

# Programme Validation Report

**Faculty of Enterprise and Humanities  
Department of Entrepreneurship**

**Programme Validation Report for:**

**BBus (Hons) in Business + Psychology**

[Level 8, 240 ECTS]

**Embedded Programmes:**

**Bachelor of Business in Business +  
Psychology**

[Level 7, 180 ECTS, exit award]

**Higher Certificate in Business in Business +  
Psychology**

[Level 6, 120 ECTS, exit award]

**Stand-alone Module Leading to a Minor Award**

**N/A**

**Date of Panel: 10 December 2024**

**Date of Report: 8 January 2025**

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## Part 1 Introduction

### 1.1 Evaluators

Name	Role	Affiliation
Dr Yvonne Kavanagh	Chairperson	Director of Engineering Research & Innovation, SETU
Ms Fardus Sultan	Academic Expert	Digital Marketing Programmes Coordinator & Lecturer, Technological University Dublin
Mr Ger Corbett	Industry Expert	CEO, Sandyford Business District
Ms Deirdre Hanamy	FE Representative	Retired Principal of Blackrock Further Education Institute (BFEI)

## 1.2 Overall Recommendations

<b>Provider Name</b>	Dun Laoghaire Institute of Art, Design + Technology (IADT)
<b>Date of Panel</b>	10 December 2024
<b>Date of Report</b>	8 January 2025

<b>Principal Programme</b>	<b>Title</b>	<b>Bachelor of Business (Hons) in Business + Psychology (L8)</b>
	<b>Award</b>	Bachelor of Business (Honours)
	<b>Credit</b>	240 ECTS
	<b>ISCED Code</b>	041
	<b>Recommendation</b> Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory, subject to recommendations
<b>Embedded Award (1)</b>	<b>Title</b>	<b>Bachelor of Business in Business + Psychology (L7)</b>
	<b>Award</b>	Bachelor of Business
	<b>Credit</b>	180 ECTS
	<b>ISCED Code</b>	041
	<b>Recommendation</b> Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	As with Principal Programme
<b>Embedded Award (2)</b>	<b>Title</b>	<b>Higher Certificate in Business in Business + Psychology (L6)</b>
	<b>Award</b>	Higher Certificate
	<b>Credit</b>	120 ECTS
	<b>ISCED Code</b>	041
	<b>Recommendation</b> Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	As with Principal Programme

### 1.3 Principal Programme:

#### Title: Master of Arts in European Film Heritage, History and Cultures (FilmMemory)

Names of Centres where the programmes are to be provided	Maximum Number of Learners (per centre)	Minimum Number of Learners
Dun Laoghaire Institute of Art, Design + Technology (IADT) (years 3 and 4)	45	24
Bray Institute of Further Education (BIFE) [Kildare Wicklow ETB] [years 1 and 2]	15	8
Ballyfermot College of Further Education (BCFE) [City of Dublin ETB]. [years 1 and 2]	15	8
City of Dublin FET College Central Campus, Ballsbridge [City of Dublin ETB] [years 1 and 2]	15	8

<b>Enrolment Interval (normally 5 years)</b>	<b>Date of First Intake</b>	September 2025
	<b>Date of Last Intake</b>	September 2029
<b>Maximum number of annual intakes</b>	1	
<b>Maximum total number of learners per intake</b>	45	
<b>Programme duration</b>	4 Years	
<b>Target learner groups</b>	<p><b>This programme is for learners who</b> possess the following characteristics:</p> <p>As a novel tertiary pathway, this will establish a new pipeline of applicants in both FE and HE. The expectation is that this will be a popular route, particularly for ‘non-traditional’ / non-CAO applicants. The goal is to provide a route for learners who would otherwise not find their way onto a third-level programme. The planned intake is 15 learners per FE college (from BIFE, BCFE and City of Dublin) leading to a potential total cohort of max. 45 learners in IADT.</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>	<p>Classroom, lab-based, workshops, project work, placement opportunities, independent learning and online learning. Online learning will be used both as a delivery mode in its own right and to support face-to-face delivery (i.e. blended learning).</p>	
<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>	<p>The Bachelor of Business in Business+ Psychology is a practical, taught programme offered by the Institute of Art, Design &amp; Technology (IADT) in collaboration with City of Dublin ETB and Kildare Wicklow ETB. It is delivered full-time over 4 years. As a novel tertiary programme, the programme structure (see below) will see learners primarily based in BIFE, BCFE or Ballsbridge in years 1 + 2 and IADT in years 3 + 4.</p> <p>This programme aims to equip learners with the advanced critical, analytical and operational knowledge, skills, and competencies required for work in a variety of different roles where business and psychology intersect.</p>	

	<p>Full-time teaching staff and tutors will directly supervise and mentor learners 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 delivered by academic staff tutors.</p> <p>Professional pathways leading from the Bachelor of Business (Hons) in Business + Psychology programme exist in business, the social economy, service industries as well as in the broader media and culture research and academic sectors.</p> <p>Graduates will have a wide range of career opportunities in various fields related to business and organisational contexts. Some of the common career paths for graduates of this degree may include:</p> <ul style="list-style-type: none"> <li>• Market Research Analyst</li> <li>• Management</li> <li>• HRM specialist</li> <li>• Marketing / Digital Marketing</li> <li>• Business consultancy</li> <li>• Employee Training and Development Specialist</li> <li>• Consumer Behaviour Analyst</li> <li>• Organisational Development Consultant</li> <li>• Social Entrepreneurship</li> </ul> <p>Overall, graduates with a degree in Business and Psychology have a wide range of career opportunities in various fields related to business development. The needs and trends of business is constantly evolving, and there is a high demand for skilled professionals with people, business, organisational and research skills.</p>	
Summary of specifications for teaching staff	<b>WTE<sup>1</sup></b>	<b>Qualifications and Experience</b>
	2	Qualified to at least Level 9 in Business or Psychology or a cognate discipline OR a minimum of 5 years' experience specialising in related fields in a professional capacity. Must include advanced research supervision experience at Level 8 or above.
	3	Qualified to at least Level 8 in Business or Psychology or a cognate discipline OR a minimum of 5 years' experience specialising in related fields in a professional capacity.
Summary of specifications for the ratio of learners to teaching staff	<b>Staff to Learner Ratio</b>	<b>Learning Activity Type</b>
	1:40	Lectures
	1:20	Seminars/workshops/Demonstrations

<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.

## 1.4 Stand-alone Module(s) Leading to a Minor Award

N/A

## 1.5 Embedded Programme(s)

<b>Bachelor of Business in Business + Psychology [Level 7 Exit Award]</b>	
Award	Bachelor of Business
Programme	Bachelor of Business in Business + Psychology
NFQ Level	7
ECTS Credits	180
Duration	3 Years
Requirement	Successful completion of stages 1-3 from BBus (Hons) in Business + Psychology
Description	<p>In exceptional circumstances, a learner may request to formally exit from a programme prior to its completion.</p> <p>Learners who have successfully completed the first 180 credits of the programme (Stages 1 -3) may exit the Bachelor of Business (Hons) programme and apply for a Level 7, Bachelor of Business in Business + Psychology.</p> <p>A learner 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.</p>
Rationale	<p>The rationale for this programme is limited to those learners who will need to exit at the end of year 3 due to extenuating circumstances.</p> <p>An award such as this will provide the learner with the basis for a career in the screen arts as described below.</p>
Candidate Profile	Learners on the on the L8 degree programme who have completed the first 3 stages of the programme.
Graduate Pathways	<p>The level 7 award may be a gateway to further education at a point in the future. Level 7 graduates may wish to apply for advanced entry to a level 8 programme in a cognate discipline. Level 7 graduates with appropriate experience may apply for entry to a Master's programme via a Recognition of Prior Learning pathway.</p> <p>The level 7 award may also provide a route into employment – for example, to entry level business roles.</p>

<b>Higher Certificate in Business in Business + Psychology</b>	
Award	Higher Certificate
Programme	Higher Certificate in Business in Business + Psychology
NFQ Level	6
ECTS Credits	120
Duration	2 Years
Requirement	Successful completion of stages 1-2 from BBus (Hons) in Business + Psychology
Description	<p>In exceptional circumstances, a learner may request to formally exit from a programme prior to its completion.</p> <p>Learners who have successfully completed the first 120 credits of the programme (Stages 1 -2) may exit the Bachelor of Business (Hons) programme and apply for a Level 6, Higher Certificate in Business in Business + Psychology.</p> <p>A learner 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.</p>
Rationale	<p>The rationale for this programme is limited to those learners who will need to exit at the end of year 2 due to extenuating circumstances.</p> <p>An award such as this will provide the learner with the basis for a career in the screen arts as described below.</p>
Candidate Profile	Learners on the Level 8 degree programme who have completed the first 2 stages of the programme.
Graduate Pathways	The level 6 award may be a gateway to further education at a point in the future. Level 6 graduates may wish to apply for advanced entry to a level 7 or 8 programme in a cognate discipline. Level 6 graduates with significant additional experience may apply for entry to a Masters programme via a Recognition of Prior Learning pathway. The level 6 award may also provide a route into employment – for example, to entry level business roles.

## 1.6 Programmes being replaced

N/A



## Part 2 Evaluation against the Validation Criteria

The programme has been developed as part of the novel tertiary programmes initiative. This HEA/SOLAS initiative aims to create new pathways to tertiary education with learners beginning their studies in a Further Education College before progressing directly to a Higher Education Institution. IADT has partnered with Kildare Wicklow ETB (KWETB) and City of Dublin ETB (CDETb) for the codesign, co-development and co-delivery of the **Bachelor of Business (Hons) in Business + Psychology**. Learners will complete years 1 and 2 in Ballyfermot College of Further Education (BCFE) [CITY OF DUBLIN ETB], Bray Institute of Further Education (BIFE) [KWETB] or Ballsbridge Institute of Further Education [CITY OF DUBLIN ETB] before progressing to IADT in years 3 and 4. There is a level of co-delivery in years 1 and 2, with IADT providing 15 credits.

The Programme Validation meeting was conducted online on Tuesday, 10 December 2024 using Microsoft TEAMS. The Programme Validation Panel met with the Vice President, Academic Affairs + Registrar, Head of Department of Entrepreneurship, Programme Chairs and members of Faculty from IADT and Representatives from the FE partner institutes.

The Programme Validation Panel members were issued with the proposed Programme Document before the meeting. This document presents a proposal for the validation of a Bachelor of Business (Hons) in Business + Psychology. The Panel considered and responded to the proposal, aligned with twelve Validation Criteria as outlined on the following pages. (Full descriptions of Criteria are available in Appendix 1).

## 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 (SI 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>Following a review of the documentation provided and presentations and discussions with IADT Management and representatives from the Programme Development Team, the Programme Validation 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>Bachelor of Business (Hons) in Business + Psychology</b>.</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 document sets out the rationale for this programme being a Level 8 Honours Degree. The core knowledge skills and competencies for Level 8 of the National Framework of Qualifications (NFQ) and Level 6 of the European Qualifications Framework (EQF) and are aligned with the appropriate discipline Award Standards (Business).</p> <p>Having considered and discussed the objectives and outcomes of the programme 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 awards 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>The Programme Document represents the views of all relevant stakeholders, and the Faculty, Department and Programme Team developed the programme and learning outcomes informed by research, surveys, and benchmarking against similar programmes, nationally and internationally. The programme's learning outcomes and related module learning outcomes have been mapped against the QQI awards standards for Business.</p> <p>The Programme Validation Panel discussed with the Programme Team the rationale for this programme, and also their experience learned to date of running a collaborative tertiary programme. 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 #1:</b> The Panel commended the Programme Development Team on developing an innovative and interdisciplinary programme which is aligned to learner needs and industry requirements.</p> <p><b>Commendation #2:</b> The Panel commended the quality of the programme document, demonstrating a balance of business and psychology, incorporating practical learning and transversal skills with work placement and Erasmus opportunities.</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 considered this tertiary programme and noted the opportunities provided for non-CAO applicants. They enquired about Recognition of Prior Learning (RPL) options and processes. The Programme Validation Panel were satisfied overall that the programme's access, transfer and progression arrangements are satisfactory.</p> <p><b>Commendation #3:</b> The Panel commended the wide remit and overall structure of the programme, providing access for non-traditional applicants, as an alternative to the CAO pathway.</p> <p><b>Recommendation #1:</b> Articulate and document clearly the Recognition of Prior Learning (RPL) process for this programme, in addition to the IADT RPL Policy ensuring consistency for advanced entry across the partnership.</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 Programme Validation Panel reviewed the programme's written curriculum and discussed a number of the modules with the Programme Team and some suggestions to enhance and clarify the information included in the programme document and shared with students. Regarding reading lists, it was noted that textbooks listed are current and up to date, but specifying more references to journals would be beneficial.</p> <p>Overall, the members of the Panel were satisfied that the written curriculum is well structured but outlined a couple of recommendations to ensure it is fit for purpose.</p> <p><b>Recommendation #2:</b> The programme's curriculum descriptors should be amended to highlight how and where sustainability and digital skills are embedded.</p> <p><b>Recommendation #3:</b> Include all resources in the module descriptors, especially relevant peer-reviewed journals.</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>The Programme Validation Panel considered the information provided in the Programme Document and the CVs of the staff and they met with a number of the faculty on the Programme Team from all partner institutions. In relation to the information about staff in the document, they noted that some had Level 8 and some had Level 9 in their modules and recommended that this be clarified as required.</p> <p>The Programme Validation Panel was satisfied that sufficient qualified and capable programme staff are available to implement this programme as planned.</p> <p><b>Recommendation #4:</b> Ensure consistency in the documentation around the qualifications of the staff.</p>

## 2.7 Criterion 7

There are sufficient physical resources to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme document outlines the facilities and physical resources available on the IADT campus and FE locations. They were advised of the developments of the new Digital Media building on the IADT Campus, currently under construction (due to open January 2025). All students will have access to physical resources in IADT. The Panel discussed with the Programme Development Team indicative student numbers and room capacity size for year 3 and 4 located in IADT.</p> <p>The Programme Validation Panel were interested to learn more about the variety of physical resources across all locations. They were satisfied that sufficient physical resources will be available to implement this programme as planned.</p> <p><b>Recommendation 5:</b> Ensure there is appropriate room capacity in IADT for classes of 45 students.</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 learning environments support social, cultural, and intellectual development through engagement with their peers, lecturers and the wider community. The Programme Development Team noted that students will be registered as IADT students from first year, and therefore have access to all the services and learning supports available, in addition to those provided by the FE.</p> <p>The Programme Validation Panel were satisfied that the learning environment is consistent with the needs of the programme's learners.</p> <p><b>Recommendation #6:</b> Ensure students are aware of all resources, services and learning supports available to them and how to access them. Suggest this should be outlined in the programme handbook.</p>

## 2.9 Criterion 9

There are sound teaching and learning strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Learners are enabled to meet the Learning Outcomes using a diverse and blended set of Teaching Strategies. The Teaching strategies for this programme have been developed, giving consideration to the Signature Pedagogies of the Discipline, National Quality Framework, Learner needs, Academic standards, Industry / Professional requirements, and IADT's Teaching and Learning policy and guidelines.</p> <p>The Panel were cognisant that the BA (Hons) in Business and Psychology is an IADT Award and noted the importance of ensuring a consistent quality of delivery across all partners in alignment with the IADT Quality Framework.</p>

	<p>The Programme Validation Panel agreed that the teaching and learning strategies were sound and fit for purpose.</p> <p><b>Recommendation #7:</b> Put processes in place to ensure that the module delivery, the assessment schedule and procedures to include repeat options and the assignment briefs for all modules are consistent across the three FE Partners during the first and second year to ensure alignment with IADT Teaching and Learning Strategies and that there is sufficient consultation between all partners regarding this.</p>
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<b>2.10 Criterion 10</b> <b>There are sound assessment strategies</b>	
<b>Satisfactory</b> <b>(Yes, No,</b> <b>Partially)</b>	<b>Comment</b>
<b>Yes</b>	<p>The programme document outlines the programme assessment strategy and module assessment strategies. Programme assessment procedures are consistent with IADT's Quality Framework and Learning and Teaching Assessment Strategy, and related policies and procedures.</p> <p>The Panel discussed with the Programme Development Team the assessment strategy and explored the rationale for 100% Continuous Assessment, and how this will impact students and ensure academic integrity.</p> <p>The Programme Validation Panel considered the assessment strategies outlined in the programme documentation and, as discussed with the Programme Team, were satisfied overall. The Panel suggested some recommendations to clarify how the assessment strategies are documented and implemented.</p> <p><b>Recommendation #8:</b> Articulate how students are supported through the assessment cycle. Clearly articulate the repeat and appeal mechanisms.</p> <p><b>Recommendation #9:</b> The Programme Validation Panel recommended reviewing the assessment strategy for each module to incorporate/ specify commonality across all partners delivering them to ensure equity and consistency, and to amend modules' assessment techniques to incorporate some common examination.</p> <p><b>Recommendation #10:</b> Clearly articulate/document how group work is managed and assessed. Specify how each individual member of the groups' contribution is to be identified and assessed. Specify if Vivas are to be used and clearly articulate/document how and where these are incorporated.</p> <p><b>Recommendation #11:</b> Review the assessments in all modules to articulate/document the percentage breakdown of each constituent part.</p> <p><b>Recommendation #12:</b> The Panel recommended that the programme document be updated to clearly outline the common assessment schedule. Given the assessments are mainly continuous assessments, a structured review process is required to ensure timely management for successful completion. Also consider how cross modular assessment could be incorporated to address workload balance.</p>

## 2.11 Criterion 11

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel discussed various aspects of the student's expected experience and the supports and services available to them. They were particularly interested in exploring more about Erasmus opportunities and how work placements are managed. Also discussed were the importance of induction and integration of students between the FEs and IADT and the inclusion of students in classes and activities on the IADT campus during their first 2 years of studies.</p> <p>The Panel concurred that there are suitable arrangements in place to ensure learners are well informed, guided and cared for, and as discussed, they were satisfied with the mechanisms in place.</p> <p><b>Recommendation 13:</b> Clearly articulate in the documentation how work placement is managed and when and where the placement takes place (Semester 2, year 3). In addition, outline how the students are supported in preparation for work placement in Semester 1, year 3. Specify the minimum work placement required and alternatives.</p> <p><b>Recommendation 14:</b> Clearly articulate in documentation how Erasmus operates in the programme.</p>

## 2.12 Criterion 12

The programme is well-managed

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel considered the management of the programme with particular focus on the co-delivery of IADT and the partner FEs, including plans for meetings, ensuring consistency across the partners and aligning with QA. Following the review of the programme documentation and discussions with the Management and Programme Team members, the Programme Validation Panel were satisfied that the programme will be professionally managed.</p> <p><b>Commendation #4:</b> The Panel commended the partnership between IADT and the partner FE Colleges and their clear commitment to deliver this programme.</p>

## Part 3 Overall Recommendation

### 3.1 Principal Programme:

**MA in European Film Heritage, History and Cultures (FilmMemory)**

[NFQ Level 9 (EQF Level 7), 120 ECTS]

Select One	
<b>X</b>	<b>Satisfactory</b> (meaning that it recommends that IADT can be satisfied in the context of Unit 2.3 of <a href="#">Core Policies and Criteria for the Validation of Programmes of Education and Training</a> )
	<b>Satisfactory, subject to proposed special conditions;</b> 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 (Principal Programme)

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 were satisfied to recommend this programme, **Bachelor of Business (Hons) in Business + Psychology** for validation with 4 commendations and 14 recommendations as outlined below.



### 3.3 Summary of Recommended Special Conditions of Validation

N/A The were no conditions

### 3.4 Summary of Recommendations to the Provider

3.4.1 **Recommendation #1:** Articulate and document clearly the Recognition of Prior Learning (RPL) process for this programme, in addition to the IADT RPL Policy ensuring consistency for advanced entry across the partnership.

3.4.2 **Recommendation #2:** The programme's curriculum descriptors should be amended to highlight how and where sustainability and digital skills are embedded.

3.4.3 **Recommendation #3:** Include all resources in the module descriptors, especially relevant peer-reviewed journals.

3.4.4 **Recommendation #4:** Ensure consistency in the documentation around the qualifications of the staff.

3.4.5 **Recommendation #5:** Ensure there is appropriate room capacity in IADT for classes of 45 students.

3.4.6 **Recommendation #6:** Ensure students are aware of all resources, services and learning supports available to them and how to access them. Suggest this should be outlined in the programme handbook.

3.4.7 **Recommendation #7:** Put processes in place to ensure that the module delivery, the assessment schedule and procedures to include repeat options and the assignment briefs for all modules are consistent across the three FE Partners during the first and second year to ensure alignment with IADT Teaching and Learning Strategies and that there is sufficient consultation between all partners regarding this.

3.4.8 **Recommendation #8:** Articulate how students are supported through the assessment cycle. Clearly articulate the repeat and appeal mechanisms.

3.4.9 **Recommendation #9:** The Programme Validation Panel recommended reviewing the assessment strategy for each module to incorporate/ specify commonality across all partners delivering them to ensure equity and consistency, and to amend modules' assessment techniques to incorporate some common examination.

3.4.10 **Recommendation #10:** Clearly articulate/document how group work is managed and assessed. Specify how each individual member of the groups' contribution is to be identified and assessed. Specify if Vivas are to be used and clearly articulate/document how and where these are incorporated.

3.4.11 **Recommendation #11:** Review the assessments in all modules to articulate/document the percentage breakdown of each constituent part.

3.4.12 **Recommendation #12:** The Panel recommended that the programme document be updated to clearly outline the common assessment schedule. Given the assessments are mainly continuous assessments, a structured review process is required to ensure timely management for successful completion. Also consider how cross modular assessment could be incorporated to address workload balance.

3.4.13 **Recommendation #13:** Clearly articulate in the documentation how work placement is managed and when and where the placement takes place (Semester 2, year 3). In addition, outline how the students are supported in preparation for work placement in Semester 1, year 3. Specify the minimum work placement required and alternatives.

3.4.14 **Recommendation #14:** Clearly articulate in documentation how Erasmus operates in the programme.

### 3.5 Summary of Commendations to the Provider

3.5.1 **Commendation #1:** The Panel commended the Programme Development Team on developing an innovative and interdisciplinary programme which is aligned to learner needs and industry requirements.


3.5.2 **Commendation #2:** The Panel commended the quality of the programme document, demonstrating a balance of business and psychology, incorporating practical learning and transversal skills with work placement and Erasmus opportunities.

3.5.3 **Commendation #3:** The Panel commended the wide remit and overall structure of the programme, providing access for non-traditional applicants, as an alternative to the CAO pathway.

3.5.4 **Commendation #4:** The Panel commended the partnership between IADT and the partner FE Colleges and their clear commitment to deliver this programme.

### 3.6 Signature of Chairperson

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

Panel Chairperson Name	Yvonne Kavanagh
Panel Chairperson Signature	 <a href="#">Yvonne Kavanagh (Mar 5, 2025 16:43 GMT)</a>
Date	05/03/2025

### 3.7 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.

## Appendix 1: IADT Programme Validation Criteria – Full Descriptions

Criterion 1	
The provider is eligible to apply for validation of the programme	
a)	The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the Programme
b)	The application for validation is signed by the provider's Chief Executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed
c)	The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>2</sup>
Criterion 2	
The programme objectives and outcomes are clear and consistent with the QQI awards sought	
a)	The programme aims and objectives are expressed plainly
b)	A QQI award is specified for those who complete the programme
(i)	Where applicable, a QQI award is specified for each embedded programme
c)	There is a satisfactory rationale for the choice of QQI award(s)
d)	The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>
e)	The award title(s) is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements
f)	The programme title and any embedded programme titles are:
(i)	Consistent with the title of the QQI award sought
(ii)	Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders
g)	For each programme and embedded programme
(i)	The <b>minimum intended programme learning outcomes</b> and any other educational or training objectives of the programme are explicitly specified <sup>3</sup>
(ii)	The minimum intended programme learning outcomes to qualify for the QQI award sought are <b>consistent with</b> the relevant QQI awards standards
h)	Where applicable, the <b>minimum intended module-learning outcomes</b> are explicitly specified for each of the programme's modules.
i)	Any QQI minor awards sought for those who complete the modules are specified, where applicable.
(i)	For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards. <sup>4</sup>

<sup>2</sup> This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

<sup>3</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>4</sup> Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

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)	
a)	The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives. <sup>5</sup>
b)	The interpretation of awards standards has been adequately informed and researched. Considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes:
(i)	There is a satisfactory rationale for providing the programme
(ii)	The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find
(iii)	There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies)
(iv)	There is evidence <sup>6</sup> of learner demand for the programme.
(v)	There is evidence of employment opportunities for graduates where relevant <sup>7</sup>
(vi)	The programme meets genuine education and training needs <sup>8</sup>
c)	There are mechanisms to keep the programme updated in consultation with internal and external stakeholders
d)	Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented
e)	The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications

<sup>5</sup> Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

<sup>6</sup> This might be predictive or indirect.

<sup>7</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>8</sup> There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

Criterion 4	
The programme's access, transfer and progression arrangements are satisfactory	
a)	The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in IADT's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied <sup>9</sup>
b)	Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats
c)	If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR <sup>10</sup> ) in order to enable learners to reach the required standard for the QQI award.
d)	The programme specifies the learning (knowledge, skill and competence) that <b>target learners</b> are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
e)	The programme includes suitable procedures and criteria for the <b>recognition of prior learning</b> for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
f)	The programme title (the title used to refer to the programme):
(i)	Reflects the core <i>intended programme learning outcomes</i> , and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es)
(ii)	Is learner focused and meaningful to the learners
(iii)	Has long-lasting significance
g)	The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

<sup>9</sup> Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further, higher education, and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

<sup>10</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

Criterion 5	
The programme's written curriculum is well structured and fit-for-purpose	
a)	The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions
b)	In so far as it is feasible, the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs
c)	Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes
d)	The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff
e)	The programme is structured and scheduled realistically based on sound educational and training principles <sup>11</sup>
f)	The curriculum is comprehensively and systematically documented
g)	The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes
h)	The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes
i)	Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements
j)	The programme <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation <sup>12</sup>

Criterion 6	
There are sufficient qualified and capable programme staff available to implement the programme as planned	
a)	The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion (12(c))
b)	The programme has an identified complement of staff <sup>13</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments
c)	The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
d)	There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development <sup>14</sup> opportunities <sup>15</sup> .
e)	There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
f)	Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

<sup>11</sup> This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

<sup>12</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

<sup>13</sup> Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

<sup>14</sup> Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

<sup>15</sup> Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

<b>Criterion 7</b>	
<b>There are sufficient physical resources to implement the programme as planned</b>	
a)	The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (criterion 12(d)).
b)	The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
	(i) Suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
	(ii) Suitable information technology and resources (including educational technology and any virtual learning environments provided)
	(iii) Printed and electronic material (including software) for teaching, learning and assessment
	(iv) Suitable specialist equipment (e.g. laboratory, workshop, studio) – if applicable
	(v) Technical support
	(vi) Administrative support
	(vii) Company placements/internships – if applicable
c)	If versions of the programme are provided in parallel, at more than one location, each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment)
d)	There is a five-year plan for the programme. It should address:
	(i) Planned intake (first five years) and
	(ii) The total costs and income over the five years based on the planned intake
e)	The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required

<b>Criterion 8</b>	
<b>The learning environment is consistent with the needs of the programme's learners</b>	
a)	The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes
b)	Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors
c)	The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace



Criterion 9	
There are sound teaching and learning strategies	
a)	The teaching strategies support achievement of the intended programme/module learning outcomes
b)	The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes
c)	The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload)
d)	Learning is monitored/supervised
e)	Individualised guidance, support <sup>16</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme
Criterion 10	
There are sound assessment strategies	
a)	All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards <sup>17</sup>
b)	The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures
c)	The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme <sup>18</sup>
d)	The programme includes formative assessment to support learning
e)	There is a satisfactory written <a href="#">programme assessment strategy</a> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules <sup>19</sup>
f)	Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable
g)	There are sound procedures for the moderation of summative assessment results
h)	The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award <sup>20</sup>

<sup>16</sup> Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

<sup>17</sup> See the section on transitional arrangements.

<sup>18</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>19</sup> The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

<sup>20</sup> If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

Criterion 11	
Learners enrolled on the programme are well informed, guided and cared for	
a)	There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments
b)	Information is provided about learner supports that are available to learners enrolled on the programme
c)	Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures
d)	If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways
e)	The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities
f)	There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it
g)	The programme provides supports for enrolled learners who have special education and training needs
h)	The programme makes reasonable accommodations for learners with disabilities <sup>21</sup>
i)	If the programme aims to enrol international students, it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> <sup>22</sup> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme
j)	The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations)

Criterion 12	
The programme is well managed	
a)	The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
b)	The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
c)	There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
d)	There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
e)	Quality assurance <sup>23</sup> is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
f)	The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
g)	The programme operation and management arrangements are coherently documented and suitable.
h)	There are sound procedures for interface with QQI certification.

<sup>21</sup> For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

<sup>22</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

<sup>23</sup> See also QQI's Policy on Monitoring (QQI, 2014)

Faculty of Enterprise and Humanities

# Response to Recommendations from the Programme Validation Report for the Bachelor of Business (Hon) Business + Psychology (Feb 2025)

Please note that all partners were consulted as part of this process.

**To: Dr Andrew Power**

**From: Dr Audrey Stenson, Acting Head of Department of Entrepreneurship**

**Date: 28th March 2025**

### 3.4 Summary of Recommendations to the Provider

#### 3.4.1 **Recommendation #1: Articulate and document clearly the Recognition of Prior Learning (RPL) process for this programme, in addition to the IADT RPL Policy ensuring consistency for advanced entry across the partnership.**

The programme team welcomes this recommendation. A review of the programme document conducted and changes were made to the RPL description to ensure consistency across all partners.

#### 3.4.2 **Recommendation #2: The programme's curriculum descriptors should be amended to highlight how and where sustainability and digital skills are embedded.**

The programme team welcomes this recommendation and reviewed all modules, programme learning outcomes and module learning outcomes. Changes were made to reflect this recommendation.

#### 3.4.3 **Recommendation #3: Include all resources in the module descriptors, especially relevant peer-reviewed journals.**

The programme team welcomes this recommendation. The reading lists in each module include references to books and/or peer-reviewed journals. It is expected that students will learn how to identify relevant journals for various disciplines during modules such as Research Methods. For some practical hands-on modules, such as Finance, Digital Skills, Practice of Selling, and Work Placement, there are no identified journals.

#### 3.4.4 **Recommendation #4: Ensure consistency in the documentation around the qualifications of the staff.**

The programme team welcomes this recommendation. All staff CVs have been reviewed to ensure that their areas of expertise are relevant to the programme and that their qualifications are clear. Specifications of qualifications and experience required of Staff have been reviewed in each module.

#### 3.4.5 **Recommendation 5: Ensure there is appropriate room capacity in IADT for classes of 45 students.**

The programme team welcomes this recommendation, due to the opening of the Digital Media Building, capacity in computer labs and classrooms for larger class sizes has increased. We also have capacity for 60 students in the flat classrooms in the Carraiglea Building.

#### 3.4.6 **Recommendation #6: Ensure students are aware of all resources, services and learning supports available to them and how to access them. Suggest this should be outlined in the programme handbook.**

The programme team welcomes this recommendation. We will ensure to provide this information to students in the programme handbook. The handbook will be given to students during induction in IADT – September 2025 and re-iterated annually at induction or during times when they will have lectures in IADT during the first two years.

#### 3.4.7 **Recommendation #7: Put processes in place to ensure that the module delivery, the assessment schedule and procedures to include repeat options and the assignment briefs for all modules are consistent across the three FE Partners during the first and second year to ensure alignment with IADT Teaching and Learning Strategies and that there is sufficient consultation between all partners regarding this.**

The programme team welcomes this recommendation. Programme team meetings across the partners are arranged to discuss assessment schedules, procedures, repeat mechanisms and CA briefs for the modules in stages 1 and 2. The partner agreement will form the basis of the

Programme Handbook that will be a point of reference for all partners. The programme document has been changed to reflect agreed repeat mechanisms for each module.

**3.4.8 Recommendation #8: Articulate how students are supported through the assessment cycle. Clearly articulate the repeat and appeal mechanisms.**

The programme team welcomes the recommendation. The fundamental principle of IADTs Marks & Standards policy is to define a fair and consistent marks and standards policy for the assessment of learners across all Programmes.

**3.4.9 Recommendation #9: The Programme Validation Panel recommended reviewing the assessment strategy for each module to incorporate/ specify commonality across all partners delivering them to ensure equity and consistency, and to amend modules' assessment techniques to incorporate some common examination.**

The programme team welcomes this recommendation. In order to stay up to date with real-world challenges and opportunities and respond to this change in a dynamic fashion, the CA briefs and assessment strategies will be made available to teaching teams via a programme handbook before teaching commences in September 2025.

**3.4.10 Recommendation #10: Clearly articulate/document how group work is managed and assessed. Specify how each individual member of the groups' contribution is to be identified and assessed. Specify if Vivas are to be used and clearly articulate/document how and where these are incorporated.**

The programme team welcomes this recommendation. While this is important information, it is not envisioned that this forms part of the overall programme document but instead forms part of the Programme Handbook for all partners.

**3.4.11 Recommendation #11: Review the assessments in all modules to articulate/document the percentage breakdown of each constituent part.**

The programme team welcomes this recommendation, the breakdown of CAs will be contained within the Programme Handbook that will be agreed and shared among the partners.

**3.4.12 Recommendation #12: The Panel recommended that the programme document be updated to clearly outline the common assessment schedule. Given the assessments are mainly continuous assessments, a structured review process is required to ensure timely management for successful completion. Also consider how cross modular assessment could be incorporated to address workload balance.**

The programme team welcomes this recommendation. The breakdown of CAs will be contained within the Programme Handbook that will be agreed and shared among the partners. The common assessment schedule and any references to cross-modular assessment will form part of the Programme Handbook and it will be in the student induction pack in September.

**3.4.13 Recommendation 13: Clearly articulate in the documentation how work placement is managed and when and where the placement takes place (Semester 2, stage 3). In addition, outline how the students are supported in preparation for work placement in Semester 1, stage 3. Specify the minimum work placement required and alternatives.**

The programme team welcome this recommendation. The programme document was reviewed and changes are made to the relevant sections.

**3.4.14 Recommendation 14: Clearly articulate in documentation how Erasmus operates in the programme.**

The programme team welcomes this recommendation. The programme document was reviewed and changes were made to the relevant sections.