　　　　Yes✓　　　No

　　　Comment: None

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Module Title: Practical Theology and Pastoral Care of Families

Is the title informative and is it fit for purpose?   Yes✓   No

    Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

                                                             Yes✓   No

    Comment: None

Is the content sufficiently informative and is it fit for purpose?   Yes✓   No

    Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

                                                             Yes✓   No

    Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?
                                                           Yes✓   No
    Comment: None

Module Title: Research Methods 2 (Theology and Pastoral Care)

Is the title informative and is it fit for purpose?   Yes✓   No

    Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

                                                             Yes✓   No

    Comment: None

Is the content sufficiently informative and is it fit for purpose?   Yes✓   No

    Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

                                                            Yes✓   No

    Comment: None

Is the required reading and supplementary reading appropriate, current and realistic?
                                                           Yes✓   No
    Comment: None

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Module Title: Research Dissertation

Is the title informative and is it fit for purpose? Yes✓ No

    Comment: None

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

                                                              Yes✓ No

    Comment: None

Is the content sufficiently informative and is it fit for purpose? Yes✓ No

    Comment: None

Does the Assessment Strategy align sufficiently with the intended learning outcomes?

                                                              Yes✓ No

    The evaluation panel was of the view that the 'Assessment Strategy' could be clarified, e.g. the order in which the various assessments take place, and that the students might benefit from an interim checkpoint that occurs during the course of the dissertation, not necessarily at the proposal stage.

Is the required reading and supplementary reading appropriate, current and realistic?

                                                              Yes✓ No

    Comment: None

4. Specific Issues to be addressed by the provider

4.1. Conditions of Approval:

C1.   The panel requires that the team review the assessment load and develop an assessment matrix that would be presented to students at the start of the programme.

4.2. Recommendations:

R1.   If the programme wants to be true to its vision and rationale, if it wishes to be inclusive of all potential learner groups, it is imperative that both faith **and** secular resources, themes and descriptions are included in modules, bibliographies and learning outcomes.

R2.   A Stakeholder Advisory Board should be established to meet with the programme team once a year to review industry requirements and expectations in relation to the programme.

R3.   It would be in the best interests of the learner and the success of the programme that a dedicated person be on site to manage the running and development of the programme.

R4.   The programme team should develop pathway mapping for students and provide marketing and graduate profile.

R5.   Minor typos and errors should be elimination, including: Pg.1 – Process; Pg.48 to the; Pg. 44 Policy and Criteria and: missing; Pg. 52 omission of full stop; Pg. 62 role of not role on; Pg. 63 once in groups; Pg. 71 Put hyphen in co-construction; Pg. 112 Alignment and spacing; Pg. 100 – Replace Video with DVDs.

R6.   Serious consideration should be given to renaming the programmes as an **MA in Leadership in Pastoral Care** and a **PGDip in Arts in Leadership in Pastoral Care**.

R7.   Consideration should be given to the establishment of a Leadership Seminar Series.

4.3. Commendations:

- We want to acknowledge the commitment of and passion of the design team and their expertise in Pastoral Care and Leadership. There is an enormous amount of expertise in the team and their CVs are of a very high quality.
- We wish to commend the donation of the intellectual property and library for use at NCI.
- We applaud the innovative and creative resources outlined in the documentation (film, literature, poetry, case studies, role play, etc.), and the variety of relevant methodologies employed in lecture interactions and the delivery of the modules.
- We wish to commend the course design team for the two research modules. These modules in the graduate formation and preparation of learners will enable them to attain the appropriate research skills.
- We commend the team on their holistic curriculum and the integration of personal reflection in modules. This is a praxis based programme and an emphasis on inner leadership.
- We acknowledge NCI's inclusive learning environment, its commitment to the support of non-traditional learners, international learners, through the provision of flexible modules, part-time, full-time, and the provision of lots of student supports.

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5. Overall Result of Evaluation Panel Review:

The Programme is recommended to the Programmes and Awards Executive Committee for approval subject to the provision to QQI of a revised submission document including programme schedule(s), which addresses the conditions and recommendations required in the report and which has been signed off by the Panel Chair if necessary.

This report has been agreed by the Evaluation Panel and is signed on their behalf by the Chair.

Panel Chairperson: Gerard O'Donovan   Date: 22/06/16

Signed: Date: 22/06/16

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.

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Appendix 1: Staff

Staff Name	Role
Dr Leo Casey	Director of CRILT
Dr Mike Goldrick	Learning Support & Development Officer
Rev Dr Tom Grenham	Programme Director
Prof Jimmy Hill	Vice-President Academic Affairs & Research
Ms Sally Hyland	Associate Faculty
Ms Cora Lambert	Associate Faculty
Dr Phillip Matthews	President
Rev Dr Joseph McCann	Associate Faculty
Mr John McGarrigle	Registrar & Company Secretary
Dr Andrew O'Regan	Associate Faculty
Ms Sinéad O'Sullivan	Director of QASS
Dr Denis Robinson	Associate Faculty

MA in Personal Leadership and Pastoral Care

Postgraduate Diploma in Arts in Personal Leadership and Pastoral Care

New Programme Validation

Programme Team Response
The programme team for the MA in Personal Leadership in Pastoral Care programme would like to express their appreciation of the Expert Panel's deliberations and feedback.
The programme presented to the External Panel has undergone a set of considered amendments based on the panel's feedback and the conditions and recommendations relating to the proposed programme as outlined below.

Conditions

Condition	Response
C1. The panel requires that the team review the assessment load and develop an assessment matrix that would be presented to students at the start of the programme.	This can be evidenced in Table 6.6 of the programme documents. The programme team welcome this condition as a mechanism to review the assessment load and assessment strategy for the programmes. As a result of this review process, a number of proposals were considered in order to consolidate and refine the programme assessments: • Firstly, that all modules have no more than two components. • Secondly, that where appropriate, cross-module assessment should be considered. • Thirdly, that the use of a single journal be used to capture student reflections accross multiple modules, instead of multiple, isolated journals. • Finally, that alternative modes of assessment (such as recorded presentations) be considered to replace some essays. Following this review, changes were made to the assessment matrix, which can be seen in Table 6.6. This table now also includes timelines for each assessment.

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Recommendations

	Recommendation	Response
R1.	If the programme wants to be true to its vision and rationale, if it wishes to be inclusive of all potential learner groups, it is imperative that both faith **and** secular resources, themes and descriptions are included in modules, bibliographies and learning outcomes.	The programme team have discussed this point and have increased the overall presence of secular belief systems alongside faith belief systems throughout the programmes. This can evidenced by the following amendments: *Changes to Programme Learning Outcome, Competence – Context:* Inclusion of secular issues (p 17). Changes to Modules – *Spiritual Accompaniment and Psychology of Religious Development:* Inclusion of secular perspectives in Faith Development (p48). Additional texts on secular perspectives and approaches to reading list (p49-50). *Faith and Society* Change made to learning outcome 1 and 2 to reflect personal faith and secular belief (p56). Changes made to module objective to reflect wider consideration of secular beliefs. Changes made to indicative content to reflect wider consideration of secular presence (p57). *Personal Leadership in Human Services* Changes made to module objective and indicative content to reflect wider consideration of secular beliefs (p63-64) *Practical Theology and the Care of the Bereaved* Changes made to indicative content to reflect wider consideration of secular beliefs (p72) Additional texts on secular perspectives and approaches to reading list (p73).
R2.	A Stakeholder Advisory Board should be established to meet with the programme team once a year to review industry requirements and expectations in relation to the programme.	As part of a College-wide strategy, a Stakeholder Advisory Board will be established to help foster the development of NCI's new School of Humanities. This Board will include leaders from national and international contexts who will advise on industry requirements and expectations as well as each programme's strategic connection to the School aims.
R3.	It would be in the best interests of the learner and the success of the programme that a dedicated person be on site to manage the running and development of the programme.	The programme team welcome this recommendation and have also considered this to be a vital component of the successful delivery of both programmes. It is envisioned that the programme director (inclusive of PGDip) will be appointed as the full-time dedicated person on site.

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R4.	The programme team should develop pathway mapping for students and provide marketing and graduate profile.	In conjunction with the NCI Career Services, the marketing strategy for the programmes will be enhanced through the production of graduate profiles and prospective mapping for future students. Future students will also be provided with dedicated career advice from NCI's Career Services.
R5.	Minor typos and errors should be elimination, including: Pg.1 – Process; Pg.48 to the; Pg. 44 Policy and Criteria and: missing; Pg. 52 omission of full stop; Pg. 62 role of not role on; Pg. 63 once in groups; Pg. 71 Put hyphen in co-construction; Pg. 112 Alignment and spacing; Pg. 100 – Replace Video with DVDs.	The programme team are grateful for the Panel's support in eliminating all minor typos and errors to create an effective document that will become the basis for programme implementation. All needed amendments have now been made: Pg.1 – Process; Pg.48 to the; Pg. 44 Policy and Criteria and: missing; Pg. 52 omission of full stop; Pg. 62 role of not role on; Pg. 63 once in groups; Pg. 71 Put hyphen in co-construction; Pg. 112 Alignment and spacing; Pg. 100 – Replace Video with DVDs.
R6.	Serious consideration should be given to renaming the programmes as an **MA in Leadership in Pastoral Care** and a **PGDip in Arts in Leadership in Pastoral Care**.	The programme team welcome this recommendation and appreciate the Panel's support in helping to create more explicit names that capture the spirit, focus and intention of the programmes. To this end, the team consider the following names to be appropriate: **MA in Personal Leadership and Pastoral Care** and **PGDip in Arts in Personal Leadership and Pastoral Care**.
R7.	Consideration should be given to the establishment of a Leadership Seminar Series.	As part of the programme delivery, guest lectures on Personal leadership will be provided and recorded for students to enhance the practical implementation of leadership theory in pastoral settings.

Panel Chair Confirmation

To QQI Validation Unit

This is to confirm that I have reviewed the amended documentation from **National College of Ireland** for the programme(s) titled **MA / PG Dip in Personal Leadership and Pastoral care** submitted in response to a recent panel report chaired by me.

I can confirm that the amendments made address all the conditions set by the panel. Therefore, on behalf of the panel, I recommend this programme to QQI for validation.

Signed:
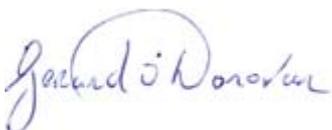
Date: 06/07/16

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CERTIFICATE OF VALIDATION

Provider name	National College of Ireland
Date of validation	20 July 2016

	First Intake	Last Intake
Enrolment interval	September 2016	September 2020

	Code	Title	Award
Principal programme		Master of Arts in Personal Leadership and Pastoral Care	Master of Arts
Embedded programme		Postgraduate Diploma in Arts in Personal Leadership and Pastoral Care	Post Graduate Diploma
Embedded programme			

	Name	Maximum number of learners	Minimum number of learners
Approved centre	National College of Ireland	As per the validated programmes	As per the validated programmes

Target learner groups	As per the validated programmes
Approved countries for provision	Ireland
The teaching and learning modalities	As per the validated programmes
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	As per the validated programmes
Specifications for teaching staff	As per the validated programmes
Specifications for the ratio of learners to teaching-staff	As per the validated programmes

Programmes being replaced		
Code	Title	Comment
		N/A

Conditions of validation

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

a) 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,

b) 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,

c) continue to comply with [section 65 of the 2012 Act](#) in respect of arrangements for the protection of enrolled learners, if applicable, and

d) 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.

Conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

The provider of the programme shall (for each programme):

1. Maintain the status of the programme(s) recognition;

2. Establish, having regard to existing quality assurance procedures, procedures for quality assurance for the purpose of further improving and maintaining the quality of education and training which is provided, organised or procured by that provider as part of the programme(s) concerned, and agree those procedures with QQI;

3. Operate quality assurance procedures agreed with QQI;

4. Implement procedures for the assessment of learners which are consistent with Assessment and Standards, Revised 2013;

5. Implement the procedures described in the document Policies, Actions and Procedures for Access, Transfer and Progression for Learners;

6. Implement any special conditions of validation attached to the relevant awards standards.

Other conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

7. Notify QQI of any change in circumstances affecting the provider which could affect or be perceived to affect the provision of the programme(s). This includes significant changes in corporate or academic governance, ownership, legal status, profile of teaching staff, profile of learners, numbers enrolled, facilities, or resources;

8. Maintain learner data records (personal identification, progression, module marks, stage classification etc.) in order to assist QQI in the performance of its functions;

9. Provide the information required by QQI's award making and monitoring functions, including information in respect of completion rates;

10. Implement the programme in accordance with the **approved programme schedule(s)** (appended) and current assessment strategies;

11. Subject to Section 4.6.1 of *HET Core Validation Policy and Criteria 2010*, Revised 2013, obtain QQI's approval prior to substantially amending the programme's minimum intended learning outcomes, save in the case of incremental enhancements arising from the implementation of findings of the provider's agreed quality assurance procedures;

12. Notify QQI of any information concerning the programme(s), or circumstances that may reasonably be expected to give QQI cause to consider reviewing the programme. Explicitly this includes where another awarding body withdraws or seeks to withdraw validation from the programme(s) and /or any alterations to accreditations (additions or withdrawals) by a professional or regulatory body;

13. Implement the programme(s) as agreed with the resources indicated;

14. Adhere to, and implement the Provider Lifecycle of Engagements.

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Approved Programme Schedule(s)

Name of Provider	National College of Ireland
Programme Title (i.e. named award)	MA in Personal Leadership and Pastoral Care
Award Title (HETAC named award)	Master of Arts
Stage Exit Award Title	Post Graduate Diploma
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	FULL_TIME,PART_TIME, BLENDED

		Programme Codes	
Stage	1	Number of Stages	1
Award Class		Award NQF Level	9
Award EQF Level		Stage Credits (ECTS)	
Stage NQF Level		Stage EQF Level	
Date Effective	14/09/16	ISCED Subject Code	1

Ref	Module Title	Sem	Module Status (M/E)	Module NQF Level	ECTS Credit Number	Total Student Effort Total Hours	Total Student Effort Contact Hours	Total Student Effort Independent Learning	Allocation of Marks Coursework %	Allocation of Marks End of Module Assessment %	Allocation of Marks Total %
1.1	Spiritual Accompaniment and Psychology of Religious Development	1&2	M	9	10	250.00	36.00	214.00	100	0	100.00
1.2	Pastoral Placement and Pastoral Supervision and Ethics	1&2	M	9	10	250.00	36.00	214.00	100	0	100.00
1.3	Faith and Society	1	M	9	10	250.00	36.00	214.00	100	0	100.00
1.4	Persoanl Leadership in Human Services	1&2	M	9	10	250.00	44.00	206.00	100	0	100.00
1.5	Pastoral Care in Context	1	M	9	5	125.00	24.00	101.00	100	0	100.00
1.6	Practical Theology and the Care of the Bereaved	1	M	9	10	250.00	36.00	214.00	100	0	100.00
1.7	Research Methods 1 (Social Sciences)	1	M	9	5	125.00	24.00	101.00	100	0	100.00
1.8	Theology and Leadership in Dialogue	2	M	9	5	125.00	24.00	101.00	100	0	100.00
1.9	Practical Theology and Pastoral Care of Families	2	M	9	5	125.00	24.00	101.00	100	0	100.00

Name of Provider	National College of Ireland
Programme Title (i.e. named award)	MA in Personal Leadership and Pastoral Care
Award Title (HETAC named award)	Master of Arts
Stage Exit Award Title	Post Graduate Diploma
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	FULL_TIME,PART_TIME, BLENDED

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Stage		1				Number of Stages			1			
Award Class						Award NQF Level			9			
Award EQF Level						Stage Credits (ECTS)						
Stage NQF Level						Stage EQF Level						
Date Effective		14/09/16				ISCED Subject Code						

Ref	Module Title	Sem	Module		ECTS Credit Number	Total Hours	Total Student Effort		Allocation of Marks		
			Status (M/E)	NQF Level			Contact Hours	Independent Learning	Coursework %	End of Module Assessment %	Total %
1.10	Research Methods 2 (Theology and Pastoral Care)	2	M	9	5	125.00	24.00	101.00	100	0	100.00
1.11	Research Dissertation	2&3	M	9	15	375.00		375.00	100	0	100.00

Special Regulations:
A practicum in Spiritual Accompaniment and placement is mandatory that necessitates Garda Vetting.

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Name of Provider	National College of Ireland
Programme Title (i.e. named award)	Post Graduate Diploma in Arts in Personal Leadership and Pastoral Care
Award Title (HETAC named award)	Post Graduate Diploma in Arts
Stage Exit Award Title	Post Graduate Diploma
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	FULL_TIME,PART_TIME, BLENDED
Stage	1
Number of Stages	1
Award Class	
Award NQF Level	9
Award EQF Level	
Stage Credits (ECTS)	
Stage NQF Level	
Stage EQF Level	
Date Effective	14/09/16
ISCED Subject Code	

Ref	Module Title	Sem	Module		ECTS	Total Student Effort			Allocation of Marks		
			Status (M/E)	NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %	Total %
1.1	Spiritual Accompaniment and Psychology of Religious Development	1&2	M	9	10	250.00	36.00	214.00	100	0	100.00
1.2	Pastoral Placement and Pastoral Supervision and Ethics	1&2	M	9	10	250.00	36.00	214.00	100	0	100.00
1.3	Faith and Society	1	M	9	10	250.00	36.00	214.00	100	0	100.00
1.4	Persoanl Leadership in Human Services	1&2	M	9	10	250.00	44.00	206.00	100	0	100.00
1.5	Pastoral Care in Context	2	M	9	5	125.00	24.00	101.00	100	0	100.00
1.6	Practical Theology and the Care of the Bereaved	1	M	9	10	250.00	36.00	214.00	100	0	100.00
1.7	Practical Theology and Pastoral Care of Families	2	M	9	5	125.00	24.00	101.00	100	0	100.00

Special Regulations:
A practicum in Spiritual Accompaniment and placement is mandatory that necessitates Garda Vetting.