QQI
Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

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	PG24572	Certificate in Curriculum and Pedagogical Practice for Early Childhood Home Visiting	Certificate (Special Purpose Award at NFQ Level 6) 6S21489 20 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
Maximum Intakes per Annum:	0	2
Minimum Learners per Intake:	0	5
Maximum Learners per Intake:	0	35
Duration (months)	N/A	3

Delivery Mode: full-time / part-time	Part Time

Target Learner Groups

While the parent programme was 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 is existing ELI Home Visitors, and former programme parents, migrants, school leavers and mature students returning to education to upskill as Home Visitors.

Target learners for this programme will initially be working Home Visitors from the north Dublin area working for NCI's Early Learning Initiative (ELI) but will also include other Community Mothers Programmes, ParentChild+ and Home from Home Programmes being run in different areas and counties:

• Community Mothers Programme, (89 Home Visitors in 10 sites in Dublin, Limerick, Roscommon, Trim, Kerry, Westmeath, Meath, Tipperary, Laois, Offaly, Longford).
• ParentChild+/Home from Home Programme (61 Home Visitors in 9 sites in Dublin, Limerick, Galway and Louth).

The needs of working home visitors, the ease of access to study and balancing required to undertake part-time study have been taken into consideration in the development of the programme. The option for wholly online eLearning delivery provides a flexible and feasible opportunity for further study for target learners and will facilitate a nationwide delivery of the micro-credential. This option of being wholly online also mitigates risks associated with the Covid-19 pandemic.

QQI
Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

Brief Synopsis of the Programmes

This is a 20-credit programme delivered through an eLearning model over the duration of one semester (12 weeks). The programme consists of two 10-credit modules taken from the Bachelor of Arts (Honours) in Childhood Education and Care: (i) Music, Movement, Art and Drama and (ii) Core Pedagogies and Curriculum in ECEC. These modules are from Stage 1 and Stage 2 of the principal programme, respectively. The titles, learning outcomes, indicative content and assessments strategies of the modules have been modified slightly to reflect the emphasis placed on the early childhood home visiting context in the micro-credential programme.

The Certificate in Curriculum and Pedagogical Practice for Home Visiting is designed to provide Home Visitors who deliver the ParentChild+ and Community Mothers Programmes around the country (Dublin, Limerick, Roscommon, Trim, Kerry, Westmeath, Meath, Tipperary, Laois, Offaly, Longford, Wexford, Galway and Louth) with a solid grounding in early childhood education and care, and the necessary knowledge, skills and competences to deliver a high-quality hybrid home visiting model.

The programme is structured around three core competences of professional practice: knowledge, practices and values. By mirroring the structure and learning outcomes of the existing "Music, Movement, Art and Drama" and "Core Pedagogies and Curriculum in ECEC" modules from the principal programme, learners will have the opportunity to develop a range of knowledge, practices and values centred on supporting young children's holistic learning and development within a range of unique and diverse contexts related to home visiting.

The curriculum provides a rich and varied set of teaching, learning and assessment experiences to enable Home Visitors to develop the knowledge, skills and competences required to deliver hybrid home visiting experiences indoors, outdoors, and remotely that effectively engage families and have the same impact on child and family outcomes as face-to-face home visiting. The programme introduces a range of curriculum and pedagogical practices appropriate to achieving a high-quality hybrid home visiting model that integrates remote, online, doorstep, couch/floor delivery (indoor, outdoor, and remote pedagogies). Curriculum and pedagogical practices will include strategies to support virtual parent-child engagement; trauma informed practice, and parents to support their children's holistic learning and development.

While the programme is a stand-alone micro-credential, learners are encouraged to progress to the Bachelor of Arts (Honours) in early Childhood Education and Care, which is targeted at those who would like to work with babies and young children from birth to six in the ECEC sector, including working in home visitor or early years intervention programmes.

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 some 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	5	35

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

Learner Teacher Ratios	Learning Activity	Ratio
	Synchronous Online	1:35
	Directed Asynchronous	1:35

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 writting, 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 certfication.

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