EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Certificate in Digital Media and Marketing (Special Purpose Award)
2.	NFQ Level(s)/ No. ECTS:	9 30 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:	22nd November 2018
9.	Delivery Mode:	Blended
10.	Work Based Learning (Work Placement/Work Based Project, No. ECTS)	No
11.	Modules with Failed Elements	No
12.	Non-compensatable modules	No
13.	Award Classification	N/A
14.	Panel Members:	Ms Deirdre Lusby, Chair Ms Celine Curtin Dr Maura Fitzsimons Mr Cormac Donoghue Mr Turlough Rafferty Ms Carmel Brennan, Secretary
15.	Proposing Staff:	Dr Richard Thorn Mr Michael Gill Dr Deirdre Garvey Ms Noreen Henry Dr Janine McGinn Ms Sharon Boyle Ms Laura Hegarty

16.	Programme Rationale:	The Skills Agenda for Europe has established the need to improve the digital skills of people across Europe. "In the future all jobs will require digital skills, and despite continued high levels of unemployment there could be 756,000 unfilled jobs for ICT professional by 2020".GMIT Mayo is a member of the EU Digital Skills and Jobs Coalition and the academic team are briefed continuously on EU identified digital media developments and educational requirements. Objectives identified by this EU coalition to address skills deficits include (European Commission, 2016): - The training of 1 million unemployed for vacant digital jobs. - The support of upskilling and retraining of the workforce, to support SMEs in particular. In Ireland, the digital economy represents6% (€12.3bn) of GDP and it is expected to grow to 7.9% (€21.4bn) by 2020. Currently 68,000 Irish jobs are directly linked to those employing digital skills and tools with approximately one in seven Irish people (13.5% of the adult population) making a supplementary income on the internet. Irish consumers spend around €850,000 per hour online, 24 hours a day (Department of communications, Climate Action & Environment, 2016). Despite this growth in digital employment, a prominent evidence-based digital skills gap has been identified in Irish organisations. The research to support this assertion was conducted by the Digital Marketing Institute (DMI) in 2016. DMI evaluated digital marketing skills among marketing professionals across a variety of industries in the USA, UK, and Ireland (Digital Marketing Institute, 2016). They reported that while 59% of marketers in the USA, 47% in the UK and 51% Ireland perceived themselves as very or reasonably competent in digital marketing. Yet, the actual level of their skills, when assessed, was equally low across all three countries -scoring 38% on average. In fact, only 8% of marketers tested achieved entry level skills. In Ireland, digital strategy and planning was cited as the leading digital skills gap in organisations. The report concluded that there needs to be a fundamental readjustment of the outlook on skills training in order to really take advantage of the economic opportunities that digital marketing can offer. An analysis of recruitment agency job availability was conducted by the academic team to assess job category needs at a national level. This demonstrates an extensive demand for graduates with online marketing skills. This is

		supported by evidence from other sources(Digital Marketing Jobs, 2018)(Digital Marketing Institute, 2017).
17.	Potential Demand for Entry:	Strong interest has been shown in a programme such as this, suggesting that the targeted 24 places will be filled.
18.	Stakeholder Engagement:	There were five rounds of consultation conducted in the period December 2017to September 2018, four of which were specific to Digital Media Expertise requirements and one, which included an open focus group discussion with representatives from regional businesses and public organisations from various sectors. The findings from these engagements strongly influenced the design and content of the programme.
19.	Graduate Demand:	A search of current vacancies for graduates in Ireland uncovers significant demand for digital media and marketing skills and expertise.
20.	Entry Requirements, Access, Transfer & Progression:	Candidates must hold level 8 Bachelor (Hons) degree with a minimum grade classification of H2.2 or equivalent in Marketing, IT/Computing, Business or a cognate area. Selection: Applications are ranked in order of merit. English Language Requirements will be as determined by GMIT and as published in the Access, Transfer and Progression code. The current requirements are as follows: - Non-EU applicants who are not English speakers must have a minimum score of 6.0 (with a minimum of 6.0 in each component) in the International English Language Testing System (IELTS) or equivalent. All results must have been achieved within 2 years of application to GMIT. - EU applicants who are not English speakers are recommended to have a minimum score of 6.0 (with a minimum of 6.0 in each component) in the International English Language Testing System (IELTS) or equivalent. GMIT is committed to the principles of transparency, equity and fairness in recognition of prior learning (RPL) and to the principle of valuing all learning regardless of the mode or place of its acquisition. Recognition of Prior Learning may be used to gain admission and exemptions from the programme.

21.	Programme Structure:	Two 10 ECTS modules will be delivered over a year, with one 5 ECTS module delivered each semester. Each module will feed in to the Strategic Marketing plan.
22.	Learning, Teaching & Assessment Strategies:	This programme will be delivered through blended delivery. The teaching and learning strategy in this programme places learners at the centre of all interactions and engagement. The lecturing team facilitate innovative learning practices which will focus the learner's ability to explore, research, interact with peers and the lecturing team and reflect on the outcome of these engagements. A dialogical pedagogy is the learning philosophy underpinning this programme. Learners will critically engage with each other and with the lecturing team to interrogate the topic of study, express opinions and listen to multiple points of view. The aim being to co-create knowledge and provide solutions whilst remaining at the forefront in the rapidly evolving field of digital media and marketing. Learners will be particularly encouraged to research and explore new technologies and techniques, and to deliver presentations on their findings and strategies in a student conference collaborative format. Lecturer-student engagement on this programme will lead to the development of an interactive community of learners, with contributions to content generated not only by the lecturing team, but by students. The fast-paced field of digital media marketing, requires this kind of participant interaction, enabling participants to gain maximum benefit from new knowledge generation in this discipline. Interactions will take multiple forms, comprising on average two full days per month on campus, and in addition, on average, 16 hours per week of online student engagement and self-directed research, assignment work and study. The two full days on campus will comprise of practical digital media and computer laboratory sessions; interactive dialogical debate on digital marketing theory and practice; contemporary ethical and legal issues; interactive community of learners' engagement and peer work. The lecturing team will focus particularly on marketing environmental analysis; strategic marketing plan development; research, interrogation and interpretation of data analytics and practical communications strategies. The aim of the programme is to provide an avenue for continuing professional development primarily for those

		graduates already engaged in the workforce, and as such a key tenet of the teaching and learning approach is to foster flexibility in the content delivery and learner engagement, whilst providing opportunities to develop an effective community of learners. Thus, a blended approach to content delivery is undertaken, content will be made available online and learner community interactions will be facilitated online employing various online tools such as the VLE, live and recorded webinars, online discussion forums, polling tools, mobile apps, blogs, podcasting, social networks, sharing data and collaborative tools.
23.	Resource Implications:	No additional resources are specified in relation to the delivery of this programme. This is to be clarified, as per the recommendation below.
24.	Synergies with Existing Programmes:	None.
25.	Findings and Recommendations:	**General:**
		The proposing team were complimented for the quality of documentation, the extent of the research undertaken in developing the programme, the awareness of the needs of industry and, in particular, the cohesive and enthusiastic nature of the programme development team which was evident at the validation meeting. The programme was approved subject to the following condition (1) and recommendations (5):
		Special conditions attaching to approval (if any):
		Review the contact hours in each module to ensure that the hours shown on the APS represent teaching 'contact' hours for students, and do not represent independent learning hours or staff effort. The proposing team must revert with details of this to the panel for approval.
		Recommendations of the panel in relation to award sought:
		1. Outline the resources required to deliver this programme, clearly specifying where additional resources are required. 2. Ensure that booklists and resources to be used by students are kept up to date given the dynamic nature of this discipline. 3. The programme delivery team should consider quantifying the workload involved in the development and delivery of the programme over the first two years.

		4. The format for TU research masters should be clarified by the Institute in order to allow this programme team continue with further programme development. 5. The Institute needs to consider how the APS should be formatted for online and blended programme.

26.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary