



## **SOUTH EAST TECHNOLOGICAL UNIVERSITY**

### **COURSE EVALUATION 3**

#### **ASSESSORS' REPORT TO ACADEMIC COUNCIL**

**COURSE EVALUATED:** Master of Education [*old title:* Master of Education in Teaching and Learning]  
Postgraduate Diploma in Education [*old title:* Postgraduate Diploma in Education in Teaching and Learning]

**SCHOOL:** Education and Lifelong Learning

**DEPARTMENT:** Education

## **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 change certain aspects of the Master of Education in Teaching and Learning [*new title: Master of Education*] and the Postgraduate Diploma in Education in Teaching and Learning [*new title: Postgraduate Diploma in Education*] through the University's Course Evaluation Stage 3 (CE3) process. 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
- Prof. David Barr, Head of School of Education, Ulster University
- Dr Leo Casey, Director of the Centre for Education and Lifelong Learning, National College of Ireland, Dublin
- Dr Colette Moloney, Assistant Registrar, South East Technological University
- Dr Sinéad O'Halloran, Academic Council Representative, South East Technological University
- Mary Walsh O'Shea, Adult Education Officer, Waterford and Wexford Education and 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 20 May 2024. The review meeting was conducted virtually via Teams. The following members of the South East Technological University team were present:

- Dr Helen Murphy, Head of School of Education and Lifelong Learning, South East Technological University
- Dr Mary Fenton, Head of Department of Education, South East Technological University
- Dr Don O'Neill, Head of Department of Humanities, South East Technological University
- Dr Richard Coady, Assistant Head of Department of Education, South East Technological University

### *CE3: Master of Education & Postgraduate Diploma in Education*

- Dr Clare Power, Assistant Head of Department of Education, South East Technological University
- Dr Clare Bolger, Lecturer, Department of Education, South East Technological University
- Dr Judith Breen, Lecturer, Department of Education, South East Technological University
- Dr Zeeta Dooley, Lecturer, Department of Education, South East Technological University
- Dr Anne Graham, Senior Lecturer, Department of Education, South East Technological University
- Dr Emer Emily Neenan, Lecturer, Department of Education, South East Technological University
- Dr Niamh O'Brien, Lecturer, Department of Education, South East Technological University
- Dr Carol O'Byrne, Senior Lecturer, Department of Education, South East Technological University

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

## **SUMMARY RECOMMENDATIONS AND CONDITIONS**

### *2.1 General Remarks*

The panel commends the School on seeking to amend the programme to encompass current issues in Education, including internationalisation, and to incorporate the areas of literacy and digital literacy. The panel compliments the team on their engagement with the sector and on their awareness of the challenges facing educators in the different education cohorts. The panel **recommends approval of the changes proposed for the Master of Education in Teaching and Learning [*new title: Master of Education*] and the Postgraduate Diploma in Education in Teaching and Learning [*new title: Postgraduate Diploma in 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*

- Only the contact hours were included on the module descriptors; **the module descriptors should be amended to include all contact and effort hours for each module to give learners an indication of the time commitment required to successfully complete each module. The assessment details provided on the module descriptors should be reviewed to include a breakdown of assessment and a brief description of the nature and requirements of same.** Academic delivery is semesterised at SETU hence **the programme schedules should be presented in semesterised format with Special Regulations included, where necessary, to indicate the modules mandatory to successfully complete the degree programme.**
- A number of minor errors were noted in the programme document. **The Appendix giving the mapping of the module learning outcomes to the programme learning outcomes should be reviewed to ensure that all modules are included in the mapping and that all possible mappings are identified for each module outcome.**

## 2.3 *Recommendations*

- The reading lists for some modules appear dated. **The School should take this opportunity to review reading lists for all modules and ensure that all include the most current and relevant reading materials.**
- **The School should reconsider the module titles to ensure that the title reflects the focus, content, depth and Postgraduate Level of the module, e.g. ‘Adult Literacy’, ‘Teaching Learning and Assessment’ *et cetera*.**
- In discussion with the panel, the team identified learner cohorts from different educational sector backgrounds and how unique pathways on the programme were available to facilitate

educators from the different sectors. **The School should consider enhancing the proposal document by reflecting on the different cohorts to whom the programme is relevant, their sectoral background and articulating how the proposed programme will cater for their interests.**

- **The School should reconsider the revised Programme Learning Outcomes to ensure that they fully reflect the changes being proposed in the programme.**
- **Given that the ‘Research Supervisory Skills’ module is being removed, the School should consider if supervision skills could be covered in another module e.g. ‘Mentoring’.**
- **The School should consider including the curriculum *vitae* of relevant staff in the proposal document to indicate the competence of staff to deliver the new modules proposed.**
- **The School should consider the terminology used re technology in module descriptors and employ more generic terms to future proof the modules and to encompass the range of technologies now in use and those that may be available in the future.**

**Signed:** \_\_\_\_\_  
Ciaran Lynch

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_  
Dr Sinéad O’Halloran

**Date:** \_\_\_\_\_

