

Information Technology Skills

| Module title | | | |
|---|--|----------------------------------|------------------------|
| Information Technology Skills | | | |
| Module NFQ level (only if an NFQ level can be demonstrated) | Module number / reference | ECTS Value | Duration |
| Level 8 NFQ | LLBH - ITS | 5 | One Semester: 12 weeks |
| Parent programme(s). Principal programme title, and embedded(s) if relevant | | Stage of parent programme | Semester No. |
| Bachelor of Laws (Honours) | | 1 | 1 and 2 |
| Bachelor of Laws (Honours) in Criminal Justice | | 1 | 1 and 2 |
| Bachelor of Laws (Honours) in Commercial Law | | 1 | 1 and 2 |
| Teaching and Learning modes | Proportion (% of Total Directed Learning) | | |
| Classroom / Face to Face | 19% | | |
| Workplace | | | |
| Online | | | |
| Other (Identify) | 81% (Independent Research and Learning) | | |
| Entry requirements (statement of knowledge, skill and competence) | | | |
| Please see section 4.2 for full details of entry requirements. | | | |
| Maximum number of learners per instance of the module | Sixty (60) | | |
| Average (over the duration of the module) of the contact hours¹ per week | 3 | | |
| Pre-requisite module title(s) (if any) | None | | |
| Co-requisite module title(s) (if any) | No | | |
| Is this a capstone module? (Yes or No) | No | | |
| Module-specific physical resources and support required per centre (or instance of the module) | | | |
| Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle. There are no further software requirements for this module. In relation to Microsoft Office the lecturer will require to use PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release). | | | |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. | | | |

¹ Effort while in contact with staff

| Role e.g. Tutor, Mentor etc | Qualifications & experience required: | # of Staff with this profile (WTEs ²) |
|-----------------------------|--|---|
| Lecturer | Lecturers expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Education, Learning and Development provided by Griffith College. | 0.25 WTE |

| Analysis of required learning effort | | |
|--|---------------------------------|------------|
| *Effort while in contact with staff | Minimum ratio teacher / learner | Hours |
| Classroom and demonstrations | 1:60 | 36 |
| Mentoring and small-group teaching | - | - |
| Other (specify) | - | - |
| Independent Learning | | |
| Directed e-learning (hours) | | - |
| Independent Learning (hours) | | 89 |
| Other hours (specify) | | - |
| Work-based learning hours of learning effort | | - |
| Total Effort (hours) | | 125 |

| Allocation of Marks | | | | | |
|--------------------------------|-----------------------|--------------------|---------------------------|------------------------|-------------|
| | Continuous Assessment | Supervised Project | Proctored Practical Exam. | Proctored Written Exam | Total |
| Percentage Contribution | 100 | | | | 100% |

Module aims and objectives

This module aims to develop in learners the skills to effectively employ digital technologies and resources to support academic research. Course content will develop in learners an ability to evaluate digital tools to provide practical solutions to underpin their studies. In addition, it aims to develop learners' capabilities in ICT skills necessary to operate in a legal and business environment.

Course content is designed to develop learners' abilities to organise and manage their coursework, and to implement digital solutions within their studies using IT applications and software. They will develop an understanding of the importance of security issues regarding digital content and communications.

A diverse student group in terms of skills and experience is assumed. As such course content is structured to develop a collection of skills that together will enhance learners' digital literacy skill set, building towards a developed understanding of how technology can support personal academic learning and professional legal research.

² WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

- (i) Use basic computer skills to manage personal devices effectively.
- (ii) Employ software applications to produce professionally presented documents.
- (iii) Appraise and select relevant digital tools and resources to support organisation of personal research and to manage workflow.
- (iv) Employ targeted searches on relevant legal databases and resources available through the college and on the Web.
- (v) Apply privacy and security issues in regard to digital communication and online content.
- (vi) Identify how digital technology can be applied in a profession legal practice.
- (vii) Examine personal level of digital confidence and wellbeing and identify steps for further development.

Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

IT Skills is a core module where learners develop their digital literacy skills to prepare them for the transition into higher education. Learners will become familiar with a wide range of digital software, tools, applications and practices. This module will aid the learners in the development as new law students in preparing them with the essential skills that they will need in the rest of their legal education as well as when they embark on their legal professional journey.

In recognition that technology is an essential employability skill, learners will be provided with skills to engender lifelong learning and the ability to continue to expand on their own knowledge, as the digital technologies they will encounter in the workplace change and develop over time.

The Module serves to directly underpin programme-learning outcomes (i) apply specialised knowledge of core areas of Irish and E.U. law and the key skills required for writing in a legal and business environment, including problem solving, communication skills, research, professional writing and I.T. skills. This module re-enforces the module learning outcomes (vi) effectively employ advanced research skills, including use of legal databases, to investigate, interrogate and critique the law, (x) demonstrating independent critical judgment and analytical skills supporting personal and career development (ix) critically evaluating their own academic performance and take responsibility for self-directed continuous learning.

Information provided to learners about the module

At the start of the Academic Year, learners will receive their Faculty Handbooks. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme (detailing related teaching, learning and assessment) along with a programme timetable.

During the first class of the Module, learners are given a detailed outline of the Module showing the schedule of delivery and the dates when assignments are released and due for submission.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture

material and links to related resources provided on a scheduled basis in line with the module delivery.

Module content, organisation and structure

The IT Skills module is a 5 ECTS credit module taught and assessed over one academic semester. The module is delivered over 12 lecture sessions of 2 hours duration with incorporated in-class exercises, formative group work and demonstrations.

The Learning Outcomes for this programme have been aligned with the knowledge, skills and competencies indicated as appropriate for Level 7 on the NFQ. They have been explicitly articulated using the Quality and Qualifications Ireland (QQI) Awards Standards for Law.

The module is delivered using a combination of lectures, tutorials and online support materials.

Topics:

- Digital confidence and wellbeing (LO1, LO2, LO3, LO4 LO5, LO6, LO7))
- Basic computer skills (LO1, LO2, LO3, LO4 LO5, LO6, LO7)
- Navigating the College Digital Supports (L03, LO4)
- Navigating the Web (LO3, LO4)
- Online legal research tools (L03, LO4, LO6)
- Online communication and collaboration (LO5, LO6)
- Privacy and Security (LO5, LO6)
- Managing personal workflow – keeping track of research and backing up work (L03, LO4, LO6)
- MS Office suite (LO2, LO6)
- Legal case management systems (LO6)

Module teaching and learning (including formative assessment) strategy

Teaching and learning methods for this module include a combination of theoretical lectures, practical lab-based tutorials, guest talks and class discussions on current and topical issues relevant to those covered in class. Formative assessment is provided through a combination of interactive individual and group exercises such as directed class discussions and group exercises with reference to the module curricular and current affairs and personal reflection exercises.

Further online resources and individual exercises will be provided for learners to practice both in class and in their own time to supplement these sessions, to allow further self-directed learning appropriate to level and experience.

Each topic covered will have a formative assessment that will link directly into the portfolio project to allow learners to build up their portfolio over the course of the module.

Learners undertaking the course via blended learning benefit from varied and additional options for engagement to compensate their reduced attendance on campus. These include webinars, screencasts (recorded lectures), discussion fora, and increased use of the College's VLE (Virtual Learning Environment), Moodle.

In addition to what has been stated, classroom assessment and benchmarking techniques are deployed to encourage learners to develop more agency in terms of their own learning including

in-class presentations, group work, peer-review exercises and reflective practice. The variety of teaching, learning and assessment techniques reflect an enhanced emphasis on skills acquisition to deepen practical knowledge. Finally, the attention of learners is drawn to current industry practice and technology used in the specific area of law to add a further dimension to learning, tracking the actual practice of legal professionals.

Work-based learning and practice-placement

Information Technology Skills is a class based 5 ECTS credit module and does not require work-based learning and practice placement.

E-learning

Moodle, the College Virtual Learning Environment is used to disseminate notes, advice, and online resources to support the learners. E-learning activities include learner feedback, forums where learners contribute, formative quizzes and video links. The learners will also have access to a number of other online resources through the library such as access to databases and research tools (Westlaw.ie, Westlaw.uk, JustisOne (vLex) and Hein Online) as well as access to online copies of books published from Bloomsbury Online.

Module physical resource requirements

Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle. There are no further software requirements for this module. In relation to Microsoft Office the lecturer will require to use PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release).

Reading lists and other information resources

Primary reading

- O'Leary, T. J., O'Leary, L. I. and O'Leary, D. A. (2023) *Computing essentials: making IT work for you*, 2023. New York: McGraw Hill.
- Wilson, K. (2018) *Essential Office 365*. Widnes: Elluminet Press.
- Cottrell, S. and Morris, N. (2012) *Study skills connected: using technology to support your studies*. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan

e-Resources

- All Aboard - Digital Skills in Higher Education. Available at: <http://www.allaboardhe.ie/>
- AHEAD - Association for Higher Education Access and Disability. Available at: <https://www.ahead.ie/>
- Lynda.com. Available at: <https://www.lynda.com/Typing.com>. Available at: <https://www.typing.com/> GCFLearnFree.org. Available at: <https://edu.gcfglobal.org/en/>
- Bloomsbury Professional Online
- JustisOne – Vlex
- Westlaw.ie

- *Westlaw UK*
- *Heinonline*
- *Griffith College Library Website*

Specifications for module staffing requirements

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours), preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Education, Learning and Development offered by Griffith College). Learners also benefit from the support of the Programme Director, Faculty Administrators, a dedicated Learning Technologist Office, the Learning Supports Office, at least one Learner Representative for each Stage, the Students' Union and a free (off campus) Counselling Service.

Module summative assessment strategy

Given the practical nature of this module, the assessment strategy reflects this.

There will be a mid-semester assessment comprising a Case Study and Presentation (40%) which in addition to measuring topics covered to that point, also provides an opportunity to monitor engagement with the module.

Continuous formative assessment building towards content for the final portfolio project and reflective journal (60%) promotes engagement and encourages learners to make connections between topics over the course of the module. Throughout the module, learners' complete formative tasks for each topic covered. For their final project, they are required to present a record of their work in a professionally presented report and to reflect critically upon their experience with each of these topics.

Learners are required to identify both strengths and weaknesses of these technologies in relation to their own studies, and to examine the relevance of each topic to the support of their own independent learning. In addition, they are required to consider the application of such technologies in a professional workplace environment.

| No. | Description | MIMLOs | Weighting |
|-----|--------------------------------|----------------------|-----------|
| 1 | Case Study with Presentation | (i), (vi), (x) | 40% |
| 2 | Final Portfolio | (i), (vi), (ix), (x) | 40% |
| 3 | Reflective Journal (750 words) | (ii), (vii) | 20% |

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

Sample assessment materials

Please see sample assessment supplementary document.