QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

CERTIFICATE OF VALIDATION

Extension #1

Provider name	National College of Ireland
Date of validation	09-Sep-21

Enrolment interval	First intake	Last intake
	Sep-21	Sep-24

	Code	Title	Award	Duration (Full Time)	Duration (Part Time)	Exit
Principal programme	PG24592	Certificate in P-Tech (Pathways in Technology)	Certificate (Special Purpose Award at NFQ Level 6) 6S21593 10 credits	n/a	36	n/a
Embedded Programme						

	Full Time	Part Time
Maximum Intakes per annum:	n/a	1
Minimum Learners per Intake:	n/a	75
Maximum Learners per Intake:	n/a	450

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	75				
Maximum intake into first year	450				

Target learner groups	The Certificate in P-TECH programme is designed for delivery in P-TECH Member Schools. The target learners are students in the senior cycle of secondary school (Transition Year, 5th and 6th Year). Students who choose to do Transition Year in school will pursue P-TECH as their programme in that year. In 5th Year, students will have an opportunity to choose to continue on the Certificate in P-TECH as a seventh subject. This programme provides P-TECH students with an

	opportunity to gain a second transcript with a recognised HE Level 6 Award from QQI. In addition to the QQI Award, students targeted for this programme will have opportunities to complete Open P-TECH badges which are industry recognised credentials awarded for the completion of e-learning modules on IBM's Open P-TECH digital learning platform. Students who undertake the programme will avail of authentic and experiential learning opportunities that will support them to develop important industry skills (in areas such as technology, business, communications, design thinking and digital marketing) to open up opportunities for future career paths in the technological industry as well as the possibility of undertaking further or higher education study. The programme develops students' specialised skills and knowledge and supports them to take responsibility for the completion of work and personal goals in line with a Level 6 higher education award. In addition, students participating in the programme have important personal development opportunities which build their confidence, resilience, self-awareness and learning skills. This aspect of the programme represents an underlying belief that students' learning in all other areas and topics (e.g. project working, specialised technology skills, careers etc.) will be enhanced with a continued emphasis on their well-being and personal development. This belief aligns to the capability approach (Sen, 1992;1998; Nussbaum, 20011) which emphasises the primary importance of well-being in the development of people's capabilities and also the transformative impact of educational initiatives that develop student potential, agency and self-determination. For the P-TECH students, the programme therefore offers unique opportunities and pathways for learning to enhance their potential. In this way, as Walker (2008) argued, the learning and the learning achievements on the Certificate in P-TECH can contribute to well-being and to the quality of students' life in some way. The Certificate in P-TECH offers students an alternative programme of learning with alternative assessments. Students with an interest in a career in industry or technology will find career enhancing opportunities on the programme as they build valuable workplace and specialised technical and digital skills in areas including such as visual design, design thinking, cybersecurity, artificial intelligence, cloud, coding and data science. Students who find academic work challenging may find the different approach rewarding and validating as they find opportunities to excel and build confidence through their incremental successes. Similarly, students who wish to pursue a third level education will find the programme advantageous as it introduces them to a third-level curriculum including teaching and assessment approaches. This 'bridge' to third level education can provide an incentive to pursue study and build confidence and self-belief. Importantly, this bridge to third level learning also has the potential to increase students' cultural capital (Bourdieu, 1986) and, in turn, aid their future transition to higher education.
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 modes[1]	1. Lectures / Classes 2. Self Directed Learning 3. Work experience

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[1] Defined later in this document.

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.)	The Certificate in P-TECH will be delivered as part of the senior-cycle curriculum in secondary schools that have signed up to the P-Tech School Model. Transition Year students in these schools will be enrolled on the programme and will complete it alongside their other senior-cycle subjects over three academic years. It forms one element in the National P-TECH Initiative, which spans five years of secondary schooling from 2nd year to 6th year. The HE Level 6 P-Tech Programme would enrol learners within the Transition Year. The Certificate in P-TECH aims to support a wide range of students in earning their traditional second-level qualifications (e.g. the Leaving Certificate) as well as giving them a unique opportunity to also gain HE skills, experiences and a HE award from a HEI. The high calibre work experience delivered as a key component of the P-TECH programme will also provide learners with a competitive advantage in employment in IT and related areas after they finish school. Engagement with HE level learning is also anticipated to help retain them in the education system and give them the confidence to progress to tertiary level education at a FE College or HEI. The qualification offered to students enrolled in the programme will be free of charge to students and their families as it is funded by the Department of Education and Skills. The Certificate combines second-level school education with elements of higher-level education and authentic high-quality work experiences, mentoring, structured internships, and tasters of subjects in higher education. Students who enrol on the Level 6 Certificate in P-TECH will continue to study their six subjects during the senior cycle and can also achieve an additional qualification or 'second HE/QQI transcript' in place of a seventh subject. The Level 6 HE Award is therefore positioned to sit alongside the senior cycle curriculum as enhancing and not competing with students' existing learning and assessment requirements (including the Leaving Certificate) without adding additional burdens or stress. The Certificate in P-TECH comprises two modules entitled "Skills for Business & Career" and "Skills for a Digital World". Each module carries 5 ECTS at Level 6 on the National Framework of Qualifications (NFQ) mapped against the Generic HE Award Standards and will be delivered simultaneously over the duration of the programme. The programme curriculum is built upon four P-TECH Values which were developed through a consultation process with the National P-TECH Curriculum Working Group. Taking a decision to embed values in the curriculum from the beginning means that values have been part of the curriculum design and decision-making processes relating to the programme and module aims, teaching and learning strategies, content, and assessment approaches. The four values are also aligned to the programme and module learning outcomes

	WTE[2]	Qualifications and experience
Summary of staffing requirements (the details are provided in the module descriptors)	1	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	The Programme Coordinator will have experience in relationship management and providing administrative support to faculty involved in the delivery in the programme.

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

	3	NCI Centre for Education and Lifelong Learning lecturing staff who hold a PhD in Education or related discipline or, at a minimum, a Level 9 award with relevant professional experience.
	3	Qualified teacher who is enrolled on or completed the NCI Certificate in Educational Practice for P-Tech Micro-Credential
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Outline the physical resource requirements (the details are provided in the module descriptors)	The physical learning environment combines classroom-based learning (based in students' classroom environments within the P-TECH Member Schools), online learning through the P-TECH VLE and work-based learning, which takes place during the structured work placement with one of the P-TECH industry partners. In addition, students will have access to the Open P-TECH digital learning platform where they can complete online learning courses and badges. As outlined in the MoA between the P-TECH Partner Schools and NCI, each School is delegated responsibility for ensuring consistency and quality in all teaching, workplace learning, mentoring and student supports in line with existing child protection and pastoral care policies. By signing the MoA, the School agrees to provide specific supports and accommodations for P-TECH enrolled students who would have additional needs. These should be in line with the current provision available in Irish post-primary schools. Each P-TECH Member School will provide students with the following minimum resources: • Access to a laptop computer or tablet device with keyboard for each student during each class and extending for the three years of the programme. • Access to broadband internet under supervision in school. • Access to the cloud-based Virtual Learning Environment and e-Portfolio depository and management service. • Arrangements in place for access to computer/tablet device during placement (this may be either provided by the school or by the workplace setting). • Access to digital cameras and sound recording on a shared basis for some of the project work. • Access to business software for business such as word processing, presentation, and spreadsheet applications. • Classrooms in school suitable for on site, traditional face-to-face delivery • Access to school supporting resources (e.g., Moodle, Library resources and timetables) • Library books (physical and digital via the VLE)	

	Staff to learner ratio	Learning activity type
Outline specifications for the ratio of learners to teaching staff	1:27	Classroom Teaching
	1:6	Work Experience
	1:27	Work and Education Taster Sessions
	1:27	Groupwork
	1:1	One-to-One Support

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 and stage schedules

PG24592 Certificate in P-Tech (Pathways in Technology)

Name of Provider	National College of Ireland		
Programme Title	PG24592 Certificate in P-Tech (Pathways in Technology)		
Award Title	Certificate	Exit Award	N/A
Teaching and learning modalities	Lectures / Classes; Work experience; Self Directed Learning		

Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake	ISCED Code
Part time	Special Purpose	6	5	Award Stage	6	10	Sep 2021	00.3.1

Module				Total Student Effort Module (Hours)						Allocation of Marks				
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of Independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Skills for Business and Career	All	M	5	150	100	20	0	30	100	0	0	0	0
Skills for a Digital World	All	M	5	150	100	20	0	30	100	0	0	0	0