

**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 A

<b>Provider name</b>	<b>National College of Ireland</b>
<b>Date of site visit</b>	<b>26/02/2020</b>
<b>Date of report</b>	
<b>Is this a re-validation report (Yes/No)</b>	<b>No</b>

## Overall recommendations

<b>Principal programme</b>	<b>Title</b>	BA(Hons) in Recruitment Practice
	<b>Award</b>	BA(Hons) Degree
	<b>Credit<sup>1</sup></b>	180 credits
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions<sup>2</sup> OR Not Satisfactory</i>	<b>Satisfactory subject to proposed conditions.</b>

<sup>1</sup> Specify the credit units because more than one system of units is in use. E.g. 20 (ECTS).

<sup>2</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the ‘special conditions’ may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

## Evaluators

<b>Evaluators</b>		
<b>Name</b>	<b>Role</b>	<b>Principal occupation</b>
<b>Dr Tara Ryan</b>	<b>Chair</b>	<b>Registrar, Irish Management Institute (IMI)</b>
<b>Dr Austin Hanley</b>	<b>Secretary</b>	<b>Management Consultant</b>
<b>Catherine Kennedy</b>	<b>QA and Apprenticeship Expert</b>	<b>Insurance Practitioner Apprenticeships, IT Sligo</b>
<b>Hazel Whelan</b>	<b>Subject Matter Expert</b>	<b>Director, Recruitment Plus</b>
<b>Ann-Marie Smith</b>	<b>Subject Matter Expert</b>	<b>HR Consultant</b>
<b>Michael Lantry</b>	<b>Subject Matter Expert</b>	<b>Director, GemPool Recruitment</b>
<b>Fionnan O'Sullivan</b>	<b>Subject Matter Expert</b>	<b>Director, Barden Group</b>

## Part 1 B

### Principal Programme

Names of centres where the programmes are to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
	210 (max 35 per intake, and possibly 2 intakes per year, over 3 years)	20

Enrolment interval ( <i>normally 5 years</i> )	Date of first intake	September 2020
	Date of last intake	August 2023
Maximum number of annual intakes	2	
Maximum total number of learners per intake (over all centres)	35 (70 in a year over 2 intakes)	
Programme duration ( <u>months</u> from start to completion)	36 months	
Target learner groups	<p>Minimum entry requirements are set at all those over 18 years with Leaving Cert or Level 5 equivalent or NFQ Level 6 Advanced Certificate (or equivalent). Typical target learners however, are aged 20 and over, and have a minimum of two years post-school experience.</p> <p>Career Break / Returners to work</p> <p>Post-Leaving Cert Graduates</p> <p>Existing employees:</p> <ul style="list-style-type: none"> <li>• Less than 3 years' experience in recruitment role;</li> <li>• Upskilling to Level 8 qualification;</li> <li>• No recruitment industry qualification.</li> </ul>	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full-Time Apprenticeship programme.	
The teaching and learning modalities	Blended learning combining traditional classroom teaching, live online synchronous delivery, asynchronous delivery, flipped classroom and work-based learning.	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>3-year apprenticeship programme aimed at</p> <ul style="list-style-type: none"> <li>• new entrants to the industry.</li> <li>• existing employees with limited experience in a recruitment role and /or</li> <li>• employees with experience in a recruitment role who do not hold a Level 8 award.</li> </ul> <p>The programme addresses an industry requirement to professionalise a growing recruitment industry. Learners will be employed in recruitment roles, either within</p>	

	<ul style="list-style-type: none"> <li>recruitment agency or</li> <li>An organisation with a specialist recruitment department / section.</li> </ul> <p>Learning will take place</p> <ul style="list-style-type: none"> <li>within the organisation,</li> <li>at college (1 day per week over the academic year,) this is a national programme not just offered in one college</li> <li>during protected study time, e.g. reading weeks, exam preparation.</li> <li>evenings and week-ends.</li> </ul> <p>The programme leads to a level 8 professional award; BA (Hons) in Recruitment Practice.</p>	
<p><b>Summary of specifications for teaching staff</b></p>	<p>Lecturers will hold a Level 8 Bachelor degree and Level 9 Master degrees. Exceptions are made for staff with extensive industrial experience.</p> <p>Workplace Mentors are appointed from within the work place. They are required to hold supervisory positions and have 3 years' experience in the recruitment industry. The number appointed is dependent on the number of participating companies and enrolled apprentices.</p>	
<p><b>Summary of specifications for the ratio of learners to teaching-staff</b></p>	<p><b>Staff to learner ratio</b></p>	<p><b>Learning activity type</b></p>
	<p>1:1</p>	<p>On-the-job - work-based mentoring/assessment</p>
	<p>1:35</p>	<p>Off –the-job - class room based teaching</p>
<p><b>Overall WTE staff/learner ratio.<sup>3</sup></b></p>		

<sup>3</sup> This is the total wholetime equivalent number of staff dedicated exclusively to this programme divided by the maximum number of learners that can be enrolled with that complement of staff.

## Other noteworthy features of the application

### The industry and programme rationale.

The proposal is to establish an apprenticeship in the area of Recruitment. The recruitment industry worldwide is growing (estimated revenues €491 billion, while in Ireland the annual turnover is €3 billion). It employs 7,000 staff. The number of recruitment agencies continues to grow. The programme is a response by the recruitment industry to the talent shortage in the recruitment sector and to the Apprenticeship Council call for proposals in 2017. The rationale was informed by a concern in the industry about the lack of skills for entry level employees to the sector, as well as a need to upskill and retain existing employees. The recruitment industry is represented through the National Recruitment Federation (NRF). The apprenticeship model was chosen as the best avenue through which to achieve the central ambition of growing, developing and retaining talent within the recruitment industry.

### The Consortium.

The NRF and NCI partnered to offer a submission to the Apprenticeship Council in September 2017. The initial proposal (March 2018) was for a 2-Year Level 6 apprenticeship programme. An enlarged steering group appointed by the NRF (11 recruitment industries, NCI and NRF) re-examined the occupational profile and considered that the award should more appropriately target Level 8 award. The revised occupational profile was approved by the Apprenticeship Council in February 2019. Extensive consultation was undertaken among industry representatives and employee groups to finalise the proposal.

### The Programme.

The proposal is clearly industry informed, well anchored to suit its needs and enthusiastically supported by the consortium representatives. An initial Occupational Profile aimed at a Level 6 qualification was amended and expanded by a wide industry representative group. After extensive consultation by a review panel comprising academic and industry representatives, conscious decisions were made to adapt the delivery to suit the learner within industry. Modules are thematically coherent and logical, the on-the job and off-the-job programme elements are integrated appropriately. The panel expressed some concern about the overall programme standard in respect to a level 8 award. This is addressed later in the report and in the special conditions attaching to validation.

## Part 2A Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

### Criterion 1

<b>The provider is eligible to apply for validation of the programme</b>	
a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.	
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.	
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>4</sup>	
<b>Satisfactory (yes, no, partially)</b>	
<b>Yes</b>	<b>Satisfactory</b>

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<sup>4</sup>This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

## Criterion 2

### The programme objectives and outcomes are clear and consistent with the QQI awards sought

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
  - (i) Where applicable, a QQI award is specified for each embedded programme.
- c) There is a satisfactory rationale for the choice of QQI award(s).
- d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
- e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
- f) The programme title and any embedded programme titles are
  - (i) Consistent with the title of the QQI award sought.
  - (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
- g) For each programme and embedded programme
  - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.<sup>5</sup>
  - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
- i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.<sup>6</sup>

Satisfactory (yes, no, partially)	Comment
Partially	<p>The aims and programme objectives are stated clearly. The Programme Learning Outcomes are consistent with the award sought and the Occupational Profile clearly determines the makeup of the programme. The minimum learning outcomes are explicitly stated and were adequately mapped to the Level 8 Professional Award Type Descriptor (PATD).</p> <p><u>Programme Title</u></p> <p>The title BA (Hons) in Recruitment Practice is an appropriate title for the programme proposed. It is clearly linked to the Occupational Profile.</p> <p>Nevertheless, it was felt that while the module descriptors were written to meet the standard, the assessment schedule proposed may not sufficiently guarantee meeting the learning outcomes. The panel determined that it was difficult to evidence the sufficient knowledge -breadth and kind in the current proposal to merit a Level 8 award in the way in which the assessments were articulated. Accordingly, special conditions relating to the assessment strategy are articulated under Criterion 10.</p>

<sup>5</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>6</sup> Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

### Criterion 3

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

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.<sup>7</sup>
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
  - (i) There is a satisfactory rationale for providing the programme.
  - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
  - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
  - (iv) There is evidence<sup>8</sup> of learner demand for the programme.
  - (v) There is evidence of employment opportunities for graduates where relevant<sup>9</sup>.
  - (vi) The programme meets genuine education and training needs.<sup>10</sup>
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes	The rationale for the programme is clear. Evidence of demand is provided for the programme from employers and potential apprentices. The programme was developed in conjunction with the NRF. There is no comparable award offered in this learning mode (apprenticeship) in Ireland but the programme proposers provide details of an equivalent programme in the UK, albeit at a different educational level. There is widespread support for the programme and an already evidence-based pent up demand. Potential recruits informed the development of the programme through a structured investigative process. The mechanisms to keep the programme up to date are in place through NCI's own quality procedures which embrace the apprenticeship consortium's ongoing engagement.

<sup>7</sup> 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.

<sup>8</sup> This might be predictive or indirect.

<sup>9</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>10</sup> There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

## Criterion 4

### The programme's access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied<sup>11</sup>.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL<sup>12</sup>) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
  - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
  - (ii) Is learner focused and meaningful to the learners;
  - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	<p><b><u>Access:</u></b></p> <p>Minimum entry requirements are set at for persons who are over 18 years and who have a Leaving Cert or Level 5 equivalent or NFQ Level 6 Advanced Certificate (or equivalent). In addition, a minimum of grade O6/H7 must be obtained in English and Mathematics. Learners for whom English is not a first language must demonstrate proficiency in English with CEF B2 (Common European Framework of Reference for Languages) or recognised equivalent.</p> <p>Applicants who are 23 or over can be assessed for entry onto the programme based on recognition of prior learning should they not have the minimum academic entry requirements. Applications are made to the NRF who create a list of eligible candidates based on the entry criteria. Employers then interview from the list of eligible candidates.</p> <p>RPL processes are clearly laid out.</p>

<sup>11</sup> 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

<sup>12</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

*Among the programme objectives is a desire to bring in new trained personnel to the recruitment industry. However the panel felt that the existing pent-up demand within the existing employee ranks to avail of the training opportunity may inhibit the industry from achieving that objective in the short and medium term. Consequently, the panel recommends that after the first intake to the programme the number of existing employees allowed access to the programme is capped in order to allow for the recruitment of new apprentices.*

Progression

A list of post graduate programmes to which graduates of the programme may progress is provided. The programmes are drawn from NCI and other selected colleges. The programmes include Masters and Higher Diploma programmes in HR, Management, and Business and Finance.

Transfer

Transfer arrangements to other NCI programmes are in place for students who, as a last resort, and for various reasons, cannot complete the apprenticeship programme. Depending on their stage of completion students may transfer to Higher Cert and Honours Degree programmes in Business and HR.

The NRF has discussed an informal arrangement to allow for the transfer of apprentices from employers who can no longer trade or cannot support the apprentice in selected circumstances. The panel acknowledged the importance of such arrangements but noted that in order to benefit the learner, they should be made formal.

## Criterion 5

<b>The programme's written curriculum is well structured and fit-for-purpose</b>	
<p>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.</p> <p>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.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles<sup>13</sup>.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.<sup>14</sup></p>	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	<p>This is a highly integrated programme, balancing work-based and academic modules so that the stated learning outcomes are met in an innovative way. The weekly portfolio building tutorial provides such an example where the learner is supported to collect evidence for the 'Continuing Professional Development Module 3' and 'Work-based Learning 3'. Modules are linked thematically through the three programme stages. Recruitment Practice, ICT Skills, Career Management and Sales &amp; Negotiating form one set of integrated modules that are also connected to both on the job and off the job exercises. Similar linkages are made in Years 2 and 3 of the programme.</p> <p><i>The panel notes that the implementation of the special conditions stipulated under other criteria may have an effect on the structure of the written curriculum – this criterion. Accordingly, it is recommended that following the implementation of the special conditions identified herein, the programme team consider the workload for a learner and the appropriate amount of time required to allow the learner to achieve the Minimum Intended Programme Learning Outcomes and undertake any rebalancing necessary at that time. This is particularly relevant in light of the panel condition requiring a more extensive assessment of students in one third year module (Contemporary Issues). For this reason for example it may be helpful to restructure the programme to consider using the third semester, where necessary, to allow the learners have additional time to submit selected assessments.</i></p>

<sup>13</sup> 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.

<sup>14</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

## Criterion 6

### There are sufficient qualified and capable programme staff available to implement the programme as planned

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff<sup>15</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
- d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development<sup>16</sup> opportunities<sup>17</sup>.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The Academic staff have the requisite qualifications and experience to deliver the programme. While the College requires lecturers to be qualified to at least master's degree level, exceptions are made where staff have extensive relevant industry experience. Employer-based staff are engaged in a mentoring capacity and in selected Associate lecturing roles where appropriate. NCI carry out mandatory mentor training.</p> <p>An 'Apprentice Advocate' is appointed by every participating employer/organisation, a role put in place to help detect any issues arising between the apprentice and the mentor. (Ref 6.10 –Page 44: QA handbook). This is a commendable initiative. Innovatively, the consortium members are considering the creation of a mentoring award. The general guideline applied in this programme is that there should be no more than 3 apprentices to one mentor. The staff teacher ratio is appropriate.</p> <p>With regard to the mandatory mentor training, <i>the panel noted that the model would benefit from clearer documentation describing the modes of learning, the associated intended programme learning outcomes, and curriculum content.</i></p>

<sup>15</sup> 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.

<sup>16</sup> 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.

<sup>17</sup> 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.

## Criterion 7

### **There are sufficient physical resources to implement the programme as planned**

- a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
  - (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
  - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
  - (iii) printed and electronic material (including software) for teaching, learning and assessment
  - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
  - (v) technical support
  - (vi) administrative support
  - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
  - (i) Planned intake (first five years) and
  - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	NCI has suitable teaching and learning facilities to provide for the off-the job elements of the programme. The employer environment offers the necessary facilities and IT environment (including e-learning) and infrastructure for the apprentice and his/her support personnel to fully engage with the on-the-job programme elements. Technical and administrative support in place for the programme. A pool of administrators provide support to a wide variety of programmes thereby avoiding reliance on selected individuals to maintain continuity.

## Criterion 8

### **The learning environment is consistent with the needs of the programme's learners**

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

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	The panel was impressed with the learning environment available to the learner, and in particular the pedagogical thoughtfulness in the design of the online elements of the programme as discussed under criterion 9. Apprentices enjoy the same benefits and access to college facilities and supports as any other student. The arrangements in place in respect of the academic supervisor, mentor, apprentice advocate and line manager ensure consistent learner supervision and support. This industry-led, practical programme provides a rich learning environment for the student. The industry-based management support is realised through inbuilt, on-the-job support and a busy on and off-the-job learning schedule. The supervision and formative assessment schedules provide a supportive, rigorous and ever-present academic support environment. The learning environment provided in the programme, virtual and face to face is sufficient to meet the programme learning outcomes.

## Criterion 9

<b>There are sound teaching and learning strategies</b>	
<ul style="list-style-type: none"> <li>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</li> <li>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</li> <li>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).</li> <li>d) Learning is monitored/supervised.</li> <li>e) Individualised guidance, support<sup>18</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</li> </ul>	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	<p>The teaching strategies outlined in the programme are authentic, directly relevant to an Apprenticeship programme and will support the achievement of the programme learning outcomes, noting due focus on professional skills and competencies. The on-the-job learning opportunities and linked assessments are integrated effectively with the off-the-job modules and combine to deliver a rich professional learning experience. Learners are mentored and supported continuously to enable them to complete on-the-job assignments. Learning is further reinforced by a strong reliance on formative assessment that ensures a continuous interaction between learner and teacher.</p> <p>The teaching strategy uses blended and on-line learning extensively. This is informed by NCI's 'Technology-Mediated Learning Guidelines' and NCI was also cognisant of the QQI Guidelines on Blended Learning. Moodle is the standard Virtual Learning Environment (VLE) platform while Adobe Connect is used to provide the on-line (Virtual Classroom) environment. Students complete an e-portfolio specifically developed for NCI apprentices and provided by Submit.com. Teaching is carried out face-to-face, on-line and in the workplace. Students have access to recorded on-line sessions, Supervisors, Lecturers and work-based Supervisors to assist them. Independent learning is carried out using on-line and other sources. Learners are provided with training on the learning resources and IT support is provided by the college, while the employer will ensure that they have access to appropriate facilities in the workplace.</p> <p>One dedicated day per week is provided for the student to attend the programme together with additional study time to prepare for examinations and assessments. The workplace is designed to provide the learner with a rich learning environment to the extent that the work assignments are embedded as part of the programme.</p>

<sup>18</sup> 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

<b>There are sound assessment strategies</b>	
<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i><sup>19</sup></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.<sup>20</sup></p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <b>programme assessment strategy</b> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.<sup>21</sup></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.<sup>22</sup></p>	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Partially</b>	<p>The assessment strategies are innovative and very focussed on work-place learning, which is entirely appropriate to an Apprenticeship programme. They include formative and summative elements and provide a variety of types of assessment. Sample assessments are provided in some cases.</p> <p><i>However, the panel found that the module descriptors do not provide sufficient information to the learner about the assessment brief or how it will be marked. Such information needs to be provided so that the learner is clear on the expectation, and also to ensure that there is evidence of the achievement of level 8 learning outcomes. The absence of explicit detail on the volume of work required contributes to making invisible the level of the work.</i></p> <p><b>It is a special condition of validation that</b></p> <ul style="list-style-type: none"> <li>• Assessment briefs be more detailed to include amongst other detail               <ul style="list-style-type: none"> <li>○ The indicative length of oral presentations</li> <li>○ The indicative length/word count of written work</li> </ul> </li> <li>• Each assessment must have a rubric indicating how a learner can achieve the various award classifications. Given the excellent diversity in assessment model, it is probable that bespoke rubrics are required for each type of assessment.</li> </ul> <p><b>It is a further condition that</b></p> <p><i>A broader and deeper module assessment strategy be identified for the Year 3 module 'Contemporary Issues'. This excellent module will benefit from a more focussed assessment strategy which will allow the apprentice to explore more thoroughly 'recent developments and trends in the professional discipline &amp; practice.' The assessment should be extended to</i></p>

<sup>19</sup> See the section on transitional arrangements.

<sup>20</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>21</sup> 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.

<sup>22</sup> 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).

	<i>provide the learner with a transparent opportunity to fulfil the Learning outcome by extending the written assignment to an indicative 8,000 words.</i>
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## Criterion 11

### Learners enrolled on the programme are well informed, guided and cared for

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities<sup>23</sup>.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*<sup>24</sup> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
Yes	<p>Potential recruits are provided with sufficient information. Students with disabilities can avail of support provided through Student Services. There is a full range of excellent learner supports include disability services, academic support, student welfare, counselling and personal development. Support roles in general are clear.</p> <p>However the role of SOLAS Authorised Officer (AO) is not clear as part of the overall apprentice support provision. Apart from approving the employer to host apprentices, the Authorised Officer is obliged to make a monitoring visit to the site at least once per year or at the request of the employer or apprentice.. Apprentice welfare is included in the brief. <i>In order to avoid confusion the Authorised Officer role should be fully explained to the apprentice and embraced as part of the support available to him/her. The authorising officer's report should also be considered as part of the Programme Board considerations.</i> English language supports are in place in the college for international students, should it arise. Learners with different capabilities are catered for with the supports that are in place. These include academic 'Drop-in' services which are available to the apprentices (Monday, Tuesday, and Wednesday).</p>

<sup>23</sup> For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

<sup>24</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

## 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 assurance<sup>25</sup> 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.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The Quality Assurance procedures in place for the programme accommodate the apprentice programme guidelines and are compatible with the college procedures. Periodic updates to the programme through the programme board that includes consortium members and learners are in place. The operational and management procedures are coherent and in place. Appropriate and clear staff selection criteria are in place.</p> <p>The panel noted the very significant commitment by NCI and consortium members to provide sound and robust management arrangements for the programme. Documentation is particularly thorough and appropriate, embracing and accommodating diverse interest groups. Staffing requirements are in place and take due account of the practitioner-led focus of the programme. The colleges QQI certification processes are in place.</p>

<sup>25</sup> See also QQI's Policy on Monitoring (QQI, 2014)

## Part 2B Overall recommendation to QQI

### Embedded 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 (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>26</sup>
	Not satisfactory.

Reasons<sup>27</sup> for the overall recommendation

### Module

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 (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>28</sup>
	Not satisfactory.

Reasons<sup>29</sup> for the overall recommendation

<sup>26</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

<sup>27</sup> Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

<sup>28</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

<sup>29</sup> Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

## Principal programme

Select one	
✓	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>30</sup>

## Summary of recommended special conditions of validation

### Conditions

1. **Module descriptors must be more specific about how the assignments will be assessed so that the learner knows what is expected.**
2. **The assessment of the module 'Contemporary Issues' should be extended so that the main assignment invites an indicative assignment of approximately 8,000 words.**

## Summary of recommendations to the provider

1. **The team should consider including a poster preparation and presentation as part of the 'Contemporary Issues' module.**
2. **The programme demands a heavy student workload. The team should consider restructuring the programme to allow Semester 3 to be used to complete assignments. This is particularly applicable to the Year 3 module 'Contemporary Issues' given the special condition now attaching to it.**
3. **One of the aims of the programme is to expand the number of new recruits to the recruitment industry. To ensure that places are reserved for such expansion, the programme team is recommended to consider putting a cap on the number of existing agency employees who may be admitted to the programme. It is recommended that this limitation should apply from the second programme intake onwards.**
4. **NCI is recommended to clearly document the mentor training programme for the apprenticeship programme.**
5. **The role of the authorised officer is unclear in the documentation. The programme team are recommended to fully document and articulate their role so that they are embraced as a resource to further support the apprentice.**

## Declarations of Evaluators' Interests

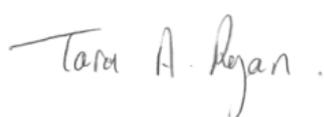
### No interests have been declared

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

Panel chairperson:

Date: 18th March 2020

Signed:



## Addendum

### 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 3: Proposed programme schedules

<b>Name of Provider:</b>				<b>National College of Ireland</b>										
<b>Programme Title</b>				BA (Hons) in Recruitment Practice										
<b>Award Title</b>				BA (Hons) in Recruitment Practice										
<b>Stage Exit Award Title<sup>3</sup></b>				N/a										
<b>Modes of Delivery (FT/PT):</b>				Full-time										
<b>Teaching and learning modalities</b>				Direct contact via lectures and demonstrations, Blended e-learning										
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>					<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>		
Professional/Major	8	6	1	6					5	60	January 2020	0413		
<b>Module Title</b> (Up to 70 characters including spaces)	<b>Semester no where applicable.</b> (Semester 1 or Semester2)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>						<b>Allocation Of Marks (from the module assessment strategy)</b>			
		<b>Status</b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b> ECTS	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>**Work- Based Mentoring</b>	<b>Directed e-learning</b>	<b>Independent Learning Hours</b>	<b>Work-based learning effort</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical</b>	<b>Proctored written exam %</b>
Introduction to Recruitment Practice	1 & 2	M	6	10	250	30	20	10	50	140	50	50		
ICT Skills for Recruitment	1 & 2	M	6	10	250	30	20	10	50	140	100			
Career Management Skills	1 & 2	M	6	10	250	30	20	10	50	140	100			
Sales, Negotiating Skills & Client Relations	1 & 2	M	6	10	250	30	20	10	50	140	100			
Continuing Professional Development 1	1 & 2	M	6	10	250	20*	20	10	30	170	60		40	

Work-Based Learning 1	1 & 2	M	6	10	250	20*	20	10	30	170	100			
<b>Special Regulations (Up to 280 characters)</b>														
<p>*Class Contact Hours for Work-Based Modules are based on a weekly Portfolio Building Tutorial throughout the academic year. This tutorial will not be exclusive to an individual work-based module, but will focus on the preparation and collection of evidence for both Continuing Professional Development 1 and Work-based Learning 1.</p> <p>**Work-Based Mentoring Hours are based on a weekly Mentor-Apprentice Meeting throughout the academic year. This meeting will not be exclusive to an individual module, but will focus on supporting the apprentice in the learning and assessment for all first stage work-based elements.</p>														



<b>Name of Provider:</b>				<b>National College of Ireland</b>										
<b>Programme Title</b>				BA (Hons) in Recruitment Practice										
<b>Award Title</b>				BA (Hons) in Recruitment Practice										
<b>Stage Exit Award Title<sup>3</sup></b>				N/a										
<b>Modes of Delivery (FT/PT):</b>				Full-time										
<b>Teaching and learning modalities</b>				Direct contact via lectures and demonstrations, Blended e-learning										
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>				<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>			
Professional/Major	8	6	2	7				6	60	January 2020	0413			
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no where applicable.</b> (Semester 3 or Semester 4)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>			
			<b>Status</b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b> ECTS	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>**Work- Based Mentoring</b>	<b>Directed e-learning</b>	<b>Independent Learning Hours</b>	<b>Work-based learning effort</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical</b>
Business Development & Customer Relations		1 & 2	M	7	10	250	30	20	10	50	140	100		
Employment Law for Recruitment		1 & 2	M	7	10	250	30	20	10	50	140	50		50
Candidate Strategy		1 & 2	M	7	10	250	30	20	10	50	140	100		
Finance for Recruitment		1 & 2	M	7	10	250	30	20	10	50	140	50	50	
Continuing Professional Development 2		1 & 2	M	7	10	250	20*	20	10	30	170	100		
Work-Based Learning 2		1 & 2	M	7	10	250	20*	20	10	30	170	60	40	
<b>Special Regulations</b> (Up to 280 characters)														

	<p>*Class Contact Hours for Work-Based Modules are based on a weekly Portfolio Building Tutorial throughout the academic year. This tutorial will not be exclusive to an individual work-based module, but will focus on the preparation and collection of evidence for both Continuing Professional Development 2 and Work-based Learning 2.</p> <p>**Work-Based Mentoring Hours are based on a weekly Mentor-Apprentice Meeting throughout the academic year. This meeting will not be exclusive to an individual module, but will focus on supporting the apprentice in the learning and assessment for all second stage work-based elements.</p>
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<b>Name of Provider:</b>				<b>National College of Ireland</b>											
<b>Programme Title</b>				BA (Hons) in Recruitment Practice											
<b>Award Title</b>				BA (Hons) in Recruitment Practice											
<b>Stage Exit Award Title<sup>3</sup></b>				N/a											
<b>Modes of Delivery (FT/PT):</b>				Full-time											
<b>Teaching and learning modalities</b>				Direct contact via lectures and demonstrations, Blended e-learning											
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>			<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>					
Professional/Major	8	6	Award	8			6	60	January 2020	0413					
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no where applicable.</b> (Semester 3 or Semester 4)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>						<b>Allocation Of Marks (from the module assessment strategy)</b>			
			<b>Status</b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b> ECTS	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>**Work-Based Mentoring</b>	<b>Directed e-learning</b>	<b>Independent Learning Hours</b>	<b>Work-based learning effort</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical</b>	<b>Proctored written exam %</b>
Talent Planning		1 & 2	M	8	10	250	30	20	10	50	140	100			

Management and Behaviour in Organisations	1 & 2	M	8	10	250	30	20	10	50	140	100			
Equality and Ethics	1 & 2	M	8	10	250	30	20	10	50	140	100			
Contemporary Issues in Recruitment	1 & 2	M	8	10	250	30	20	10	50	140	100			
Continuing Professional Development 3	1 & 2	M	8	10	250	20*	20	10	30	170	100			
Work-Based Learning 3	1 & 2	M	8	10	250	20*	20	10	30	170	60		40	
<b>Special Regulations (Up to 280 characters)</b>														
		<p>*Class Contact Hours for Work-Based Modules are based on a weekly Portfolio Building Tutorial throughout the academic year. This tutorial will not be exclusive to an individual work-based module, but will focus on the preparation and collection of evidence for both Continuing Professional Development 3 and Work-based Learning 3.</p> <p>**Work-Based Mentoring Hours are based on a weekly Mentor-Apprentice Meeting throughout the academic year. This meeting will not be exclusive to an individual module, but will focus on supporting the apprentice in the learning and assessment for all award stage work-based elements.</p>												

## Part 4: Appendices