

# Programme Validation Report



Higher Diploma in Business in Digital  
Content Creation Programme

Validation:

Date of Report: 24<sup>th</sup> November 2020

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## Part 1 Introduction

### 1 Overall Recommendations

<b>Provider Name</b>	Dun Laoghaire Institute of Art, Design & Technology
<b>Date of Site Visit</b>	24 <sup>th</sup> November 2020
<b>Date of Report</b>	

<b>Principal Programme</b>	<b>Title</b>	Higher Diploma in Business in Digital Content Creation
	<b>Award</b>	NQF Level 8 Higher Diploma of Business
	<b>Credit</b>	60
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory
<b>Embedded Award</b>	<b>Title</b>	n/a
	<b>Award</b>	
	<b>Credit</b>	
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	

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## 2 Evaluators

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Dr Dominic Dillane	Chairperson	TU Dublin, Head of School, School of Hospitality Management and Tourism
Bairbre Brennan	Academic Expert	TU Dublin, Lecturer, School of Business
Luke Fitzgerald	Industry Expert	Owner, RightFitz

### 3 Principal Programme

Names of Centres where the programmes are to be provided	Maximum Number of Learners (per centre)	Minimum Number of Learners
Dun Laoghaire Institute of Technology	25	25

<b>Enrolment Interval (normally 5 years)</b>	<b>Date of First Intake</b>	2021
	<b>Date of Last Intake</b>	2026
<b>Maximum number of annual intakes</b>		
<b>Maximum total number of learners per intake</b>	25	
<b>Programme duration (months from start to completion)</b>	6 to 9 months	
<b>Target learner groups</b>	The target learner group are graduates of a Level 8 degree. They are likely to be interested in a switch to a different field of study from their Honours Bachelor Degree.	
<b>Approved countries of provision</b>	Ireland	
<b>Delivery mode – Full-time/Part-time</b>	Full – time and Part-time. The programme is delivered on a full-time basis time; however, the Institute may decide to offer this programme on a part time basis in the future.	
<b>The teaching and learning modalities</b>	Lecturers Industry Guest lecturers Lab based tutorials Case based learning Self- directed study	
<b>Brief synopsis of the programme (eg who is it for, what is it for, what is involved for learners, what it leads to)</b>	This is a Level 8 Bachelor programme in business with a focus on Digital Content Creation. The target learner group are graduates of a Level 8 programme who have an interest in identifying and pursuing opportunities in the digital business/ digital content creation space.	
<b>Summary of specifications for teaching staff</b>	WTE	Qualifications & Experience
	570-670 hours (number dependent)	Level 8 or above in the following disciplines: Business Management

		Information Systems Computer Science and Business Entrepreneurship
	0.9 – 1.06	Digital Marketing Cyberpsychology User Experience User Centered Design
<b>Summary of specifications for the ratio of learners to teaching staff</b>	1:25	Standard Lectures Practical computer labs

<b>Programme being replaced (applicable to applications for revalidation)</b>		
<b>Code</b>	<b>Title</b>	<b>Late Enrolment Date</b>
	N/A	

## Part 2 Evaluation against the Validation Criteria

### 2.1 Criterion 1

The provider is eligible to apply for validation of the programme	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.</p> <p>The Panel conducted the online review, on the 24<sup>th</sup> November 2020, using the Microsoft Teams platform. The Institute is conducting business in adherence to Government and the National Public Health Emergency Team guidelines in relation to the COVID-19 virus pandemic. Access to the IADT campus is restricted and wherever possible, Institute business is conducted online.</p> <p>The Panel reviewed the content of the programme. Prior to panel validation, the programme document underwent internal review by the IADT Programme Validation Committee (a sub-committee of Academic Council), in accordance with procedures laid out in the Institute Development &amp; Approval of Programmes Development Procedure. The Panel commended the department and programme team on the quality of the document submitted for review.</p> <p>The Panel met with the Registrar, the Head of the Faculty of Enterprise + Humanities and the Head of Department of Entrepreneurship to discuss how the programme fits into the overall Institute strategy.</p> <p>The Registrar provided an overview of the Institute, outlining the strategic priorities for a five-year Institute Strategic Plan. Priorities going forward are centred on the themes of Excellence, Growth and Community. The five-year strategy places an emphasis on;</p> <ul style="list-style-type: none"><li>• Growing postgraduate numbers</li><li>• Developing the physical campus</li><li>• Harnessing new technologies</li><li>• Fostering national and international partnerships and collaborations</li><li>• Facilitating staff development and expertise</li><li>• Generating income</li><li>• Branding and marketing</li><li>• Gender diversity</li></ul> <p>It was acknowledged that the COVID pandemic presents considerable challenges to delivering services across the Institute. These are challenges that face all Institutes in the educational sector. The Panel were advised that IADT are looking at new technologies</p>

	<p>to support staff and students and in particular to meet the needs of online learning. An additional Education Technologist has recently been appointed to staff.</p> <p>The Institute constantly strives to enhance the overall student experience, and will continue to develop supports around career development, physical and virtual facilities and outside class supports to enhance the environment for all users.</p> <p>Following discussion with the Registrar, Head of Faculty, Head of Department and Programme Team the Panel recommended the programme for validation.</p>
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## 2.2 Criterion 2

### The programme objectives and outcomes are clear and consistent with the QCI awards sought

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The QCI Award Standards guidelines were referenced when writing the programme documents, to ensure there was appropriate alignment of disciplinary standards with the programme. The Institute internal quality assurance process includes consultation and feedback from external examiners, industry partners and external stakeholders.</p> <p>There is a very active Teaching and Learning Committee at IADT, which has completed a lot of work on module learning outcomes and their alignment with programme learning outcomes. Programmes are benchmarked against national and international best practice to ensure currency of content.</p> <p>External examiners review modules annually and develop a report highlighting any issues and providing recommendations for the programme teams. Programme teams can then follow up on any issues by submitting module or programme change requests to the IADT Programme Validation Committee.</p> <p>Having discussed the objectives and outcomes of the programmes with the teams, the Panel were satisfied the objectives and outcomes of the programme are consistent with the award level sought.</p>

### 2.3 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)**

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>During the development of the programme input was sought from a diverse cohort of stakeholders, graduates, employers and professional bodies. This helped to inform the content and context of the programme.</p> <p>There is on- going external examiner and student feedback for all IADT programmes and this information feeds into decisions taken at programme board meetings and subsequent programme modifications. Student representatives sit on each programme board.</p> <p>The Panel commended the programme team on a well-researched programme, which in their opinion fulfils a definite requirement in the market.</p> <p>The Panel were satisfied the criteria was met.</p>

### 2.4 Criterion 4

**The programme's access, transfer and progression arrangements are satisfactory**

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>There are no programme-specific procedures for entry. Recognition of Prior Learning as determined by the Institute RPL Policy is available for candidates who do not meet the standard entry requirements but have significant relevant experience.</p> <p>Applicants must have an undergraduate qualification at Honours Degree level. Those without this qualification may be considered provided they can demonstrate Honours Degree equivalence, which can be verified through the RPL (recognition of prior learning) and/or interview process.</p> <p>The Panel were satisfied that the programmes' access, transfer and progression arrangements are satisfactory</p>

## 2.5 Criterion 5

### The programme's written curriculum is well structured and fit-for-purpose

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Panel reviewed the approved course schedule, overall programme credits and individual modules. Overall, the Panel were satisfied with the design of the programme and commended the team on the quality and scope of the programme document and the research that went into the programme proposal.</p> <p>A number of recommendations were proposed by the Panel and these included:</p> <ul style="list-style-type: none"><li>• As e-commerce is a key priority for online business and particularly in current markets, it was recommended that the programme content is enhanced to include more focus on this element. Also, in smaller online environments the marketing person may also need to be involved in sales and a knowledge of e-commerce would be beneficial here. It was suggested that content could be augmented in the Digital Marketing module under Business Models and Reporting plus in the Web Design module</li><li>• The Panel recommended that Budgeting and ROI topics should be addressed in more depth, possibly within the Project module. Generally marketing programmes would cover Finance and they felt that graduates may be disadvantaged if this was not covered in more detail</li><li>• Recommended that UX content is enhanced to build an awareness of the importance of a good user experience. It is not proposed that students become experts in this subject but that they are aware that UX is key part of the design stage.</li></ul> <p>The Panel were of the opinion the programme's written schedules were overall well- structured and fit for purpose.</p>

## 2.6 Criterion 6

### There are sufficient qualified and capable programme staff available to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>IADT is an equal opportunities employer and is committed to equality of opportunity for existing and potential employees and to ensuring compliance with legislative provisions.</p> <p>Both Faculties are assigned a designated budget for staff training and development. This can be accessed by staff to support the financial cost of upskilling, training and educational requirements during their time at IADT. The Institute Teaching and Learning Strategy outlines the formal structures for staff development.</p> <p>The programme has been approved under the HCI Pillar 1 HEA funding initiative and this additional funding will enable the department to hire in external providers in addition to the core programme team. This will be advantageous in allowing the department to continue to source current skills, in what is a constantly evolving environment.</p> <p>It was agreed by the Panel that there are sufficient qualified and capable programme staff available to implement the programmes as planned.</p>

## 2.7 Criterion 7

### There are sufficient physical resources to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Access to the campus was restricted during the time of the Programme Validation panel due to the COVID-19. However, the panel members were advised, by the management and programme teams, of the facilities available to students and these were also detailed in the programme document.</p> <p>During the current COVID19 pandemic, the Institute is endeavouring to deliver as much content as possible online to students, with rigorous procedures in place to provide controlled access to the campus where deemed necessary.</p> <p>Generally, programme would be delivered in classrooms, computer rooms and labs. Students have access to the library facilities, both on campus and remotely via the library website. The Institute's IT department provides support for all technology-</p>

	<p>based services.</p> <p>IADT anticipates growing student numbers over the coming years. Additional teaching space will be available on the completion of a new building designed to accommodate over 900 students.</p> <p>Lecturers use the Virtual Learning Environment to provide course material online, where students can access course content, communicate with lecturers and submit online assessments. The VLE was particularly significant in delivering programmes since March 2020, against the background of the COVID-19 pandemic.</p> <p>The Panel agreed there are sufficient physical resources to deliver the programme in a safe and supported environment for students.</p>
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## 2.8 Criterion 8

<b>The learning environment is consistent with the needs of the programme's learners</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>The Learning environment is both physical and virtual, with learners interacting in class and online through the Institute's Virtual Learning Environment. During the current national pandemic which brings restriction regarding access to campus, a virtual lab has been made available to students with access to all software</p> <p>The Institute environment provides learners with access to specialist physical space and virtual learning resources – textbooks, journals, and online databases. These resources are managed by the Library staff and programme team.</p> <p>Additionally, all learners at IADT interact with their lecturers and co-learners, through regular (and monitored) attendance and interaction at lectures, seminars, workshops and other formal and informal activities. Opportunities exist to engage with alumni, professional practitioners, external supervisors and mentors through a range of individual and/or group-based projects and assessments.</p> <p>There is a Faculty and IT induction process for all new students at the start of the academic year. The Student Experience Team at IADT provides inclusive support services to all students of the institute which incorporates the Access Service, the Disability Support Service, the Careers Service, the Student Counselling Service, the Student Learning Centre and the Health Service. Student support services include academic and pastoral advice, so as to ensure learners can fully engage in their studies and maximize their potential.</p> <p>The Panel were advised that an additional Education Technologist has been recruited by the college. This Technologist is available to provide additional online supports to students.</p>

	The Panel was satisfied the learning environment is consistent with the needs of the students.
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## 2.9 Criterion 9

<b>There are sound teaching and learning strategies</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>The Institute is committed to helping students reach their full potential through the provision of a supportive, vibrant and challenging learning environment. IADT has a suite of policies which underpin and inform teaching and learning:</p> <ul style="list-style-type: none"> <li>○ Learning, Teaching and Assessment Strategy</li> <li>○ Marks and Standards Policy</li> <li>○ Reasonable Accommodation Policy</li> </ul> <p>The curriculum, teaching and learning and assessment strategies at IADT are centred on the student. There is a blended delivery of content; classrooms, studios, practical workshops and online resources and visiting lecturers.</p> <p>The Panel recommended that the Project module may benefit from the inclusion of networking &amp; work experience with local businesses/enterprises to help gain real life work practice. It may be an advantage to students to include this work experience in their portfolios and may help to enhance their employability.</p> <p>The programme team were commended on their flexibility and willingness to tailor content delivery to support student needs.</p> <p>The Panel was satisfied that the Institute and Faculty T&amp;L strategies were of the required calibre to deliver the programmes.</p>

## 2.10 Criterion 10

### There are sound assessment strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Assessment procedures are fair, consistent and subject to regular review. Programme assessment strategies are issued to students as part of the annual programme handbooks. Reasonable accommodation for students who have specific requirements is encapsulated in the Institute Assessment Strategy.</p> <p>Assessment is aligned to module learning outcomes (MIMLOs), which in turn are aligned to programme learning outcomes (MIPLOs). A diverse range of assessment methods are used; reflective journals, essays, critical assessments etc., depending on the discipline.</p> <p>A review of assessment methods forms part of annual programme board meetings and is aligned to regulations as outlined in the IADT Quality Framework and the IADT Plagiarism Policy. The programme minimum intended learning outcomes are matched to the appropriate QQI awards standards, as outlined in the National Framework of Qualifications and comply with sectoral criteria and requirements.</p> <p>Assessments will be on a pass/fail basis as the whole focus is on becoming adept at using digital content development tools.</p> <p>The Panel was satisfied that there are sound assessment strategies.</p>

## 2.11 Criterion 11

### Learners enrolled on the programme are well informed, guided and cared for

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>There is a range of support mechanisms in place for students from the point of admission through to graduation. The First Year Matters Induction programme takes place at the start of the academic year, and students receive information on institution-wide services around health, special needs, assistive technology and finance.</p> <p>A range of policies relating to the overall student experience is available on the IADT website. These policies provide information on Examinations, Appeals, Complaints, Bullying and Mutual Respect.</p>

	<p>IADT is fully committed to offering a range of supports for student so that they can maximize their potential. The Student Experience Team provides inclusive support services to all students including the Access Service, the Disability Support Service, the Careers Service, the Student Counselling Service, the Student Learning Centre and the Health Service. The Student Experience area also has strong partnership with the Student's Union.</p> <p>Student feedback is an integral part of the development and running of the institute. Students have number of ways in which to contribute including student representation on Programme Boards and Academic Council and its Sub-Committees and Governing Body.</p> <p>The Panel formed the view that learners were well informed, guided and cared for.</p>
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## 2.12 Criterion 12

<b>The programme is well managed</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>At the level of the Faculty, programmes are managed by Heads of Department and Programme Co-ordinators.</p> <p>IADT has its own internal, institutionally owned quality assurance, i.e. the Quality Assurance Framework as well as specific policies and procedures for the effective provision of higher education, a research environment as well as industry and community engagement opportunities, ensuring a high quality and relevant learning experience. All quality assurance policies and procedures referenced in the submission are available on the IADT website. In addition to formal QA policies and procedures, IADT undertakes a number of processes that contribute to the maintenance of standards across the Institute. Benchmarking of programmes against national and international best practice at similar institutions keeps programmes current, and external examiners test processes annually. External examiner reports are submitted following their review visit to the institute , these highlight any relevant issues and provide recommendations for the programme teams. Follow-up on any issues mentioned in these reports can be formally addressed through the submission of a request to the IADT <i>Programme Validation Committee</i>, for permission to make any necessary remedial changes to a programme.</p> <p>A Programme Board is established for every programme of study at IADT leading to an award. Each Programme Board is a Sub-Committee of Academic Council, and reports annually to Academic Council. The Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures.</p> <p>The Panel was satisfied that the programmes are well managed.</p>

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## Part 3 Overall Recommendation

### 3.1 Principal Programme

Select One	
Yes	<b>Satisfactory</b>
	<b>Satisfactory, subject to proposed special conditions</b>
	<b>Not satisfactory</b>

The Panel approved the programme **Higher Diploma in Business in Digital Content Creation** for validation.

### 5 Summary of Recommended Special Conditions of Validation

- No Conditions were identified

### 6 Summary of Commendations to the Provider

- The Panel commended the programme teams on the flexibility and willingness to tailor the programme content and delivery to support the needs of students.
- The quality of the programme design and documentation was commended by the Panel.
- The Panel noted that this was a well-researched programme which meets a definite need in the market.

### 7 Summary of Recommendations to the Provider

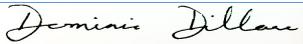
The Panel made a number of recommendations for consideration by the Department and Programme team, these included:

- As e-commerce is a key priority in online environments and particularly in the current market, it was recommended that the programme content is enhanced to include more detail on this element. Frequently in online environments the marketer is also responsible for sales and consequently will need to know about e-commerce. Suggested this topic is included in the Digital Marketing module under business models and reporting plus in the design element in the Web Design module.
- Recommended that budgeting and ROI should be addressed in more depth, possibly within Project module. Generally marketing programmes would cover finance so if not included students may be somewhat disadvantaged.
- UX content could be enhanced so as to build sufficient awareness of the importance of a good user experience. It would not be intended that students are experts but that they understand that UX is a key part of the design element.

- 
- The Panel proposed that the Project module could benefit from the inclusion of networking & work experience with a local business or enterprises to gain real life/world experience. This could enhance the students' portfolio and may assist with their entry to job market.

## 7 Signature of Chairperson

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

<b>Panel Chairperson Name</b>	Dominic Dillane
<b>Panel Chairperson Signature</b>	
<b>Date</b>	05/12/21

## 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 IADT 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 IADT 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.

# **Programme Validation Report**

**FACULTY OF ENTERPRISE AND HUMANITIES**

**RESPONSE TO**

**DL846 Graduate Diploma in Business in Digital Content  
Development**

**PROGRAMME VALIDATION**

**November 2020**

## **Summary of Recommended Special Conditions of Validation**

No conditions

### **1. Summary of Commendations to the Provider**

- a) The Panel commended the programme teams on the flexibility and willingness to tailor the programme content and delivery to support the needs of students.
- b) The quality of the programme design and documentation was commended by the Panel.
- c) The Panel noted that this was a well-researched programme which meets a definite need in the market.

### **FACULTY RESPONSE**

The strength that the team has been developing over recent years coupled with Alumni career development in digital has been most helpful in researching and developing programmes in this space.

### **2. Summary of Recommendations to the Provider**

See table below

### **FACULTY RESPONSE**

The Faculty welcome the recommendations from the panel and recognise the validity of the comments as they pertain to the labour market. The programme team will consider and review each of these.

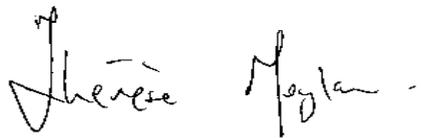
A balance will have to be achieved between the learning outcomes of the modules as constructed and the content that needs to be incorporated within the timeframe of the programme.

It is felt that some of the elements suggested within the recommendations can be achieved by incorporating a number of key industry guest speakers and holding some specialist workshops on the suggested areas to address these areas.

It is also worth noting that the Department has a practice of reviewing teaching, learning and assessment strategies at the end of each year for each programme, and the findings from this informs the development of the assessment strategy for the next roll out.

<b>Panel Recommendation</b>	<b>FEH Response</b>	<b>Action(s) required</b>	<b>Lead Person(s)</b>	<b>Resource Implications</b>	<b>Timeline</b>	<b>Review Date</b>
As e-commerce is a key priority in online environments and particularly in the current market, it was recommended that the programme content is enhanced to include more detail on this element. Frequently in online environments the marketer is also responsible for sales and consequently will need to know about e-commerce. Suggested this topic is included in the Digital Marketing module under business models and reporting plus in the design element in the Web Design module.	FEH welcomes this recommendation	Digital Marketing Lead to review in context of overall module learning outcomes	Programme Team and HOD	None	September 2020	June 2021
Recommended that budgeting and ROI should be addressed in more depth, possibly within Project module. Generally marketing programmes would cover finance so if not	FEH welcomes this recommendation	The need for this will be dependent on the type of projects chosen by the students.	Programme Team and HOD	None	September 2020	June 2021

included students may be somewhat disadvantaged.		The project module lead will assess needs as they arise.				
UX content could be enhanced so as to build sufficient awareness of the importance of a good user experience. It would not be intended that students are experts but that they understand that UX is a key part of the design element.	FEH welcomes this recommendation	Maybe addressed via some specific workshops on this topic.	Programme Team and HOD	None	September 2020	June 2021



Dr. Therese Moylan: \_\_\_\_\_  
 Head of Department of Entrepreneurship

Date: