



CERTIFICATE OF VALIDATION

New validation

Validation Process: **New**

Provider Name	National College of Ireland
Date of Validation	24-Jun-21

	Code	Title	Award	Exit
Principal Programme	PG24571	Certificate in Leadership, Governance and Change Management in Early Childhood Home Visiting	Certificate (Special Purpose Award at NFQ Level 7) 7S21487 10 credits	N/A
Embedded Programme	N/A			

	First Intake	Last Intake
Enrolment Interval	01-Jul-21	30-Jun-24

Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time
Maximum Intakes per Annum:	0	3	Part Time
Minimum Learners per Intake:	0	4	
Maximum Learners per Intake:	0	8	
Duration (months)	N/A	3	

Target Learner Groups

While the principal programme is targeted at learners who would like to work with or for babies and young children from birth to six in the ECEC sector, the target learners for this micro-credential are existing Home Visitors who currently or will at some specified point in the near future work as coordinators supporting Home Visitors across different programmes.

We intend that all potential and practising coordinators could avail of the Certificate in Leadership, Governance, and Change Management in Early Learning Home Visiting, including coordinators supporting home visitors employed to deliver Community Mothers, Life Start, Early Childhood Home Visiting and Preparing for Life. Family support workers employed by Tusla or working in Homeless services, direct provision services etc. will also be encouraged to complete the programme. As the programme will be delivered entirely online, it will provide maximum flexible learning opportunities for coordinators in a safe manner in light of the ongoing Covid 19 pandemic.



Brief Synopsis of the Programmes

The Certificate in Leadership, Governance and Change Management in Early Childhood Home Visiting is a single module micro-credential aimed at providing Home Visitor coordinators working with the NCI Early Learning initiative (ELI) with the skills, knowledge and values required to competently lead, support, guide and supervise home visitors in their role of supporting parents. The module being proposed as a micro-credential, Leadership and Governance in ECEC Environments, is a mandatory Stage 3 module on the Bachelor of Arts (Honours) in Early Childhood Education and Care. The title, learning outcomes, indicative content and assessments strategy of this module have been modified slightly to reflect the emphasis placed on the early childhood home visiting context in the micro-credential programme.

Home Visiting is a local peer-led community lifeline for most at-risk children (0-4years) and families. Employing early school leavers/former programme parents/migrants as Home Visitors creates skilled cohesive inclusive supportive local communities. Upskilling home visitors and re-imagining child/family interventions is needed to increase future engagement and impact. This programme will give coordinators a professional qualification, encourage them to further their education, as well as enhancing the mechanisms and processes behind Home Visiting in line with The Government's First 5 National Strategy 2019-2028 and in response to current and post Covid-19 restrictions and challenges.

The micro-credential will be delivered over 12 weeks, providing 36 hours of direct teaching to the learners. Assessments will be 100% based on continual assessment and will be integrated into the classroom teaching. Through the assessment process, students will be examined on their competencies across the six learning outcomes listed below. In addition to the 36 hours classroom-based teaching, learners will be expected to engage in 214 further hours of self-directed learning, which will comprise of core reading and selective reading tasks, video based learning and reflective practice gained through work experience.

The programme will utilise a virtual environment through its teaching, learning and assessment strategy in order to support learners in attaining the intended learning outcomes and developing the skills and competencies required to utilise online platforms and e-communication tools to fulfil the responsibilities of a Home Visitor coordinator.

Teaching and Learning Modes

1. E-learning (directed)
2. Lectures / Classes
3. Self Directed Learning
4. Webinars

Approved Countries

Ireland



Physical Resource Requirements

In alignment with the validated parent programme, the following resources will be provided to support the effectiveness of the programme:

- Access to high-speed Wi-Fi network
- Laptop Loan schemes
- NCI Student Portal
- Moodle
- MS Teams
- IT Helpdesk (physical and online)
- Library resources (physical and online)
- Student Support and Student Administrative Services (physical and online)
- Student email
- Online Timetables
- Online student survey and feedback tools

Online classes will be delivered using a virtual classroom system (i.e. MS Teams) that can cater for live questions from learners by audio and text, screen sharing by both lecturer and learners, and a facility to record sessions. Asynchronous activities and resources will be universally designed to support individual learning needs and will be provided through the virtual learning environment (i.e. Moodle).

Staff Profiles	Qualifications and Experience	WTE
Lecturer	Lecturing staff should normally hold a minimum of a Master’s degree in a related discipline, with experience/ exposure to Early Childhood Education and Care, or equivalent.	2
Programme Director	The Programme Director will hold a PhD in Education or related discipline or, at a minimum, a Level 9 award with relevant professional experience.	1
Programme Coordinator	The Programme Coordinator will have experience in relationship management and providing administrative support to faculty involved in the delivery in the programme.	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	4	8

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

Learner Teacher Ratios	Learning Activity	Ratio
	Synchronous Online	1:25
	Asynchronous Directed E-Learning	1:25

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	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

1.

Part 2.5 Special Conditions of Validation