SOUTH EAST TECHNOLOGICAL UNIVERSITY

COURSE EVALUATION 2

ASSESSORS' REPORT TO ACADEMIC COUNCIL

COURSE EVALUATED: Certificate in Digital Literacy in Adult and Further Education (Minor Award; Level 6; 10 Credits)

SCHOOL: Education and Lifelong Learning

DEPARTMENT: Education

1. INTRODUCTION

The following is a review report to Academic Council from the panel of assessors on the proposal from the School of Education and Lifelong Learning at South East Technological University to develop a Certificate in Digital Literacy in Adult and Further Education (Minor Award; Level 6; 10 Credits). In accordance with the regulations governing the evaluation of new programme proposals, as set out in the South East Technological University *Programme Quality Assurance Enhancement Policy and Procedures*, the programme proposal was reviewed by a panel of assessors.

The panel of assessors who contributed to this report were:
- Ciaran Lynch, Former Development Manager, Limerick Institute of Technology (Chair)
- Allison Kavanagh, Head of Library Services, Technological University Dublin
- Dr Colette Moloney, Assistant Registrar, South East Technological University
- Aubrey Storey, Academic Council Representative, South East Technological University
- Helen Walsh, Regional Literacy Coordinator, Kilkenny and Carlow Education Training Board

In accordance with the regulations set out in the aforementioned *Programme Quality Assurance Enhancement Policy and Procedures*, a review meeting took place on 19 June 2023. The review meeting was conducted virtually via Teams. In the course of the meeting, the panel of assessors met with the programme development team. The following members of the South East Technological University team were present:

- Dr Helen Murphy, Head of School of Education and Lifelong Learning
- Dr Mary Fenton, Head of Department of Education
- Dr Clare Power, Assistant Head of Department (Adult Literacy Centre)
- Dr Eleanor Neff, Lecturer, Department of Education
- Lisa Reid, Project Administrator, Literacy Development Centre
- Catriona Warren, Lecturer, Department of Education

The assessors wish to thank the members of the development team for engaging generously and openly with the review process.

2. SUMMARY RECOMMENDATIONS AND CONDITIONS

2.1　General Remarks

The panel commends the School on its responsiveness to the Adult Literacy for Life Strategy. The panel **recommends approval of the Certificate in Digital Literacy in Adult and Further Education** until the next School Review in the School of Education and Lifelong Learning. **Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below; and the submission of a summary document describing the responses and actions of the School to address the conditions and recommendations made by the review panel.**

Areas for attention have been emboldened in the text for convenience of reference. Action is required on items marked 'Conditions' and such action is mandatory if the programme is to be approved; action is highly recommended on items marked 'Recommendations'.

2.2　Conditions

- **All entry requirements for the programme should be included in the programme document.**

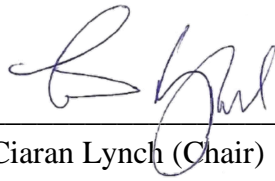- **The School should specify the Major Award to which this Minor Award is to be linked.**

2.3　Recommendations

- Several module learning outcomes proposed for the module 'Digital Literacy in Adult and Further Education' require critical evaluation *et cetera* and hence appear ambitious for the level. **The School should review the module learning outcomes to ensure that all are expressed in language appropriate to the level.**

- **The School should also consider making the following amendments to the module descriptor for 'Digital Literacy in Adult and Further Education': (1) reference Artificial Intelligence and sustainability in the module; (2) clarify that the 100 hours allocated to 'Online Research' will be guided research, as opposed to independent learning; (3) include 'information literacy' in the Indicative Content, possibly under bullet point 3, where learners are asked to evaluate the information obtained; (4) give examples of, rather than specifying specific social media channels as popular**

platforms are likely to change; and (5) articulate in the module descriptor that familiarity with the hardware will be an embedded part of the module.

- The reading lists for 'Digital Literacy in Adult and Further Education' includes some excellent exemplars of current publications but the **School should review the reading lists to ensure that all items included are up-to-date publications, and the most recent editions of same.**

Signed:
Ciaran Lynch (Chair)

Date: 11/07/2023