

Dept of Technology & Psychology

DL836 BSc (Hons) Creative Computing

DL825 BSc (Hons) Applied Psychology

Programme Team's Response to the Panel Report of 08/07/2020

Feb 2021

The programme teams thank the panel for the report, the validation of both programmes and the specific commendations given to: the student centric teaching, learning and assessment strategy; strong alignment with industry needs and addition of a formal work placement. access afforded to under-represented groups; and support for students with additional needs.

We apologise for the delay in sending on this report. The programme teams have been occupied with the challenges of Covid-19 and the resultant changes required to ensure a successful 2020-21 academic year.

The programme documents are being revised based on the panel recommendations and will be submitted to our Programme Validation Committee for approval. Our response to the recommendations is below.

Recommendations	Response from the programme team
1. The Panel recommended that greater consideration be given to the management of student assessment and workload with more student input into its design. Greater clarity is needed on the timing of both formative and summative assessment and the timing of effective feedback to students. A consistent approach is needed across all modules. The breakdown of deliverables in 100% Continuous Assessment is needed in the documentation.	The Dept and programme teams welcome this recommendation. As part of the roll out of the new programmes the faculty is standardising all processes to ensure equity and transparency.
2. Research informed teaching, particularly at level 8 is very desirable. It is recommended that the Department needs to better articulate its research strategy and better promote the research efforts of staff.	The Dept and programme teams welcome this recommendation. At a faculty level we are moving to put structures in place that better support research processes and outputs. A new Head of Research and Director of Research and Innovation are soon to be in place which will also improve this area. All taught programmes will be aligned with these new structures.

	<p>The Faculty is in the process of piloting and rolling out a series of research centres/labs that will be hubs for research activity. They will be linked to all undergrad programmes and will align with taught and research based postgraduate programmes. Those and a new faculty research committee will be the new engine for research and development. Interdisciplinary practice will be at their heart and they will inform future programme development. The plan will align with our internationalisation strategy.</p>
<p>3. The programme documentation would benefit from greater clarity on how programme monitoring is managed to allow for annual incremental development and improvement of programmes and student experience rather than a 'big' bang' approach at 5-year review.</p>	<p>The Dept and programme teams accept that greater clarity is needed.</p> <p>Programmes are continually monitored via several formal (e.g. programme boards) and informal (e.g. discussions with industry links) actions. Incremental development is facilitated in line with our internal processes and oversight of all changes is provided by IADT's Programme Validation Committee. This allows for evolution of programmes outside of the 5-year 'big' bang reviews.</p> <p>This will be outlined in an updated programme document.</p>
<p>4. The adoption of the blended 'long thin' and 'short fat module' approach to module delivery requires greater clarity and where this has been informed by studies of similar approaches elsewhere, that it be documented. As a new approach, it is recommended that the Department have a process to review its impact and adjust where necessary.</p>	<p>The Dept and programme teams welcome this recommendation.</p> <p>Mid- and end-of-year reviews will take place during roll-out of these changes. If adjustments are necessary, they can be made by following the process outlined above.</p> <p>The programme document will be updated to reference similar approaches that have been rolled-out elsewhere.</p>
<p>5. It is recommended that a more effective approach to Student Survey of programme and module experiences be developed and implemented. Student feedback is rich and positive and that this is not always captured.</p>	<p>The Dept. and programme teams accept this and feel that as the programme evolves this too will develop. There is a recognition that the student feedback portion of programme boards is one of the most valuable inputs the team gets each year. This will be expanded to consider the Student Survey.</p>

<p>6. The Student Survey (formerly ISSE) data relating to quantitative reasoning suggests room for improvement. The Department should actively consider how this might be improved, particularly for final year students and preparation to go into postgraduate study.</p>	<p>There is a large amount of quantitative research and analysis throughout the programmes. However, this feedback points to an issue related to quantitative reasoning which the programme team accepts and will investigate further.</p>
<p>7. With the introduction of work placement, consideration of the additional supports for student with additional needs was clearly described in the meeting with the programme teams. The inclusion of a short summary in the course document on the approaches to be used will be helpful.</p>	<p>This is a helpful recommendation that will be addressed in an updated programme document and further detailed in the work placement handbook.</p>
<p>8. The Panel recommends that the Department give active consideration during 2020/21 to develop a comprehensive model for a blended delivery mode for both programmes in light of ongoing COVID19 concerns.</p>	<p>Several versions of blended learning models were developed during 2020/21 to address possible COVID19 contingency scenarios.</p>
<p>9. The Course Schedules for both programmes require some minor corrections as in each stage, e.g. there is reference to Stage Credit ECTS with a value of 80 showing. This should be 60 ECTS.</p>	<p>This typographical error will be corrected in the updated programme document.</p>
<p>10. The development of soft & transferable skills provides an opportunity for IADT to have a clear differentiator in this field. A more explicit focus on the development of such skills would be welcome.</p>	<p>The Department and programme teams' approach is to embed these transversal skills throughout the programmes. However, the team accepts that this needs to be made more explicit.</p>
<p>11. The BSc (Hons) Applied Psychology programme: a. Provision is made for an exit award at Level 7 for students completing years 1 to 3 but unable to complete year 4. This Level 7 programme was not previously validated. The Panel recommended that public information needs to make clear to students' what options are actually open for them. b. The programme document requires corrections in the following:</p> <p>i. Stage 4, the Major Project does not give any assessment weighting.</p>	<p>Information regarding the Level 7 exit award will be made clear in public information about the programme.</p> <p>Points i. and ii. will be addressed in the updated programme document.</p>

<p>ii. In the programme comparisons, the description for the BSc in Psychology in Groningen may not be fully accurate.</p>	
<p>12. The BSc (Hons) Creative Computing programme:</p> <p>a. Provision is made for an exit award at Level 7 for students completing years 1 to 3 but unable to complete year 4. This validated Level 7 programme currently exists. The Panel recommended the specific programme title should be provided and any public information needs to make clear to students' what options are actually open for them.</p> <p>b. On assessment, the move to 100% Continuous Assessment requires a statement on how this is quality assured. It was suggested that some modules have the Continuous Assessment brief reviewed by the external examiner. It is recommended that a consistent QA process be devised and applied.</p> <p>c. It is recommended that a final check be done on the statement of Learning Outcomes to ensure that the verbs are stage appropriate e.g. use of 'critically describe...' in year 1 may not be appropriate to the student level of knowledge at this early stage.</p>	<p>a. Information regarding the Level 7 exit award will be made clear in public information about the programme.</p> <p>b. A review of current continuous assessment practices is currently underway. This will result in the development of a standard operating procedure for continuous assessment and related QA. Further, a consistent approach to continuous assessment will be implemented from Sep 2021.</p> <p>c. This check will be done and any necessary adjustments made to an updated programme document.</p>

Rónán Ó Muirthile
Head of Faculty Film Art & Creative Technologies

Dr. Andrew Errity
Head of Department of Technology & Psychology