



NCCA

An Chomhairle Náisiúnta
Curraclaim agus Measúnachta
National Council for
Curriculum and Assessment

Transition Year micro-module

Guidance for completing the micro-module template

NCCA
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What is a TY micro-module?

A TY micro-module is typically designed to provide a concentrated learning experience, within the parameters of the *Transition Year Programme Statement*, to enhance the educational experience of students. They can be designed and delivered as standalone components or designed to be integrated with other TY components. TY micro-modules can be developed for a duration of up to 10, 20, or 30 hours, whilst having the flexibility for schools to decide on the most suitable balance of class contact time and self-directed, independent learning.

Supporting material

The TY micro-module template is designed to align with the [Transition Year Programme Statement](#).

Developers of micro-modules would need to be familiar with the statement.

The [micro-module template and other resources](#) are available on curriculumonline.ie.

[NCCA has developed TY micro-modules](#) that may provide useful support in designing your own.

Completing the template

In advance of designing a micro-module there may be a scoping phase to clarify the need and purpose of such a micro-module. Each section within the template must be included in all TY micro-modules. The final resource section may be optional for some micro-modules. Within the template there are generic sections and sections that require input.

- Where input is required, it will be explicitly stated: [INSERT YOUR TEXT HERE]
- There are **notes of guidance** within each section, which are intended to assist with the design of your micro-module. These notes can then be deleted after developing a first draft. An example of such guidance: **Note: The text below is common to all micro-modules.**

Within each section, the intention is for schools and organisations to be able to adapt the format to work for their own context.

Externally developed TY micro-modules

Over time, NCCA will publish TY micro-modules developed by external agencies as resources for schools.

If you wish to submit your TY micro-module for consideration, as a draft specification from an external organisation, please email to TYMM@ncca.ie. This will begin the process of liaising with an NCCA education officer, who will offer further, targeted guidance to develop a final specification for your micro-module.

Choose your title

Note: Choose a title that identifies the micro-module or suggests the focus and purpose.

Transition Year

Note: The text below is common to all micro-modules.

Transition Year (TY) is a one-year optional programme available to all post-primary schools and is offered as part of the senior cycle experience. During senior cycle students develop a stronger sense of their identity, learning with and from their peers, teachers, other adults, and various media. Senior cycle educates the whole person.

Students' experiences in senior cycle should contribute to their intellectual, social and personal development and their overall wellbeing. During TY, students can develop more mature relationships with teachers and other adults and become active agents in designing their own educational experiences and their own contribution to society.

TY programmes offer a unique opportunity in senior cycle where schools and communities can collaborate to encourage young people to thrive now and into the future. TY offers time, space, and autonomy to create enjoyable and meaningful educational experiences that support students in senior cycle while facilitating their engagement with a broader range of pathways and possibilities. It equips young people with the supports and experiences to develop a greater capacity to respond to uncertainty, manage complexity, and become agents of positive, ethical change in society.

Key competencies of senior cycle

Note: The text below is common to all micro-modules.

Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle, which helps them to become more engaged, enriched and competent learners.

Further information on key competencies of senior cycle can be found on ncca.ie.

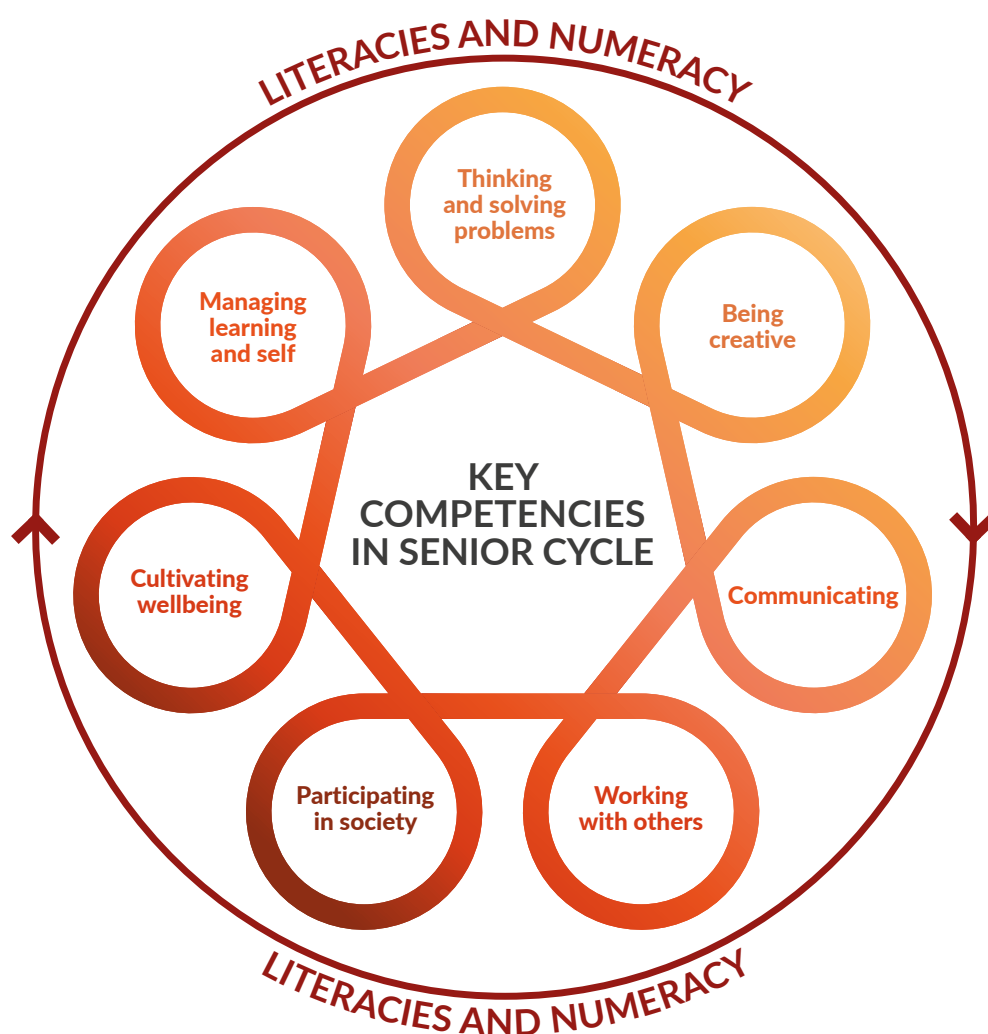


Figure 1: Key Competencies in Senior Cycle, supported by literacies and numeracy

Student Dimensions of Transition Year

Note: The text below is common to all micro-modules.

The Student Dimensions describe how students can develop in TY and the experiences that can support this development. The four Student Dimensions are:

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration

The four Student Dimensions are designed to interlock in such a way that together they intersect with all seven key competencies of senior cycle. Each Student Dimension contains a set of developmental indicators and related student experiences.

Further details can be found in the Transition Year Programme Statement (p.11-15)

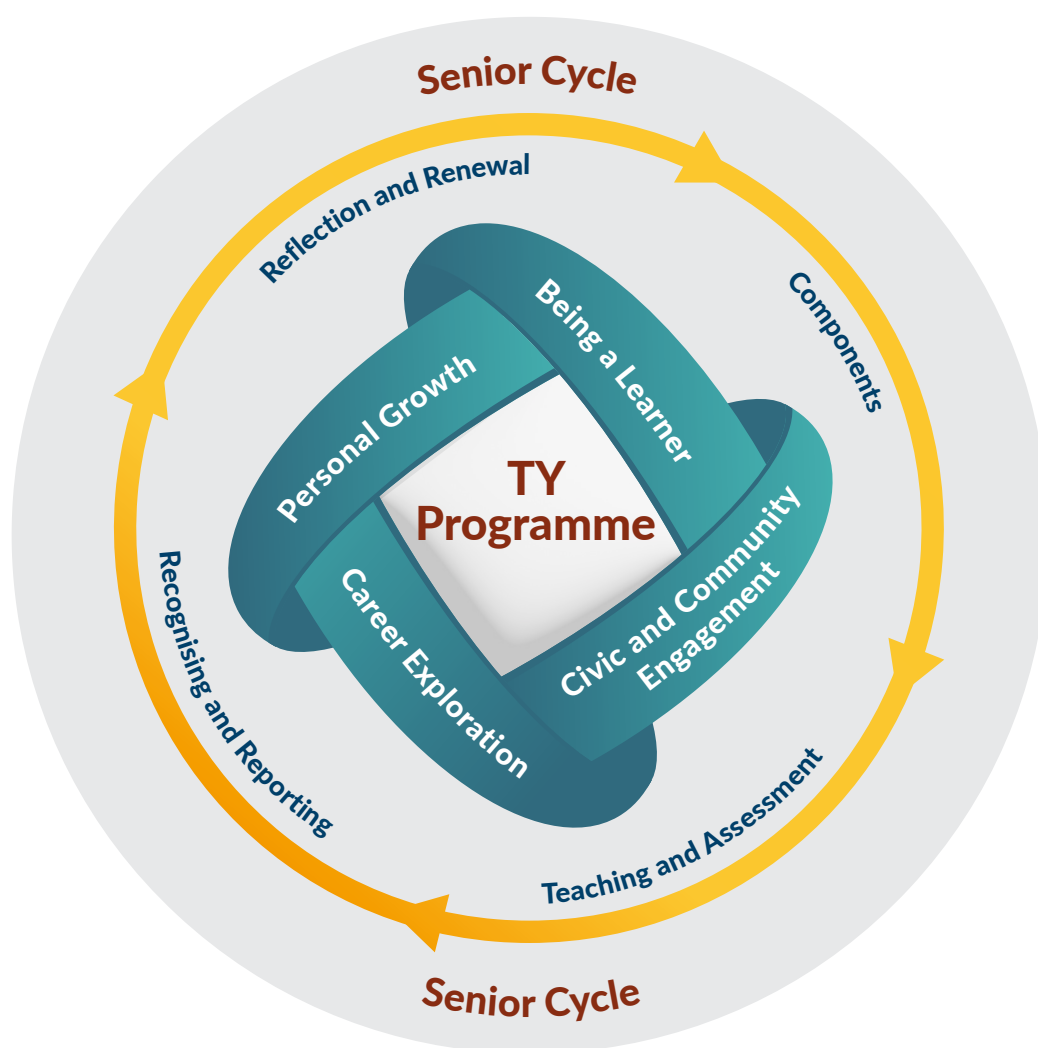


Figure 2: Overview of the Transition Year Programme Statement

Table 1 lists the developmental indicators that are most likely to be supported by student participation and engagement with this micro-module.

Note: The design of micro-modules must support some of the Student Dimensions but does not necessarily need to be designed to support all four dimensions. To complete Table 1 below, identify for each Student Dimension, which developmental indicators can be most strongly supported by the micro-module. When deciding on the developmental indicators that are most relevant, it is sufficient to only list the most prominent 2, 3 or 4 from the TY Programme Statement (p.11-15).

Table 1. Student Dimensions supported by the micro-module.

Student Dimension	Developmental Indicators most relevant to the micro-module
Personal Growth [Delete row if not needed]	[2-4 developmental indicators to be inserted here]
Being a Learner [Delete row if not needed]	[2-4 developmental indicators to be inserted here]
Civic and Community Engagement [Delete row if not needed]	[2-4 developmental indicators to be inserted here]
Career Exploration [Delete row if not needed]	[2-4 developmental indicators to be inserted here]

Rationale

Note: In drafting the Rationale, you should consider:

- the nature of the micro-module.
- how the micro-module can contribute to realising the Aims of the TY Programme Statement and the development of the Student Dimensions

Some prompts for your thinking:

- What are the unique aspects of this micro-module?
- Why should students study this micro-module?
- Why is this micro-module important for the world we live in today?

[INSERT YOUR TEXT HERE]

Aim

Note: The aim should be a brief statement that outlines the over-arching purpose of the micro-module.

Some questions to consider in developing the Aims:

- What will students experience as a result of engaging with this micro-module?
- What will be the benefits to students taking the micro-module?

[INSERT YOUR TEXT HERE]

Time allocation

Note: The text below is common, except for the intended number of hours of learning. This is based on TY micro-modules being developed for a duration of up to 10, 20, or 30 hours of class contact time.

This micro-module is designed for a minimum of [INSERT NUMBER OF HOURS] hours of class contact time.

Learning Outcomes

Note: The text below is common to all micro-modules. It is recommended that the number of learning outcomes is appropriate and relevant to the nature and duration of the micro-module. Each section of the 'Students learn about' column should have a title and a brief outline of the areas student learn about. The learning outcomes are informed by the development indicators identified in Table 1. Learning outcomes should be achievable relative to students' individual aptitudes and abilities.

Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning. Learning outcomes provide the building blocks for teachers to plan their teaching, learning and assessment. Teachers can then use learning intentions and success criteria to take forward their planning and enable the learning outcomes to come alive in practice with their students.

See the Learning Outcomes booklet on NCCA's [Focus on Learning](#) for further information.

The learning outcomes below are designed to promote teaching and learning that develop students' knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress. The right-hand column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The left-hand column outlines specific areas that students learn about. Taken together, these provide clarity and coherence with the other sections of the micro-module.

The learning outcomes are numbered to support teacher planning. It does not imply any hierarchy of importance across the outcomes themselves.

Table 2. Learning outcomes

Students learn about	Students should be able to
(Text specific to the micro-module to be added here)	1.1 (Learning outcome(s) to be entered here)
(Text specific to the micro-module to be added here)	2.1 (Learning outcome(s) to be entered here)
(Text specific to the micro-module to be added here)	3.1 (Learning outcome(s) to be entered here)
(Text specific to the micro-module to be added here)	4.1 (Learning outcome(s) to be entered here)

[Add/Delete rows if needed]

Teaching for student learning

Note: The introductory text in the section below is common to all micro-modules.

To complete Table 3 below, describe activities that can support students primarily in realising the learning outcomes identified in the learning outcome column. The learning outcomes can be identified by the numbering used in learning outcomes table in the previous section. The same learning outcome can be supported in a variety of ways and can appear several times in Table 3.

Teaching for student learning in TY requires a dynamic approach that prioritises student engagement, exploration, and development. The Curriculum Dimension for Teaching and Assessment identifies collective professional practice and classroom practice that can support student learning and development. In particular, teaching approaches in TY should develop the student in being a learner and encourage them to take responsibility for their own learning. The aims and learning outcomes of the micro-module will strongly influence the choice of teaching pedagogies.

Table 3 suggests activities to support students in realising the learning outcomes. The activities can be adapted and are neither prescriptive nor exhaustive.

Table 3. How learning outcomes are supported by the micro-module.

Learning Outcomes	Aligned activities
[Relevant LOs identified by their numbers]	[Text specific to the micro-module to be added]
[Relevant LOs identified by their numbers]	[Text specific to the micro-module to be added]
[Relevant LOs identified by their numbers]	[Text specific to the micro-module to be added]
[Relevant LOs identified by their numbers]	[Text specific to the micro-module to be added]

[Add/Delete rows if needed]

Note: The introductory text below is common to all micro-modules. The two sub-sections that follow are called Assessment Methods and Features of Quality.

Assessment in senior cycle involves gathering, interpreting, using and reporting information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

As well as varied teaching strategies, varied assessment strategies will support student learning and provide information to teachers and students that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual learners. By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

Assessment Methods

Note: The assessment methods should be chosen to align with and support the micro-module's rationale, aims, and learning outcomes. This should allow students to give a broad picture of their learning. The student TY portfolio provides an opportunity to integrate ongoing assessment and student reflection within the learning process. Assessment methods can be based on role play, group presentations, individual reflections, case studies, real-world applications, artefacts, posters, online Multiple Choice Questions, etc.

The assessment methods listed below are those most closely aligning with the aims, rationale and learning outcomes of the micro-module and also with the Teaching and Assessment section of the TY Programme Statement (p.20-22).

[INSERT YOUR TEXT HERE]

Features of quality

Note: The features of quality in Table 4 relate to the learning achieved by students as part of this micro-module. The criteria set out should be clear descriptions of the learning at each of the three levels within Table 4: Distinction, Merit, Achieved

Features of quality are the statements that support teachers and/or students in making judgements about the quality of student work for the purpose of awarding achievement. The feature of quality below are the criteria that will be used to assess the student learning and achievement at one of three levels over the course of the micro-module. The three levels are: Distinction, Merit, Achieved.

Table 4. Features of quality

Area of Learning	Distinction	Merit	Achieved
	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]
	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]
	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]
	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]	[Text specific to the micro-module to be added]

[Add/Delete rows if needed]

Reporting

Note: The introductory text below is common to all micro-modules. The micro-module should have some element of reporting involving the student's TY portfolio and school reporting. The students should reflect in their TY portfolio on how they have developed across the Student Dimensions and specifically the developmental indicators that were identified as being most relevant to this micro-module.

Note: In respect to school reporting, it is the choice of the school on the nature of the mechanism for reporting micro-modules, whether it is for example a credit-based system for components or more of a qualitative descriptor approach. For example, the features of quality above can be adapted to suit the number of the school's descriptor levels or if the school uses a credit-based system, they can be translated to credits that most reflect the achievements.

The Transition Year Programme Statement (p.23-25) describes the three elements to reporting in TY programmes:

- The TY portfolio
- Student reflection
- School reporting.

[INSERT TEXT TO OUTLINE HOW STUDENTS COULD USE THEIR PORTFOLIO TO REFLECT ON THEIR LEARNING AND DEVELOPMENT THROUGH THE MICRO-MODULE AND HOW THE SCHOOL COULD REPORT ON THE MICRO-MODULE]

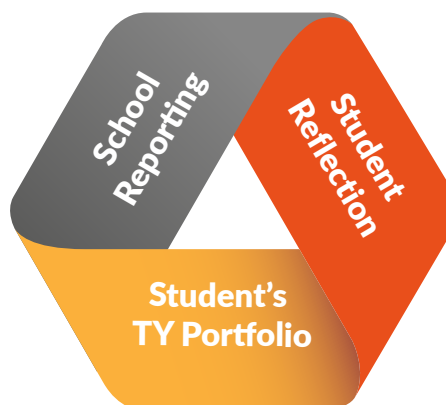


Figure 3: The three elements of reporting in TY.

Evaluating

Note: The introductory text below is common to all micro-modules

Reflection and Renewal is a Curriculum Dimension that speaks to the importance of ongoing evaluation of the TY programme and of the components that comprise the programme. The purpose of evaluating the micro-module is to find out, from both the students' and teacher's perspective, the success or otherwise of the module and how it can be improved for the future.

The evaluation of this micro-module may be achieved through a mix of verbal feedback, online evaluation, evaluation based on teacher feedback as part of TY programme evaluation, or other methods that may be suited to the school.

Resources [Optional Section]

Note: The school or external organisation developing this micro-module will be best placed to suggest resources, digital or otherwise, most aligned with the rationale, aims, learning outcomes and assessment.

Note: Where a micro-module has been designed to be fully online, there will be a need to outline any registration instructions for schools and how supports are made available.

[INSERT YOUR TEXT HERE]



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