

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

Programme	Code	Level	ECTS	Duration	Award Type	Embedded Awards
Bachelor of Science (Honours) in Education (Design Graphics and Construction)	GA_SEDUL_H08	8	240	4	Major	None
Master of Arts in Teaching and Learning	GA_LMTLG_V09	9	90	2	Major	Postgraduate Diploma in Arts in Teaching & Learning Certificate in Teaching & Learning Certificate in Assessment & Feedback Certificate in Research Cycle: Foundation Certificate in Recognition of Prior Learning (RPL) Certificate in Student Centred Learning (SCL) Certificate in Technology Enhanced Learning (TEL) Certificate in Mentoring Certificate in Digital Teaching & Learning Certificate in Education for Sustainability
Postgraduate Diploma in Arts in Teaching and Learning	GA_LDTLG_O09	9	60	1	Major	Certificate in Teaching & Learning Certificate in Assessment & Feedback Certificate in Research Cycle: Foundation Certificate in Recognition of Prior Learning (RPL) Certificate in Student Centred Learning (SCL) Certificate in Technology Enhanced Learning (TEL) Certificate in Mentoring Certificate in Digital Teaching & Learning Certificate in Education for Sustainability
Certificate in Teaching and Learning	GA_LCTLG_N09	9	30	1	Minor	None

Certificate in Assessment and Feedback	GA_LASEG_N09	9	10	1	Minor	None
Certificate in Research Cycle: Foundation	GA_LRCFG_N09	9	10	1	Minor	None
Certificate in Recognition of Prior Learning (RPL)	GA_LRPLG_N09	9	10	1	Minor	None
Certificate in Student Centred Learning (SCL)	GA_LSCLG_N09	9	10	1	Minor	None
Certificate in Technology Enhanced Learning (TEL)	GA_LTELG_N09	9	15	1	Minor	None
Certificate in Mentoring		9	10	1	Minor	None
Certificate in Digital Teaching & Learning		9	10	1	Minor	None
Certificate in Education for Sustainability		9	10	1	Minor	None

Date of Panel: 8th February 2022

External Peer Review Group:

Panel	
Chairperson	Dr. Joe McGarry Education Consultant
IoT/University Representative	Dr Moira Maguire Head of Learning and Teaching , Dundalk IT
IoT/University Representative	Prof Gerry Mac Ruairc Head of School of Education, NUI Galway
Industry Representative	Mr. Eamon Madden Teacher, St Mary's College, Ballygar, Galway
Graduate Representative	Mr. Stephen Coy Teacher, Naas CBS, Co. Kildare
Secretary	Ms. Carmel Brennan Assistant Registrar, GMIT

1. Introduction to Programmatic Review

Programmatic review involves a periodic, formal, systematic, comprehensive and reflective review and evaluation of each programme and award offered by the Institute for purposes of programme development, quality enhancement and revalidation. It is an important means of ensuring and assuring, *inter alia*:

- that required academic standards are being attained;
- that programmes and awards remain relevant and viable;
- that student needs, including academic and labour-market needs, are addressed;
- that the quality of programmes and awards is enhanced and improved;
- public confidence in the quality of GMIT's programmes and awards.

GMIT last conducted Programmatic Review in 2014 and was due to undertake it again in 2019/20. The process was delayed until this year due to the COVID-19 pandemic.

The objective of a programmatic review is to review the development of the programme over the previous five to seven years, with particular emphasis on the achievement and improvement of educational quality. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs in light of the validation criteria and relevant awards standards. In particular, a programmatic review seeks to confirm that the promise evidenced at the original validation (or since the last programmatic review) in terms of academic quality, relevance and viability has been realised, and that the programme is adapting appropriately to evolving circumstances.

The specific objectives of a programmatic review are, *inter alia*, to:

- analyse and evaluate the effectiveness and efficiency of the programme, including details of student numbers, retention rates and success rates;
- review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments;
- evaluate the response of the programme to regional and societal requirements and to educational developments;
- evaluate the feedback mechanisms for students and the processes for acting on this feedback;
- review the feedback from students relating to the student experience of the programme
- evaluate stakeholder engagement including links and collaboration with industry, business and the wider community;
- review feedback from employers and graduates;
- evaluate the physical facilities and resources provided for the provision of the programme;
- review any research activities in the field of learning in the disciplinary areas and their impact on teaching and learning;
- consider likely future developments in the disciplinary areas;
- make proposals in relation to updating programmes and modules, and to discontinuing programmes or parts of programmes.

Academic Council identified three themes to be specifically addressed during the 2021/22 Programmatic Review namely:

- Assessment – ensure the assessment strategy and methodology are appropriate and aligned with learning outcomes and that students are not over-assessed.
- Employability – ensure that students develop career skills necessary to prepare them for employment. Embed professional practice (e.g. work placement, work-based projects in the programme, ensuring that there is an appropriate plan for their management)
- Sustainability – review modules and learning outcomes to ensure that the sustainability agenda is addressed, debated, and applied within student learning and assessment, as appropriate.

2. Methodology

The programmatic review process involves a self-evaluation by each programme board followed by an external peer review. The Programme board engaged in a process of the collection and review of data related to the programme and feedback from stakeholders including students, graduates and industry. The overall programme and each individual module have been reviewed and recommendation(s) for updates made as required.

The External Peer Review Group (EPRG) received a copy of the Self Evaluation Review documentation and the programme documentation including any proposed changes. The EPRG then met the Programme Board (Appendix A) to discuss the programme and the documentation provided, as well as meeting a representative sample of students (Appendix B). The schedule for the review visit is contained in Appendix C.

3. Background to Programme(s) Being Reviewed

Bachelor of Science (Honours) in Education (Design Graphics and Construction)

This specialised initial teacher education (ITE) programme aims to provide learners with the skills, ability, and attributes to pursue a career as a post-primary teacher in the curricular Leaving Certificate subjects of Construction Studies and Design & Communication Graphics and Junior Cycle equivalents (Wood Technology and Graphics). The course supports creativity and innovation in teaching practice, incorporates technology-enhanced learning and adopts a range of assessment and pedagogical methodologies applicable to modern post-primary teaching and learning philosophies within diverse learning environments. The programme is aligned with the principles and Céim Standards of the Teaching Council of Ireland for professional teachers and promotes, inter alia, ethics and professionalism in teaching, student-centred learning methodologies, practice-based research, digital literacy, creative innovations, and reflective practices. Graduates of this programme can register with the Teaching Council and will be qualified to teach, to the highest quality, the Leaving Certificate and Junior Cycle subjects outlined above.

Master of Arts in Teaching and Learning
Postgraduate Diploma in Arts in Teaching and Learning
Certificate in Teaching and Learning
Certificate in Assessment and Feedback
Certificate in Research Cycle: Foundation
Certificate in Recognition of Prior Learning (RPL)
Certificate in Student Centred Learning (SCL)
Certificate in Technology Enhanced Learning (TEL)

The objective of this suite of programmes is to make provision for applicants who aspire to gain a formal qualification in teaching and learning in Higher Education. In addition, it is for those who wish simply to develop and enrich their own teaching and learning practices, at any level, in the context of CPD. GMIT recognises that other institutes within the HE sectors in Ireland offer postgraduate programmes, including Master of Arts programmes, in the field of teaching and learning. What is unique about this programme is that it is specifically customised for the challenges and needs faced by HE staff. While the programme primarily addresses the specific CPD needs of GMIT staff and affiliates, it has a flexibility of design that facilitates other interested parties outside of the Institute such as the CUA and other universities in Ireland and internationally. Such flexibility will also ensure a greater chance of financial viability and course longevity. Most students have qualifications at level 9 or higher and undertake the course to enhance their practice. Hence the programme structure contains minor awards which can be undertaken by students who wish to delve into one or more topics but are not interested in completing the entire master award.

4. General Findings of the External Peer Review Group

Having considered the documentation provided and discussed it with the Programme Board, the External Peer Review Group recommends the following for all programmes:

Accredited until the next programmatic review	
Accredited until the next programmatic review subject to conditions and/or recommendations ¹	X
Re-design and re-submit to the same External Peer Review Group after additional developmental work	
Not Accredited	

5. Programme-Level Findings BSc (Hons) in Education (Design Graphics and Construction)

Consideration for the panel	Overall finding: Yes/No/Partially
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	Partial*
Are the access, transfer and progression procedures appropriate?	Yes
Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards ²)? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning, and teaching is informed by research?	Yes

¹ **Note:**

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined in the report and a response document describing the actions to address the conditions and recommendations made by the External Peer Review Group (EPRG). In this report, the term 'condition' is used to indicate an action or amendment which in the view of the EPRG must be undertaken prior to the commencement of the next delivery of the programme. Conditions are mandatory if the programme is to be approved. 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.

² GMIT has adopted QQI's award standards which are available [HERE](#).

Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework? (e.g., Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes
Does the proposed programme demonstrate an international dimension? (e.g. content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example, does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

* Work is ongoing through the WISE partnership to engage ETBs in relation to pre-teaching courses.

The assessment designs used in this programme are innovative and creative, providing student choice and as well as assessing students aim to teach students about approaches to assessments. A wide variety of assessments are used, and they are reviewed regularly. A progressive approach is used to assessment with students moving to research and enquiry-based learning in years 3 and 4. Self- and peer assessment are used and there is clear communication of marking criteria.

School visits proved a challenge during Covid with the Programme Board having to consider how can they assess when they couldn't visit schools. The robust approach to professional dialogical review (videos of teaching, cooperating teacher engaging in dialogue with student teacher, student teacher self-assessing) will be retained in the future in addition to the normal school observation visits.

Students are trained to be independent and to work as part of team. There are strong measures in place for managing the challenge of group work. Students are educated about group work in preparation for their assignments and for employment. A log of student contribution to group assessments is maintained and online meetings are recorded.

The issue of potential over-assessment was considered. The Programme Board felt that there was over assessment in the past, but this has been addressed with 5 ECTS modules generally having two assessment and three to four assessments for 10 ECTS modules. Any modules outside this guideline have a strong rationale for being so. GMIT's PASS (Peer Assisted Study Sessions) programme has become integral to this programme with more advanced students taking stage 1 students through the transition to higher education and assessment. Some student assessments are based on student's ability to create an assessment, and feedback from the student session found that students appreciated the fact that they developed items they could use in their own teaching practice.

The Programme Learning Outcomes have been aligned with Céim Standards for Initial Teacher Education. The programme is moving increasingly to practitioner researcher, scaffolding students earlier in the programme to have a foundation for this research methodology. The student teachers are encouraged to move from group work to problem-based learning (PBL) in their practice. There have been major strides in research within the Department, with research students, students in undergraduate programmes engaging

in research and staff engaged in research. The Department aspires to help expand Irish based research as a basis for further research.

The panel met an engaged group of students who were generally positive about their programme. They noted that there generally was communication in relation to necessary matters, however it came through a variety of platforms which in some instances caused confusion. This was more acute when there were multiple lecturers covering the same module or the same lecturer on multiple modules. The students welcomed assignments which supported their teaching on school placements. It was felt that there was a substantial increase in work when progressing from stage 1 to 2 of the programme. Students didn't always feel able to link what they were being taught with the second level syllabus. It was also suggested that practical classes should not just teach the discipline, but also should teach students how they should teach the discipline. The proposed change in the timing of Stage 2 School placements was welcomed, although it was felt that the current system or a variation of it did allow for reflection and improvement give its phased basis. Students moving to the CCAM campus in year 3 can feel isolated and disconnected.

Changes proposed included updated Programme Learning Outcomes in line with An Céim standards, a slight reduction in hours, the sequencing of modules, addition of new module, changes to module weighting, updated teaching, learning and assessment strategies, delivery of placement and a general updating of modules. These changes as outlined in Appendix D were approved and the programme was accredited until the next programmatic review subject to the conditions and recommendations below.

Commendation(s):

1. This is a well-structured and coherent programme.
2. There is strong evidence of good use of feedback and feedforward throughout the programme.
3. Groupwork is used to enhance student learning and teach group learning techniques.
4. There was enthusiastic engagement by the programme team with the panel, and it is evident that they have a shared philosophy.

Condition(s):

None

Recommendation(s):

1. Review Programme Learning Outcomes to identify if there is room to utilise merging to reduce the overall number.
2. Review the timing of the school placements in years 3 and 4 so that they are aligned better with terms.
3. Review assessment strategies documented in each module to ensure that they capture the good practice that is ongoing in relation to assessment feedback and groupwork.
4. Review the content balance between stages 1 and 2 to identify whether the workload balance could be more evenly spread across both stages from a student perspective.
5. Consider using one primary method of communication with students on all matters pertaining to their programme, so that all communication is easily located in one spot.
6. Ensure that assessments schedules are communicated in a timely manner and that any changes are recorded on it. Any necessary changes to assessment dates and assignment deadlines should give due consideration to other deadlines.
7. Assist students in identifying how programme content aligns to the specifications of the second level curricula.
8. Classes where skills are taught could also usefully clarify with students how they in turn could teach those skills to second level students.
9. Ensure that students receive the material specified for the programme handbook annually.
10. Take measures to aid the student transition at the start of stage 3 to their new base in the Centre for Creative Arts and Media (CCAM) ensuring that students feel a sense of belonging in their new campus whilst still retaining their connection to Letterfrack and their programme.

Module Level Findings

Module Title	Recommendations
Practitioner Research	Provide detail on marking in the assessment strategy for the Practitioner Research module.

For office use only (To be completed by Head of Department)	
Changes due to be implemented in:	
Changes to be implemented on phased or simultaneous basis:	
NB: If the programme changes are to be implemented simultaneously (all stages at once) then the Academic Information Systems Office must be notified immediately where modules have moved stages and an interim APS is required.	

6. Programme-Level Findings MA In Teaching and Learning and Embedded Programmes

Consideration for the panel	Overall finding: Yes/No/Partially
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	N/A
Are the access, transfer and progression procedures appropriate?	Yes
Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards ³)? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning and teaching is informed by research?	Yes
Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework? (e.g., Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes

³ GMIT has adopted QQI's award standards which are available [HERE](#).

Does the proposed programme demonstrate an international dimension? (e.g. content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example, does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

It was clarified that modules are delivered based on demand, and the RPL Assessment module and the Assessment and Feedback module have not run this year. This programme currently offers a traditional thesis module but based on consultation are now offering the choice of an alternative practical research module. Delivery of the programme to date has identified that academic writing is students' biggest weakness. To support this a structured approach to the development of this skill is taken in the Research Cycle – Foundation module. This includes supervision of writing (format, content, critique) alongside monthly meetings and the utilisation of Institution wide supports. Students are provided with the opportunity to showcase their work from this programme disseminating their findings to colleagues in GMIT and in the wider higher education sector.

The changes proposed to this suite of programmes include the addition of a Teaching and Learning Applied Project to be offered as an elective opposite the Thesis in Education module. All modules learning outcomes, syllabi and resources were reviewed and updated, as appropriate. The credit weighting of the mentoring module was revised downward to 10 ECTS with the module amended to reflect this. Three modules were given name changes to more accurately reflect their content. In addition, two new minor awards and two title changes to minor awards were proposed and were considered as part of a differential validation.

Commendation(s):

1. This is a very well-designed programme. Its flexibility is a positive feature which will support continuing professional development.
2. The support for academic writing on the Research Cycle module is well thought out and student centric.
3. The Education for Sustainability module is innovative and likely to be of widespread interest throughout the sector.

Condition(s):

None.

Recommendation(s)

1. Review the Programme Learning Outcomes with a view to keeping them high level and reducing the number where possible.

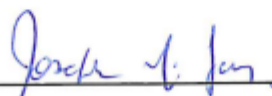
Module Level Findings:

Module Title	Recommendations
Thesis in Education Science	Include the word count in the module descriptor.
The Research Cycle: Foundation	Clarify in the assessment strategy the approach taken to peer review.

For office use only (To be completed by Head of Department)	
Changes due to be implemented in:	
Changes to be implemented on phased or simultaneous basis:	
NB: If the programme changes are to be implemented simultaneously (all stages at once) then the Academic Information Systems Office must be notified immediately where modules have moved stages and an interim APS is required.	

Panel Report Approved By:

Signed:



Insert name
Chairperson

Date:

24/06/2022

Appendix A Programme Board Members

The panel met with the following staff for the BSc (Hons) in Education (Design Graphics and Construction):

Dr. Patrick Tobin	Ms. Katherine West	Mr. Kevin Maye
Ms. Celine Curtin	Dr. Susan Rogers	Mr. Des Kelly
Dr. Dermott O'Donovan	Ms. Marion McEnroy	Dr. Ann Foley
Mr. John Langan	Mr. John McGuinness	Mr. Thomas Shepherd
Ms. Vivienne Martin	Dr. Pauline Logue	Ms. Marie English

The panel met with the following staff for the MA in Teaching and Learning:

Dr. Carina Ginty	Ms. Mary McGrath	Dr. Marie English
Ms. Kate Dunne	Dr. Pauline Logue	Mr. Barry McMillan
Ms. Jessica Duffy	Dr Dermot O'Donovan	Dr Patrick Tobin

Appendix B Student Representatives

The panel met with the following student representatives:

Student Name	Programme	Stage
Leanne Cosgrove	Master of Education (Research)	1
Maria Moore	Master of Education (Research)	1
Christopher Roche	BSc (Hons) in Education (Design Graphics and Construction)	3
Matilda Anderson	BSc (Hons) in Education (Design Graphics and Construction)	2
Aaron Blackburn	BSc (Hons) in Education (Design Graphics and Construction)	4
Michael Faney	BSc (Hons) in Education (Design Graphics and Construction)	4
Aine Birch	BSc (Hons) in Education (Design Graphics and Construction)	3
Cian Howley	BSc (Hons) in Education (Design Graphics and Construction)	2

Appendix C Schedule of Meetings

Agenda	
Date:	9th February
9am	Private Panel Meeting
9.30am	DGC and ADG Programme Boards
11.10am	Break
11.25am	Parallel A: MA in T&L Programme Board
11.25 - 11.45am*	Parallel B: Student Representatives
12.25pm	Panel Deliberations
12.55pm	Feedback

Appendix D Proposed Amendments to BSc (Hons) in Education (Design, Graphics and Construction)

Topic	Proposed Change	Rationale
Programme Learning Outcomes	Some modifications	Reviewed and re-considered in line with Céim standards
Overall Contact Hours	Some reduction in stage 2 and 4	Better design of programme
Structure or Sequencing of Modules	Changes in stage 1, 2 and 3	Better alignment and sequencing of graphics. More focused design modules. Introduction of more digital technology and new module on inclusive education
Addition of New Module(s)	Education for inclusivity and diversity Practitioner Research	Core area of new Céim standards
New APS Regulations	None	
Minimum Entry Requirements	None	
Changed transfer or progression routes	none	
Teaching & Learning Strategy	Updated and aligned with specific reference to UDL, creativity, innovation, and Céim Standards	
Assessment Strategy	Updated and aligned with specific reference student workload, linking modules, innovation, and Céim Standards	
Module Changes	All modules revised with respect to LOs, TLA strategies, Reading resources	
Technical Graphics	Change from 5 ETCS to 10 ECTS and transfer of Junior Cycle content from year 3 Applied Graphics to first year in response to feedback from students, staff and graduates, providing better balance to the programme.	
Design Elements	Change to Design Process 1 and from 10 ECTS to 5 ECTS. Module learning outcomes and content aligned with new Junior Cycle standards in Wood Technology and Graphics. Removal of content not considered relevant to teachers. Eco-design introduced as the basis for the design process.	
Graphics and Computer Applications	Change from 5 ECTS to 10 ECTS enabling further development of digital (Solid Works) skills and programming for CNC, Laser and 3D printing technologies	
School Placement 2	Change from 1 day-per-week to 3-week block in response to student and stakeholder feedback.	
Applied Mathematics	Change title to Applied Technology and revised content to place more emphasis on the development and application of digital technology (CAM) skills in laser, 3D printing and CNC.	
Applied Graphics	Change from 15 ECTS to 10 ECTS and move Junior Cycle content to Technical Graphics in stage 1	
Education for Inclusivity and Diversity	New module to place a greater emphasis on education for diversity and inclusion, an important subject for emerging teachers and a core area of the Céim Standards.	
Dissertation	Changed module to Practitioner Research to develop student skills in academic research, academic writing, action research, research presentations and practitioner reflection.	

Appendix E Proposed Amendments to MA in Teaching and Learning and Embedded Programmes

- Conversion of two existing modules from a module award to Certificate/Minor Award (*Certificate in Digital T&L* and *Certificate in Education for Sustainability*).
- Name changes on two other existing minor awards - *Certificate in Assessment & Feedback* and *Certificate in RPL Assessment*
- Update to 5 ECTS elective module *Creating an Inclusive Curriculum*: name change to *UDL Curriculum Design*. This now incorporates the national UDL digital badge resource, a revised assessment strategy, and revised LO's to reflect and align with learning activities, resources and assessment strategy.
- Internal changes on modules: all resources reviewed and updated; reading lists and resources updated; Learning Outcomes are revised in some modules. (See a summary of major and minor awards in Table 1 below and see also Table 2 which outlines a summary of updates to the modules).
- A new option 2 for the capstone in Step 3 of the MA T&L programme 'Teaching and Learning Applied Project' (30 ECTS) – see Figure 2. See external examiner feedback extract from main SER document below Table 1.

Major Awards	ECTS	Revision Notes
Master of Arts in Teaching and Learning	90	Revised with a new pathway for a T&L applied project to run as an alternative to the academic thesis option, allowing for greater choice and flexibility for learners.
Diploma in Teaching and Learning	60	All module resources updated and LO's reviews
Certificate in Teaching and Learning	30	Resources were fresh and LO's reviewed and updated
Minor Awards (Embedded within the Diploma)		Programme documents for each included
Certificate in Education for Sustainability	10	Revised LO's and resources
Certificate in Mentoring	10	Revised 10 ECTS version of module
Certificate in RPL Assessment	10	Revised LO's syllabus and resources
Certificate in Technology Enhanced Learning	15	Revised syllabus and resources
Certificate in Digital Teaching and Learning	10	Revised syllabus and resources
Certificate in Assessment and Feedback	10	revised LO's and name bracket from the previous version assessment and develop evaluation bracket
Certificate in Student Centred Learning	10	Revised syllabus and resources
Certificate in Research Cycle Foundation	10	Revised syllabus and resources