



CERTIFICATE OF VALIDATION

Extension #1

Provider name	National College of Ireland
Date of validation	24-Jun-21

Enrolment interval	First intake	Last intake
	Jul-21	Jun-25

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG24508	Certificate in Strategies of Learning and Teaching for P-Tech	Certificate (Special Purpose Award at NFQ Level 9) 9S21493 10 credits	n/a	3	n/a
Embedded Programme						

	Full Time	Part Time
Maximum Intakes per annum:	n/a	3
Minimum Learners per Intake:	n/a	5
Maximum Learners per Intake:	n/a	46

Principal Programme

5 Year Plan: Planned total enrolment i.e. aggregated across all intakes in all approved centres.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum intake into first year	5				
Maximum intake into first year	138				

Target learner groups	The target group for the Certificate in Strategies of Learning and Teaching for P-TECH are post-primary teachers that have been identified as ‘P-TECH teachers’ in their schools. The first cohort of learners have already engaged P-TECH specific modules for junior cycle students in robotics and coding. The target group will teach two new P-TECH modules in the senior cycle of school. These modules will provide new opportunities for post-primary students to gain
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	valuable workplace experiences as well as opportunities to engage in authentic workplace projects. The first P-TECH module, “Skills for Business and Employment”, will prepare students to engage in a variety of business and employment activities including, but limited to, teamwork; collaboration; problem-solving; career development skills and business etiquette. The second P-TECH module, “Skills for a Digital World”, will prepare students to develop a range of digital specialist and business-related skills involving working with digital platforms and mobile technologies as well as other competencies such as creativity and problem-solving.
Approved countries for provision (i.e. where enrolled learners will be based)	Ireland
Delivery mode: Full-time/part-time	Part-Time
List the teaching and learning modes¹	1. E-learning (directed) 2. E-learning (self-directed) 3. Lectures / Classes 4. Self Directed Learning
Does the blend of modalities predominantly involve remote e-learning (Yes/No)	Yes
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	Mirroring the structure and learning outcomes of the existing “Strategies of Learning and Teaching” module in the MA in Educational Practice, this programme provides the context for learners to engage with and reflect on the use of a wide range of instructional strategies. The programme is structured around three core areas of professional development: theoretical foundations; professional studies; and educational practice. Reflective practice and critical engagement with theory, practice and context are key features of the module as participants will need to be able to adapt, evaluate and innovate their teaching and assessment strategies to their teaching context. The curriculum provides a rich and varied set of teaching, learning and assessment experiences to enable participants to develop the knowledge, skills and competences required to teach and assess P-TECH modules at senior cycle in the post-primary setting. The programme introduces a range of pedagogic strategies, assessment approaches and theoretical foundations appropriate to teaching PTECH modules and introduces learners to the P-TECH ‘Abilities Framework’ which provides an important structure for the learning, achievements and assessment of P-TECH students. It furthermore outlines the specific values and ethos underpinning the delivery of PTECH modules where a strong emphasis is placed on building P-TECH students’ confidence and self-belief through authentic workplace experiences and project work as well as supporting opportunities for students’ future learning and career pathways. While the programme is a stand-alone micro-credential, learners are encouraged to progress to the Certificate in Educational Practice for P-TECH by completing the practise-based module. This will enhance students’ learning and provide a key opportunity to implement their learning and engage in continued reflection on their practice and the impact of the modules on the P-TECH students.

¹ Defined later in this document.



Summary of staffing requirements (the details are provided in the module descriptors)	WTE ²	Qualifications and experience
	3	Lecturing staff should normally hold a PhD in Education or related discipline or, at a minimum, a Level 9 award with relevant professional experience.
	0.25	The Programme Director will hold a PhD in Education or related discipline or, at a minimum, a Level 9 award with relevant professional experience. The Programme Director will also be a lecturer on the programme.
	0.25	The Programme Coordinator will have experience in relationship management and providing administrative support to faculty involved in the delivery in the programme.
Outline the physical resource requirements (the details are provided in the module descriptors)	<p>The programme will require access to the following physical resources:</p> <ul style="list-style-type: none"> • Access to NCI student Portal, including Moodle, Adobe Connect, Helpdesk, Library resources, student email and timetables) • Access to high-speed Wi-Fi network • Charging points for mobile computing devices • Library books (see further detail below) <p>Face-to-face sessions will be held at NCI or an approved regional centre and will take place in a classroom environment that has appropriate computer equipment and/or has the space and power facilities for practitioners to bring their own devices. Online classes will be delivered using a virtual classroom system that can cater for live questions from practitioners by audio and text, screen sharing by both lecturer and practitioners, 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.</p>	
Outline specifications for the ratio of learners to teaching staff	Staff to learner ratio	Learning activity type
	1:35	Classroom
	1:35	Synchronous Online

² WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.



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

[The PAEC must endorse all the conditions in Part 2. These lists of potential conditions must be checked for each programme. Delete any that do not apply.]

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

Part 2.5 Special Condition of Validation

Programme Descriptor for Micro-Credentials (5-10 ECTS) leading to HET Special Purpose Award (One Module)

Summary Programme Schedule

Name of Provider:		National College of Ireland											
Micro-Credential Programme Title:		Certificate in Strategies of Learning and Teaching for P-Tech											
Award Class	Award NFQ level	Modes of Delivery (FT/PT, Both)	FT Duration (Weeks)	PT Duration (Weeks)	PEL Applies?	Intakes p.a	Teaching, Learning and Assessment Modes (Face to Face, Blended, 100% Online)	ISCED code					
Special Purpose	9	PT	N/A	12	Yes	3	Blended & 100% Online	0112					
Module Title (Up to 70 characters including spaces)		ECTS Credits	Total Student Effort Module (hours)					Allocation of Marks (from the module assessment strategy)					
			Total Hours	Classroom / Lab	Synchronous Online	Directed Asynchronous	On-Demand Asynchronous	Independent Learning	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %	Other (identity)
Strategies of Learning and Teaching		10	250	18	18			214	100				
Special Regulations (Up to 280 characters)													

Proposed new learner numbers over three years – all intakes	Year 1		Year 2		Year 3	
	FT	PT	FT	PT	FT	PT
Minimum total enrolment:		15		25		25
Maximum total enrolment:		35		105		140