

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Certificate in Digitalisation for SMEs (Special Purpose Award)
2.	NFQ Level(s)/ No. ECTS:	Level 6, 40 ECTS
3.	Duration:	1 year
4.	ISCED Code:	0688
5.	School / Centre:	Mayo Campus
6.	Department:	Department of Business, Humanities and Technology
7.	Type of Review:	New Programme
8.	Date of Review:	4 th November 2019
9.	Delivery Mode:	Blended
10.	Work Based Learning (Work Placement/Work Based Project, No. ECTS)	Work Placement: 5 ECTS (Module: Work Experience for Small and Medium Sized Enterprises)
	Modules with Failed Elements	No
	Non-compensatable modules	No
	Award Classification	N/A
11.	Panel Members:	Dr Des Foley, Head of School of Science (Chair) Dr Edna Curley, Head of Centre, Mountbellew Agricultural College Mr Eamon Walsh, Head of Department of Enterprise and Technology Tony Hegarty, Ordú Ms Carmel Brennan, Assistant Registrar (Quality), GMIT (Secretary)

12.	Proposing Staff:	Prof Neville McClenaghan, Vice President Mayo Campus Mr Michael Gill, Head of Department Ms Sharon Boyle Mr Deaglain O’ Riain Mr Declan Hoban Ms Sinéad Kilgannon Mr Egbert Polski
13.	Programme Rationale:	The Skills Agenda for Europe has established the need to improve the digital skills of people across Europe. Currently 68,000 Irish jobs are directly linked to those employing digital skills and tools, and the digital economy is growing. Research undertaken by the Digital Marketing Institute (DMI) showed that only 8% of marketers tested achieved entry level digital marketing skills. This programme aims to help meet the digital skills deficit amongst workers or those seeking employment.
14.	Potential Demand for Entry:	It is proposed that 24 students be admitted to this programme.
15.	Stakeholder Engagement:	GMIT Mayo Campus is represented on the Third Level Computing Forum and on the EU Jobs Coalition, which provides insight into the provision of digital technology education and the skills required by industry. Extensive research and consultation were undertaken with stakeholders including conducting survey research, a focus group and in-depth interview. The findings influenced the design, content and proposed delivery mode of the programme.
16.	Graduate Demand:	This programme is designed to give graduates digital skills which are required by SMEs. This programme is aimed at those seeking work, but also those in employment who lack the digital skills required by modern businesses.
17.	Entry Requirements, Access, Transfer & Progression:	<p>Minimum entry requirement is Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics and a minimum of 160 points, or equivalent. Alternatively, a Foundation Certificate of any QQI FET Level 5 or 6 award will be recognised as meeting the minimum entry requirement.</p> <p>Consideration will be given to mature students (23 years of age or over) that lack the minimum entry requirements. These may be called for interview.</p>

		<p>Recognition of Prior Learning can be used in accordance with GMIT's policy.</p> <p>An IELTS score of 5.5 is the minimum language entry requirement.</p>
18.	Programme Structure:	This programme consists of a mix of modules delivered on a year-long and semesterised basis worth 5 or 10 ECTS.
19.	Learning, Teaching & Assessment Strategies:	The programme will be delivered through a blended learning approach. A range of online delivery techniques will be used weekly, and these will be complemented with monthly face-to-face engagement. The Programme Board plan to develop social, cognitive and teaching presence for both the traditional and blended delivery elements. The programme will be assessed entirely using continuous assessment.
20.	Resource Implications:	<p>Approximately 14 hours per week are required to deliver this programme, which can be resourced from within existing staff. This programme will be delivered on a self-financing basis.</p> <p>The requisite software and equipment costs have been accounted for in the self-financing template.</p> <p>Normal staff development in relation to keeping up-to-date in this fast-changing area will be required.</p>
21.	Synergies with Existing Programmes:	None.
22.	Findings and Recommendations:	<p>General:</p> <p>The panel were convinced of the need for the knowledge and skills which will be generated by a programme of this type and level. However, weaknesses in the documentation were identified. These were clarified to the satisfaction of the panel through engagement with the proposers. On this basis the panel approve the programme subject to the conditions (4) and recommendations (3) below, and conditional on the programme being resubmitted to the panel for review prior to final approval.</p> <p>Special conditions attaching to approval (if any):</p> <p>1. Amend the programme title so that it clearly and accurately reflects the content of the programme, for example Certificate in Digitalisation for SMEs (Marketing and Media).</p>

		<p>2. Revise the AQA2 document to ensure that there is a clear, consistent and appropriate description of the nature and purpose of the programme. Specifically, the aims and objectives of the programme, the groups targeted for entry and the knowledge and skills of graduates should be addressed in this regard.</p> <p>3. Review and revise the Programme Learning Outcomes to ensure that there are an appropriate number of outcomes and that these are clearly stated at a level appropriate to the programme.</p> <p>4. Ensure that the APS is populated correctly in relation to delivery hours.</p>	
		<p>Recommendations of the panel in relation to award sought:</p>	
		<p>5. In reviewing the future viability of the programme consider whether moving to an online mode of delivery is feasible, academically appropriate and would increase the geographic spread of applicants.</p> <p>6. Ensure that software and equipment costs are included in the programme costing model.</p> <p>7. Review modules to ensure that a repeat assessment strategy is included in each, and that the module teaching and learning strategy reflects the planned blended delivery mode.</p>	
23.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary