



## Report of External Peer Review Group for the Programmatic Review of:

<b>Named Award:</b>	Ard-Diplóma I nGaeilge Fheidhmeach agus Aistriúchán Postgraduate in Applied Irish and Translation
<b>Programme Title(s):</b>	Ard-Diplóma I nGaeilge Fheidhmeach agus Aistriúchán Postgraduate in Applied Irish and Translation
<b>Exit Award(s):</b>	None
<b>Award Type:</b>	Higher Diploma Postgraduate
<b>Award Class:</b>	Major
<b>NFQ Level:</b>	Level 8 Level 9
<b>ECTS / ACCS Credits:</b>	240 360
<b>Minor Award(s):</b>	None
<b>Location:</b>	Galway

### Panel Members

Name	Position	Organisation
Dr Joe McGarry	Chairperson	Castle Education, Tralee
Michael Hannon	Secretary	Galway-Mayo Institute of Technology
Damien Courtney	IOT Member	Cork Institute of Technology
Dr James Cunningham	University Member	National University of Ireland Galway
Eamonn O Neachtain	Professional Practitioner	Udaras na Gaeltachta
Michael O Ceallaigh	Institute Graduate	Gaillimh le Gaelige
Michael Smyth	Institute Graduate	Ballybane Enterprise Centre

### Programme Board Team

Gerry O'Neill
Aíne Ní Chonghaile
Cian Marnell

## 1 Introduction

The following report to Academic Council is a validation panel report from an expert panel of assessors on the revalidation of (i) Ard-Diplóma I nGaeilge Fheidhmeach agus Aistriúchán (ii) Postgraduate in Applied Irish and Translation

The report is divided into the following sections:

- Background to Proposed Programme
- General Findings of the Validation Panel
- Programme-Level Findings
- Module-Level Findings

## **2 Background to Proposed Programme**

See Programme Self Evaluation Report (SER) for more detailed information.

## **3 General Findings of the External Peer Review Group**

The External Peer Review Group (EPRG) has decided to recommend the re-approval of the programme for the next five academic years or until the next programmatic review, whichever occurs sooner, subject to a number of recommendations.

### **Commendation**

- The EPRG acknowledge the quality of the programme provided by Europus Teo and commend the programme board for their commitment to students and to the Irish language.

### **Recommendations**

- The EPRG recommend that the programme board report should be presented as a separate and dedicated agenda item at CTA meetings in relation to progress and oversight.
- The EPRG feel that there may be a branding issue due to the teaching of these programmes off campus and recommend that the GMIT Logo is clearly visible at the site.
- They also recommend that the students on this programme be brought into the campus at least twice per year to get a sense of their identity as GMIT students.
- At present there are two Europus colleagues teaching the full course. The EPRG recommend that there be a contingency plan put in place to safeguard students and secure the course for the future.

Having considered the documentation provided and discussed it with the programme development team, the External Peer Review Group recommends the following:

- 1. Ard-Diplóma I nGaeilge Feidhmeach agus Aistriúchán**
- 2. Postgraduate in Applied Irish & Translation**

*Place an x in the correct box.*

Accredited for the next five academic years or until the next programmatic review,	
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whichever occurs sooner	
Accredited subject to recommendations	X
Re-designed and re-submitted to the same External Peer Review Group after additional developmental work	
Not Accredited	

**Note:**

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below and a response document describing the actions of the Department to address the conditions and recommendations made by the External Peer Review Group (EPRG). In this report, the term Recommendation indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

**4 Programme-Level Findings**

This section of the report addresses the following programme wide considerations:

- Evidence of reflection by the programme board to include, where relevant evidence of collaboration and engagement with other programmes from a similar discipline area within GMIT
- Demand
- Award
- Entry requirements
- Access, transfer and progression
- Retention
- Standards and Outcomes
- Programme structure
- Learning and Teaching Strategies
- Assessment Strategy
- Resource requirements
- Research Activity
- Quality Assurance
- Internationalisation
- Professional Practice (Work Experience / Internship etc)

**4.1 Reflection, including internal and external engagement**

<i>Consideration for the panel:</i>	Is there evidence of reflection in the SER of how the programme performed since the last programmatic review.
<i>Overall Finding:</i>	Yes

It was noted that this is the first programmatic review for this course.

**4.2 Demand**

<i>Consideration for the panel:</i>	Is there a need for the programme and has evidence been provided to support it?
<i>Overall Finding:</i>	Yes

At present there is a capacity on the Higher Diploma programme for 15 students per year, there is more demand for the programme which currently cannot be met.

**Recommendations:**

- The EPRG suggests that there is scope for further collaboration between Europus, GMIT and other Higher Educational Institutes within the cluster as recommended by the Higher Education Authority (HEA).
- This would allow the cluster approach the HEA regarding the provision of future funding. This would build confidence in the programme and would allow the programme board to scale up the programme in the future so that all the demand will be catered for.

**4.3 Award**

<i>Consideration for the panel:</i>	Is the level and type of the award appropriate?
<i>Overall Finding:</i>	Yes

**4.4 Entry Requirements**

<i>Consideration for the panel:</i>	Are the entry requirements for the proposed programme clear and appropriate? Is there a relationship with this programme and further education?
<i>Overall Finding:</i>	Yes

**4.5 Access, Transfer and Progression**

<i>Consideration for the panel:</i>	Does the proposed programme incorporate the procedures for access, transfer and progression that have been established by the HEA and as contained in the Institute’s Quality assurance Framework (QAF) COP No.4?
<i>Overall Finding:</i>	Yes

It was noted that the progression to Masters was of a very high standard with the requirement of 1<sup>st</sup> Class Honours in the Higher Diploma. This was due to the speciality of the programme and the need for students to have a high level knowledge of Irish grammar and of Irish in general.

**4.6 Retention**

<i>Consideration for the panel:</i>	Does the proposed programme comply with the Institute norms for retention, both in first year and subsequent years? Are both elements of the First Year Experience {(i) Learning to Learn (now Learning and Skills Innovation) and (ii) PASS} embedded in this programme? Evidence of other retention initiatives?
<i>Overall Finding:</i>	Yes

#### 4.7 Standards and Outcomes

<i>Consideration for the panel:</i>	Does the proposed programme meet the required award standards for programmes at the proposed NFQ level (i.e. conform to QQI Award Standards)?  For parent award? For exit award (if applicable)? For Minor Award (if applicable)? For Special Purpose Award (if applicable)?
<i>Overall Finding:</i>	Yes

The awards standards requirements for programmes on the NFQ Framework can be found at [http://www.hetac.ie/publications\\_pol01.htm](http://www.hetac.ie/publications_pol01.htm)

#### Commendation:

- The EPRG accepts the academic credibility of both the Higher Diploma and the Post-Graduate programme

#### Recommendation:

- The EPRG recommends that all research completed by students is clearly documented.

#### 4.8 Programme Structure

<i>Consideration for the panel:</i>	Is the programme structure logical and well designed and can the stated programme intended learning outcomes in terms of employment skills and career opportunities be met by this programme?
<i>Overall Finding:</i>	Documentation Required

#### Recommendations:

- The EPRG recommends that the SER document should be amended so that it contains module information. There is currently no module structure included. Module information should be an integral part of the SER document.

#### 4.9 Learning and Teaching Strategies

<i>Consideration for the panel:</i>	Have appropriate learning and teaching strategies been provided for the proposed programme that support Student Centred Learning (SCL)? Evidence of consideration of flexible delivery methods including eLearning?
<i>Overall Finding:</i>	Yes

#### 4.10 Assessment Strategies

<i>Consideration for the panel:</i>	Have appropriate programme assessment strategies been provided for the proposed programme (as outlined in the QQI/HETAC Assessment and Guidelines, 2009)?
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<i>Overall Finding:</i>	Yes
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Assessment strategies are required in line with HETAC's Assessment and Standards and should be considered by the programme EPRG. See (HETAC (2009) Assessment and Standards, Section 4.6.1, page 33). Accordingly the assessment strategy should address the following (See (HETAC (2009) Assessment and Standards, Section 2.2.5, page 13) :

- Description and Rationale for the choice of assessment tasks, criteria and procedures. This should address fairness and consistency, specifically their validity, reliability and authenticity;
- Describe any special regulations;
- Regulate, build upon and integrate the module assessment strategies;
- Provide contingent strategy for cases where learners claim exemption from modules, including recognition of prior learning;
- Ensure the programme's continuous assessment workload is appropriately balanced;
- Relate to the learning and teaching strategy;
- Demonstrate how grading criteria will be developed to relate to the Institutional grading system.

#### 4.11 Resource Requirements

<i>Consideration for the panel:</i>	Does the Institute possess the resources and facilities necessary to deliver the proposed programme?
<i>Overall Finding:</i>	Yes to include 1 recommendation

#### Recommendation:

- The EPRG identified that there is a certain vulnerability in the programme with regard to funding sources should Udaras na Gaeltachta decrease the level of funding in the future. The business model is static at present and the panel recommend that this be reviewed.

#### 4.12 Research Activity

<i>Consideration for the panel:</i>	Evidence that Learning & Teaching is informed by research? Number of staff engaged in institutional/pedagogical research?
<i>Overall Finding:</i>	Yes

#### 4.13 Quality Assurance

<i>Consideration for the panel:</i>	Does the proposed programme demonstrate how the Institute's quality assurance procedures (QAF) have been applied and that satisfactory procedures exist for the on-going monitoring and periodic review of programmes?
<i>Overall Finding:</i>	See below for recommendation

#### Recommendation:

- The EPRG recommends that the Programme Board in Europus Teo attend a workshop on Quality Assurance within the college to ensure the use of appropriate procedures for

academic quality assurance in the design, delivery, learning and assessment methodologies of the programme having regard to change and best practice.

#### 4.14 Internationalisation

<i>Consideration for the panel:</i>	Does the proposed programme demonstrate how the syllabi represent an international dimension? Is there evidence of approaches to induct international students?
<i>Overall Finding:</i>	No

#### 4.15 Professional Practice (Work Experience / Internships etc)

<i>Consideration for the panel:</i>	Does the proposed programme incorporate professional practice as per the Institute's policy on professional practice (PP)? If not, is there evidence that PP is under consideration by the programme board?
<i>Overall Finding:</i>	See recommendations below

#### Recommendation:

- The EPRG find that work placement is very important for all programmes and the Higher Diploma programme should have a work placement module included.
- The Work placement module in the post-graduate programme needs to be reviewed. The proposed 5 credits available is very low when the work undertaken by the student is taken into consideration. Also the students have extra transcripts to complete while on work placement and this makes the workload excessive.

### 5.0 Module-Level Findings: General

The programme board have reflected on the focus of the Higher Diploma programme and proposed an increase in the 3 major modules within the programme to include an extra 20 hours teaching, while decreasing the credits available on the other 4 modules.

#### 5.1 Module Assessment Strategies

<i>Consideration for the panel:</i>	Have appropriate module assessment strategies been included in each Module Descriptor?
<i>Overall Finding:</i>	Yes

### 6.0 Student Findings

2 students attended the meeting.

The students felt that the programme was very comprehensive, thorough, practical and intense. The Higher Diploma gave a good grounding for working as a translator. There was a strong emphasis on precision. The students learned how to recognise and understand the different styles of writing language used. Although there was a large amount of transcripts to complete, the students were expecting this when they signed up for the course. The student

who completed the post-graduate programme found that there was a huge amount of research involved with the translation.

The students had used the library facilities at the main GMIT campus.

They would both recommend the course to anyone giving serious consideration to becoming a translator.

## 7.0 Stakeholder Engagement

The EPRG feel that the collaboration between Europus and its students and also employers within industry is very impressive due to the fact they have a very close working relationship with each other.

The student progression to 2012 showed that the programme is very successful and every graduate had got work either in Ireland or in the EU as a translator.

## 8.0 Future Plans

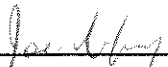
<i>Consideration for the panel:</i>	Evidence that the programme board considered and identified opportunities and signalled proposals for related new programme and award development.
<i>Overall Finding:</i>	Yes

### Recommendation:

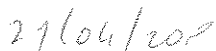
- The EPRG suggest that there are further possibilities of collaboration between Europus and GMIT to include the translation of teaching materials from English to Irish for Irish subjects on other programmes.

### Validation Panel Report Approved By:

Signed:

  
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**Dr Joe McGarry**  
**Chairperson.**

Date:

  
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