

**Institute of  
Art, Design +  
Technology  
Dún Laoghaire**

# Programme Validation Report

**Programme Validation Report for:  
BA (Hons) in English and Media Studies  
Level 8, 180 ECTS**

*(With option to do an additional year of work  
placement or study abroad leading to 240 ECTS  
Award)*

**Date of Panel:** 12 May 2023

**Date of Report:** 31 May 2023

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## Part 1 Introduction

### 1.1 Evaluators

Name	Role	Affiliation
Dr Sheila Flanagan	Chair	Vice-President for Academic Affairs & Registrar, DKIT
Dr Adrian Paterson	Academic Expert	Lecturer in English, University of Galway
Prof. Pat Brereton	Academic Expert	Head of School of Communications, DCU
Ms Lisa Cunningham	Industry Expert	Managing Director, Vogue Business Development

## 1.2 Overall Recommendations

<b>Provider Name</b>	Dún Laoghaire Institute of Art, Design & Technology (IADT)
<b>Date of Site Visit</b>	12 May 2023
<b>Date of Report</b>	31 May 2023

<b>Principal Programme</b>	<b>Title</b>	<b>BA (Hons) in English and Media Studies</b>
	<b>Award</b>	Bachelor of Arts
	<b>Credit</b>	180/240 ECTS
	<b>ISCED code</b>	0220
	<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>	N/A
	<b>Credit</b>	N/A
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	N/A

## 1.3 Principal Programme

Names of Centres where the programmes are to be provided	Maximum Number of Learners (per centre)	Minimum Number of Learners
ú n Laoghaire Institute of Art, Design and Technology, Kill Avenue, Dún Laoghaire, Co. Dublin	40	25

<b>Enrolment Interval (normally 5 years)</b>	<b>Date of First Intake</b>	September 2023
	<b>Date of Last Intake</b>	September 2027
<b>Maximum number of annual intakes</b>	1	
<b>Maximum total number of learners per intake</b>	40	
<b>Programme duration (months from start to completion)</b>	3 / 4 years	
<b>Target learner groups</b>	This programme is targeted at candidates who wish to pursue careers in public administration, community work, consultancy, teaching, journalism, the creative industries, development agencies, NGOs and international organisations.	
<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; 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 Site visits & field trips	
<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>	This is a Level 8 BA programme in English and Media Studies. It introduces students to the study of English literature and complements this with the study of media and culture.	

<b>Summary of specifications for teaching staff</b>	<b>WTE<sup>1</sup></b>	<b>Qualifications and Experience</b> <i>Appropriate qualifications in the following disciplines:</i>
	6 (Shared provision with DL841)	English Literature
	3	Film and Media Studies Cultural Studies Gender Studies
	1 (Shared provision with DL841)	Sociology and Research
<b>Summary of specifications for the ratio of learners to teaching staff</b>	<b>Staff to Learner Ratio</b>	<b>Learning Activity Type</b>
	1:20 1:40 1:60	Seminars and Workshops Lectures for DL849 alone Lectures shared with DL841
<b>Work placements for which credit is allocated</b>	Optional Year 30 ECTS 510 total hours in the workplace	

## 1.4 Embedded Programme

N/A

## 1.5 Programmes being replaced

N/A

<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.

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## 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>The Programme Validation Panel was an in-person meeting held on campus in IADT, in the Board Room, Róisín Hogan House, on Friday, 12 May 2023. The Panel met with the President, Vice President for Academic Affairs + Registrar, the Head of the Faculty of Enterprise and Humanities, the Head of the Department of Humanities and Arts Management and members of the Programme Team.</p> <p>The Panel members were issued the proposed Programme Document before the meeting.</p> <p>Following a review of the documentation provided and presentations and discussions with IADT Management and Programme Team members, the Panel were satisfied that IADT meets the prerequisites of the Qualifications and Quality Assurance (Education and Training) Act, 2012 and is eligible to apply for validation of the <b>BA (Hons) English + Media Studies</b>. The Panel were satisfied to recommend this programme for validation with no conditions and some recommendations.</p>

## 2.2 Criterion 2

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel welcomed the quality of the presentation and honest discussion with the programme team about the rationale and values of the programme. They felt this was not as clearly articulated in the Programme Document.</p> <p>Having considered and discussed the objectives and outcomes of the programmes with the programme team, the Programme Validation Panel were satisfied that the aims and objectives are clearly defined in the programme proposal document, and this programme is consistent with the Bachelor of Arts award sought.</p> <p><b>Commendation #1</b> The Programme Team were commended for their honesty and consideration in making tough decisions when examining a previous iteration of this programme and considerations when developing this programme in a sustainable way.</p> <p><b>Recommendation #1</b> The Programme Validation Panel recommended the Programme Team make applicable updates to clarify the rationale and core values of the programme more clearly in the programme document.</p> <p><b>Recommendation #2</b> The Programme Validation Panel overall suggested some additional reviewing and proofing of the programme document (in line with the quality of other documents they had reviewed for the same Panel). They also suggested that the detail included in the document adequately captures the richness of information, which can then be used for descriptors for inclusion in marketing documentation and student handbook information.</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>The Programme Team outlined the rationale for the concept of this programme and advised that Market Research and feedback from Careers Guidance counsellors informed its development. They also noted a gap in the local market for the provision of a programme in this discipline.</p> <p>The Programme Validation Panel were satisfied that the programmes met the criteria around the concept, implementation, and interpretation of QQI standards.</p> <p><b>Commendation #2</b> The Panel commended the Programme Team on positively capitalising on smaller class sizes and on differentiating from UCD and noted there were good unique selling points this programme offers students.</p>

## 2.4 Criterion 4

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel were satisfied that the programmes met the criteria around the concept, implementation and interpretation of QQI standards.</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 Programme Validation Panel considered the structure of the curriculum. It noted the number of Elective Modules that are introduced into the programme quite late.</p> <p>The Programme Validation Panel thoroughly reviewed the programme's written curriculum and discussed different aspects of the modules with the programme team. Overall, the members of the Panel were satisfied that the written curriculum is well structured and fit for purpose.</p> <p><b>Commendation #3</b> The Programme Validation Team noted the richness of the programme and the good variety of modules included in the curriculum.</p> <p><b>Commendation #4</b> It was noted by the Programme Validation Panel that this programme brings together themes of Media and Literature in an informed way, which effectively facilitates the crossing of two different subject areas.</p> <p><b>Recommendation #3</b> Consider creating a mental matrix of how all modules are connected and interact, which would be beneficial for students and staff.</p> <p><b>Recommendation #4</b> Consider, as the programme develops, incorporating more elective modules and introducing them earlier in the programme, in Year 2 rather than Year 3.</p>

## 2.6 Criterion 6

<b>There are sufficient qualified and capable programme staff available to implement the programme as planned</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>The Programme Validation Panel considered the information provided in the Programme Document and the CVs of the staff. They met with members of the programme team and were impressed with their engagement and responses to questions.</p> <p>The Programme Validation Panel was satisfied that sufficient qualified and capable programme staff are available to implement this programme 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>Most of the Programme Validation Panel were already familiar with the campus, but a campus tour was also provided. They were advised of the developments of the new Digital Media building, currently under construction.</p> <p>The Programme Team noted that students of this programme will share the campus with the National Film School and have access to the resources and equipment.</p> <p>The Programme Validation Panel was satisfied that sufficient physical resources are available to implement this programme as planned.</p>

## 2.8 Criterion 8

The learning environment is consistent with the needs of the programme's learners	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel learned about cross-over between faculties, lecturers teaching across the 3 years and their focus and understanding of students' needs. The Programme Team outlined the benefits of a retention week for the Panel.</p> <p>The Programme Validation Panel were satisfied the learning environment is consistent with the needs of the programme's learners.</p> <p><b>Commendation #5</b> The Programme Validation Panel commended the implementation of retention week.</p> <p><b>Commendation #6</b> The Programme Validation Panel commended the cross-faculty connections and use of shared modules across programmes. This facilitates the creation of viable programmes in difficult economic circumstances while ensuring commitment to the provision of individual attention to students. This helps keep the integrity of the institute intact while trying to be economically sensible.</p>

## 2.9 Criterion 9

There are sound teaching and learning strategies	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel discussed the teaching and learning strategies of this programme. There was discussion and exploration of the various modules, and the Panel recognised the hands-on learning approach, combining practical and theoretical modules. They noted the Critical Theory as a core module providing students with the basics from the first year and a glue binding the whole programme together.</p> <p>The Programme Validation Panel was satisfied that the Institute and Faculty Teaching and Learning strategies were of the required calibre to deliver the programme content.</p> <p><b>Commendation #7</b> The Programme Validation Panel commended using Critical Theory to provide the glue to bind the programme together.</p>

## 2.10 Criterion 10

There are sound assessment strategies	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel explored the various assessment methods, and they felt the lean was more on Exams. They were satisfied with the final project assessment. They discussed the processes and timeframe when feedback is given to students following first-term assessment, especially exams. They were concerned this is a bit late for students. This is understood to be related to Institute-wide processes and exam board schedules. Still, they felt the informal processes could be considered.</p> <p>The Programme Validation Panel considered the assessment strategies outlined in the programme documentation and discussed them with the Programme Team and were satisfied overall.</p> <p><b>Recommendation #5</b> The Programme Validation Panel also suggested addressing the uneven processes of distribution of feedback issued to students following first term assessment, specifically for exams.</p> <p><b>Recommendation #6</b> Reconsider the balance of continuous assessments and exams and the types of assessment used to ensure they are suitably varied across the programme.</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>
Yes	The Panel concurred that suitable arrangements are in place to ensure learners are well-informed, guided and cared for, and they were satisfied with the mechanisms in place.

## 2.12 Criterion 12

<b>The programme is well managed</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>The Programme Validation Panel welcomed meeting with members of the Programme Team, where the consultation clarified some areas that were not as clear in the programme document.</p> <p>Following the review of the programme documentation and discussions with the Management and Programme Team, the Programme Validation Panel were satisfied that the programme will be professionally managed.</p>

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## Part 3 Overall Recommendation

### 3.1 Principal Programme

Select One	
X	<b>Satisfactory</b> (meaning that it recommends that IADT can be satisfied in the context of Unit 2.3 of <a href="#">Policies and Criteria for the Validation of Programmes of Education and Training</a> )
	<b>Satisfactory, subject to proposed special conditions</b> (specified with timescale for compliance for each condition); these may include proposed pre-validation conditions, i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria.
	<b>Not satisfactory</b>

#### 3.1.1 Reasons for the Overall Recommendation

The Programme Validation Panel were satisfied that all the criteria were met, as demonstrated in the programme document and information provided by management and the programme team. The Panel recommend the **BA (Hons) English and Media Studies** for Validation with no conditions and some recommendations.

### 3.2 Embedded Programme

N/A

### 3.3 Summary of Recommended Special Conditions of Validation

There were no conditions

### 3.4 Summary of Recommendations to the Provider

#### 3.4.1 Recommendation #1

The Programme Validation Panel recommended the Programme Team make applicable updates to clarify the rationale and core values of the programme more clearly in the programme document.

#### 3.4.2 Recommendation #2

The Programme Validation Panel overall suggested some additional reviewing and proofing of the programme document. They also suggested that the detail included in the document adequately captures the richness of information, which can then be used for descriptors for inclusion in marketing documentation and student handbook information.

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### **3.4.3 Recommendation #3**

Consider creating a mental matrix of how all modules are connected and interact, which would be beneficial for students and staff.

### **3.4.4 Recommendation #4**

Consider, as the programme develops, incorporating more elective modules and introducing them earlier in the programme, in Year 2 rather than Year 3.

### **3.4.5 Recommendation #5**

The Programme Validation Panel also suggested addressing the uneven processes of distribution of feedback issued to students following first term assessment, specifically for exams.

### **3.4.6 Recommendation #6**

Reconsider the balance of continuous assessments and exams and the types of assessment used to ensure they are suitably varied across the programme.

## **3.5 Summary of Commendations to the Provider**

### **3.5.1 Commendation #1**

The Programme Team were commended for their honesty and consideration in making tough decisions when examining a previous iteration of this programme and considerations when developing this programme in a sustainable way.

### **3.5.2 Commendation #2**

The Panel commended the Programme Team on positively capitalising on smaller class sizes and on differentiating from UCD and noted there were good unique selling points this programme offers students.

### **3.5.3 Commendation #3**

The Programme Validation Team noted the richness of the programme and the good variety of modules included in the curriculum.

### **3.5.4 Commendation #4**

It was noted by the Programme Validation Panel that this programme brings together themes of Media and Literature in an informed way, which effectively facilitates the crossing of two different subject areas.

### **3.5.5 Commendation #5**

The Programme Validation Panel commended the implementation of retention week.

### **3.5.6 Commendation #6**

The Programme Validation Panel commended the cross-faculty connections and use of shared modules across programmes.

### **3.5.7 Commendation #7**

The Programme Validation Panel commended using Critical Theory to provide the glue to bind the programme together.

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#### 4 Signature of Chairperson

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

Panel Chairperson Name	Sheila Flanagan
Panel Chairperson Signature	<i>Sheila Flanagan</i> Sheila Flanagan (Jun 22, 2023 15:13 GMT+1)
Date	Jun 22, 2023

#### 5 Disclaimer

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

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**Programme Validation Report –  
Faculty Response**

**FACULTY OF ENTERPRISE AND HUMANITIES**

**RESPONSE TO**

**PROGRAMME VALIDATION REPORT**

**DL849 BA English and Media studies  
3-year Level 8 Hons Degree**

To: Dr Andrew Power, Registrar  
From: Dr Josephine Browne, Head of Faculty  
Date: September 22, 2023

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## **CONDITIONS**

There were no conditions.

## **RECOMMENDATIONS**

There were 6 recommendations. The response of the Faculty of Enterprise and Humanities to each recommendation is set out below.

### **Recommendation No.1**

The Programme Validation Panel recommended the Programme Team make applicable updates to clarify the rationale and core values of the programme more clearly in the programme document.

#### **Faculty response**

The Faculty welcomes this recommendation. A review of this is being undertaken. An expanded programme briefing document, that clarifies these points. This will then be incorporated into the programme document and noted at the Programme Validation Committee, and Academic Council.

### **Recommendation No.2**

The Programme Validation Panel overall suggested some additional reviewing and proofing of the programme document. They also suggested that the detail included in the document adequately captures the richness of information, which can then be used for descriptors for inclusion in marketing documentation and student handbook information.

#### **Faculty Response**

The Faculty welcomes this recommendation. A review of this is being undertaken. A schedule of assignments and an expanded module and programme briefing document, that details the individual modules and their assessments, has been developed to address this and will be supplied to students. This will then be incorporated into the programme document and noted at the Programme Validation Committee, and Academic Council.

### **Recommendation No.3**

Consider creating a mental matrix of how all modules are connected and interact, which would be beneficial for students and staff.

#### **Faculty Response**

As above the Faculty welcomes this recommendation. A schedule of assignments and an expanded module briefing document, that details the individual modules and their assessments, has been developed to address this and will be supplied to students. This will then be incorporated into the programme document and noted at the Programme Validation

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Committee, and Academic Council. The format will be considered by the Faculty and a mental matrix model will be considered.

## **Recommendation No. 4**

Consider, as the programme develops, incorporating more elective modules and introducing them earlier in the programme, in Year 2 rather than Year 3.

### **Faculty Response**

The Faculty welcomes this recommendation. This will be reviewed and considered via the PVC and programmatic cycle in 2023-24 and 2024-25. The Faculty will investigate elective models and modules but in a smaller institution the provision of electives does depend on sustainable and rational unit cost models. Mechanisms to make this possible may include the expansion of current module sharing and cross programme structures.

## **Recommendation No. 5**

The Programme Validation Panel also suggested addressing the uneven processes of distribution of feedback issued to students following first term assessment, specifically for exams.

### **Faculty Response**

The Faculty welcomes this recommendation. Return of official Exams results from Christmas is outside the Department of Faculty's remit and control. But the Faculty would welcome a system whereby official exams results from the Christmas period could be feedback to students before June.

## **Recommendation No. 6**

Reconsider the balance of continuous assessments and exams and the types of assessment used to ensure they are suitably varied across the programme.

### **Faculty Response**

A review of this is underway to balance the assessment load and reduce the number of exams.

## **Commendations**

The Faculty notes the commendations and thanks the panel for their thorough input and review.