

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

Part 1. Provider details

Provider name	College of Management and IT (CMIT)
Date of site visit	17 th May 2023
Date of report	1 st June 2023

Section A. Overall recommendations

Principal programme	Title	Level 6 Advanced Certificate in Digital Marketing
	Award	Major
	Credit	120
	Recommendation <i>Satisfactory OR</i> <i>Satisfactory subject to</i> <i>proposed conditions</i> <i>OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded Programme 1	Title	Certificate in Digital Marketing Strategy
	Award	Minor
	Credit	20
	Recommendation <i>Satisfactory OR</i> <i>Satisfactory subject to</i> <i>proposed conditions</i> <i>OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded Programme 2	Title	Certificate in SEO, Online Advertising and Email Marketing
	Award	Minor
	Credit	20
	Recommendation <i>Satisfactory OR</i> <i>Satisfactory subject to</i> <i>proposed conditions</i> <i>OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded Programme 3	Title	Certificate in Business Data Analytics
	Award	Minor
	Credit	20
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded Programme 4	Title	Certificate in Web Design Using WordPress
	Award	Minor
	Credit	20
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded Programme 5	Title	Certificate in Digital Business Models
	Award	Minor
	Credit	20
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded Programme 6	Title	Certificate in Social Media Marketing
	Award	Minor
	Credit	20
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Expert Panel

Name	Role	Affiliation
Anne Higgins	Chair	Former QA Coordinator, Galway and Roscommon Education and Training Board
Liz Doran	Secretary	Independent Consultant and former Director of Barrow Consultancy and Training Ltd
John Noble	Subject Matter Expert	Lecturer in Digital Marketing, Dublin Business School
Miriam O Donoghue	Industry Representative	Managing Director for Preferred Marketing & PR Ltd

Section B. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
College of Management and IT (CMIT)	N/A	15

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	N/A				
Part-Time	June 2023	36 weeks (3 x 12-week terms)	12	8	15

Panel Commentary on proposed enrolment:

Discussion during the panel site visit highlighted some inconsistencies in relation to intakes to the programme and that in practice it is rolling enrolment on a module-by-module basis rather than semesters delivered in sequence.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

The Level 6 Advanced Certificate in Digital Marketing is designed to equip learners with skills in (1) Digital Marketing Strategy, (2) SEO, Online Advertising and Email Marketing, (3) Business Data Analytics, (4) Web Design Using WordPress, (5) Digital Business Models, and (6) Social Media Marketing.

It is targeted at those (1) who are currently working in the sector and wish to formalise their qualification in digital marketing, (2) those who wish to acquire skills to enter the sector, and (3) experienced / qualified marketers who wish to update their skills to meet the demands of a digitalised business environment.

The programme comprises of six mandatory modules enabling the learner to develop the knowledge, skills and competences required to build and optimise websites, develop marketing campaigns, and analyse their results and devise effective marketing strategies.

The focus of the programme is on gaining the practical skills needed to be a competent and confident digital marketer. This is achieved by offering a balance of practical and theoretical assessment tasks where learners will be required to put their new skills to work using case studies and real-life scenarios.

Learners who successfully complete the programme will be able to use their qualification to enhance their career or to progress in to further or higher education.

Target learner groups

This programme is designed for learners interested in gaining current and practical competencies in digital marketing strategy, SEO, online advertising and email marketing, business data analytics, website design using WordPress, developing digital business models and social media marketing.

Target learners include those working in the field of digital marketing who are looking to upskill, those who are interested in learning about digital marketing to enhance their business, those who are interested in a part time programme of study and those who are considering progressing into higher education programmes in this area.

Learners will not be expected to have prior knowledge or experience of digital marketing on entry to the programme. Learners will be expected to have a minimum NFQ level 5 standard of education or equivalent.

A minimum English language and literacy competency of B2 in writing, reading, listening, and speaking on the Common European Framework of Reference for Languages (CEFR) is required at entry to the programme for speakers of English as a second or other language.

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Part time (Blended Learning)

The teaching and learning modalities

- Directed learning
- e-learning directed

A custom **course manual** will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.

Custom designed **quizzes** are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.

Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.

<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>
<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>

Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Tutor <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in digital marketing or other related qualification. Qualification in Training and Development. 5+ years' work experience in the sector. 		2
Academic Director <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 5+ years' work experience in managing quality assurance in education. 		1
Programme Director <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 		1
Student Services Director <ul style="list-style-type: none"> Qualification in Training and Development. Qualification in Marketing. 		0.5

<ul style="list-style-type: none"> 5+ years' work experience in sales and student support. 	
Student Services Manager <ul style="list-style-type: none"> Qualification in Customer Service. 5+ years' work experience in sales and student support. 	1
Student Services Administrator <ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
Certification Manager <ul style="list-style-type: none"> Level 5 or equivalent qualification. 7+ years' experience in certification administration services. 	0.5
Academic Administrator <ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
IT Specialist <ul style="list-style-type: none"> 10+ years' experience in hosting management systems. Recognised Moodle partner. 	0.5
eLearning Content Design <ul style="list-style-type: none"> Subject matter expertise (min level 8 qualification). 5+ years relevant experience. 	0.5
eLearning Technician <ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ years administrative experience. 	0.2

Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>	Available to all
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p>	Available to all

	A range of guides in both written and video format are provided to assist learners complete the course.	
<ul style="list-style-type: none"> Group discussion / intranet 	Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.	Available to all
<ul style="list-style-type: none"> Lectures / classes Webinars 	Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.	Available to all
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>	1:35

Section B. Embedded Programme 1

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
College of Management and IT (CMIT)	NA	180

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time					
Part-Time	Sept 2023	3 months	12	8	15

Panel Commentary on proposed enrolment:

Discussion during the panel site visit highlighted some inconsistencies in relation to intakes to the programme and that in practice it is rolling enrolment on a module-by-module basis rather than semesters delivered in sequence.

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Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>This level 6 minor award is designed to equip learners with knowledge, skills, and competence in the area of digital marketing strategy.</p> <p>It is highly suited for those who are working in digital marketing and wish to acquire strategic planning skills relevant to digital marketing campaigns, existing marketeers who wish to learn new digital skills or those with an interest in commencing education or career path in the sector.</p> <p>The programme is comprised of four units providing learners with an understanding of the concept and principles of digital marketing, an introduction to web analytics, digital marketing tactics and how to develop a digital marketing strategy. Learners will have 12 weeks to complete this programme and can work at their own pace with the support of a dedicated course tutor.</p> <p>The focus of this programme is on providing learners with the practical skills needed to be competent and confident in digital marketing strategy. This is achieved by offering a balance of practical and theoretical assessment tasks (an assignment worth 40% and a project worth 60%) where learners will be required to put their new skills in to practice through the completion of various tasks based on a case study. These tasks are designed to be reflective of real-life scenarios a person in the sector may be faced with.</p> <p>Learners who successfully complete the programme will be able to use their qualification to enhance their career or to progress to the Level 6 Advanced Certificate in Digital Marketing.</p>	
Target learner groups	
<p>This part time blended learning programme is intended to meet the needs of a range of learners, such as those already working in the sector or with previous qualifications who want to update their knowledge, those considering a career in the sector or those with an interest in learning about digital marketing strategy.</p> <p>This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Advanced Certificate in Digital Marketing.</p> <p>The part time blended learning nature of this programme also provides access for those not able to undertake full-time courses and people whose preference is to undertake a part-time programme of learning.</p> <p>Learners will not be expected to have prior knowledge or experience of digital business models on entry to the programme. Learners will be expected to have a minimum NFQ level 5 standard of education or equivalent. A minimum English language and literacy competency of B2 in writing, reading, listening and speaking on the Common European Framework of Reference for Languages (CEFRL) is required at entry to the programme for speakers of English as a second or other language.</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part time (Blended Learning)

The teaching and learning modalities	
<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>
<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>

Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Tutor		2

<ul style="list-style-type: none"> • Minimum Level 7 NFQ degree in digital marketing or other related qualification. • Qualification in Training and Development. • 5+ years' work experience in the sector. 	
Academic Director <ul style="list-style-type: none"> • Minimum Level 7 NFQ degree in business or other suitable qualification. • Qualification in Training and Development. • 5+ years' work experience in managing quality assurance in education. 	1
Programme Director <ul style="list-style-type: none"> • Minimum Level 7 NFQ degree in business or other suitable qualification. • Qualification in Training and Development. 	1
Student Services Director <ul style="list-style-type: none"> • Qualification in Training and Development. • Qualification in Marketing. • 5+ years' work experience in sales and student support. 	0.5
Student Services Manager <ul style="list-style-type: none"> • Qualification in Customer Service. • 5+ years' work experience in sales and student support. 	1
Student Services Administrator <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ year administrative experience. 	0.5
Certification Manager <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 7+ years' experience in certification administration services. 	0.5
Academic Administrator <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ year administrative experience. 	0.5
IT Specialist <ul style="list-style-type: none"> • 10+ years' experience in hosting management systems. • Recognised Moodle partner. 	0.5
eLearning Content Design <ul style="list-style-type: none"> • Subject matter expertise (min level 8 qualification). • 5+ years relevant experience. 	0.5
eLearning Technician <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ years administrative experience. 	0.2

Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
<ul style="list-style-type: none"> • Directed learning • e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on</p>	Available to all

	<p>completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>	
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>	Available to all
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<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>	Available to all
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Section B. Embedded Programme 2

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
College of Management and IT (CMIT)	NA	180

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time					
Part-Time	Sept 2023	3 months	12	8	15

Panel Commentary on proposed enrolment:

Discussion during the panel site visit highlighted some inconsistencies in relation to intakes to the programme and that in practice it is rolling enrolment on a module-by-module basis rather than semesters delivered in sequence.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This level 6 minor award is designed to equip learners with knowledge, skills, and competence in the areas of SEO, online advertising, and email marketing.

It is suited for those who are working in digital marketing and wish to learn specific skills in SEO, online advertising and email marketing, existing marketeers who wish to learn new digital skills or those with an interest in commencing education or career path in the sector.

The programme is comprised of four units providing learners with an understanding of search engine optimisation and how to devise paid search adverts, online display ads and email marketing campaigns and how to measure their results. Learners will have 12 weeks to complete this programme and can work at their own pace with the support of a dedicated course tutor.

The focus of this programme is on providing learners with the practical skills needed to be competent and confident in the areas of SEO, online advertising, and email marketing. This is achieved by offering a balance of practical and theoretical assessment tasks (two assignments worth 40% and 60% each) where learners will be required to put their new skills in to practice through the completion of various tasks based on a real business the learner is familiar with. These tasks are designed to be reflective of real-life scenarios a person in the sector may be faced with.

Learners who successfully complete the programme will be able to use their qualification to enhance their career or to progress to the Level 6 Advanced Certificate in Digital Marketing.

Target learner groups

This part time blended learning programme is intended to meet the needs of a range of learners, such as those already working in the sector or with previous qualifications who want to update their knowledge, those considering a career in the sector or those with an interest in learning about SEO, online advertising, and email marketing.

This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Advanced Certificate in Digital Marketing.

The part time blended learning nature of this programme also provides access for those not able to undertake full-time courses and people whose preference is to undertake a part-time programme of learning.

Learners will not be expected to have prior knowledge or experience of SEO, online advertising and email marketing on entry to the programme. Learners will be expected to have a minimum NFQ level 5 standard of education or equivalent. A minimum English language and literacy competency of B2 in writing, reading, listening and speaking on the Common European Framework of Reference for Languages (CEFR) is required at entry to the programme for speakers of English as a second or other language.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part time (Blended Learning)

The teaching and learning modalities	
<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>
<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a</p>

	<p>key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>
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Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
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Academic Director	<ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 5+ years' work experience in managing quality assurance in education. 	1
Programme Director	<ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 	1
Student Services Director	<ul style="list-style-type: none"> Qualification in Training and Development. Qualification in Marketing. 5+ years' work experience in sales and student support. 	0.5
Student Services Manager	<ul style="list-style-type: none"> Qualification in Customer Service. 5+ years' work experience in sales and student support. 	1
Student Services Administrator	<ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
Certification Manager	<ul style="list-style-type: none"> Level 5 or equivalent qualification. 7+ years' experience in certification administration services. 	0.5
Academic Administrator	<ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
IT Specialist	<ul style="list-style-type: none"> 10+ years' experience in hosting management systems. Recognised Moodle partner. 	0.5
eLearning Content Design	<ul style="list-style-type: none"> Subject matter expertise (min level 8 qualification). 5+ years relevant experience. 	0.5
eLearning Technician		0.2

<ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ years administrative experience. 	
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Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
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<ul style="list-style-type: none"> • Lectures / classes • Webinars 	Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.	Available to all
<ul style="list-style-type: none"> • Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback.</p>	1:35

	<p>This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>	
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Section B. Embedded Programme 3

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
College of Management and IT (CMIT)	NA	180

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time					
Part-Time	Sept 2023	3 months	12	8	15

Panel Commentary on proposed enrolment:

Discussion during the panel site visit highlighted some inconsistencies in relation to intakes to the programme and that in practice it is rolling enrolment on a module-by-module basis rather than semesters delivered in sequence.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This level 6 minor award is designed to equip learners with knowledge, skills and competence in the area of business data analytics.

It is suited for those who are working in business and wish to acquire data analysis skills, digital marketers who utilise analytics as part of their role or those consider analytics as a career or education path.

The programme is comprised of four units providing learners with an introduction to the different types and categories of data, the skills needed to prepare datasets, explore, and mine data, interpret data analytics and report on their findings. Learners will have 12 weeks to complete this programme and can work at their own pace with the support of a dedicated course tutor.

The focus of this programme is on providing learners with the practical skills needed to be competent and confident in the area of business data analytics. This is achieved by offering a balance of practical and theoretical assessment tasks (an assignment worth 35% and a portfolio worth 65%) where learners will be required to put their new skills in to practice through the

completion of various tasks based on a case study. These tasks are designed to be reflective of real-life scenarios a person in the sector may be faced with.

Learners who successfully complete the programme will be able to use their qualification to enhance their career or to progress to the Level 6 Advanced Certificate in Digital Marketing.

Target learner groups

This part time blended learning programme is intended to meet the needs of a range of learners, such as those already working in the sector or with previous qualifications who want to update their knowledge, those considering a career in the sector or those who wish to enhance their skills in business data analytics.

This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Advanced Certificate in Digital Marketing.

The part time blended learning nature of this programme also provides access for those not able to undertake full-time courses and people whose preference is to undertake a part-time programme of learning.

Learners will not be expected to have prior knowledge or experience of data analytics on entry to the programme. Learners will be expected to have a minimum NFQ level 5 standard of education or equivalent. A minimum English language and literacy competency of B2 in writing, reading, listening and speaking on the Common European Framework of Reference for Languages (CEFR) is required at entry to the programme for speakers of English as a second or other language.

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Part time (Blended Learning)

The teaching and learning modalities

- Directed learning
- e-learning directed

A custom **course manual** will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.

Custom designed **quizzes** are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.

Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.

- Self-directed
- e-learning self-directed

The **CMIT Virtual Learning Environment (VLE)** is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.

A range of **guides** in both written and video format are provided to assist learners complete the course.

<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>

Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Tutor <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in digital marketing or other related qualification. Qualification in Training and Development. 5+ years' work experience in the sector. 		2
Academic Director <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 5+ years' work experience in managing quality assurance in education. 		1
Programme Director <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 		1
Student Services Director <ul style="list-style-type: none"> Qualification in Training and Development. Qualification in Marketing. 5+ years' work experience in sales and student support. 		0.5
Student Services Manager <ul style="list-style-type: none"> Qualification in Customer Service. 5+ years' work experience in sales and student support. 		1
Student Services Administrator <ul style="list-style-type: none"> Level 5 or equivalent qualification. 		0.5

<ul style="list-style-type: none"> 1+ year administrative experience. 	
Certification Manager <ul style="list-style-type: none"> Level 5 or equivalent qualification. 7+ years' experience in certification administration services. 	0.5
Academic Administrator <ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
IT Specialist <ul style="list-style-type: none"> 10+ years' experience in hosting management systems. Recognised Moodle partner. 	0.5
eLearning Content Design <ul style="list-style-type: none"> Subject matter expertise (min level 8 qualification). 5+ years relevant experience. 	0.5
eLearning Technician <ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ years administrative experience. 	0.2

Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>	Available to all
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>	Available to all
<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>	Available to all

<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>	Available to all
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>	1:35

Section B. Embedded Programme 4

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
College of Management and IT (CMIT)	NA	180

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time					
Part-Time	Sept 2023	3 months	12	8	15

Panel Commentary on proposed enrolment:

Discussion during the panel site visit highlighted some inconsistencies in relation to intakes to the programme and that in practice it is rolling enrolment on a module-by-module basis rather than semesters delivered in sequence.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This level 6 minor award is designed to equip learners with knowledge, skills, and competence in the area of web design using WordPress. WordPress is used on 65% of content-managed websites worldwide. The skills acquiring using WordPress can also be used across other content-management systems.

It is highly suited for those who are currently working in the digital marketing sector and wish to refresh or enhance their skills, those considering a career in the sector or those with an interest in learning web design using WordPress for their own business.

The programme is comprised of four units providing learners with the skills needed to understand user experience design and build, publish, edit, and manage a WordPress website. Learners will have 12 weeks to complete this programme and can work at their own pace with the support of a dedicated course tutor.

The focus of this programme is on providing learners with the practical skills needed to be competent and confident in the area of web design. This is achieved by offering a balance of practical and theoretical assessment tasks (an assignment worth 40% and a project worth 60%) where learners will be required to put their new skills in to practice through the completion of various tasks based on a case study. These tasks are designed to be reflective of real-life scenarios a person in the sector may be faced with.

Learners who successfully complete the programme will be able to use their qualification to enhance their career or to progress to the Level 6 Advanced Certificate in Digital Marketing.

Target learner groups

This part time blended learning programme is intended to meet the needs of a range of learners, such as those already working in the sector or with previous qualifications who want to update their knowledge, those considering a career in the sector or those with an interest in learning about web design.

This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Advanced Certificate in Digital Marketing.

The part time blended learning nature of this programme also provides access for those not able to undertake full-time courses and people whose preference is to undertake a part-time programme of learning.

Learners will not be expected to have prior knowledge or experience of web design on entry to the programme. Learners will be expected to have a minimum NFQ level 5 standard of education or equivalent. A minimum English language and literacy competency of B2 in writing, reading, listening, and speaking on the Common European Framework of Reference for Languages (CEFR) is required at entry to the programme for speakers of English as a second or other language.

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Part time (Blended Learning)

The teaching and learning modalities

<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>
<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>

Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Tutor <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in digital marketing or other related qualification. Qualification in Training and Development. 5+ years' work experience in the sector. 		2

Academic Director <ul style="list-style-type: none"> • Minimum Level 7 NFQ degree in business or other suitable qualification. • Qualification in Training and Development. • 5+ years' work experience in managing quality assurance in education. 	1
Programme Director <ul style="list-style-type: none"> • Minimum Level 7 NFQ degree in business or other suitable qualification. • Qualification in Training and Development. 	1
Student Services Director <ul style="list-style-type: none"> • Qualification in Training and Development. • Qualification in Marketing. • 5+ years' work experience in sales and student support. 	0.5
Student Services Manager <ul style="list-style-type: none"> • Qualification in Customer Service. • 5+ years' work experience in sales and student support. 	1
Student Services Administrator <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ year administrative experience. 	0.5
Certification Manager <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 7+ years' experience in certification administration services. 	0.5
Academic Administrator <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ year administrative experience. 	0.5
IT Specialist <ul style="list-style-type: none"> • 10+ years' experience in hosting management systems. • Recognised Moodle partner. 	0.5
eLearning Content Design <ul style="list-style-type: none"> • Subject matter expertise (min level 8 qualification). • 5+ years relevant experience. 	0.5
eLearning Technician <ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ years administrative experience. 	0.2

Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
<ul style="list-style-type: none"> • Directed learning • e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p>	Available to all

	Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.	
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>	Available to all
<ul style="list-style-type: none"> Group discussion / intranet 	Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.	Available to all
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>	Available to all
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>	1:35

Section B. Embedded Programme 5

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
College of Management and IT (CMIT)	NA	180

Proposed Duration and Enrolment				
		Duration	Intakes per Annum	Enrolment i.e. learners per Intake

	First Intake Date		Maximum	Minimum	Maximum
Full-Time					
Part-Time	Sept 2023	3 months	12	8	15

Panel Commentary on proposed enrolment:

Discussion during the panel site visit highlighted some inconsistencies in relation to intakes to the programme and that in practice it is rolling enrolment on a module-by-module basis rather than semesters delivered in sequence.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This level 6 minor award is designed to equip learners with knowledge, skills, and competence in the area of digital business models.

It is suited for those who are responsible for digital innovation in existing businesses, those who work in a digital organisation and need to learn about innovation, or those who intend to establish a digital start-up.

The programme is comprised of five units providing learners with an introduction to the digital consumer, digital innovation, generating and prioritising business ideas, digital business models and how to devise a comprehensive digital business canvas. Learners will have 12 weeks to complete this programme and can work at their own pace with the support of a dedicated course tutor.

The focus of this programme is on providing learners with the practical skills needed to be competent and confident in the area of digital business models. This is achieved by offering a balance of practical and theoretical assessment tasks (an assignment worth 40% and a project worth 60%) where learners will be required to put their new skills in to practice through the completion of various tasks based on various real and fictional case studies. These tasks are designed to be reflective of real-life scenarios a person in the sector may be faced with.

Learners who successfully complete the programme will be able to use their qualification to enhance their career or to progress to the Level 6 Advanced Certificate in Digital Marketing.

Target learner groups

This part time blended learning programme is intended to meet the needs of a range of learners, such as those already working in the sector or with previous qualifications who want to update their knowledge, those considering a career in the sector or those with an interest in learning about digital business models.

This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Advanced Certificate in Digital Marketing.

The part time blended learning nature of this programme also provides access for those not able to undertake full-time courses and people whose preference is to undertake a part-time programme of learning.

Learners will not be expected to have prior knowledge or experience of digital business models on entry to the programme. Learners will be expected to have a minimum NFQ level 5 standard of education or equivalent. A minimum English language and literacy competency of B2 in writing, reading, listening, and speaking on the Common European Framework of Reference for Languages (CEFR) is required at entry to the programme for speakers of English as a second or other language.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part time (Blended Learning)

The teaching and learning modalities

<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>
<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a</p>

	<p>key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>
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Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Tutor	<ul style="list-style-type: none"> Minimum Level 7 NFQ degree in digital marketing or other related qualification. Qualification in Training and Development. 5+ years' work experience in the sector. 	2
Academic Director	<ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 5+ years' work experience in managing quality assurance in education. 	1
Programme Director	<ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 	1
Student Services Director	<ul style="list-style-type: none"> Qualification in Training and Development. Qualification in Marketing. 5+ years' work experience in sales and student support. 	0.5
Student Services Manager	<ul style="list-style-type: none"> Qualification in Customer Service. 5+ years' work experience in sales and student support. 	1
Student Services Administrator	<ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
Certification Manager	<ul style="list-style-type: none"> Level 5 or equivalent qualification. 7+ years' experience in certification administration services. 	0.5
Academic Administrator	<ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
IT Specialist	<ul style="list-style-type: none"> 10+ years' experience in hosting management systems. Recognised Moodle partner. 	0.5
eLearning Content Design	<ul style="list-style-type: none"> Subject matter expertise (min level 8 qualification). 5+ years relevant experience. 	0.5
eLearning Technician		0.2

<ul style="list-style-type: none"> • Level 5 or equivalent qualification. • 1+ years administrative experience. 	
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Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
<ul style="list-style-type: none"> • Directed learning • e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>	Available to all
<ul style="list-style-type: none"> • Self-directed • e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>	Available to all
<ul style="list-style-type: none"> • Group discussion / intranet 	Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.	Available to all
<ul style="list-style-type: none"> • Lectures / classes • Webinars 	Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.	Available to all
<ul style="list-style-type: none"> • Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback.</p>	1:35

	<p>This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>	
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Section B. Embedded Programme 6

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
College of Management and IT (CMIT)	NA	180

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time					
Part-Time	Sept 2023	3 months	12	8	15

Panel Commentary on proposed enrolment:

Discussion during the panel site visit highlighted some inconsistencies in relation to intakes to the programme and that in practice it is rolling enrolment on a module-by-module basis rather than semesters delivered in sequence.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This level 6 minor award is designed to equip learners with knowledge, skills, and competence in the area of social media marketing.

It is suited for digital marketing professionals, those who are responsible for social media marketing, or who wish to commence a career in this sector.

The programme is comprised of four units providing learners with understanding of social media consumer behaviour, social metrics, and the skills required to develop a comprehensive and effective content marketing plan. Learners will have 12 weeks to complete this programme and can work at their own pace with the support of a dedicated course tutor.

The focus of this programme is on providing learners with the practical skills needed to be competent and confident in the area of social media marketing. This is achieved by offering a balance of practical and theoretical assessment tasks (an assignment worth 50% and a project worth 50%) where learners will be required to put their new skills in to practice through the completion of various tasks based on a case study. These tasks are designed to be reflective of real-life scenarios a person in the sector may be faced with.

Learners who successfully complete the programme will be able to use their qualification to enhance their career or to progress to the Level 6 Advanced Certificate in Digital Marketing.	
Target learner groups	
<p>This part time blended learning programme is intended to meet the needs of a range of learners, such as those already working in the sector or with previous qualifications who want to update their knowledge, those considering a career in the sector, SME business owners who wish to develop or expand their social media marketing presence or those with an interest in learning about social media marketing.</p> <p>This programme will also provide an excellent pathway for learners who are in receipt of Department of Social Protection Funding or other education funding sources. It will allow learners considering a career in this area to avail of funding and complete and gain a qualification which will provide entry options to progress and complete the Advanced Certificate in Digital Marketing.</p> <p>The part time blended learning nature of this programme also provides access for those not able to undertake full-time courses and people whose preference is to undertake a part-time programme of learning.</p> <p>Learners will not be expected to have prior knowledge or experience of social media marketing on entry to the programme. Learners will be expected to have a minimum NFQ level 5 standard of education or equivalent. A minimum English language and literacy competency of B2 in writing, reading, listening and speaking on the Common European Framework of Reference for Languages (CEFR) is required at entry to the programme for speakers of English as a second or other language.</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part time (Blended Learning)

The teaching and learning modalities	
<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>

<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>
<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>

Summary of specifications for teaching staff		
Role	Profile (Qualifications and Experience expected)	No. (WTEs) of Staff on the programme with this role and profile
Tutor <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in digital marketing or other related qualification. Qualification in Training and Development. 5+ years' work experience in the sector. 		2
Academic Director <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 5+ years' work experience in managing quality assurance in education. 		1
Programme Director <ul style="list-style-type: none"> Minimum Level 7 NFQ degree in business or other suitable qualification. Qualification in Training and Development. 		1
Student Services Director <ul style="list-style-type: none"> Qualification in Training and Development. Qualification in Marketing. 5+ years' work experience in sales and student support. 		0.5
Student Services Manager <ul style="list-style-type: none"> Qualification in Customer Service. 5+ years' work experience in sales and student support. 		1
Student Services Administrator <ul style="list-style-type: none"> Level 5 or equivalent qualification. 		0.5

<ul style="list-style-type: none"> 1+ year administrative experience. 	
Certification Manager <ul style="list-style-type: none"> Level 5 or equivalent qualification. 7+ years' experience in certification administration services. 	0.5
Academic Administrator <ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ year administrative experience. 	0.5
IT Specialist <ul style="list-style-type: none"> 10+ years' experience in hosting management systems. Recognised Moodle partner. 	0.5
eLearning Content Design <ul style="list-style-type: none"> Subject matter expertise (min level 8 qualification). 5+ years relevant experience. 	0.5
eLearning Technician <ul style="list-style-type: none"> Level 5 or equivalent qualification. 1+ years administrative experience. 	0.2

Methodology/ Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
<ul style="list-style-type: none"> Directed learning e-learning directed 	<p>A custom course manual will be available, which comprehensively covers all indicative content. Course manuals are compatible with assistive technology.</p> <p>Custom designed quizzes are provided. These are an excellent directed learning tool. Results are instant on completion, which provides summative feedback for learners. Quizzes can be taken and retaken at any stage during the course to test knowledge and understanding.</p> <p>Tutor-led videos are provided. Videos are short and subject specific. They are easy to digest, and learners can access and view at any stage of their studies.</p>	Available to all
<ul style="list-style-type: none"> Self-directed e-learning self-directed 	<p>The CMIT Virtual Learning Environment (VLE) is available 24x7 to facilitate different individual learner needs and lifestyles. This model appeals to groups normally excluded from participating in further education, e.g., those with disabilities, and those who live remotely.</p> <p>A range of guides in both written and video format are provided to assist learners complete the course.</p>	Available to all
<ul style="list-style-type: none"> Group discussion / intranet 	<p>Tutor-learner forums are available. They encourage peer discussions among learners who are undertaking the same programme.</p>	Available to all

<ul style="list-style-type: none"> Lectures / classes Webinars 	<p>Tutor-led live webinars / live classrooms will be held. Live webinars are held outside of business hours to facilitate learners. A typical webinar is 2 hours in duration and learners may ask questions at any stage during the session via the Tutor chat function. These sessions also allow learners to participate in 'group activities'. Webinars remove situational barriers such as geographic location and full-time employment.</p>	Available to all
<ul style="list-style-type: none"> Tutor /one to one supported learning 	<p>Learners have direct unlimited access to the tutor (securely and privately) via a private messaging system for the duration of their course.</p> <p>Comprehensive Tutor feedback is provided on all assessment and activity submissions. Learners can upload their work securely online. Work is reviewed by the programme tutor who provides formative feedback. This is a key learning tool. The use of developmental Tutor feedback facilitates 'active learning'.</p> <p>CMIT's Student Services Team (3 staff members) is available during working hours (Mon-Fri) to assist with learner queries.</p>	1:35

Section C. Other noteworthy features of the application

The panel commends the provider for identifying the gap at level 6 in this sector and providing an opportunity for learners to progress to level 6. The panel also commends the provider for the robust teaching strategy in blended learning which supports the learner throughout, comprehensively supported by a team with experience and resources.

Part 2. Evaluation against the validation criteria

The panel should complete this section with commentary against each criterion to support the recommendation given in the 'Satisfactory?' column i.e. Yes, No, or Partially.

If 'Yes', there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

Criterion 1. The provider is eligible to apply for validation of the programme

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. ¹		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel is satisfied that this criterion has been fully met.</p> <p>CMIT complies with the requirements under section 7. It has established procedures for Quality Assurance (which includes Access, Transfer and Progression and Protection for Enrolled Learners) which has been approved by QQI.</p> <p>The application for validation is signed by Managing Director Sean O Connor confirming the information provided is truthful and that all the applicable criteria have been addressed and that the programme complies with the application statutory, regulatory, and professional body.</p>
Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme
Certificate in Web Design Using WordPress	Yes	As per the Principal programme
Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

¹ This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme.</p> <p style="padding-left: 40px;">(i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are</p> <p style="padding-left: 40px;">(i) Consistent with the title of the QQI award sought.</p> <p style="padding-left: 40px;">(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme</p> <p style="padding-left: 40px;">(i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.²</p> <p style="padding-left: 40px;">(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.³</p>		
Programme	Satisfactory? (yes, no, partially)	Comment

² Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

³ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Level 6 Advanced Certificate in Digital Marketing	Partially	<p>The panel is not satisfied that this criterion has been fully met.</p> <p>The application clearly states that the principal programme is the QQI Level 6 Advanced Certificate in Digital Marketing. The proposed embedded minor awards are clearly documented. All proposed award titles are in the required format and are in line with the Professional Award-type Descriptors (Award Class: Professional) for the Alignment of Professional Awards at NFQ Levels 5, 6, 7, 8 and 9.</p> <p>There is a strong and detailed rationale in place for the development of this QQI award, which gives a clear description of the target learner.</p> <p>The details of the embedded minor awards being applied for have been clearly specified.</p> <p>Although, the programme title is consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards. The panel recommends that CMIT consider reviewing the title to include practice i.e. "Advanced Certificate in Digital Marketing and Practice". This is outlined in Section 3 under Recommendations (No. 2).</p> <p>6 MIPLOs are documented in section 5.5 with mapping to the standards used provided in section 5.6b, and the MIMLOs for each module can be found in section 9.3. which has been mapped to the relevant MIPLO(s). The panel has made a special condition of validation which is documented under Section 3 (No. 1). This condition requires the provider to:</p> <p>"Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner".</p>
Certificate in Digital Marketing Strategy	Partially	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Partially	As per the Principal programme
Certificate in Business Data Analytics	Partially	As per the Principal programme

Certificate in Web Design Using WordPress	Partially	As per the Principal programme
Certificate in Digital Business Models	Partially	As per the Principal programme
Certificate in Social Media Marketing	Partially	As per the Principal programme

Criterion 3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

<p>a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁴</p> <p>b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.</p> <p>(i) There is a satisfactory rationale for providing the programme.</p> <p>(ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.</p> <p>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p>(iv) There is evidence⁵ of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant⁶.</p> <p>(vi) The programme meets genuine education and training needs.⁷</p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel is satisfied that this criterion has been fully met.</p> <p>The submitted application presents a strong concept, showing the need and demand for a programme of this nature. The application documents the internal and external stakeholders who have been consulted during the</p>

⁴ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁵ This might be predictive or indirect.

⁶ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁷ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		<p>programme development process as well as research into the need for such a programme.</p> <p>CMIT submitted documentation which provided demand for this programme, which included past certification figures for the QQI Digital Marketing award at level 5, support this as well as continued and growing demands within the digital sector. This is backed up by external research such as research into publications by its Expert Group on Future Skills Needs, World Economic Forum and OECD took place. This research concluded that there is a requirement for employers and their employees to adapt the ways in which they work due to the ongoing process of digitisation and digital transformation. Therefore, there is a need for ongoing training and upskilling to meet these ever-changing business demands.</p> <p>CMIT provided evidence of demand for the introduction of the programme from employers and professional bodies.</p>
Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme
Certificate in Web Design Using WordPress	Yes	As per the Principal programme
Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

Criterion 4. The programme's access, transfer and progression arrangements are satisfactory

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁸.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR⁹) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Partially	<p>The panel is not satisfied that this criterion has been fully met.</p> <p>The provider submitted information about the programme and discussion in relation to access, transfer and progression clarified some queries the panel had in relation to these. It was noted that the learner could enrol on a module-by module and semester by semester which wasn't transparent in the documentation which was aimed at enrolling on the programme as a whole. The panel believed this would not be clear to the learner. The panel therefore made a special condition of Validation (Number 3) in relation to this:</p> <p>"Review programme information and what is communicated to learners in relation to expectations, options and assessment".</p>

⁸ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

⁹ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

		<p>This condition is also linked to Criterion 11 and how learners are informed, and further detail will be outlined in that section.</p> <p>The panel made a second special condition of validation (Number 4) in relation to access to the programme in this regard as the potentially 12 intakes per year was misleading:</p> <p>“Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes”.</p> <p>The target group for this programme has been identified. The entry requirements for the programme are documented.</p> <p>The panel recommends that CMIT consider reviewing the title of programme to include practice as this is such a strong element of the programme and will be more meaningful to the learners. For example: “Advanced Certificate in Digital Marketing and Practice”. This is outlined in Part 3 of this report under recommendations to the provider Number 2.</p> <p>The application submitted stated that existing established and approved RPL policy and procedures are in place which were applicable and applied to this programme. During discussion, it was noted that these were general policies for CMIT, and the panel agreed with its policy and application for RPL for access. It was noted that CMIT wouldn’t be providing exemptions of modules on this programme as it was a new programme, and that the documentation would need to be updated to reflect this.</p> <p>During the site visit, the panel discussed the opportunities for progression into further education and employment from this programme. While CMIT noted that progression into employment was documented in the application, they did explain the opportunities such as upskilling in a current job (promotion), reskilling and getting a new job and/or starting a business. They also discussed the option of availing of TESS funding from SOLAS where learners could potentially enter any employment. The panel recommends that CMIT include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed and have outlined this in Part 3 of the</p>
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		<p>report under recommendations to the provider Number 3.</p> <p>During discussion with the provider at the site visit, it was evident that the provider provided a greater service and opportunities for the learner which were not evident in the documentation. The panel made a recommendation in relation to this which is outlined in part 3 of this report (Number 7) which states that CMIT should:</p> <p>“Articulate CMIT’s unique selling points which includes the accessibility, relevance and flexibility of the programme”.</p>
Certificate in Digital Marketing Strategy	Partially	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Partially	As per the Principal programme
Certificate in Business Data Analytics	Partially	As per the Principal programme
Certificate in Web Design Using WordPress	Partially	As per the Principal programme
Certificate in Digital Business Models	Partially	As per the Principal programme
Certificate in Social Media Marketing	Partially	As per the Principal programme

Criterion 5. The programme's written curriculum is well structured and fit-for-purpose

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁰.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹¹</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Partially	<p>The panel is not satisfied that this criterion has been fully met.</p> <p>During discussion with the provider on the site visit, it became evident that how the programme structure was documented did not accurately reflect how the programme would be offered/delivered in practice. Learners could enrol on a module-by-module basis which could also be out of sequence to the semesters as outlined in the programme structure provided in the application. The panel made a special condition of validation in relation to this (Number 2) which is outlined in Section 3 of this report:</p> <p>"Review programme structure which allow for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment".</p> <p>The panel was satisfied with the justification from the provider on the rationale and choice of each module and its credit allocation. Discussion between the panel and</p>

¹⁰ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹¹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

		<p>provider included the rationale for content. It was noted that mobile marketing was not included considering its relevance and the CMIT explained that this was linked into each module content throughout the programme such as video etc. While it was noted that the provider intentionally left the programme generic to ensure it was future proof (given the dynamic nature of the sector), the panel emphasised the importance of ensuring learners were aware of other options. The provider explained how each individual module was treated as its own programme, giving the learner the option of signing up to an individual module and providing flexibility to the learner. The panel emphasised again that documentation and information to learners needed to be updated to reflect this flexibility. Although the panel is cognisant of the decision of CMIT to intentionally make content generic and the rationale behind this, the panel made a recommendation in relation to this which is outlined in Section 3 of this report (number 4 and 9) to:</p> <p>“Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector”.</p> <p>“Consider "alternative Options" for building a website on other "Non-Wordpress" platforms e.g. Wix, Weebly etc. to provide the learners with greater awareness of other "less technical" CMS (Content Management Systems) for the same result. This would ensure that the programme caters for Learners with different technical/digital skills, ranging from high to zero”.</p> <p>The panel also made a recommendation (Number 6) to:</p> <p>“Consider including guest speakers and subject matter experts from industry in the webinars to speak on topics relevant to the programme”.</p>
Certificate in Digital Marketing Strategy	Partially	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Partially	As per the Principal programme
Certificate in Business Data Analytics	Partially	As per the Principal programme
Certificate in Web Design Using WordPress	Partially	As per the Principal programme
Certificate in Digital Business Models	Partially	As per the Principal programme
Certificate in Social Media Marketing	Partially	As per the Principal programme

Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

<p>a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.</p> <p>d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹³ opportunities¹⁴.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel was satisfied that this criterion had been successfully met.</p> <p>Strong management and administrative teams are currently in place with established roles and procedures to implement and manage the programme. Job descriptions are in place for tutors for the programme along with key performance metrics. The provider confirmed that 2 current staff (Web expert, digital marketing tutor) are already in place. They have sufficient CVs on file to fulfil the tutor support roles as the programme rolls out. CMIT has an established recruitment plan in place to source supplementary tutors when required and confirmed that a new group would not start without ensuring suitable staff were available. The panel was satisfied that there was robust staff policies and procedures in place to manage staff performance and development.</p>

¹² Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

¹³ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁴ Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme
Certificate in Web Design Using WordPress	Yes	As per the Principal programme
Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

Criterion 7. There are sufficient physical resources to implement the programme as planned

<p>a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel is satisfied that this criterion has been successfully met.</p> <p>The tutor learner ratio was discussed, and the provider confirmed that 1:35 was manageable based on evidence of existing programmes and the panel agreed that this was acceptable practice within the FET sector and blended learning support.</p>

		<p>All resources required to deliver the programme are documented in the application which included details of information technology and electronic materials. CMIT confirmed that there is existing, established highly competent technical support and administrative team is place and are experienced in this role from existing courses within the college.</p> <p>The panel is satisfied that CMIT is well resourced and able to deliver the programme.</p>
Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme
Certificate in Web Design Using WordPress	Yes	As per the Principal programme
Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

Criterion 8. The learning environment is consistent with the needs of the programme's learners

<p>a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel is satisfied that this criterion has been successfully met.</p> <p>The panel recognise the experience of the provider in delivering blended learning programmes over the past 10 years. CMIT has an established and proven teaching and learning strategy in place which will be applied to this programme.</p> <p>CMIT informed the panel that each learner will be provided with a full manual as a resource which takes account of learners with no prior knowledge of digital marketing enrolling on the programme. Pre-recorded videos are available which describes the new concepts and quizzes are used to test knowledge throughout. Additional reading list is provided. 1 webinar (online classes) per module is scheduled.</p> <p>The panel was impressed with all the additional features and supports which CMIT offer its enrolled learners. These include: Messaging system, download/print options, review/upload assessments, reminders, confirmation of submission, videos on how to take a quiz, referencing etc. Access to the platform is secure with 2 factor authentication and is hosted by an established Moodle partner which is customised to CMIT. The platform and webinars could also be accessed on mobile devices.</p> <p>The panel agreed that this was a very robust and supportive learning environment and commends CMIT on its flexibility and interaction with the learner. In light of this, the panel made a recommendation which is documented in part 3 (Number 8) where CMIT should consider highlighting the learner supports available on the learner platform and the flexibility and supports it provides on the learner journey.</p>
Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme
Certificate in Web Design Using WordPress	Yes	As per the Principal programme

Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel is satisfied that this criterion has been successfully met.</p> <p>The teaching and learning strategy is robust and well established. The panel was satisfied that the mapping of the MIPLOs, MIMLOs, Award specification outcomes and assessment criteria is presented clearly and transparent in the application. CMIT has considered the assessments and spread evenly across the programme to reduce the burden of assessment for learners. Learners are provided with individual feedback following submission of assessments or tutor questions which is facilitated through the learning platform. Pastoral and academic supports are in place for all learners which are established within the college and proven.</p>
Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme
Certificate in Web Design Using WordPress	Yes	As per the Principal programme
Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

¹⁵ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁶</p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁷</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.¹⁸</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.¹⁹</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel is satisfied that this criterion has been met by the provider.</p> <p>The panel discussed with the provider its rationale for choice of only assessment techniques (project and assignment) throughout the programme. CMIT responded that this was considered and chosen to ensure active learning and to avoid potential plagiarism. The assignment therefore focuses on theory and the project reinforces the theory in its application.</p> <p>The panel did have concern that learners could potentially pass by only completing 1 task of a project. CMIT confirmed that although the QBS allows this outcome, in practice CMIT ensures by policy that learners can't progress to a second task if the first hasn't been completed as they all build on each other. The panel made a recommendation in relation to this to ensure that this is clearly documented, and learners informed which is outlined in Section 3 of this report (Number 11).</p> <p>"CMIT should consider documenting and including in learner documentation the assessment requirements of the programme".</p>

¹⁶ See the section on transitional arrangements.

¹⁷ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁸ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

¹⁹ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

		<p>The panel also discussed with the provider the timeframe for completion of the assignments and if the timeframe of 6 weeks was realistic for the completion of the module assignment and the project. The introduction of a live project was discussed. These could be potentially relevant to the sector they work/intend to work in and would provide the learner with the practical application or know-how for digital marketing - something that is required by employers, as opposed to just the theoretical knowledge.</p> <p>CMIT confirmed that all assignments are completed individually. The panel made a recommendation in relation to this (Number 5) that CMIT should consider including an option for completing some assessment techniques as a group.</p> <p>The panel noted that there were some inconsistencies /errors around assessment which would need to be reviewed and updated. This is not limited to just this criterion but is relevant to the application as a whole. The panel made a recommendation in relation to this which is outlined in Section 3 of this report (Number 1) to:</p> <p>“Review documentation for inaccuracies”.</p> <p>CMIT discussed the procedures in place to ensure academic integrity and prevent plagiarism, which included induction/information, assessment design, software, tutor training and a personal learning plan for each learner which gives the learner a starting voice and a baseline for tutors to judge submissions and suspected plagiarism. Learners are informed during induction about software used to check for plagiarism. The panel commends CMIT for its rigorous efforts in this regard but also made a recommendation in relation to the acceleration in AI and in particular ChatGPT, which is outlined in Section 3 of this report (Number 10) to:</p> <p>“Consider including ChatGPT in learner induction about academic integrity”.</p> <p>This inclusion will ensure the learner is aware of the use of ChatGPT for research in assignments and the importance of further research and reliable sourcing in submitted assignments.</p>
Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme

Certificate in Web Design Using WordPress	Yes	As per the Principal programme
Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

Criterion 11. Learners enrolled on the programme are well informed, guided and cared for

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²⁰.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²¹ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Partially	<p>The Panel is not fully satisfied that the provider has fully satisfied this criterion and the panel made a special condition of Validation (Number 3) in relation to this:</p> <p>"Review programme information and what is communicated to learners in relation to expectations, options and assessment".</p> <p>This condition is also linked to Criterion 4 and is also listed under that criterion and how information about the course is detailed as essentially learners can enrol on rolling basis (Module by module) and not just the full programme which is how it was perceived initially.</p> <p>The panel commends CMIT on the clear policies and procedures it has in place to support the learner which are well documented and explained passionately during the site visit. It is evident that the centre is learner focused and learner support is priority throughout their learning journey.</p>

²⁰ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²¹ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Certificate in Digital Marketing Strategy	Partially	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Partially	As per the Principal programme
Certificate in Business Data Analytics	Partially	As per the Principal programme
Certificate in Web Design Using WordPress	Partially	As per the Principal programme
Certificate in Digital Business Models	Partially	As per the Principal programme
Certificate in Social Media Marketing	Partially	As per the Principal programme

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.</p> <p>e) Quality assurance²² is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 6 Advanced Certificate in Digital Marketing	Yes	<p>The panel is satisfied that this criterion has been fully met.</p> <p>Governance structures are well documented and evidence that it has been adhered to in the design and development of this programme. CMIT has long standing certification procedures in place and a proven track record with QQI. The submitted application contained strong links to the approved quality assurance policies and procedures.</p>

²² See also QQI's Policy on Monitoring (QQI, 2014)

		CMIT has established policies and procedures and were adhered to in the development of this programme and subsequent application. The panel is satisfied that the college is capable of delivering this programme and will be well managed.
Certificate in Digital Marketing Strategy	Yes	As per the Principal programme
Certificate in SEO, Online Advertising and Email Marketing	Yes	As per the Principal programme
Certificate in Business Data Analytics	Yes	As per the Principal programme
Certificate in Web Design Using WordPress	Yes	As per the Principal programme
Certificate in Digital Business Models	Yes	As per the Principal programme
Certificate in Social Media Marketing	Yes	As per the Principal programme

Part 3. Overall recommendation to QQI

3.1 Principal programme:

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1.

Commendations

1. The panel commends the provider for its detailed and comprehensive application and for its receptiveness and engagement in discussion during the panel site visit.
2. The panel commends the provider for identifying the gap in this dynamic sector and developing such a relevant programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner. (Criterion 2)

2. Review programme structure which allows for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment. (Criterion 5)

3. Review programme information and what is communicated to learners in relation to expectations, options and assessment. (Criterion 4 and 11)

4. Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes (Criterion 4)

Summary of recommended special conditions of validation

Summary of recommendations to the provider

1. Review documentation for inconsistencies.
2. Consider reviewing title of programme to include practice such as “Advanced Certificate in Digital Marketing and Practice”.
3. Include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed.
4. Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector.
5. Consider including an option for completing some assessment techniques as a group.
6. Consider including guest speakers and subject matter experts from industry in the webinars to speak on topics relevant to the programme.
7. Articulate CMIT’s unique selling points which includes the accessibility, relevance and flexibility of the programme.
8. Highlight the learner supports available on the learner platform and the flexibility and supports it provides on the learner journey.
9. Consider "alternative Options" for building a website on other "Non-Wordpress" platforms e.g. Wix, Weebly etc. to provide the learners with greater awareness of other "less technical" CMS (Content Management Systems) for the same result. This would ensure that the programme caters for Learners with different technical/digital skills, ranging from high to zero.
10. Consider including ChapGPT in learner induction about academic integrity.
11. CMIT should consider documenting and including in learner documentation the assessment requirements of the programme.

3.2 Embedded Programme 1:

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

2.

Commendations

3. The panel commends the provider for its detailed and comprehensive application and for its receptiveness and engagement in discussion during the panel site visit.
4. The panel commends the provider for identifying the gap in this dynamic sector and developing such a relevant programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner. (Criterion 2)

2. Review programme structure which allows for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment. (Criterion 5)

3. Review programme information and what is communicated to learners in relation to expectations, options and assessment. (Criterion 4 and 11)

4. Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes (Criterion 4)

Summary of recommended special conditions of validation

Summary of recommendations to the provider

1. Review documentation for inconsistencies.
2. Consider reviewing title of programme to include practice such as “Advanced Certificate in Digital Marketing and Practice”.
3. Include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed.
4. Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector.
5. Consider including an option for completing some assessment techniques as a group.
6. Consider including guest speakers and subject matter experts from industry in the webinars to speak on topics relevant to the programme.
7. Articulate CMIT’s unique selling points which includes the accessibility, relevance and flexibility of the programme.
8. Highlight the learner supports available on the learner platform and the flexibility and supports it provides on the learner journey.
9. Consider "alternative Options" for building a website on other "Non-Wordpress" platforms e.g. Wix, Weebly etc. to provide the learners with greater awareness of other "less technical" CMS (Content Management Systems) for the same result. This would ensure that the programme caters for Learners with different technical/digital skills, ranging from high to zero.
10. Consider including ChapGPT in learner induction about academic integrity.
11. CMIT should consider documenting and including in learner documentation the assessment requirements of the programme.

3.3 Embedded programme 2:

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

3.

Commendations

5. The panel commends the provider for its detailed and comprehensive application and for its receptiveness and engagement in discussion during the panel site visit.
6. The panel commends the provider for identifying the gap in this dynamic sector and developing such a relevant programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner. (Criterion 2)

2. Review programme structure which allows for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment. (Criterion 5)

3. Review programme information and what is communicated to learners in relation to expectations, options and assessment. (Criterion 4 and 11)

4. Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes (Criterion 4)

Summary of recommended special conditions of validation

Summary of recommendations to the provider

1. Review documentation for inconsistencies.
2. Consider reviewing title of programme to include practice such as “Advanced Certificate in Digital Marketing and Practice”.
3. Include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed.
4. Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector.
5. Consider including an option for completing some assessment techniques as a group.
6. Consider including guest speakers and subject matter experts from industry in the webinars to speak on topics relevant to the programme.
7. Articulate CMIT’s unique selling points which includes the accessibility, relevance and flexibility of the programme.
8. Highlight the learner supports available on the learner platform and the flexibility and supports it provides on the learner journey.
9. Consider "alternative Options" for building a website on other "Non-Wordpress" platforms e.g. Wix, Weebly etc. to provide the learners with greater awareness of other "less technical" CMS (Content Management Systems) for the same result. This would ensure that the programme caters for Learners with different technical/digital skills, ranging from high to zero.
10. Consider including ChapGPT in learner induction about academic integrity.
11. CMIT should consider documenting and including in learner documentation the assessment requirements of the programme.

3.4 Embedded programme 3:

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

4.

Commendations

7. The panel commends the provider for its detailed and comprehensive application and for its receptiveness and engagement in discussion during the panel site visit.
8. The panel commends the provider for identifying the gap in this dynamic sector and developing such a relevant programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner. (Criterion 2)

2. Review programme structure which allows for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment. (Criterion 5)

3. Review programme information and what is communicated to learners in relation to expectations, options and assessment. (Criterion 4 and 11)

4. Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes (Criterion 4)

Summary of recommended special conditions of validation

Summary of recommendations to the provider

1. Review documentation for inconsistencies.
2. Consider reviewing title of programme to include practice such as “Advanced Certificate in Digital Marketing and Practice”.
3. Include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed.
4. Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector.
5. Consider including an option for completing some assessment techniques as a group.
6. Consider including guest speakers and subject matter experts from industry in the webinars to speak on topics relevant to the programme.
7. Articulate CMIT’s unique selling points which includes the accessibility, relevance and flexibility of the programme.
8. Highlight the learner supports available on the learner platform and the flexibility and supports it provides on the learner journey.
9. Consider "alternative Options" for building a website on other "Non-Wordpress" platforms e.g. Wix, Weebly etc. to provide the learners with greater awareness of other "less technical" CMS (Content Management Systems) for the same result. This would ensure that the programme caters for Learners with different technical/digital skills, ranging from high to zero.
10. Consider including ChapGPT in learner induction about academic integrity.
11. CMIT should consider documenting and including in learner documentation the assessment requirements of the programme.

3.5 Embedded programme 4:

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

5.

Commendations

9. The panel commends the provider for its detailed and comprehensive application and for its receptiveness and engagement in discussion during the panel site visit.
10. The panel commends the provider for identifying the gap in this dynamic sector and developing such a relevant programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner. (Criterion 2)
2. Review programme structure which allows for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment. (Criterion 5)
3. Review programme information and what is communicated to learners in relation to expectations, options and assessment. (Criterion 4 and 11)
4. Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes (Criterion 4)

Summary of recommended special conditions of validation

Summary of recommendations to the provider

1. Review documentation for inconsistencies.
2. Consider reviewing title of programme to include practice such as “Advanced Certificate in Digital Marketing and Practice”.
3. Include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed.
4. Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector.
5. Consider including an option for completing some assessment techniques as a group.
6. Consider including guest speakers and subject matter experts from industry in the webinars to speak on topics relevant to the programme.
7. Articulate CMIT’s unique selling points which includes the accessibility, relevance and flexibility of the programme.
8. Highlight the learner supports available on the learner platform and the flexibility and supports it provides on the learner journey.
9. Consider "alternative Options" for building a website on other "Non-Wordpress" platforms e.g. Wix, Weebly etc. to provide the learners with greater awareness of other "less technical" CMS (Content Management Systems) for the same result. This would ensure that the programme caters for Learners with different technical/digital skills, ranging from high to zero.
10. Consider including ChapGPT in learner induction about academic integrity.
11. CMIT should consider documenting and including in learner documentation the assessment requirements of the programme.

3.6 Embedded programme 5:

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

6.

Commendations

11. The panel commends the provider for its detailed and comprehensive application and for its receptiveness and engagement in discussion during the panel site visit.
12. The panel commends the provider for identifying the gap in this dynamic sector and developing such a relevant programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner. (Criterion 2)
2. Review programme structure which allows for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment. (Criterion 5)
3. Review programme information and what is communicated to learners in relation to expectations, options and assessment. (Criterion 4 and 11)
4. Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes (Criterion 4)

Summary of recommended special conditions of validation

Summary of recommendations to the provider

1. Review documentation for inconsistencies.
2. Consider reviewing title of programme to include practice such as “Advanced Certificate in Digital Marketing and Practice”.
3. Include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed.
4. Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector.
5. Consider including an option for completing some assessment techniques as a group.
6. Consider including guest speakers and subject matter experts from industry in the webinars to speak on topics relevant to the programme.
7. Articulate CMIT’s unique selling points which includes the accessibility, relevance and flexibility of the programme.
8. Highlight the learner supports available on the learner platform and the flexibility and supports it provides on the learner journey.
9. Consider "alternative Options" for building a website on other "Non-Wordpress" platforms e.g. Wix, Weebly etc. to provide the learners with greater awareness of other "less technical" CMS (Content Management Systems) for the same result. This would ensure that the programme caters for Learners with different technical/digital skills, ranging from high to zero.
10. Consider including ChapGPT in learner induction about academic integrity.
11. CMIT should consider documenting and including in learner documentation the assessment requirements of the programme.

3.7 Principal programme 6:

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

7.

Commendations

13. The panel commends the provider for its detailed and comprehensive application and for its receptiveness and engagement in discussion during the panel site visit.
14. The panel commends the provider for identifying the gap in this dynamic sector and developing such a relevant programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. Review MIPLOs and MIMLOs to ensure verbs are measurable and provide clarity of expectations for the learner. (Criterion 2)
2. Review programme structure which allows for learners to enrol on a modular basis and ensure programme schedule reflects the learner workload in terms of time allocation and assessment. (Criterion 5)
3. Review programme information and what is communicated to learners in relation to expectations, options and assessment. (Criterion 4 and 11)
4. Amend the number of intakes per year to reflect practice on the ground such as continuous enrolment rather than intakes (Criterion 4)

Summary of recommended special conditions of validation

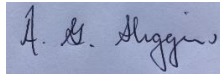
Summary of recommendations to the provider

1. Review documentation for inconsistencies.
2. Consider reviewing title of programme to include practice such as “Advanced Certificate in Digital Marketing and Practice”.
3. Include employment progression opportunities which would provide clarity on employment opportunities particularly for potential learners who are unemployed.
4. Review indicative content of modules to include topics such as podcasting, mobile marketing and awareness of other content management systems for building websites. This is in addition to the annual reviews considering the dynamic nature of the sector.
5. Consider including an option for completing some assessment techniques as a group.
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10. Consider including ChapGPT in learner induction about academic integrity.
11. CMIT should consider documenting and including in learner documentation the assessment requirements of the programme.

Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson:



Date: 14.06.2023

Signed:

3.8 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 4. Proposed programme schedules *(post panel feedback and consequent amendments, if any)*