EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Certificate in Training & Development Skills (30 ECTS) Certificate in Learning Theory & Instructional Design (15 ECTS) Certificate in Training Delivery & Evaluation (15 ECTS)				
2.	NFQ Level(s):	7				
3.	Duration:	1 year				
4.	ISCED Code:	0413				
5.	School / Centre:	Mayo Campus				
6.	Department:	Department of Nursing, Health Sciences & Social Care				
7.	Type of Review:	New Programme:	Yes:	x	No:	
		Differential Validation:	Yes:		No:	
8.	Date of Review:	15th May 2017				
9.	Delivery Mode:	Full-time	x	Part-time		Blended
11.	Panel Members:	Mr Gerard MacMichael, Chair Mr Gerry O'Neill Mr Hugh McBride Ms Orla Bourke, Intersport Elverys Ms Carmel Brennan, Secretary				
12.	Proposing Staff:	Ms Mary Nestor				
13.	Programme Rationale:	The proposed award is a Work-based learning (WBL) programme. Work-based learning seeks to identify and demonstrate learning "that has occurred through work based activity, wherever and however this may have been achieved" (UVAC 2005, cited in Roodhouse (2010, p.22). WBL is primarily concerned with learning opportunities that are not contrived for study purposes but occur in the workplace or its contemporary equivalents, and arise from working. "The work is the vehicle through which the				

curriculum is critically explored." (University of the West of England, 2009, p.2).

Lifelong learning and work-based learning is a key component of government and EU education policy (Dept. of Education & Skills 2011, p.78). The publication of Towards a Future Higher Education Landscape (HEA, 2012) identified two essential drivers of change: quality and participation. In terms of the latter, further expansion of higher education is inevitable and essential to realise a knowledge-based economy. A component of this expansion is "the need for ongoing upskilling of the existing workforce ... our HE system must strengthen its alignment with the evolving economic needs, and its integration within the education and training system as a whole." (HEA, 2012, p.5). This programme is aligned with the needs of industry in the region.

14.	Potential Demand for Entry:	Target numbers: 18 students
15.	Stakeholder Engagement:	As part of the planning process for this programme research was undertaken with the HR functions of large employers in the region. All expressed a need and demand within their organisations/sectors for accredited programmes in training. Respondents anticipate that this demand will be ongoing for the foreseeable future. The optimal delivery method from an employer perspective is part-time with a blend of classroom contact hours and online delivery. This programme has been developed considering feedback from employers and the requirements of industry. This programme also has potential in the wider region (Sligo, Roscommon, Galway) given the proposed delivery schedule which is 'work / employer friendly'.
16.	Graduate Demand:	The majority of students undertaking the proposed programme will be in employment. Graduates will be able to upskill and move into training roles in their organisations or gain employment in training roles in a range of industries and sectors. Those already in quasi-training roles may validate their existing experience with an accredited qualification. Graduates of this programme will be better equipped to gain employment and/or avail of promotional opportunities

		in their place of employment. For students who are not currently employed, this programme will offer a current, accredited qualification that will augment their employability in training or associated roles. A feature of the proposed programme is the strong focus on 'practice' element for the purposes of skills development and assessment. Students will be required to design and deliver an authentic training piece for the purposes of assessment. This will enhance the students' understanding of instructional design and core skills required for effective delivery of training programmes.
17.	Entry Requirements:	Students will have to meet the minimum entry requirements for a level 7 programme stipulated in Code of Practice No. 3 Marks and Standards, at any given time. Recognition can be granted for prior learning in accordance with the relevant code.
18.	Access, Transfer & Progression:	Graduates may be eligible for exemptions similar modules on other HR or business programmes.
19.	Programme Structure:	The 30 credit SPA consists of two 15 credit modules, the first dealing with the theory of learning and preparation for training, the second focussing on training delivery and evaluation.
21.	Learning, Teaching & Assessment Strategies:	This programme is specifically designed for the adult learner and as a consequence it aims to embrace the principles of Andragogy, in other words, it is a learner focused programme of study. The philosophy of the programme derives from the principles of reflective practice and experiential learning. To facilitate the adult, working cohort of students, a blended learning approach will be used to deliver this programme. It will use a combination of asynchronous, online and synchronous, face-to-face, learning/teaching. Essentially, as appropriate the classroom will be flipped, with students being asked to do their 'homework in the class', and their 'classwork' at home. In this programme there will be a particular emphasis on the workplace, with facilitated student discussions and exchanges in relation to their work experiences enhancing the authenticity of the module materials.

		This programme will be assessed through continuous assessment. This is viewed as being appropriate given the cohort of students, and the practical focus of the programme. The forms of CA used will vary but may include inter alia essays/projects, roleplays, training plans and presentations, undertaken on an individual or group basis. Assessment, where feasible, will relate to student's own work place and/or potential training areas in their workplace, thereby making the assessments more authentic and meaningful.
22.	Resource Implications:	152 hours are required to deliver this programme encompassing face-to-face and online hours. This programme will be offered on a self-financing basis, with 18 students required for programme viability.
23.	Synergies with Existing Programmes:	None
24.	Findings and Recommendations:	General:
		The programme was approved to proceed to the next stage of validation subject to the following recommendations:
		Special conditions attaching to approval (if any):
		1. Articulate further the rationale for having three awards and submit the programme documentation required for both 15 credit SPAs. Include the rationale for the content of the SPAs and the extent, if any, to which the content is integrated across the modules/SPAs. 2. Revise the entry requirements to be more specific e.g. provide detail of work experience requirements, if any. List these requirements in the AQA2 document in addition to the Module Manager document. Ensure that entry requirements are specified for each SPA. 3. Edit the Programme Learning Outcomes to ensure that they are unambiguous and strengthen the link between the programme and module learning outcomes.
		Recommendations of the panel in relation to award sought:
		The validation panel strongly recommends that the programme board: 4. Review the title to ensure that it is appropriate for the programme. 5. Reconsider the assessment strategy considering the credit weighting of the modules, integrating the

		pedagogic and assessment strategies better, and linking with employers as feasible. Clarify the pedagogy and assessment for students not in employment, or not in employment directly related to the programme if these students are being admitted. 6. Include an indicative delivery schedule in the document to provide clarification in relation to the proposed delivery of the programme. 7. Ensure consistency throughout the document in relation to the generic skills that students will develop in the programme. 8. Revise the module descriptors by including a statement of aim in the module descriptors, editing the module learning outcomes, highlighting the blended delivery in the Teaching & Learning strategy, expanding the assessment strategy and updating the reading resources as relevant. 9. Ensure consistency between the APS and programme document delivery hours.	
25.	FAO: Academic Council:		
		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary