

# Programmatic Review Report

**iadt**  
DUN LAOGHAIRE



Department of Technology + Psychology

Programme Title(s):

BSc (Hons) Applied Psychology  
BSc (Hons) Creative Computing

Date of Report: 21<sup>st</sup> July 2020

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## Part 1 Introduction

### Programmatic Review:

Programmatic Review is the quality review process through which IADT conducts a critical evaluation of its programmes, reviewing and assessing them under a defined set of criteria and allowing their further development in order to improve educational quality. IADT conducts a critical evaluation of programmes and produces a self-evaluation report (SER). The SER comprises of a critical evaluation of all aspects of each programme – its strategy, learning outcomes, modules, assessment, resources etc., with inputs from external experts and stakeholders, and results in a set of conditions and/or recommendations set out by the external programmatic review panel and to which the IADT must respond.

Programmatic Review takes into account all aspects of the programmes including educational objectives, programme concept and implementation, access and transfer issues, curriculum and module descriptors, staffing and physical resourcing, and evaluates each area under specified criteria.

#### 1. Overall Recommendations

<b>Provider Name</b>		Dun Laoghaire Institute of Art, Design & Technology Faculty of Enterprise and Humanities
<b>Date of Panel</b>		11 <sup>th</sup> June 2020
<b>Date of Report</b>		
<b>Principal Programme 1</b>	<b>Title</b>	BSc (Hons) Applied Psychology
	<b>Award</b>	Bachelor of Science Honours
	<b>Credit</b>	240 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with some recommendations
<b>Embedded Award 1 as Exit Award</b>	<b>Title</b>	BSc in Applied Psychology
	<b>Award</b>	Bachelor of Science
	<b>Credit</b>	180 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with some recommendations

<b>Principal Programme 2</b>	<b>Title</b>	BSc (Hons) Creative Computing
	<b>Award</b>	Bachelor of Science Honours
	<b>Credit</b>	240 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with some recommendations
<b>Embedded Award 2 as Exit Award</b>	<b>Title</b>	BSc in Creative Computing
	<b>Award</b>	Bachelor of Science
	<b>Credit</b>	180 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	

### Evaluators

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Dr Kenneth Carroll	Chair	Registrar of TU Dublin Tallaght-Campus
Mr Niall Torris	Student Representative	Post Graduate Student, Universiteitskrant Groningen
Eoin O’Kennedy	Academic expert	Lecturer, TU Dublin
Professor Suzanne Guerin	Academic expert	Lecturer, University College Dublin
Dr Celine Mullins	Industry expert	CEO, Adaptas
Karolina Coates	Industry expert	UX Design Lead, Sonalake

## Principal Programmes

### 1. BSc (Hons) Applied Psychology

Names of Centres where the programmes are to be provided	Maximum enrolment per annum	Minimum enrolment per annum
IADT Campus	65	40
<b>Enrolment Interval</b>	<b>Date of First Intake</b>	September 2021
	<b>Date of Last Intake</b>	September 2027
<b>Maximum number of annual intakes</b>	1 new intake group per annum	
<b>Programme duration (months from start to completion)</b>	4 years	
<b>Target learner groups</b>	<p>This programme is for learners who want to advance and develop their core skills and knowledge of psychology as it applies to the world around them. The learners within the Applied Psychology course will be self-motivated, possessing an ability to work independently, while also having the ability to work within a team environment. The target learner group is diverse, encompassing those coming directly from secondary level, post leaving cert courses and also mature students. The programme has two pathways within it: technology path and practice path. These pathways can suit, and attract, different types of learners. However, the creative assignments set in both paths are designed to keep the learner engaged, while expanding their skills that are desirable by employers</p>	
<b>Approved countries of provision</b>	Ireland	
<b>Delivery mode – Full-time/Part-time</b>	Full-time	
<b>The teaching and learning modalities</b>	Classroom and lab-based learning with additional online supports. Laboratory demonstration, workshops, practical work and independent learning. Blended and online learning.	
<b>Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)</b>	<p>The Bachelor of Science (Hons) in Applied Psychology is a taught programme offered by the Institute of Art, Design &amp; Technology (IADT), delivered over 4 Years. This programme aims to equip learners with the advanced creative, critical and technical knowledge, skills and competencies required to work in a variety of different roles in the field of Applied Psychology. Psychology is the scientific study of mind and behaviour: how we think, act and feel. Its subject matter is wide-ranging, encompassing both human and nonhuman behaviour across the lifespan. Research in Psychology is underpinned by theory and utilises quantitative and qualitative methodologies. It can take place in basic and applied settings, such as education, social services and</p>	

business. Psychology seeks to understand but also improve people's everyday lives. The programme of study in IADT emphasises the application of psychology—its theories and methods—to real world problems. As well as studying core components of the discipline of psychology, students on the BSc(Hons) Applied Psychology have the opportunity to study a range of applied psychology subjects, including sport and performance psychology, organisational psychology, educational psychology, forensic psychology, user experience research, emerging technologies, and the psychology of new media and entertainment. The aim is to provide students with a strong grounding in the more traditional aspects of the discipline as well as a unique blend of knowledge and skills consistent with being a part of the Department of Technology and Psychology and indeed the wider Faculty of Film, Art and Creative Technologies. The pace of change is as fast as the technology we aim to study and work with but we are well-placed to respond to it and endeavour to be adaptable with our teaching, learning and assessment. Being positioned in a Department of Technology and Psychology and, indeed a multidisciplinary Faculty of Film, Art and Creative Technologies, means that the staff and students are constantly exposed to and stimulated by new and exciting ways of studying the mind and behaviour. The programme continues to evolve but our retention rates, feedback from stakeholders, a highly motivated staff, and the increasing numbers of graduates working in a wide variety of both Psychology (pure and applied) and other settings are testament to the programme's success. Professional pathways exist for the graduates of both the practice and technology path in the field of Psychology, including areas such as counselling, clinical, cyber and organisational/business Psychology. The technology path have an additional pathway of entering into industry due to the knowledge obtained through the grounding they receive in the technology modules. Some of those graduates have entered into areas such as User experience, technical support, and social media analysis. Graduate employment opportunities exist in the following areas but are not limited to: The Health Services Executive (HSE), National Rehabilitation Hospital (NRH), National Educational Psychological Services (NEPS), tech companies, human resources, disability services, multimedia and social media companies.

**Summary of specifications for teaching staff**

WTE <sup>1</sup>	Qualifications & Experience
6	Qualified to at least Masters level with specialist Psychological experience and

		related fields including advanced research supervision experience at Level 8.
	3	Qualified to at least Bachelor of Science (Hons) in Applied Psychology or a cognate discipline relevant to the discipline or a person with at least 5 years practical experience of the Applied Psychology industries in a professional capacity
	1 Tutor Demonstrator	Experienced graduate with Psychology lab and or professional experience
<b>Summary of specifications for the ratio of learners to teaching staff</b>	<b>Staff to Learner Ratio</b>	<b>Learning Activity Type</b>
	1:65	Lectures
	1:25	Seminars/workshops/Labs/Demonstrations
	1:1	Major Research project supervision
	1:25	Psychology Labs
<b>Period of Validation</b>	September 2021 to September 2027 (with a mid-stage review)	

## Embedded Programmes

It is IADT's desire and intention to see all students complete their programme of study. However, during the course of their studies, we acknowledge that some students may need to defer a year of study or exit their programmes due to personal, financial or other reasons. In these exceptional circumstances, a student may request to formally exit from a programme prior to its completion. Provided such an award has been validated under the Institute's validation processes and provided the student has attained the requisite minimum number of credits, this can be considered. Students seeking to apply for an exit award are advised to first discuss their options with their Programme Chair/Co-ordinator or Head of Department. A student must formally apply for an exit award. They may do so at any time up to one month before an Examination Board meeting. The decision to award an exit award is an Examination Board decision. Students who have successfully completed the first 180 credits of the programme (Stages 1 -3) may exit the BSc (Hons) programme and apply for a Level 7, BSc in Applied Psychology. This exit award is not currently accredited by PSI. For further information and conditions of eligibility for embedded Exit Awards, please refer to IADT's Exit Awards Policy.

<sup>1</sup> WTE is the whole-time equivalent number. The number 1 indicates a full-time person fully dedicated to the programme or a number of people whose time combined equals a full time person

## Programmes being replaced

Programme being replaced (applicable to applications for revalidation)		
Code	Title	Late Enrolment Date
	Not applicable	

## 2. BSc (Hons) Creative Computing

Names of Centres where the programmes are to be provided	Maximum enrolment per annum	Minimum enrolment per annum
IADT Campus	50	25
<b>Enrolment Interval</b>	<b>Date of First Intake</b>	September 2021
	<b>Date of Last Intake</b>	September 2027
<b>Maximum number of annual intakes</b>	1 new intake group per annum	
<b>Programme duration (months from start to completion)</b>	4 Years	
<b>Target learner groups</b>	<p>This programme is for learners who want to advance and develop their core skills and knowledge of computing and software development. Target learners will have an interest in technology and programming but will also be creative and have an interest in areas such as design.</p> <p>The majority of graduates find related and relevant employment within one-six months of completing the programme. The most common roles graduates find themselves in include:</p> <ul style="list-style-type: none"> <li>• Web designer</li> <li>• Web/software developer</li> <li>• User experience designer</li> <li>• Project management</li> <li>• Database administrator</li> <li>• Systems administrator</li> <li>• IT support.</li> </ul> <p>Graduates also have pathways to further study, both within IADT (MSc UX Design, MSc Cyberpsychology, and Masters by Research) and externally.</p>	
<b>Approved countries of provision</b>	Ireland	
<b>Delivery mode – Full-time/Part-time</b>	Full – time	
<b>The teaching and learning modalities</b>	Studio, classroom and lab-based learning with additional online supports. Practical lab tutorials, workshops, fieldwork and independent learning.	
<b>Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)</b>	<p>The Bachelor of Science in Creative Computing is a taught programme offered by the Institute of Art, Design &amp; Technology (IADT), delivered over 4 Years. This programme aims to equip learners with the advanced creative, critical and technical knowledge, skills and competencies required to work in a variety of different roles (as listed in target learners’ section above) in the field of Creative Computing. The Bachelors programme provides a creative and intellectually stimulating environment for the creation of new work and the development of advanced skills. At its core, this programme provides students with knowledge and skills related to software design and</p>	



	<p>development, user interface design, computer architecture, operating systems, networking and the use of digital media for creative computing applications. In the third and fourth year of the programme, students can specialise through the choice of electives, including data visualisation, artificial intelligence, gaming, data science, and VR/AR. Full time teaching staff and tutors will supervise, direct and mentor students through each stage of this programme. Core teaching will be positively enhanced through a programme of visiting industry-based lecturers, and experienced professionals who will supplement and complement the teaching supported by academic staff tutors. Professional pathways leading from the BSc (Hons) Creative Computing programme exist in the software development, Interaction Design, and the broader computing/ICT sector.</p>	
<p><b>Summary of specifications for teaching staff</b></p>	<p>WTE</p>	<p>Qualifications &amp; Experience</p>
	<p>5</p>	<p>Qualified to at least Masters level with specialist Creative Computing experience and related fields including advanced research supervision experience at Level 8.</p>
	<p>5</p>	<p>Qualified to at least Bachelor of Science (Hons) in Computing or a cognate discipline relevant the discipline or a person with at least 5 years practical experience of the Creative Computing industries in a professional capacity.</p>
<p><b>Summary of specifications for the ratio of learners to teaching staff</b></p>	<p>1 Tutor demonstrator</p>	<p>Experienced graduate with Computing lab and or professional experience</p>
	<p>Staff to Learner Ratio</p>	<p>Learning Activity Type</p>
	<p>1:50</p>	<p>Lectures</p>
	<p>1:8</p>	<p>Seminars/workshops/Demonstrations</p>
	<p>1:1</p>	<p>Major Studio project supervision</p>
	<p>1:25</p>	<p>Computing Lab Practices</p>

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## Embedded Programmes

It is IADT's desire and intention to see all students complete their programme of study. However, during the course of their studies, we acknowledge that some students may need to defer a year of study or exit their programmes due to personal, financial or other reasons. In these exceptional circumstances, a student may request to formally exit from a programme prior to its completion.

Provided such an award has been validated under the Institute's validation processes and provided the student has attained the requisite minimum number of credits, this can be considered. Students seeking to apply for an exit award are advised to first discuss their options with their Programme Chair/Co-ordinator or Head of Department.

A student must formally apply for an exit award. They may do so at any time up to one month before an Examination Board meeting. The decision to award an exit award is an Examination Board decision. Students who have successfully completed the first 180 credits of the programme (Stages 1 -3) may exit the BSc (Hons) programme and apply for a Level 7, BSc in Creative Computing. For further information and conditions of eligibility for embedded Exit Awards, please refer to IADT's Exit Awards Policy

## Part 2 Evaluation against the Validation Criteria

### 2.1 Criterion 1

<b>The provider is eligible to apply for validation of the programme(s)</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
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 review on the 11<sup>th</sup> June 2020 using Microsoft TEAMS, these exceptional circumstances were necessitated due to the IADT campus closure instructed by the Department of Education and Skills due to national actions being taken to limit the spread of the COVID-19 virus pandemic</p> <p>The Panel reviewed the content of each programme. Prior to submission for validation, the programme documents underwent internal review by the IADT Programme Validation Committee (a sub-committee of Academic Council) in accordance with procedures laid out in the Institute Programmatic Review Policy. The Panel noted the excellent quality of the documents submitted for review.</p> <p>The Panel met with the President, Registrar, Head of Department of Technology and Psychology and the programme teams to discuss how the programmes fit into the overall Institute strategy. The President provided an overview of the Institute including the strategic priorities for the next 5-year period, areas for potential growth and future perceived challenges.</p> <p>Following its discussions and its review of the programme documents, the Panel came to the view that the provider is eligible to apply for re-validation of the programmes.</p>

### 2.2 Criterion 2

<b>The programmes' objectives and outcomes are clear and consistent with the awards sought</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>IADT follows the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision, and by policy and procedure of the HEA and the Department of Education and Skills as it applies to other areas of its operation. The IADT Quality Framework policy has been aligned to relevant QQI policies as well as international guideline and policy instruments. Following IADT's designation as an awarding body in January 2020 the Academic Council of IADT adopted the QQI Generic Awards Standards as its own.</p>

The Panel discussed the objectives and outcomes of the programmes with the Registrar, the President (acting as Head of Faculty) and the Head of Department. The President advised that the Faculty had conducted a comprehensive review of its undergraduate programmes and this resulted in some changes in the suite of programmes presented. The Panel was advised that the Faculty embedded the following principles and priorities across their suite of programmes;

- Learner centric teaching and assessment methods
- Collaboration
- Interdisciplinarity
- Flexibility
- Innovation in Teaching and Learning

A common curriculum framework has been implemented which greatly advances collaboration and shared practices; providing students with experiences analogous with the needs of their future professions. The integration of business and entrepreneurial studies and formal and accredited work placements are a direct response to student, industry and alumni feedback.

External examiners review modules annually and write 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.

The Panel commended the Faculty on an overtly student centric teaching, learning and assessment strategy, which in their opinion is strong and clear. Also, the underpinning support it receives within and across the Institute is noteworthy

The Faculty has introduced a coherent approach to curriculum structure and all modules follow ECTS guidelines for student workload. Modules have to be a multiple of five credits and can run all year (long and thin) or take a specific time block (short and fat). The Panel recommended that the adoption of this 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, the Panel recommended that the Department implement a process to review its impact and adjust where necessary.

The Panel considered the overall design of both programmes to be very good and also the structure of and scaffolding of student learning.

The Panel reviewed the programmes' learning outcomes and were satisfied students would be able to achieve the required knowledge, consistent with award levels sought. In relation to module learning outcomes, the Panel was satisfied the levels were appropriate (knowledge, breadth, skills, etc.).

The Panel formed the view that the learning objectives of each programme were clear and consistent with the awards sought.

## 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>In preparation for Programmatic Review the Faculty sought feedback from a diverse cohort of stakeholders, engaging with graduates, lecturers, employers, social and community representatives and professional bodies. The BSc (Hons) Creative Computing programme team advised the Panel of the various touch points they have in place with industry, these include employer forums and graduate showcases. They also engage with industry on an ongoing basis to understand new technologies and any required skills with a view to adapting the programme to incorporating these if necessary.</p> <p>IADT has established an on-going consultation process with external examiners and students and this feedback informs decisions taken at programme board meetings. Student representatives sit on each programme board.</p> <p>The Panel commended the strong alignment of the department strategy with industry needs and direction &amp; described the creation and sustainment of a niche offering within a competitive environment as noteworthy.</p> <p>The Panel were of the opinion that a more effective approach to the surveying of students on their experience at a programme and module level be developed. They noted, that the student feedback they had heard was rich and positive and this was not always reflected/captured by the existing processes.</p> <p>It was noted by the Panel, that the Student Survey (formerly ISSE) data relating to quantitative reasoning suggested there was room for some improvement. The Panel recommended that the Department should actively consider, how this might be improved, particularly for final year students and preparation for entry to postgraduate study.</p> <p>The Panel recommends that the Department give active consideration during 2020/21 to the development of a comprehensive model for a blended delivery mode for both programmes in light of ongoing COVID19 concerns.</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>The Panel were advised that less than 50% of students come to IADT in the same year in which they completed their Leaving Certificate. The institute offers primarily level 8 programmes with currently only one level 7 programme being offered.</p> <p>The Institute has memoranda of understanding in place with a number of FEHs and this facilitates the alignment of programmes with the Institute's offerings and supports student progression and direct entry. IADT has strong alliances with various education partners and this supports the progression for staff and students to level 10 programmes.</p> <p>The Institute is part of the HEAR and DARE schemes supporting access for students from socio-economically disadvantaged backgrounds and school leavers with disabilities that have had a negative impact on their second level education. IADT has been part of both schemes since 2018.</p> <p>The Panel commended IADT on the level of access to HE afforded to often under-represented groups. They were of the opinion that this could be grown and developed even further.</p> <p>IADT is committed to its social and corporate responsibility, engaging with the wider community. Mindful of the challenges, a priority of the Institute Strategy is to grow student numbers from targeted vulnerable groups – the travelling community, DEIS schools etc. IADT has a long-standing relationship with the Southside Traveller Group and has seen the numbers of applicants from DEIS schools continue to grow.</p> <p>To give potential students a taste of third level education, initiatives were run for targeted groups on campus. These included free art classes with coach and bus services to IADT and back provided, the Altruism Project organised by the Department of Technology and Psychology and the Young Women in Film workshop.</p> <p>The Panel were satisfied that the programmes' access, transfer and progression arrangements are satisfactory.</p>

## 2.5 Criterion 5

<b>The programme's written curriculum is well structured and fit-for-purpose</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>The Panel reviewed the approved course schedules, overall programme credits and individual modules. Overall, the Panel were satisfied with the design of the programme curriculums.</p> <p>The Panel recommended a more explicit focus on the development of soft &amp; transferable skills for students; these can include creativity, work ethic, respect and open mindedness, curiosity, connectivity, resilience, customer engagement, communications &amp; growth mindset. In addition to equipping students for the work place or further studies this is also an opportunity for IADT to have a clear differentiator in the area.</p> <p>It was advised by the Panel that the Course Schedules for both programmes as detailed in the programme documents, require some minor corrections, e.g. each stage contains reference to Stage Credit ECTS with a value of 80 showing. This should be 60 ECTS.</p> <p><b>BSc (Hons) Applied Psychology</b></p> <ul style="list-style-type: none"> <li>• The programme document does not include any assessment weighting for Stage 4, Major Project.</li> <li>• The Panel noted that the description of the BSc in Psychology, University of Groningen, Netherland included in the programme comparisons may not be current.</li> </ul> <p><b>BSc(Hons) Creative Computing</b></p> <ul style="list-style-type: none"> <li>• This programme includes provision for a Level 7 exit award and the Panel recommended that public information needs to make this clearer</li> <li>• The Panel recommended that a review is conducted 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</li> </ul>

## 2.6 Criterion 6

<b>There are sufficient qualified and capable programme staff available to implement the programmes as planned</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
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>The President advised that continuous professional development (CPD) for staff is a key focus area for the institute. Traditional practices are evolving and this places demands on staff expertise, the plan is to support staff development in technology skills etc.</p> <p>Academic staff members in the faculty are active in research, publishing articles and books, presenting at conferences, studio practice, winning funded research projects, external examining and building links with academics both across the Institute and at national and international level. These activities are vital to the constant evolution of teaching, learning and research activities across the Faculty and have been identified as goals within IADT's current Strategic Plan.</p> <p>Many faculty staff members have postgraduate qualifications to at least MA level and an increasing number hold PhDs or are on PhD track. The Faculty has a defined level of Staff Training and Development funding which is put in place to ensure that all staff members are supported throughout their careers with IADT, in terms of their training and educational requirements.</p> <p>A significant number of Faculty staff have acquired certification in Teaching, Learning and Assessment, many of which are at Level 9. It is aim of the Faculty to have all staff undertake and complete a course in teaching and learning, particularly technology enhanced learning.</p> <p>It was advised that staff are engaged in a range of research projects including innovation vouchers and through these are exposed to different technologies. This enables them to remain current on latest practices which in turn gets passed down to the students. Many staff are research active in relation to their professional practices and all academic staff have research days allocated. The institute is currently compiling a staff repository to showcase staff research practises</p> <p>The Panel recommended that as research informed teaching, particularly at level 8 is very desirable, that the department should clearly outline its research strategy and better promote the research efforts of staff.</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>The campus was closed at the time of the Programmatic Review due to the COVID-19 pandemic and the panel was conducted online via Microsoft TEAMS. The Panel were advised of the facilities available to students and these are detailed in the programme documents and other documents supplied to the Panel.</p> <p>Programmes are delivered in classrooms, computer rooms and studios. 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-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. IADT are also exploring additional off-campus locations for delivery of programmes.</p> <p>Lecturers use the Virtual Learning Environment (VLE) 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 in the current academic year, against a background of the COVID-19 pandemic.</p> <p>It was acknowledged that the impact of COVID-19 may result in a more distributed campus and a greater shift to blended learning and this can pose challenges for staff and students. The department advised that many staff will have completed Technology Enhanced Learning certificates &amp; that the department is currently working with ICT to upskill in support of a greater shift to online teaching. Staff are also using Slack and the VLE platform to continue to maintain engagement with students.</p> <p>Representatives from the current student body and graduates outlined their experience at IADT and some issues were identified in relation to access to resources:</p> <ul style="list-style-type: none"> <li>• Obtaining access to computers in the Library was an ongoing issue</li> <li>• Access to software for MACs e.g. SPSS could be an issue</li> </ul> <p>The Panel agreed there are sufficient physical resources to deliver the programme in a safe and supported environment for students.</p>

## 2.8 Criterion 8

The learning environment is consistent with the needs of the programmes' learners	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Learning environment is both physical and virtual, with learners interacting in class and online through the Institute's Virtual Learning Environment.</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>Social and cultural engagement is encouraged through the broader calendar of Institute events, clubs and societies, as well as initiatives by IADT Students' Union (IADTSU)., IADTSU and the Institute's Student Experience Office promote and encourage learners to develop a deeper engagement with the wider IADT community.</p> <p>There is a Faculty and IT induction process for all new students at the start of the academic year.</p> <p>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>Support is available via the Student Assistance Fund for students facing financial difficulties. There are other support processes around reading and writing skills, physical disability and mental health. The Institute employs a doctor and nurse, who are on campus at designated times. There is a full time Careers Office on campus, available throughout the academic year.</p> <p>The Panel recommended that the Department give active consideration during 2020/21 to develop a comprehensive model for a blended delivery mode for both programmes, particularly in respect to the impact of the COVID19 situation.</p> <p>The Panel commended the Faculty on the introduction of formal student placement on all programmes.</p> <p>The Applied Psychology programme team advised that for work placements, additional supports are available for students where required. These include a coordinator who</p>

	<p>will be in close contact with the student and who will help to identify a mentor in the workplace. Students also complete weekly logs where any issues or specific needs are highlighted. Midterm the coordinator will meet with the student and mentor to determine progress.</p> <p>Students and graduates in their meeting with the Panel commended staff on:</p> <ul style="list-style-type: none"> <li>• Lecturers on the Creative Computing programme went out of their way to ensure that we had the required skills for the workplace</li> <li>• Psychology labs designed in such a way as to make them really interesting. Staff made extra effort e.g. editing a game of monopoly to demonstrate prejudices</li> </ul> <p>The Panel recommended that a more effective approach for student feedback is implemented at both programme and module levels.</p> <p>The Panel was satisfied the learning environment is consistent with the needs of the students.</p>
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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 delivery of the programmes is underpinned by the quality assurance criteria set out in the suite of IADT policies, such as:</p> <ul style="list-style-type: none"> <li>• Quality Framework</li> <li>• Marks and Standards Policy</li> <li>• Learning, Teaching and Assessment Strategy</li> <li>• Reasonable Accommodation Policy</li> </ul> <p>There is a mix of delivery modes, to accommodate the differing requirements of students, including classrooms-based, laboratory, practical workshops and online resources.</p> <p>The Panel commended the department on the overall design, structure and scaffolding of the student learning experience.</p> <p>The Panel was satisfied that the Institute and department T&amp;L strategies were of the required calibre to deliver the programmes.</p>

## 2.10 Criterion 10

### There are sound assessment strategies

<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>Assessment procedures are flexible and varied to align with discipline priorities and accommodate individual circumstances within the limits of the Institute's and Faculty's assessment policies.</p> <p>These assessment policies are reviewed and updated annually as part of the review of assessment by the programme board. These policies are adhered to at both programme and module level. The programme minimum intended learning outcomes match the appropriate QQI awards standards.</p> <p>Assessment tasks are developed through constructive alignment of outcomes with learning and teaching strategies, translated into methods of assessment appropriate to the module and its goals. A diverse range of assessment methods are used; reflective journals, essays, critical assessments, presentations, projects etc., depending on the discipline</p> <p>Assessment procedures are fair, consistent and as far as possible valid and reliable and subject to regular review. External examiners review these procedures annually. Assessment tasks are developed for each module of the programme, are accompanied by grading schemes and communicated to students appropriately.</p> <p>Student feedback is essential for learning and is given in an ongoing basis in classes, seminars, through the Institute VLE, and by email.</p> <p>The programme team develop, revise and manage the assessment tasks. It is aligned to Institute regulations as outlined in the IADT Quality Framework and other relevant policies such as the IADT Marks and Standards and IADT Plagiarism Policy.</p> <p>The Panel recommended that greater consideration be given to the management of student assessment and workload with more student input into its design.</p> <p>It was also recommended by the Panel, that greater clarity is required on the timing of both formative and summative assessments and the timing of effective feedback to students. The Panel recommended that a consistent approach is needed across all modules. The breakdown of deliverables in 100% Continuous Assessment is needed, this may exist but is not immediately evident in the documentation.</p> <p>The Panel recommended that the BSc (Hons) Creative Computing programme move to 100% Continuous Assessment requires a statement on how this is quality assured. It was advised 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>The Panel was satisfied that there are sound assessment strategies.</p>

## 2.11 Criterion 11

<b>Learners enrolled on the programme are well informed, guided and cared for</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
	<p>There are a range of supports for students throughout their time at IADT. The First Year Matters Induction programme takes place at the start of the academic year, and students receive information on all the institution-wide services available provided by the Student Experience Team. The Student Experience Team have a strong partnership with the IADT Student's Union.</p> <p>Students are provided with a programme handbook at the commencement of each year of study. 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>The student voice is heard in a number of ways across the Institute. There is student representation on all Programme Boards, Academic Council and its Sub-Committees and Governing Body. The Panel were advised at the meeting with students &amp; graduates, that class representatives received extensive training including communications skills training and the timing of meetings was both flexible and accommodating of students.</p> <p>Student feedback indicates there is positive interaction with respective programme staff. Students felt that because of the small class sizes it was easy for them to approach lecturers and tutors.</p> <p>Feedback from students and graduates indicated that communications regarding available learning supports could be improved. However, where utilised the assistive services were described as very flexible and approachable and provided individualised care and support for students.</p> <p>The introduction of work placement and consideration of the additional supports for students with additional needs was clearly described in the meeting with programmes teams. The Panel recommended that the inclusion of a short summary in the course document on the approaches to be used would be helpful.</p> <p>The Panel were of the opinion that learners enrolled on the programmes are well informed, guided and cared for.</p>

## 2.12 Criterion 12

<b>The programme is well managed</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>Within the Faculty, programmes are managed by Heads of Department and Programme Co-ordinators.</p> <p>IADT has its own internal quality assurance procedures, detailed in the Quality Assurance Framework, as well as a suite of policies and procedures for the effective delivery of programmes. Programmes are benchmarked against national and international best practice to ensure currency of content. Programme content is reviewed on an annual basis both internally and by external examiners.</p> <p>A Programme Board is established for each programme, who are responsible for the effective management, operation and review of the programme. The Board adheres to the regulations set down by Institute quality assurance procedures, in relation to the delivery of programmes.</p> <p>The Panel recommended a need for greater clarity in the programmes documents 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 Panel were satisfied that the programmes were well managed.</p>

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## Part 3 Overall Recommendation

The Chairperson on behalf of the Panel commended the considerable effort required to produce programme submissions of this high quality and successfully navigating the process alongside the considerable and unprecedented challenges presented by COVID19 makes this effort all the more impressive. The documents and their robust defence provided a strong statement of the progressive intent of the Department.

### 3.1 Principal Programmes

Select One	
Satisfactory, with some recommendations	Satisfactory
	Satisfactory, subject to proposed special conditions
	Not satisfactory

### 3.2 Embedded Programmes

Select One	
Satisfactory, with some recommendations	Satisfactory
	Satisfactory, subject to proposed special conditions
	Not satisfactory

The Panel approved all programmes for re-validation.

## 5 Summary of Recommended Special Conditions of Validation

- No Conditions were identified

## 6 Summary of Commendations to the Provider

1. The overtly student centric teaching, learning and assessment strategy is strong and clear and the underpinning support it receives within and across the Institute is noteworthy.
2. The strong alignment of Department strategy with industry need and direction is commendable. Creating and sustaining a niche offering within a competitive environment is noteworthy.
3. IADT is noteworthy for the level of access to Higher Education afforded to often under-represented groups.
4. The introduction of formal student placement is welcomed.

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5. Student appraisal of the support services for students and particularly students with additional needs is very strong and worthy of commendation.

## 7 Summary of Recommendations to the Provider

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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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:
    - i. Stage 4, the Major Project does not give any assessment weighting.
    - ii. In the programme comparisons, the description for the BSc in Psychology in Groningen may not be fully accurate.




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12. The BSc (Hons) Creative Computing 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 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.
- 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.
- 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.

## 8 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>	Dr Kenneth Carroll
<b>Panel Chairperson Signature</b>	
<b>Date</b>	21July2020

## 9 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.

## 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.

<b>Recommendations</b>	<b>Response from the programme team</b>
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 &amp; 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