



CERTIFICATE OF VALIDATION

New validation

Programme State: **Revalidation**

Provider Name	National College of Ireland
Date of Validation	15-Jul-20

	First Intake	Last Intake	Intakes pre annum
Enrolment Interval	01-Sep-20	01-Sep-24	2

	Code	Title	Award	Full Time Duration (months)	Part Time Duration (months)	Annual Intakes
Principal Programme	PG24368	Bachelor of Arts (Honours) in Early Childhood Education and Care	Bachelor of Arts (Honours) in Early Childhood Education and Care	48	N/A	2
Embedded Programme	PG24372	Bachelor of Arts in Early Childhood Education and Care	Bachelor of Arts in Early Childhood Education and Care	36	N/A	1
Embedded Programme	PG24373	Higher Certificate in Arts in Early Childhood Education and Care	Higher Certificate in Arts in Early Childhood Education and Care	24	N/A	1
Embedded Programme	PG24374	Certificate in Early Childhood Education and Care	Certificate in Early Childhood Education and Care	12	N/A	1

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes and all approved centres

	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum Intake into first year	10	10	10	10	10
Maximum Intake into first year	90	90	100	120	120

Target Learner groups	School leavers, mature learners returning to education, and/or international students. The minimum entry requirements for the current version of the programme is a Level 5 qualification in any discipline. The minimum entry requirements for the programme are 5 Pass Grades at Ordinary Level in the Leaving Certificate or equivalent, which must include English and Mathematics. Applicants who successfully complete a Major QQI Award at Level 5 may apply through the CAO's Higher Education and Links Scheme (HELS). As indicated earlier, students with a major award in Early Learning and Care/Early Childhood Education and Care at NFQ level 6 will be eligible for an advanced entry into year 2 of the programme.
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Brief Synopsis of the programmes	<p>This programme is a four-year honours degree in Early Childhood Education and Care, which is designed to provide students with a solid grounding in early childhood education and care. With a focus on pedagogical approaches and strategies, the programme aims to provides a holistic emphasis on developing the early childhood educator to work in a range of diverse early childhood environments which cater to children from birth to 6-8 years of age.</p> <p>The Level 8 award is specifically designed to meet the requirements of the Professional Awards Criteria Guidelines accreditation enabling graduates to pursue a career in teaching and learning as well as progress to a Post Graduate level programme.</p>
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Delivery mode: full-time / part-time	Full Time
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Teaching and Learning Modes	<ol style="list-style-type: none"> 1. Lectures / Classes 2. Practical Sessions 3. Tutorials 4. Work experience
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Approved Countries	Ireland
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Physical resource requirements	<p>The programme requires appropriate learning spaces to facilitate the teaching, learning and assessment strategy of the programme. Learning spaces should accommodate interactive spaces for collaborative learning, and access to appropriate technologies and equipment.</p> <p>Specific to the early childhood education and care programme, learners need access to appropriate facilities for carrying out simulations of early childhood settings, including a specially designated early childhood education and care classroom equipment configuration**.</p> <p>Learners must have access to appropriate early childhood environments for professional practice and personal study space (e.g. within the library).Access to appropriate recreation and dining spaces and functions are also required.</p> <p>**These facilities are not currently in place however a budget submission has been prepared and they are anticipated to be available from September 2020</p>
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Staff Profiles	Qualifications and Experience	WTE
	Lecturing staff which should normally hold a PhD in Education or at least a level 9 with relevant experience in Early Childhood Education and Care. Staff must have a minimum of a Master’s Degree in a related discipline, with experience in Early Childhood Education and Care.	7
	Placement supervisors will have expertise in the professional practice of ECEC.	40
	The Programme Coordinator provides administrative support to staff involved in the delivery of the programme.	1
	The Placement Coordinator provides administrative support to staff involved in the delivery of the placement component of the programme.	1
	Placement Director will have a minimum level 9 degree and extensive experience in Early Childhood Education and Care.	1



Approved Centres	Centre	Minimum Number of learners per intake per Centre	Maximum Number of learners per intake per Centre
	42522R National College of Ireland	10	120

Learner Teacher Ratios	Learning Activity	Ratio
	Classroom Teaching	1:45
	Placement Supervision	1:6
	Capstone Project Supervision	1:10

Programme being replaced by this programme	Prog Code	Programme Title	Validated	To Close
	N/A	N/A		

Embedded Programme

Programme State: **Validated**

Code	Title	Award	Full Time Duration (months)	Part Time Duration (months)	Annual Intakes
PG24372	Bachelor of Arts in Early Childhood Education and Care	Bachelor of Arts in Early Childhood Education and Care	36	N/A	1

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes and all approved centres

	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum Intake into first year	10	10	10	10	10
Maximum Intake into first year	90	90	100	120	120

Target Learner groups	As an Exit Award for the Bachelor of Arts (Honours) in Early Childhood Education and Care, this programme is for students who have completed Stage 3 but do not wish to progress to the Award Stage of the principal programme. The same minimum entry requirements as the principal programme’s apply here.
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Brief Synopsis of the programmes	<p>This programme is a Stage 3 Exit Award embedded within the principal programme, i.e. Bachelor of Arts (Honours) in Early Childhood Education and Care. As such, it is designed to allow students who have completed Stage 3 but do not wish to progress to the Award Stage to exit the programme with a Level 7 qualification. Students who are awarded the Bachelor of Arts (Ordinary) in Early Childhood Education and Care can return to study at a later date to obtain the Bachelor of Arts (Honours) qualification based on advanced standing and RPL procedures.</p> <p>This embedded Exit Award is designed to provide students with a solid grounding in early childhood education and care commensurate with Level 7 Professional Award Type Descriptors, enabling graduates to pursue a career in teaching and learning with the this sector.</p>
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Delivery mode: full-time / part-time	Full Time
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Teaching and Learning Modes	<ol style="list-style-type: none"> 1. Lectures / Classes 2. Practical Sessions 3. Tutorials 4. Work experience
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Approved Countries	Ireland
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Physical resource requirements	<p>The programme requires appropriate learning spaces to facilitate the teaching, learning and assessment strategy of the programme. Learning spaces should accommodate interactive spaces for collaborative learning, and access to appropriate technologies and equipment.</p> <p>Specific to the early childhood education and care programme, learners need access to appropriate facilities for carrying out simulations of early childhood settings, including a specially designated early childhood education and care classroom equipment configuration.</p> <p>Learners must have access to appropriate early childhood environments for professional practice and personal study space (e.g. within the library). Access to appropriate recreation and dining spaces and functions are also required.</p>
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Staff Profiles	Qualifications and Experience	WTE
	Placement Director will have a minimum level 9 degree and extensive experience in Early Childhood Education and Care.	1
	The Placement Coordinator will provide administrative support to staff involved in the delivery of the placement component of the programme.	1
	The Programme Coordinator will provide administrative support to staff involved in the delivery of the programme.	1
	Placement Supervisors will have expertise in the professional practice of ECEC	40
	Lecturing staff which should normally hold a PhD in Education or at least a level 9 with relevant experience in Early Childhood Education and Care. Staff must have a minimum of a Master’s Degree in a related discipline, with experience in Early Childhood Education and Care.	7

Approved Centres	Centre	Minimum Number of learners per intake per Centre	Maximum Number of learners per intake per Centre
	42522R National College of Ireland	10	120

Learner Teacher Ratios	Learning Activity	Ratio
	Placement Supervision	1:6
	Classroom Teaching	1:45

Programme being replaced by this programme	Prog Code	Programme Title	Validated	To Close
	N/A	N/A		



Code	Title	Award	Full Time Duration (months)	Part Time Duration (months)	Annual Intakes
PG24373	Higher Certificate in Arts in Early Childhood Education and Care	Higher Certificate in Arts in Early Childhood Education and Care	24	N/A	1

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes and all approved centres

	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum Intake into first year	10	10	10	10	10
Maximum Intake into first year	90	90	100	120	129

Target Learner groups	As an Exit Award for the Bachelor of Arts (Honours) in Early Childhood Education and Care, this programme is for students who have completed Stage 2 but do not wish to progress to Stage 3 of the principal programme. The same minimum entry requirements as the principal programme's apply here.
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Brief Synopsis of the programmes	<p>This programme is a Stage 2 Exit Award embedded within the principal programme, i.e. Bachelor of Arts (Honours) in Early Childhood Education and Care. As such, it is designed to allow students who have completed Stage 2 but do not wish to progress to Stage 3 to exit the programme with a Level 6 qualification. Students who are awarded the Higher Certificate in Early Childhood Education and Care can return to study at a later date to obtain the Bachelor of Arts (Honours) qualification based on advanced standing and RPL procedures.</p> <p>This embedded Exit Award is designed to provide students with a solid grounding in early childhood education and care commensurate with Level 6 Professional Award Type Descriptors, enabling graduates to pursue a career in teaching and learning with the this sector.</p>
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Delivery mode: full-time / part-time	Full Time
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Teaching and Learning Modes	<ol style="list-style-type: none"> 1. Lectures / Classes 2. Practical Sessions 3. Tutorials 4. Work experience
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Approved Countries	Ireland
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Physical resource requirements	<p>The programme requires appropriate learning spaces to facilitate the teaching, learning and assessment strategy of the programme. Learning spaces should accommodate interactive spaces for collaborative learning, and access to appropriate technologies and equipment.</p> <p>Specific to the early childhood education and care programme, learners need access to appropriate facilities for carrying out simulations of early childhood settings, including a specially designated early childhood education and care classroom equipment configuration.</p> <p>Learners must have access to appropriate early childhood environments for professional practice and personal study space (e.g. within the library). Access to appropriate recreation and dining spaces and functions are also required.</p>
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Staff Profiles	Qualifications and Experience	WTE
	Lecturing staff should normally hold a PhD in Education or at least a level 9 with relevant experience in Early Childhood Education and Care. Staff must have a minimum of a Master's Degree in a related discipline, with experience in Early Childhood Education and Care.	7
	Placement supervisors will have expertise in the professional practice of ECEC.	40
	The Programme Coordinator will provide administrative support to staff involved in the delivery of the programme.	1
	The Placement Coordinator will provide administrative support to staff involved in the delivery of the placement component of the programme.	1
	Placement Director will have a minimum level 9 degree and extensive experience in Early Childhood Education and Care.	1

Approved Centres	Centre	Minimum Number of learners per intake per Centre	Maximum Number of learners per intake per Centre
	42522R National College of Ireland	10	120

Learner Teacher Ratios	Learning Activity	Ratio
	Classroom Teaching	1:45
	Placement Supervision	1:6

Programme being replaced by this programme	Prog Code	Programme Title	Validated	To Close
	N/A	N/A		

Embedded Programme

Programme State: **Validated**

Code	Title	Award	Full Time Duration (months)	Part Time Duration (months)	Annual Intakes
PG24374	Certificate in Early Childhood Education and Care	Certificate in Early Childhood Education and Care	12	N/A	1

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes and all approved centres

	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum Intake into first year	10	10	10	10	10
Maximum Intake into first year	90	90	100	120	120

Target Learner groups	
	As an Exit Award for the Bachelor of Arts (Honours) in Early Childhood Education and Care, this programme is for students who have completed Stage 1 but do not wish to progress to Stage 2 of the principal programme. The same minimum entry requirements as the principal programme's apply here.



Brief Synopsis of the programmes	<p>This programme is a Stage 1 Exit Award embedded within the principal programme, i.e. Bachelor of Arts (Honours) in Early Childhood Education and Care. As such, it is designed to allow students who have completed Stage 1 but do not wish to progress to Stage 2 to exit the programme with a Level 6 qualification. Students who are awarded the Certificate in Early Childhood Education and Care can return to study at a later date to obtain the Bachelor of Arts (Honours) qualification based on advanced standing and RPL procedures.</p> <p>This embedded Exit Award is designed to provide students with a solid grounding in early childhood education and care commensurate with Level 6 Professional Award Type Descriptors, enabling graduates to pursue a career in teaching and learning with the this sector.</p>
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Delivery mode: full-time / part-time	Full Time
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Teaching and Learning Modes	<ol style="list-style-type: none"> 1. Lectures / Classes 2. Practical Sessions 3. Tutorials
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Approved Countries	Ireland
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Physical resource requirements	<p>The programme requires appropriate learning spaces to facilitate the teaching, learning and assessment strategy of the programme. Learning spaces should accommodate interactive spaces for collaborative learning, and access to appropriate technologies and equipment.</p> <p>Specific to the early childhood education and care programme, learners need access to appropriate facilities for carrying out simulations of early childhood settings, including a specially designated early childhood education and care classroom equipment configuration.</p> <p>Learners must have access to appropriate early childhood environments for professional practice and personal study space (e.g. within the library). Access to appropriate recreation and dining spaces and functions are also required.</p>
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Staff Profiles	Qualifications and Experience	WTE
	Lecturing staff should normally hold a PhD in Education or at least a level 9 with relevant experience in Early Childhood Education and Care. Staff must have a minimum of a Master’s Degree in a related discipline, with experience in Early Childhood Education and Care.	7
	Placement supervisors will have expertise in the professional practice of ECEC.	40
	The Programme Coordinator will provide administrative support to staff involved in the delivery of the programme.	1
	The Placement Coordinator will provide administrative support to staff involved in the delivery of the placement component of the programme.	1
	Placement Director will have a minimum level 9 degree and extensive experience in Early Childhood Education and Care.	1

Approved Centres	Centre	Minimum Number of learners per intake per Centre	Maximum Number of learners per intake per Centre
	42522R National College of Ireland	10	120



Learner Teacher Ratios	Learning Activity	Ratio
	Classroom Teaching	1:45
	Placement Supervision	1:6

Programme being replaced by this programme	Prog Code	Programme Title	Validated	To Close
	N/A	N/A		



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

Part 1: Statutory Conditions of Validation

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

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

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

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

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

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

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

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

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

Part 2.3 General Condition of Validation

The provider of the programme shall:

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



9. Adhere to QQI regulations and procedures for certification.

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

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

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

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

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Part 2.5 Special Conditions of Validation