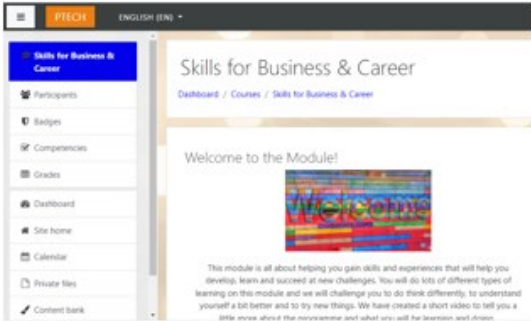


Certificate in P-TECH (Pathways in Technology)

HANDBOOK FOR STUDENTS AND PARENTS



2022-2023

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WELCOME



*We are delighted to welcome you
to the Certificate in P-TECH!*

This is an exciting initiative for senior cycle students in post-primary education to develop new skills, build confidence and gain a third level award.

The Certificate in P-TECH is a new programme in the Irish education system which seeks to provide you with a range of skills and experiences that help your development, your future learning and your future career. The Transition Year programme is made up of two modules: *Skills for Business & Career* and *Skills for a Digital World*. These modules will introduce you to new ways to develop knowledge, digital skills and work experience.

In addition, the programme highlights the importance of empowering students to develop self-awareness, self-belief, and personal autonomy. It also creates lots of opportunities to learn about collaboration, project working, appreciating other perspectives, problem-solving and how to reflect on learning and experiences.

As a student participating in the programme, you will have learning experiences that are different to the traditional school curriculum. For example, you will take part in a supported work placement (internship) where you will be involved in working on a team project in an established organisation (currently IBM, Cisco, Virgin Media, Irish Water and Irish Life) with the support of a mentor. This is a great opportunity to learn about the world of work and to build your CV and career experience.

You will also complete online digital badges on the Certificate in P-TECH. These online badges give you the chance to develop new knowledge and skills in business, personal development and careers. The badges are actually recognised industry credentials so can be added to your CV. In addition to this, by undertaking some learning through the online badges, you will also develop better skills in online and self-directed learning which will help you in your studies and ongoing development.

Another feature of the programme will be the campus sessions where you get to experience college learning. These sessions will be facilitated by industry experts and college lecturers and, where possible, will take place in either a college campus or a company setting. This will

give you an opportunity to experience college learning and perhaps to identify subjects that interest you.

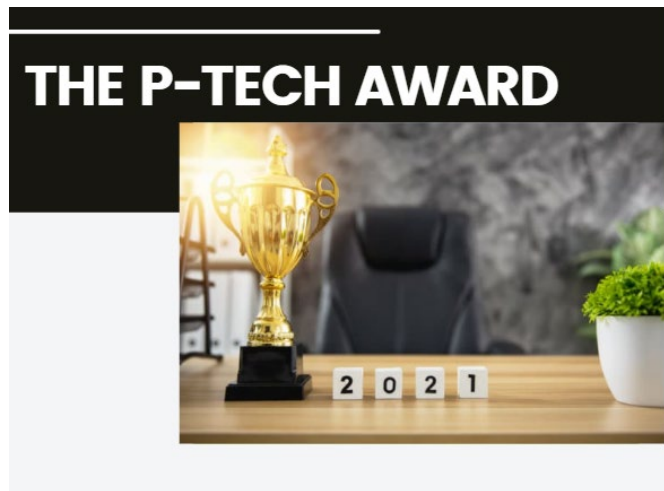
As a P-TECH student, you will be supported by teachers who have undertaken a course to help them teach P-TECH topics and to support your learning. They will guide and support you to prepare for your work placement and to undertake a range of activities, tasks and assessments. You will be encouraged to take more responsibility for your learning and will have access to P-TECH virtual learning environment (VLE) which is similar to the system used in colleges. The VLE provides you with access to course content and useful resources such as videos, quizzes and activities that will help your learning.

In addition to the VLE, you will also have the opportunity to develop your own ePortfolio and this will not only help you develop great skills in website development and information management but will also provide you with a personal online space to highlight examples of your work and learning throughout the programme.

All assessments on the P-TECH programme are continuous assessment and this means there are no exams. The assessments are varied and are designed to help you build a variety of skills and knowledge that can be useful in your learning, work experiences, digital awareness and personal development. Every assessment has its own Assessment Brief which provides clear information on the task and the work you need to do. Our approach in this programme is to support you to learn and to grow through these assessments, making expectations and marking clearly visible and understandable. Student Success is at the heart of this programme and we hope to support all students to reach their potential.

This handbook provides you with useful information on the programme in TY, what you will be learning on the modules and how you will be assessed. In addition to this handbook, teachers and schools will also receive a detailed Programme Handbook and will be able to answer any questions that you have.

We hope you enjoy your P-TECH experience and look forward to supporting you on this exciting new adventure in learning!



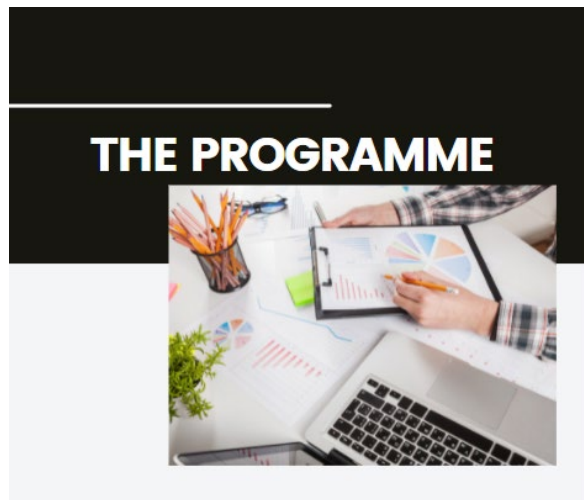
ABOUT THE P-TECH AWARD

The full Certificate in P-TECH (Pathways in Technology) programme is a 10 credit (ECT) Higher Education Award validated by Quality and Qualifications Ireland (QQI), designed by the National College of Ireland (NCI). As part of the higher education programme, you can also earn a range of industry recognised credentials (or badges) and gain relevant work experience within the business or technical fields. This is a new type of initiative in Ireland providing a challenging but well-supported opportunity to engage in higher level learning.

A large part of the programme is undertaken in Transition Year where it provides a range of learning opportunities, badge credentials and work experience. Students that complete the full programme will gain a Level 6 Higher Certificate Award (10 ECTS). To complete the full award, students will need to choose to continue the Certificate in P-TECH with reduced classes in both 5th and 6th Year.

The programme in Transition Year has a strong focus on helping you build foundation skills for your learning and development while also introducing you to key skills in technology as well as skills for working in organisations, working on projects and in teams. In 5th and 6th Year, you will develop more specialised technical skills and will be able to work on extended projects (individual and group) that are related to your interests. The programme will be completed by the second term of 6th Year providing you with time to work on your other school subjects.

Since the *Certificate in P-TECH* programme is QQI validated at Level 6 on the National Framework of Qualifications in Ireland, the 10 HE credits gained can be referenced within an application to Further Education colleges or universities if you choose to continue your studies. In some instances, the 10 Level 6 HE credits achieved may be counted towards your learning within that institution. If you decide to go directly into a career after school, the award and the industry badges will also be recognised by future employers and will provide you with valuable skills and knowledge that can be added to your CV.



ABOUT THE P-TECH PROGRAMME

The *Certificate in P-TECH* has two modules which are ***Skills for Business & Career*** and ***Skills for a Digital World***. Each module carries 5 ECTS at QQI Level 6. The full programme takes place over the senior cycle in school and students will complete their learning in each module over the three years.

The programme has been developed and supported through a unique collaboration among partners in industry, higher education, schools and government with a view to creating a new pathway for learning. Part of this is about creating opportunities for you to develop 21st Century skills and to create pathways for your future learning and careers. Part of this is also about helping you to grow and learn in your current environment and to support you to gain new perspectives on the world, on learning and also on yourself. The programme has four key aims and these are:

- ❑ To introduce you to a range of digital, business and career-related skills and experiences that will enhance your future prospects in employment and education.
- ❑ To provide you with exposure to new learning opportunities and alternative assessments which can help you grow in confidence and achieve success.
- ❑ To embed important personal development learning opportunities that will help you manage your learning, future career choices and ongoing personal development more effectively.
- ❑ To offer you a QQI Level 6 qualification that will be recognised by future employers should you wish to enter the workplace, and by educational institutions should you wish to continue education in either further or higher educational institutions.

Before going into details on the modules, it's helpful to understand a little more about how the *Certificate in P-TECH* was developed. To understand this better, it is important to look at the values which underpin all the learning on the programme. What we mean by

underpinning is really that everything you learn, in some way, will relate back to these values. Think of them like a compass that sets the direction for learning on the programme.

The Certificate in P-TECH Programme Values



Valuing Myself: *This is about seeing my strengths and abilities and about believing that I can achieve success. It's about building my confidence, self-belief and understanding my motivations, dreams, and goals. It's about being able to see myself in education and the working world and to be better able to figure out what are the right steps for me.*

Valuing Others: *This is about being able to work well with others to achieve a common purpose. It involves the development of skills such as Teamwork, Collaboration and Communication but also about helping me to value other opinions and contributions. It's about valuing diversity and inclusive participation.*

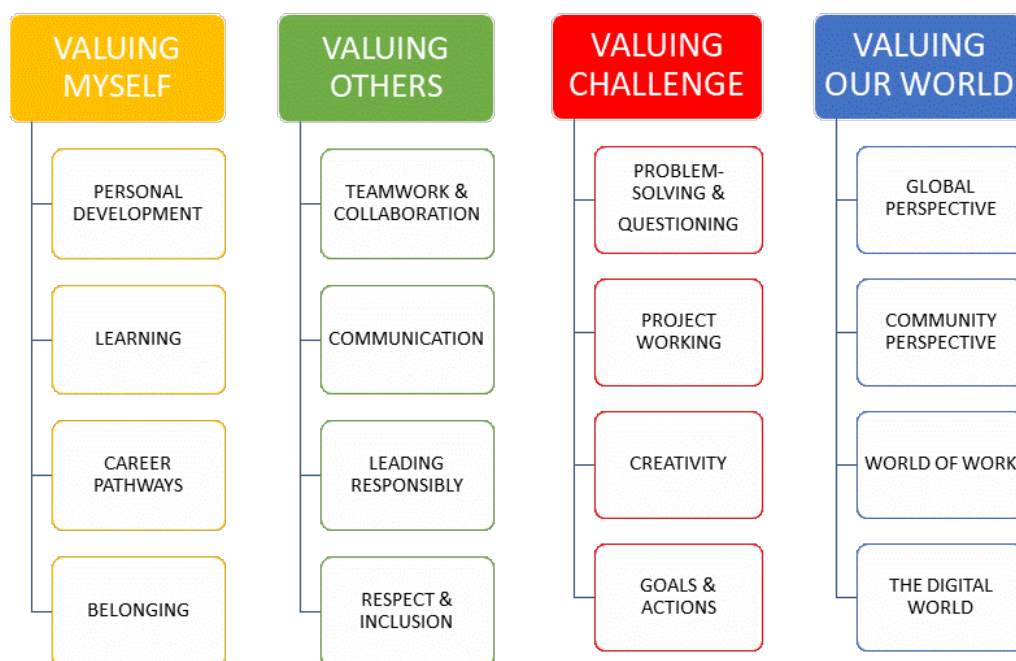
Valuing Challenge: *This is about valuing the opportunity to learn in all situations and from challenges. It's about taking up opportunities to show creativity, problem-solving and resilience.*

Valuing our World: *The Sustainable Development Goals are about achieving a better and more sustainable future for all. This is about looking more closely at the SDGs and questioning how they relate to us and our lives.*

The P-TECH Abilities Framework and Learning Outcomes

In the world of work, staff development is often tracked across a competency framework which helps identify learning needs and pathways for employee development. Similarly, in colleges, graduate attributes provide a framework for the key skills that students need to develop during their college programme. With the *Certificate in P-TECH*, we have adopted this approach to develop a framework that identifies the key skills and learning for you on the programme. We have called this the **P-TECH Ability Framework**.

The framework sets out 16 skill areas or abilities that you will develop over the programme across the two modules. The P-TECH Abilities Framework defines learning and skills which link to different areas of growth including personal development, career, digital learning, project managing, teamwork, creativity and problem-solving. Getting familiar with the framework is useful as it provides you with a clearer understanding of your learning and achievements on the programme. This will enhance your ability to talk about your learning and successes particularly when you want to show them on a CV or in a future interview process for college or for work.



The 16 abilities provide a kind of structure for the programme. They link directly to the module learning outcomes which help define the learning and skills on the programme.

The table on the next page shows you each ability and how it is described as a learning outcome.

Module Learning Outcomes
(For Skills for Business and Skills for a Digital World)

PERSONAL DEVELOPMENT	Demonstrate an ability to assess and articulate strengths, motivations and abilities including reflection on opportunities for continuous personal goals and action plans.
LEARNING	Demonstrate an ability to consciously examine experiences, actions and learning with a view to continuing self-awareness and personal growth.
CAREER PATHWAYS	Identify and apply the qualities and skills needed for effective participation in the workplace as well as the procedures for gaining employment.
BELONGING	Assess and apply a range of strategies that can improve personal wellbeing and effectiveness including strategies to manage stress and setbacks an ability to adapt to new and unfamiliar surroundings.
TEAMWORK & COLLABORATION	Identify the qualities of effective team leadership and reflect on their own personal leadership and teamwork skills.
COMMUNICATION	Demonstrate an ability to communicate appropriately and effectively with others in a business environment using a range of tools and media.
LEADING RESPONSIBLY	Demonstrate the ability to lead and productively participate in group situations including projects, meetings and events.
RESPECT & INCLUSION	Explain the importance of an inclusive and respectful work environment and outline their role in ensuring inclusivity in their engagements with fellow students and colleagues.
PROBLEM-SOLVING & QUESTIONING	Actively engage in questioning and problem-solving techniques to assess and handle problems and/or unfamiliar situations.
PROJECT WORKING	Demonstrate an understanding of the importance of working with structure, clear goals and timelines in a project.
CREATIVITY	Demonstrate an ability to use a range of creative thinking skills to generate ideas and trial new approaches in a range of environments.
GOALS & ACTIONS	Demonstrate an understanding of SMART goals and how they can be applied to workplace and personal contexts.
GLOBAL PERSPECTIVE	Discuss the Sustainable Development Goals and question how they relate to our lives and how we engage in the world.
COMMUNITY PERPSECTIVE	Evaluate issues or challenges in immediate context (locality. School etc.) and propose solutions that can make a difference.
WORLD OF WORK	Demonstrate an appreciation of the working world including considerations for working in team environments, global context, project working and HR policies and procedures.
DIGITAL WORLD	Demonstrate an understanding of digital and media literacy including an appreciation of personal responsibilities when working with technology and digital communications.

Indicative Content on the Modules

Now that you have an understanding of what the programme aims to do and how it has been developed, it's time to look at what kinds of things you will be learning. Here are some examples of what topics you will be covering in the modules during Transition Year:

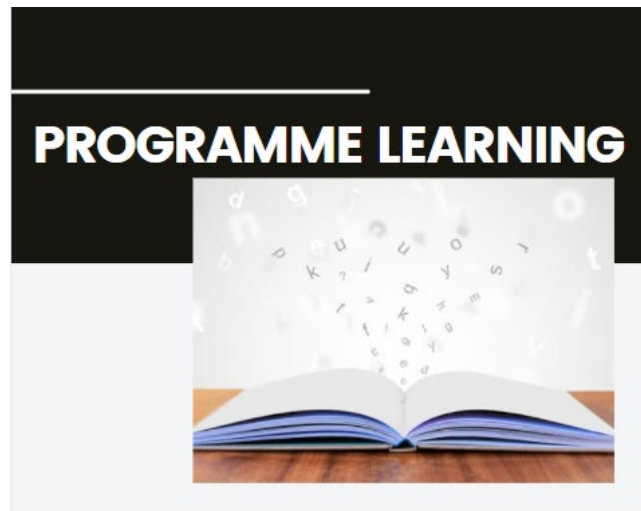
SKILLS FOR BUSINESS & CAREER	SKILLS FOR A DIGITAL WORLD
Growth Mindset and Motivation	Digital Literacy
Goal Setting and Action Planning	Visual Design
Reflection	Communication Skills
Career Development inc. CV, Interview Skills and Preparation for Work Placement	Project Working
Teamwork and Collaboration	Design and development of an ePortfolio
Getting to know the work environment	Introduction to Cybersecurity
Presentation Skills & Storyboarding	Creating a Digital Resource

Programme Delivery in the Schools

The *Certificate in P-TECH* is delivered during the three-year senior cycle and its timetable will be part of the school's overall timetable with scheduled classes for each term. A large part of the curriculum is delivered during the Transition Year and this involves **six** timetabled hours and an additional block work placement during February and March.

The programme will form a core part of the Transition Year curriculum and provides an important opportunity to develop skills and awareness of the workplace as part of the year. This is in line with existing goals for students during the Transition Year programme. The curriculum will have a more general rather than specialised focus allowing for a range of interests and abilities among students.

For students who decide to continue P-TECH in 5th and 6th Year, there will be 2 hours scheduled per week in 5th Year and 1 hour per week in 6th Year. In 5th Year, there is a greater emphasis on the *Skills for a Digital World* as students develop more specialised technical skills and complete digital projects. In 6th Year, the P-TECH assessments will be completed by second term providing useful space for students to continue with (non-assessed) personal development work as part of the *Skills for Business & Career* module which can help you with career choice, study skills and your well-being including stress management and resilience.



FEATURES OF LEARNING ON THE PROGRAMME

Developing the Certificate in P-TECH programme was an opportunity to think about all the different ways that students can learn and to also think about ways that we can make learning more meaningful and enjoyable.

Some of the priorities that we identified for students' learning and development on the programme include the following:

Promoting Self-Directed Learning

The learning approaches on the P-TECH programme are geared towards helping you develop and grow. In addition to the new technical skills and knowledge, there is a focus on helping you to develop greater independent thinking and also to gain new insights, skills and experiences of learning. Parts of the programme support you to develop greater self-awareness confidence and you will also have opportunities to explore your learning, your motivation and mindset to help you to develop effective learning habits and techniques. You will be encouraged to take ownership of aspects of your learning and will have opportunities to manage your own learning through the online badges and the programme VLE.

Supporting your Development

We recognise that as post-primary students, this programme presents new and exciting challenges as you take on a different type of learning at a higher level. Our aim is therefore to provide a highly supportive teaching environment with strong supports and adequate time for you to develop new skills and new approaches to learning. To help this, the programme provides for a significant number of learner hours in timetabled classes in addition to time allocated for workplace learning and independent online badge learning where you can work at an appropriate pace.

Providing Authentic Learning Experiences

During the programme, and in line with some of the aims of Transition Year, the programme aims to provide you with opportunities to develop skills and experiences that will be useful to you across different aspects of your life including personally, school, work and your local community. During the programme, you will develop technical and practical skills that can help your future studies and personal development. You will have opportunities to get involved in projects and develop new skills working in teams and problem-solving which can help in all areas of your life. In 5th and 6th Year, there will be opportunities to get involved in projects that support your local community and you will have a chance to question more global issues including the sustainable development goals.

You will experience a variety of learning approaches is used in the *Certificate in P-TECH* programme including:

- Classroom sessions with teacher support introducing new topics in both modules
- Online and blended methods including online (SkillsBuild) badges
- Group projects and team activities
- Work placement with opportunities to experience working in an organisation
- Peer learning and feedback from teachers or workplace mentors
- College Learning Taster Sessions on topics from higher education or industry
- Use of a programme VLE with a range of activities, videos and resources to support your learning.

In the next section, we provide a little more detail on some of these learning approaches.

Your Work Placement



Work Experience

In Transition Year, you will participate in a work placement which builds in an authentic work opportunity with industry partners. The work placement provides the opportunity to experience learning 'on the job' and to develop valuable skills and knowledge as well as an understanding of

the work environment. A positive outcome of the experience will be your ability to talk about your learning and new skills and to show these in your CV at a later stage. The work placement is structured to include days of work (with allocated tasks and projects), job shadowing and learning through workshops with speakers from industry and education sectors. As part of the placement, you will be set up in a specific project and will be given specific goals and supports including regular feedback with an onsite mentor. Additional supports and help on the placement will be provided by weekly check-ins with teachers and the P-TECH Industry Programme Manager.

Accredited Digital Badges

During the *Certificate in P-TECH* programme, you will have regular opportunities to engage in online learning via IBM's SkillsBuild for Learners digital platform. These online courses are pitched at the age level of approx. 15 years and are geared towards enhancing your success and learning on the programme. The badges offer multiple opportunities to repeat a course and test knowledge and you can therefore work at your own pace to achieve the badge.




For the programme, the completion of certain badges will be 'core', and this means that you will need to complete them as part of your programme learning. For the *Skills for Business & Career*, there is a focus on developing skills that will help you to prepare for the work placement and future career options as well as including useful personal development badges such as study skills later in the programme. For the *Skills for a Digital World*, the aim is that all students will develop a baseline technical knowledge by completing digital badges. We also recognise that some students will have their own particular interests and abilities and therefore additional optional badges are also available for more specialised technical learning. Time for completing badges is built into allocated class time but you will also have options to complete additional badges of interest in your own time.

Badges for Transition Year

DIGITAL BADGES ON P-TECH

In TY you have 4 CORE digital badges to complete. You can also go the extra mile and do 2 OPTIONAL badges if you wish



CYBERSECURITY FUNDAMENTALS (CORE)

You will complete this badge as part of TY. You will learn what cybersecurity is, the types of cyber attacks that can occur and how to respond and prevent attacks.



WORKING IN A DIGITAL WORLD: PROFESSIONAL SKILLS (CORE)


You will complete this badge as part of TY. You will learn presentation skills, problem-solving, agile working approaches and also how to work in teams.



OPEN SOURCE ORIGIN STORIES (OPTIONAL)

Are you interested in learning a little more about artificial intelligence and hybrid cloud? This is a short course but will give you important skills and knowledge

1




PRINCIPLES OF VISUAL DESIGN (CORE)

You will complete this badge as part of TY. You will learn about visual design elements and how to apply the principles of design to your projects

2

3




JOB APPLICATION ESSENTIALS (CORE)

You will complete this badge as part of TY. You will learn about making job applications including researching and making your CV. You will also learn interview skills.

4

5



EXPLORE EMERGING TECH (OPTIONAL)

This is a little more demanding but worth it if you are interested knowing more about AI, Blockchain, Cybersecurity, Cloud Computing, Data Analytics & IOT.

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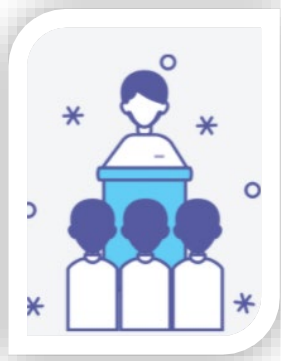
Your digital badges need to be verified in Credily and also uploaded to your ePortfolio. [Click here to learn how.](#)

Certificate in P-TECH

In addition to badges, you will also have access to a large catalogue of learning through the SkillsBuild platform where you can explore both technical and non-technical content. The SkillsBuild online system tracks all online learning even where there is no badge credential attached. This means you can track all your learning and this can provide you with further evidence of skills which can be included in your CV.

The range of course is continually expanding but you can see current courses by visiting: <https://skillsbuild.org/students/course-catalog>.

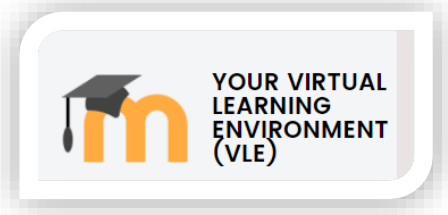
Campus Learning Sessions

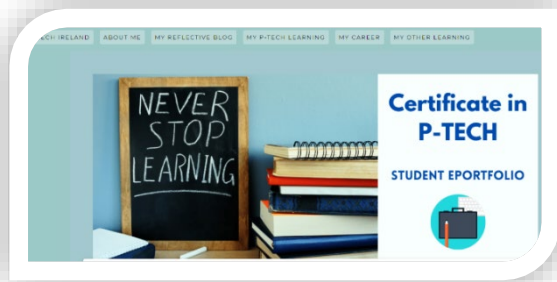


One of the aims of the *Certificate in P-TECH* programme is to create connections between students and the world of work and higher education. The idea here is that you can experience learning and work experience and this can help you to think about future opportunities for study and career at a later stage. As part of the programme, guest speakers from industry and higher education will be invited to talk about their sector/topics to the students in lecture or webinar format. These sessions will provide insights into ways of working, careers and key skills that are valued in the worlds of work and education.

Independent Learning supported by a VLE

As part of the programme, you will be involved in learning through a variety of sources including project work, short tasks, online course books, quizzes and videos. All activities, resources and assessments will be provided through a virtual learning environment (VLE) which has been developed specifically for the *Certificate in P-TECH* programme. You will have access to the VLE from Transition Year and will be able to explore new content, complete activities and also upload completed assessment work here. By using the VLE, you will also build familiarity learning in an online environment in the same way that students experience in further and higher education. This provides you with useful experience and can help your transition to education in the future if you choose to go to college.





Developing an ePortfolio

You will develop your own ePortfolio during the programme. Developing your ePortfolio will help you to develop digital skills as you learn to set up an online space, develop links and navigation and also manage the content. The ePortfolio will also support you to develop skills in reflection as you write a reflective blog about your learning on the programme. Finally, the ePortfolio will provide a space for you to host all your work on the programme. This will include samples of project work, your career documents (CV etc.) and also completed badges and learning. Over the programme, you will build the ePortfolio and it can be used by you in the future to support college or job applications as you showcase your skills and experience.

PROGRAMME ASSESSMENT



ASSESSMENTS ON THE PROGRAMME

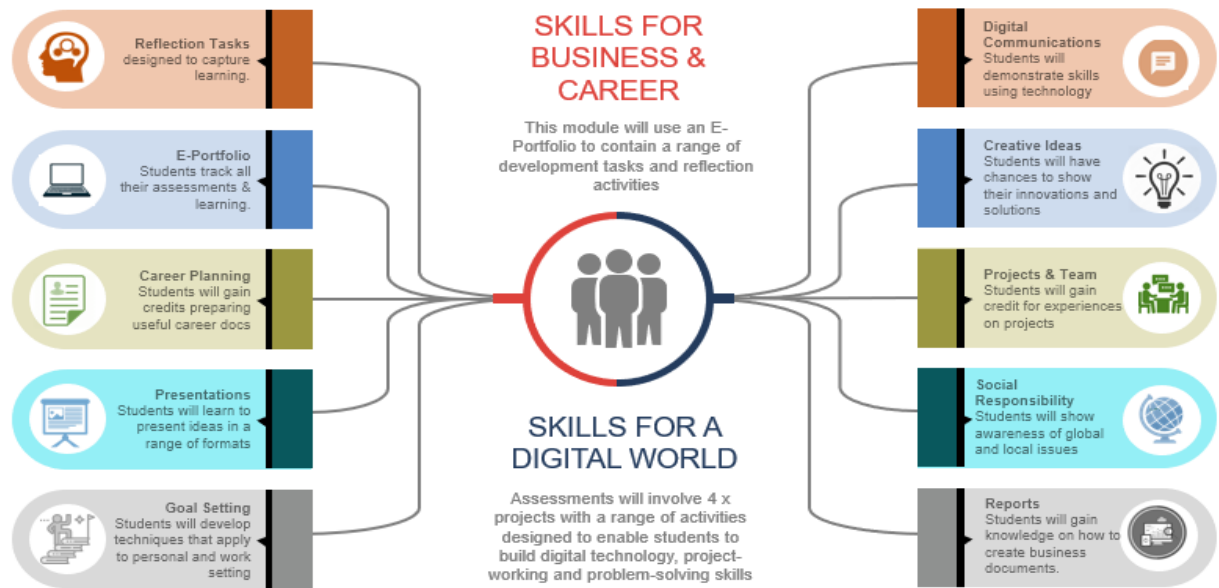
The *Certificate in P-TECH* programme uses **100% continuous assessment** which means no exams. The assessment approach for each module which will be structured differently to provide a variety of learning and assessment opportunities for you and also to help to achieve a balance of workload across the programme.

In the Skills for Business module, there are smaller assessments which carry either 10% or 20% of the overall module grade. This gives you plenty of opportunity to learn from each assessment and to build your marks gradually over the programme. For the Skills for a Digital World module, there are four project-based assignments which allow you to develop key technical skills and personal skills. Two projects are individual and two are group projects. You will find details on the assessment strategies in the Appendices (see Appendix 1 for the Skills for Business & Career assessment strategy and Appendix 2 for the Skills for a Digital World assessment strategy).

All assessments are aligned to the learning module outcomes and the P-TECH Abilities Framework. For each assessment you do, you will receive a detailed task description to help you fully understand what's expected of you. You will also be able to see each assessment's marking rubric which shows how the assessment will be marked. This helps you understand the assessment more clearly and will help you to track your own progress and learning.

The programme offers a variety of assessment approaches and this gives you different opportunities to learn and also to see where your strengths are. Assessments are designed to give you real-life experiences and to gain skills and experiences that will help your learning and your work experience. Some examples of assessments from Transition Year include: the development of career toolset, a personal development plan, creation of your own ePortfolio, and a group technical workplace project. The diagram below gives you a snapshot of assessments for the whole programme.

Types of Assessments on the Certificate in P-TECH



Feedback and your Learning

An important part of this programme is about creating the space to help you learn from your assessments and to help you use this new knowledge and skills in your next assessment. To support this, feedback is considered very important and you will have opportunities to get lots of feedback from teachers, mentors and also each other as you work on your assessments. Feedback will be provided to you through the VLE when your assessment is marked and it will be important for you to look at this carefully as part of your learning. In addition to this, you will also get feedback as you work on your assessments and this will help you see ways to learn, to make improvements and increase your grades. In class, your teacher will also create opportunities to check in on our learning through activities, quizzes or groupwork within each module.

Assessment Submission Procedures

We aim for the grading and assessment procedures to be clear and understandable so that you fully understand what is required in each assessment and how it will be marked. Having this knowledge will help you achieve and your teachers will be there to help you along the way.

Here are the steps involved in submitting an assessment:

STEP 1: Read and Review the Assessment Brief with your teacher to make sure you know what is expected.

STEP 2: Work on the assessment and use opportunities to work with other students and your teacher for feedback. Your teacher will provide you with a completion date for your work and will provide support and resources to help you.

STEP 3: On completion of assessment, review the Assessment Brief and marking rubric to judge if you have met all the requirements.

STEP 4: Submit your completed assessment using the appropriate link in your VLE by the deadline that is set. You will find all links for assessments in the Assessment Area.

STEP 5: Complete the reflection on learning from the assessment in your ePortfolio and ensure that it is labelled to indicate the assessment title. Your Assessment Brief will have information on what's required.

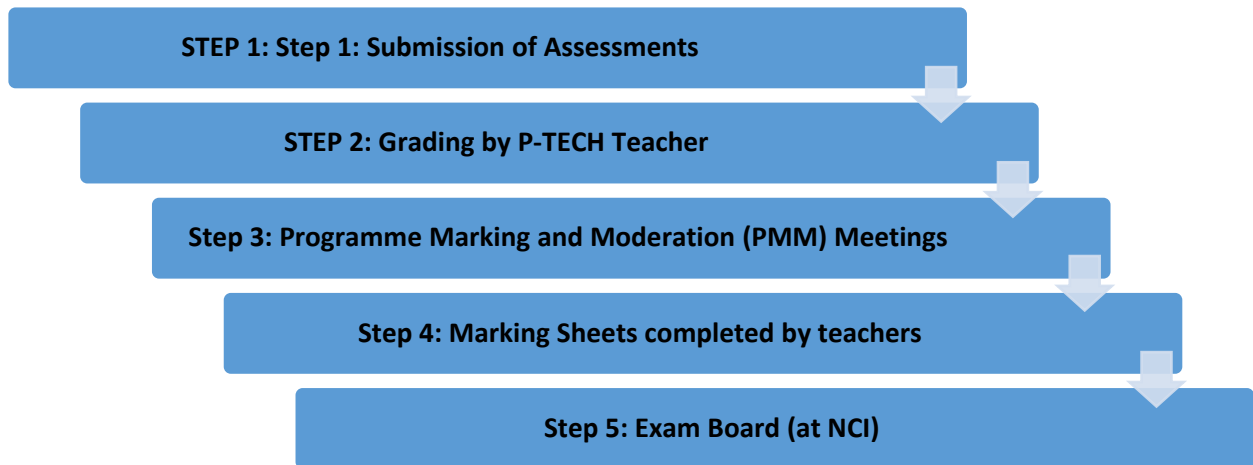
Assessment Grading Procedures

The process for assessment grading might be slightly different to other exams or assessment procedures in your school. For the *Certificate in P-TECH*, you will be graded according to procedures used in higher education. This means that in addition to having your work graded by your teachers, it will also be moderated (or checked) through an inter-school marking process and also a higher education exam board system. As part of the exam board process, an external examiner who is not involved in any teaching on the programme, will review a sample of assessments and marks.

What this means in practice is that while your teacher will provide you with feedback and a provisional grade as you are working through the programme, you will need wait to have all grades confirmed by the exam board process which happens at the end of the programme. Your provisional marks and final grade may vary so it is important to be aware of this. These additional steps are there to ensure that marking across the programme and across schools is fair and consistent.

The diagram below sets out the steps in the assessment grading process for your information. For more detailed information, you can ask the school to review the P-TECH Assessment Procedures Handbook and you can also discuss this in more detail with your teacher.

Step by Step Assessment Procedures



The submission and marking of assessments will take place throughout the school year and your teacher will advise you of deadlines. The final exam board will take place in May of each year and confirmed results will be provided to the school.

Additional Assessment Procedures

If things don't go to plan, there are provisions in place to help you to complete assessments even if you don't manage to meet all the stated deadlines or pass first time. Your teacher will be able to provide more information on this and you can also find out more in the P-TECH Assessment Procedures Handbook.

Please note that students must complete all assignments to achieve the Certificate in P-TECH award.

Extensions

Your assessments should be submitted by the deadlines as outlined by your P-TECH teacher. This might vary slightly across schools. An extension, if required due to extenuating circumstances, can be given by the teacher with a revised submission date which should normally be within the same school term. However, if this is not possible, a further extension can be arranged in consultation with the school.

Repeats

If you submit an assessment and do not pass it, you will be given an opportunity to repeat it. Teachers will provide feedback and give students an additional opportunity to repeat the assignment. Where possible, teachers will support students to complete revised work within the same school year and in time for a Programme Marking and Moderation meeting.

Alternative Assessments

Where a student is unable to complete an assessment and where an extension will not be sufficient, teachers can notify the Programme Director (NCI) to discuss an alternative assessment for the student. This assessment will achieve (where possible) the same learning outcomes and will require the same level of work as the intended assessment.

Assessment Appeals

The *Certificate in P-TECH* adopts an exam board process which means that student assessment work can be reviewed through a programme marking meeting process and by an external examiner. This means that student work across schools is moderated (or checked) to ensure quality and consistency.

If you are unhappy with an assessment process or assessed piece of work, you should raise this concern with your P-TECH teacher, and it may be resolved locally in line with the P-TECH Assessment Procedures Handbook. If work needs to be considered at programme marking meeting or by the external examiner, this can be arranged as part of the moderation process. If you wish to make an appeal after this stage, you will need to contact the school principal in the first instance and also the P-TECH Programme Director at NCI (see Key Contacts for email). NCI processes for appeals will be applied at this stage.

Academic Integrity

Academic integrity is about promoting and maintaining honest ownership and attribution of work. As part of the *Certificate in P-TECH* programme, teachers and students will discuss academic integrity, plagiarism and digital responsibility as part of the coursework.

As members of the P-TECH learning community, students and teachers need to understand the importance of maintaining the academic integrity of the programme. Academic honesty and integrity are central to P-TECH's principles which seek to ensure that student engagement in assessment is honest and reflects the work and abilities of the student. For this programme, you are expected to ensure that their work meets the following:

- Submitted work is your own work and that individual assessments are completed solely by you (unless it is part of a group project)

- Participation in group work assessment is shared and acknowledged honestly among members
- Any work such as reports or quotes that your use as part of assignments is acknowledged appropriately
- Submissions do not contain work that has been 'copied and pasted' from a search engine or website
- Submissions do not contain any falsified work or alterations of another student's work.

As part of the quality assurance process, the programme is guided by NCI's policies, procedures and guidelines which sets out expectations, penalties and supports available to learners. In addition, the specific context of students on P-TECH will be taken into account with an emphasis on guidance and learning and will revert to the repeats process in cases of academic impropriety.



STUDENT VOICE

STUDENT VOICE AND STUDENT EXPERIENCE

As academic partner, NCI values student feedback about their learning and learning experiences on the programme. P-TECH students can provide feedback to the College in a number of ways to inform decisions about the programme at all levels.

Student Feedback: Annual Survey of the P-TECH Programme

In the same way that you receive feedback from teachers to help your learning, we also seek feedback from you about your learning. This helps us understand how you are managing on the programme and how well the programme materials, assessments and supports are working to help your learning. We will make decisions on the programme based on your feedback.

To gather this feedback, we will conduct an annual student survey to gain insights on your experiences of the programme. The survey will be conducted during P-TECH class time using an online survey with the supervision of your P-TECH teacher. The survey will contain questions about all aspects of the programme including the content, the work placement, online badges, the VLE and assessments. The responses of the survey will be anonymous but to help us with supports, we will be able to identify your school and year of the programme.

This will be your opportunity to tell us what's working and what can be improved to make your learning experience better and to impact the learning for other students in P-TECH schools.

P-TECH Student Representatives: Exchange of Feedback

The survey will provide important information about the student experience of learning on the *Certificate in P-TECH* and we will be able to learn from this at the end of year. However, it's also important for us to learn about your experiences during the programme and to help this, we will also have a student representative process where an appointed student from

each P-TECH school provides us with an update on how the programme is going. This is an opportunity for each school to let us know if there are any issues or needs while the programme is running.

The student representative from each school will be asked to gather feedback from each P-TECH class in the school. This can be done through a class visit or by holding a *School P-TECH Student Meeting* which will be chaired by the student representative with the support of the P-TECH teacher. The student representative from each school will then be invited to participate in a *P-TECH Student Rep. Committee* meeting to report back about progress in the school. This meeting will take place mid-programme (Jan-Feb) each year and will take place on the campus of NCI or online. This will help identify any issues or concerns with the programme and will also help ensure a consistency of student learning and experiences across schools. It will also help schools and students to participate as partners of P-TECH. Your opinions and feedback will help the programme to continually improve and grow.

Student Complaints and Appeals

If you have any concerns relating to the programme, you can also voice these concerns. This can be done in two ways. At the end of the programme, you can include feedback using the online survey and this will be considered as part of the annual evaluation of the programme.

During the programme, you can also voice your concerns with your student representative and/or P-TECH teacher to ensure that the issue is discussed at the P-TECH Student Rep. Committee meeting which takes place mid-year.

In Higher Education, there are two grounds to appeal on the basis of the assessment process. These are: 1) assessment processes were not correctly followed and 2) there are mitigating circumstances which prevented student from completing an aspect of work.

In the event that there are concerns on the above grounds, an appeal may be raised. This should be done in the first instance, at your school with the school principal and also the P-TECH Programme Director at NCI (see Key Contacts for email). NCI processes for appeals will apply at this stage.

APPENDIX 1: SKILLS FOR BUSINESS & CAREER ASSESSMENT STRATEGY

Assessment for this module is 100% continuous assessment which will be tracked through a range of assessment tasks and reflections that are included in students' ePortfolio. Throughout the module students will be asked to complete a range of personal development, career oriented and work-related tasks which are designed to build their skills and confidence. Further to this, students will be asked at particular points in the programme 'Reflection Points' to write reflections in their ePortfolio. These reflections are included to help students to develop their communication skills and also to consolidate their learning. Each reflection will be associated with the assessment activity that the students complete.

The table below shows the assessment strategy for the module. A list of the assessment activities and reflection is also provided. The programme VLE will provide assessment guides and rubric for all assessment activities.

Assessment Strategy for Skills for Business & Career module

Assessment Description	Outcome addressed	% of total	Assessment Date
<p>Students will complete 8 assessment activities will relate to particular topics and module learning outcomes in the programme.</p> <p>Some activities will include some choice/flexibility to build students' learning autonomy.</p> <p>Many assessment activities include a written reflection in students ePortfolio where students write about learning and actions from each activity.</p>	LOS 1-8	100%	<p>Continuous Assessment.</p> <p>50% of assessments to be completed in TY.</p>

Notes for Grading Procedures for Skills for Business & Career module

8 assessment activities to be completed as part of students learning on this module over the duration of the senior cycle. 5 activities will be completed in TY. These include assessments that are embedded into the preparation for and participation in the industry work placement. Each activity in TY carries a weighing of 10%. Students in 5th & 6th Year will complete 2 further assessments carrying a weighting of 20% each plus an additional final capstone reflection assessment (review PDP) which carries a weighting of 10% to finish the programme.

The list below outlines the assessment, the assessment weighting and year of completion. Please note that full descriptions of assessments (with marking rubrics) will be provided in Assessment Briefs on the VLE. Please also refer to the Assessment Grid below with detailed timelines for assessments in 2022-23.

Note to students and teachers

All students need to complete the 5 assessment activities in Transition Year. Some assessment activities include a reflection for the ePortfolio. All TY Skills for Business & Career assessment activities are weighted at 10%. In 5th/6th Year, students will complete 2 elective assessments activities which are weighted at 20% each. In addition, they will complete a final core assessment activity (10%) to complete the module.

	ACTIVITY DESCRIPTION - CORE	WEIGHTING	YEAR OF PROGRAMME	ALIGNED TO LEARNING OUTCOMES
1	Create a Poster Fixed & Growth Mindsets	10%	TY	1,2,4,6
2	Develop your 'Career Prep' Toolset: This will contain your CV, a cover letter, an interview feedback sheet and your placement company profile.	10%	TY	1-8
3	Complete a Personal Development Plan (PDP): This will include reflections, SMART goals & actions for the P-TECH programme and wider development.	10%	TY	1,2,3,4
4	Your Placement Presentation and Individual Reflection: As part of your work placement, you will have an opportunity to participate in a group project and presentation. You will be assessed on your participation in the development and delivery of this presentation. Presentation to be uploaded to ePortfolio with the company feedback form. In addition to the presentation, you are also required to write a reflection on groupwork and your learning about Teamwork, Collaboration as well as the challenges and opportunities of group work.	10%	TY (Group)	1-8
5	Wisdom from the Work Placement: As part of your work placement, you have picked up some useful tips and information that will help future TY students. For this assessment you are asked to produce a digital resource which is a video/narrated presentation. This video will describe the work placement and include tips and advice (e.g., dos and don'ts) for future TY placement students.	10%	TY (Group)	2,3,4,5,6,7,8
5th YEAR				
6	Leadership Activity: As part of the programme, you have been involved in working collaboratively in projects and your placement. This activity is an opportunity to explore leadership in more detail and to reflect on your own leadership. You have a choice of activities. As part of a group, you will create a detailed Leader Profile and produce a	20%	5 th Year (Group)	5,6,8

	resource (like a Wiki) for this leader which includes biographical details, commentary on achievements and an evaluation of leadership style and qualities. The leader profile site will be created using a CampusPress template.			
7	<p>Mapping Perspectives Activity: Convene a focus group meeting and facilitate the perspectives mapping activity on the topic agreed with your teacher. You should plan the session and list questions that you will ask in advance of your meeting. As an outcome of this meeting, you will need to produce a presentation on the different views, values and opinions that emerged in the group discussion. Your reflection for this activity should outline your learning from being a focus group facilitator as well as your learning about people's diversity</p> <p style="text-align: center;">OR</p> <p>Book Report Activity: As part of the programme, a number of recommended reading texts have been made available in your P-TECH Personal Development Library. For this activity, you are required to read at least one entire text and complete a book report on it. Once you have completed this report, you will also create a resource to share the learning with other students. You can choose if this is a poster, podcast, vlog posting or infographic etc. (to be agreed with your teacher). Your reflection on this activity should focus on your learning from this book and any changes to your perspective</p>	20%	6 th Year	5,6,7,8
8	<p>PDP and Programme Review: Revisit your PDP from TY and update it to reflect what has happened over the senior cycle and your next stage in life. Include a discussion on what has changed for you since then, whether you have achieved your goals, or need to amend them/create new goals for your next stage in life. Reflect on your learning on the Certificate in P-TECH and outline your key take-aways. (NB. To be completed in 6th Year).</p>	10%	6 th Year	1-8
Please note, changes to this assessment strategy are possible. Teachers and students will be advised.				

APPENDIX 2: SKILLS FOR A DIGITAL WORLD ASSESSMENT STRATEGY

Assessment for this module is 100% continuous assessment which will be tracked through the completion of **four project-based tasks** which relate to the module learning outcomes and the skills students will develop on the module. Students will undertake project-based assessments designed to support them to actively engage with the curriculum and to engage in authentic projects reflecting ‘real life’ issues and requiring them to problem-solve, to be creative and to work collaboratively to achieve agreed goals. A key part of this assessment strategy will be the development of specialised digital and technical knowledge as well as project-working skills through authentic project-based assessments. These are skills and knowledge that are current and in demand and which will enhance students’ future employability.

In addition, the assessments for this module will also seek to challenge and develop students’ perspectives and awareness of different work contexts (project or team based, global, local, corporate, NGO etc.) as well as their critical awareness of the digital world (questioning their digital footprint, their social media engagement etc.) The assessments provide an opportunity for applying knowledge and using judgement. They also act as an authentic platform to develop and challenge students’ understanding and critical awareness of the digital world. The first project in Transition Year will be the creation of students’ ePortfolio which will be a tool and repository that students use for the duration of the programme. This assessment will help students develop a range of digital skills in addition to learning about communication, visual design and digital responsibility. The second project in Transition Year will be linked to students’ work placement project.

Assessment Strategy for Skills a Digital World module

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project 1 (Individual)	Visual Design & Creativity: Create an ePortfolio	LOs 1,2,3	25%	Transition Year
Project 2 (Group)	Work Placement Project: Assigned project via industry work stream	LOs 1,2,7,8	25%	Transition Year (Placement)
Project 3 (Group)	Impact Project: Doing something that makes a difference globally or in my community	LOs 1, 2,3,4,5,6	25%	5 th Year
Project 4 (Individual)	Digital Project. Choice of topic from: Digital Media / Coding / Artificial Intelligence / Cyber Security / Data Science	LOs 1,2,3,4 8	25%	5 th Year

APPENDIX 3: KEY CONTACTS

P-TECH Project Manager	P-TECH Ireland	Darrell Darcy darrelldarcy@gmail.com
P-TECH Industry Programme Manager	IBM	Yvonne Conaty yvonne.conaty@ibm.com
Programme Director	NCI	Dr Ita Kennelly Ita.kennelly@ncirl.ie
Education Specialist	NCI	Stephanie Roe / Deirdre Tinnelly stephanie.roe@ncirl.ie /Deirdre.tinnelly@ncirl.ie
Director of Centre Education & Lifelong Learning	NCI	Dr Leo Casey leo.casey@ncirl.ie
P-Tech School Coordinators	Schools	St. Joseph's, Fairview: Ciara Dowling c.dowling@stjosephsfairview.ie Larkin Community College: Jim Devine Jim.devine@lcc.cdetb.ie Marino College: Lisa Reid lisareid@marinocollege.ie