



# CERTIFICATE OF VALIDATION

## Extension #1

<b>Provider name</b>	National College of Ireland
<b>Date of validation</b>	24-Jun-21

<b>Enrolment interval</b>	<b>First intake</b>	<b>Last intake</b>
	Jul-21	Jun-25

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
<b>Principal programme</b>	PG24509	Certificate in Educational Practice for P-Tech	Certificate (Special Purpose Award at NFQ Level 9) 9S21491 20 credits	n/a	6	n/a
<b>Embedded Programme</b>						

	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
<b>Minimum intake into first year</b>	5				
<b>Maximum intake into first year</b>	138				

<b>Target learner groups</b>	The target group for the Certificate in Educational Practice 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 students to gain valuable workplace experiences as well
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	<p>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. Target learners for this programme will be working teachers initially from the north Dublin area but eventually from a range of schools nationally as the P-TECH modules are rolled out. The needs of working teaching professionals, the ease of access to study and the balancing required to undertake part-time study have been taken into consideration in the development of the module. The option for blended delivery provides a flexible and feasible opportunity for further study for target learners and will facilitate a national delivery of the module in the future. This option, which can be readily adapted to an online delivery mode, also mitigates risks associated with the Covid-19 pandemic.</p>	
<b>Approved countries for provision (i.e. where enrolled learners will be based)</b>	Ireland	
<b>Delivery mode: Full-time/part-time</b>	Part-Time	
<b>List the teaching and learning modes<sup>1</sup></b>	<ol style="list-style-type: none"><li>1. Lectures / Classes</li><li>2. One-on-One Sessions</li><li>3. Self Directed Learning</li><li>4. Work experience</li></ol>	
<b>Does the blend of modalities predominantly involve remote e-learning (Yes/No)</b>		
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	<p>The Certificate in Educational Practice for P-TECH provides participants with the necessary knowledge, skills and competences to undertake teaching and assessment of the Level 6 P-TECH modules in a post-primary setting. The programme also provides a supportive context for teachers to trial new approaches, implement their teaching and learning and finally, to undertake reflection on their practice. The programme amalgamates two pre-existing modules from the revalidated MA in Educational Practice: Strategies of Learning and Teaching (10 ECTS) and the Practicum in Teaching for Further Education (10 ECTS). The module descriptors, including learning outcomes and assessment strategies, have been replicated to create a two stage micro-credential programme which additionally supports learners’ understanding of the P-TECH curriculum and which also takes account of the distinctive needs of the P-TECH student cohort.</p>	
<b>Summary of staffing requirements (the details are provided in the module descriptors)</b>	WTE <sup>2</sup>	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.

<sup>1</sup> Defined later in this document.

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



	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.
<b>Outline the physical resource requirements (the details are provided in the module descriptors)</b>	<p>The programme will require access to the following physical resources:</p> <ul style="list-style-type: none"> <li>• Access to NCI student Portal, including Moodle, Adobe Connect, Helpdesk, Library resources, student email and timetables)</li> <li>• Access to high-speed Wi-Fi network</li> <li>• Charging points for mobile computing devices</li> <li>• Library books (see further detail below) Face-to-face sessions will be held at NCI or an approved regional centre and take place in a classroom environment which 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.</li> </ul>	
<b>Outline specifications for the ratio of learners to teaching staff</b>	Staff to learner ratio	Learning activity type
	1.35	Classroom
	1:35	Synchronous Online



# 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-Credential (10 – 30 ECTS) leading to HET Special Purpose Award (Multiple Modules)

### Summary Programme Schedule

Name of Provider:			National College of Ireland												
Micro-credential Programme Title:			Certificate in Educational Practice 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		24			Yes	3	Blended & 100% Online				0111	
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	Work-based Learning	On-Demand Asynchronous	Independent Learning	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %	Other (Identify)
Strategies of Learning and Teaching			10	250	18	18				214	100				
Practicum in Educational Practice			10	250	15	15		60		160	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