

Quality at

Dun Laoghaire Institute of Art, Design and Technology

Template with some Sample information for the presentation of a New Programme

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Policy Author	Registrar
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Qualification Title¹

Programme Title	
Faculty/Department	
Panel Evaluation Date	
Academic Council Validation Date	
Policy Author	
Policy Owner	

¹ This document is broadly based on work undertaken in the Department of Technology and Psychology in preparation for the 2015 Programmatic Review, but it also draws on other texts.

Bachelor of

Master of

Faculty of XX
DATE

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Appendices Error! Bookmark not defined.

Appendix 1:	Examination Results 2010-2013	Error! Bookmark not defined.
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Introduction to Faculty/Department/School

Maximum 200 words

Overview of the Programme Documents

- **Part A is the programme self-study/self-evaluation**
 1. Programme Information & Description
 2. Stakeholder Feedback
 3. Systematic Analysis of Programme against Criteria
 4. Comparative benchmarking of the programme
 5. Confrontational SWOT analysis of data and information in sections 1, 2 and 3.
- **Part B is the Programme Handbook for validation and includes the Module/Unit Descriptors**
- **Part C is the Programme Assessment Strategy**

Following a decision to approve, and following any amendments which form part of a decision to approve, the **Student Programme Handbook** will be formed from Part A 1, a final Part B and a final Part C.

Part A Programme Self-Study/Self-Evaluation

A1 Programme & Description

1 Programme Details

Programme Title	Bachelor/Master of
Number of Stages	
Framework Level	
Area of Specialisation	
Learning Modes Offered (Full-time/Part-time/Online/Blended, etc.)	

2 Overview of the Proposed Programme

Year	Programme Level	Number of Students	History of Programme
			Initial Validation

3 Rationale of the Programme

Maximum 300 words

Address amongst other factors

Regional needs

Employment opportunities

Transferrable Skills

- 5 *Indicate the Unique Features of the Programme*
- 6 *Indicate any Professional Accreditation of the Programme*
- 7 *Learner Support and Learner-Centredness Methodologies*

A2 Feedback from Stakeholders: Collection of information

1 *Stakeholder identification & Feedback Processes*

Describe how stakeholders were identified and prioritized. Describe the engagement strategy, its objectives, and scope.

Feedback was collected from the lecturing staff, students, graduates, employers and other stakeholders. **The process used was.....**

2 *Student Profile and Student Feedback on the Proposed Programme*

3 *Proposed Graduate Profile on the Proposed Programme*

Proposed Graduate Employment – General

Graduate employment – Specific

Further study Options

4 *Employer Profile and Employer Feedback on the Proposed Programme*

5 *Other Stakeholder Feedback on Programme:*

E.g. Any feedback from External Examiners on other programmes which may be of relevance

A3 Systematic Analysis of the Data/Information Against Criteria²

[Mission alignment/Viability/Stakeholder Engagement/Standards/Learning Environment]

Interrogating the Data to answer detailed questions about the Study Programme

[Answer each question in no more than 20 words. Provide evidence, and indicate how the answer has been obtained. You may wish to refer to part B of the document – the programme detail]

- a. Does the programme map to the HEI mission and strategy?
- b. Does the programme map to the Faculty/Department mission?
- c. Has the regional and national contexts been considered, how?
- d. What research has been conducted for the provision of this study programme in the area in which it is to be provided?
- e. Can the HEI demonstrate that the proposed study programme compares favourably with other programmes already in place?
- f. Where the HEI is either part of the public service or its study programme is publicly funded, can it demonstrate that in developing the study programme it has given due regard to relevant public policy?
- g. Does the HEI have a viable delivery/business-plan for study programme? *(This is important for several reasons. For example if the study programme assumes a certain cohort size it may not function as planned if either insufficient or excessive numbers are recruited.)*
- h. Does the HEI have satisfactory contingency arrangements for adapting to changing circumstances or coping with failure of the study programme (having due regard for the interests of learners)?
- i. Is the study programme as a process and the intended study programme learning outcomes adequately informed by the views of appropriate stakeholders such as

² Draws on 2013 QQI Validation documentation

learners, graduates, lecturers, employers, relevant advisory bodies, social and community representatives?

- j. Has the Outcome Standard been established?
- k. Are the minimum intended study programme learning outcomes consistent with any relevant subject/field standards and any National Qualifications Framework or the Dublin Descriptors?
- l. Do the intended learning outcomes of the study programme correspond with the descriptions of Bachelor/Master level in the NQF or in the Dublin Descriptors?
- m. What evidence is there that the minimum intended study programme learning outcomes are consistent with any applicable subject/field standard and any relevant National Qualifications Framework, or in the absence of a NFQ the Dublin Descriptors?
- n. Has an entry standard been established? Is the prerequisite learning for participation in the study programme and any other relevant assumptions relating to the study programme's prospective learners are made explicit.
- o. Are the entry requirements for this study programme clear and in keeping with national norms?
- p. Since standards are cumulative (i.e. one must have level x outcomes in order to progress to level x + 1 outcomes), can it be clearly demonstrated that the study programme's prerequisite learning specification includes the knowledge, skill and competence specified at lower Framework levels?
- q. Do the intended learning outcomes emphasise *profound learning* outcomes much more than *transient learning* outcomes? (*Transient learning outcomes are those which are relatively easily acquired and date more quickly. An example of this kind of learning might be skill in the use of a particular software package—one learns how to operate the software without much concern about why the user interface is the way it is or about the underpinning algorithms or data structures. Profound learning takes longer to acquire and dates more slowly if at all—it changes a person significantly. Examples of this include learning to speak a modern language, to play a musical instrument or to be proficient in mathematical methods. This perspective is only an approximation but can be a useful alternative way of thinking about kinds of learning and approaches to learning.*)

- r. Do the intended learning outcomes correspond with national legislation and international recommendations?
- s. Have the study programme learning outcomes been specified describing what a student **will know** and **be able to do** at the end of the programme? Is this language and verb use precise and concise? Have the programme learning outcomes been limited to as few as reasonably possible, ideally no more than 12, and are they articulated in broad terms?
- t. Have the study programme's Module/Unit learning outcomes been specified describing what a student **will know** and **be able to do** at the end of the Module/Unit or of a unit? Is this language and verb use precise and concise?
- u. Are the intended learning outcomes (at both programme and Module/Unit level) appropriate to the intended professional field (work field) of a graduate of this study programme?
- v. Do the study programme learning outcomes correspond appropriately to the type (academic, vocational, professional) of qualification and the demands specific for the domain?
- w. Do the learning outcomes of the study programme correspond with the standards implicitly set by professional colleagues, both nationally and internationally, and by members of the relevant domain's community of practice?
- x. Do the learning outcomes correspond with the needs of a beginning professional in the particular discipline?

A study **programme is a process** which enables prospective learners to attain specified minimum intended study programme learning outcomes reliably and efficiently in terms of learner effort via:

The study environment
 The mode of learning
 Staff support provided
 Intended workload
 Resources provided
 And
 Assessment of intended learning outcomes

Therefore, answer and provide evidence

- a. Has careful attention been paid to curriculum and study programme design and content?
- b. Are the learning outcomes at study programme level underpinned by learning outcomes at Module/Unit level or programme unit level?
- c. Has the study programme has been developed so that the study programme learning outcomes are visibly mapped to specific modules or programme units.
- d. What evidence is there that the target/prospective learners may achieve the intended study programme learning outcomes?
- e. Is the study programme's strategy for enabling learners to move from the minimum access standard to the minimum intended study programme learning outcome explicit, realistic and viable?
- f. Is the study programme's content and learning environment appropriate to the study programme's intended learning outcomes? Specifically
 - i. Are the study programme's staff (assessors, teachers, etc.) as a group must be competent to enable learners to develop (achieve) the intended study programme learning outcomes and to assess learners' achievements and expert in their respective disciplines?
 - ii. Are the staff members who are to provide both academic and administrative support for the provision of this study programme familiar with any national standards?
 - iii. What training/induction has been provided for these staff members?
 - iv. What are their precise roles and responsibilities?
 - v. Are the nominated persons competent to fulfil their roles?
- g. Is the study programme's learning environment (physical, social, and intellectual and recognising that the environment may be virtual) consistent with the intended study programme learning outcomes? Consider
 - i. its resources, such as libraries and online databases and physical resources, such as laboratories, equipment, study areas and studios;
 - ii. human resources, such as tutors, counsellors, advisors and peers where applicable
 - iii. other supports
- h. How are learners to be represented in both the programme development and subsequent programme provision, and how is feedback obtained?
- i. Is the study programme content including reading lists, lecture notes, and any other material used by the study programme appropriate?

- j. Does the study programme make reasonable accommodation for people with disabilities?
- k. Does the study programme *involve* authentic learning opportunities to enable the achievement of the intended study programme learning outcomes?
- l. Is the study programme to be provided in a way that its intended learning outcomes can be reliably and efficiently attained by the learners?
- m. Is it reasonable to expect that all learners who are judged qualified to access this particular study programme should be able to graduate from it subject to their making a reasonable effort and complying with the study programme's conditions?
- n. In the case of a modular study programme the pool of modules and learning pathway constraints should be explicit and appropriate in light of the intended study programme learning outcomes. Are there effective guidance services for learners on the selection of appropriate learning pathways?
- o. Does the study programme compare well against benchmarks (where appropriate)?
- p. Has clear information been prepared for students on the intended learning outcomes of all modules, content, study and learning methodology, assessment, credits, learning materials, etc. presented in a clear study programme handbook (see model provided) or ECTS Module/Units' description files?
- q. Is the proposed public information about the study programme as well as its procedures consistent with national policies?
- r. Is there clear information about career opportunities arising from the study programme? (E.g. The presentation of the study programme should not lead learners to presume that successful completion of the study programme will entitle them to enter a particular profession or progress to another study programme unless this is actually the case. If, for example, the study programme is designed to meet the educational requirements of a regulated profession or recognised professional body this should be stated explicitly.)
- s. Are the study programme's use of ECTS or other Credit systems according to the ECTS handbook?
- t. Has student workload been considered carefully and realistic credit assigned? (E.g. *using the Gonzalez & Wagenaar Tuning documents or other such models.*)
- u. Is there clear guidance on the recognition of prior learning (RPL)?
- v. Are Credit and RPL provisions consistent with any national policy on these areas?

- w. Does the study programme meet genuine education and training needs?
- x. Does the HEI have evidence that the study programme meets the proposed target learners' education and training needs?
- y. Has the mode of learning – distance, electronic, part-time, full-time, blended, etc. been clearly stated and is it appropriate to the cohort of intended participants and the intended learning outcomes.
- z. Is there recognition within the study programme team that a different mode of provision constitutes a different study programme, and each type of provision is unique?

And regarding Assessment

- a) Has a *study programme assessment strategy* been provided for the study programme as a whole and *Module/Unit assessment strategies* for each of its constituent modules?
- b) Are the study programme **and** Module/Unit assessment strategies (**for both formative and summative assessment**) both clear and appropriate? Do they provide for the verification of the attainment of the intended learning outcomes?
- c) Are all the study programme and Module/Units intended learning outcomes capable of being assessed?
- d) Has it been verified that there are no assessments being administered which do not map to a learning outcome?
- e) Where possible has it been determined that 'marks' are not allocated for attendance, or for the completion of units which do not align to the programme learning outcomes?
- f) Has it been verified that the Module/Unit learning outcomes map directly to the programme learning outcomes?
- g) Has it been verified that all programme learning outcomes are assessed and has it been identified where (in which Module/Unit(s)/unit(s)) they are assessed?
- h) Is there awareness of the spectrum of assessment methodologies and are they utilised as relevant to the programme?
- i) Are all assessments fair, valid, reliable and transparent? Does the assessment design process ensure valid assessment of the intended learning outcomes?

- j) Are assessment decisions in relation to design, development and variety made within a study programme context and focused on study programme learning outcomes?
- k) Is assessment for learning given emphasis in relation to assessment of learning?
- l) Can the assessment satisfactorily verify whether the students have realised the learning outcomes of the components of the curriculum in a way that is insightful for students?
- m) In respect of a master's study programme, is there a thesis in which the student shows analytical capacity or an independent problem-solving capacity at academic level?
- n) Are the study programme's procedures for assessment of learners consistent with any institutional or national assessment regulations?
- o) What arrangements are in place for External Examiners, where this model of monitoring is utilised, and what other mechanism is in place to monitor and review the maintenance of study programme standards?
- p) Are you confident that assessment tasks demand high standards of learning?
- q) Is assessment and feedback planned within and across programmes to ensure appropriate student preparation and practice before summative assessment takes place?
- r) Is there an emphasis on assessment for learning over systems focused on marks, grades and reliability?
- s) Is it evident in the study programme design that there understanding of the limitations of explicit assessment standards?
- t) Are students encouraged to participate in disciplinary communities – communities of practice?
- u) Is there an emphasis on building students' assessment literacy through a learning process in which they internalise, apply and reflect on assessment standards?
- v) Do local communities of practice play a role in facilitating collaboration about assessment standards?

- w) Are there appropriate student representation opportunities and student feed-back opportunities? Where the study programme is being provided in more than one location including another jurisdiction how is this managed?
- x) Have the specific needs of different modes of provision and types of higher education been considered, e.g. distance, part-time, online, professional, vocational, academic, etc.

A4 A Simple Comparative Benchmarking of the Study Programme

1 *Listing of Similar Programmes – National & International*

Institution	Programme Title	Number of students	Entry Requirements

2 *Distinctive Features of the Programme compared to other programmes*

2.1 *For Students*

2.2 *For the Institution*

2.3 *For the country/region*

2.4 *Where the Programmes sits within the Faculty*

3 Staff Profiles

3.1 Staff Profile

Indicative staff ³

Name of Staff Member	Highest level of Qualification	Has acted/is currently acting as:			Professional associations/ membership
		External Examiner (Year & Institution)	Validation Panel Member	External Consultant (Year & Organisation)	

3.2 Technical Staff

3.3 Programme Level Publications/Exhibition/Conferences

3.4 Programme Level Research & Industry Engagement, Collaborative Partnerships, Bids & Projects

³ For full staff details please consult staff CVs

A5 A Confrontational SWOT Analysis

There are many models to conduct a SWOT Analysis. One useful type is a “Confrontational SWOT analysis”, focussing on internal and external dimensions. It offers some insight into options around the programme which may be missed in more surface SWOTs.

- Analyse the information collected in the above sections (A1, A2, A3, A4) in a SWOT analysis of the programme in a confrontational matrix⁴
- Review feedback
- Evaluate stakeholder priorities
- Compare stakeholder priorities to those of the programme team
- Evaluate competing interests
- Decide what to include and what not to include in the SWOT and the Section D, Recommendations.

	External Opportunities (O) List 4-5 External Opportunities 1 2 3 4	External Threats (T) List 4-5 External Threats 1 2 3 4
Internal Strengths (S) List 4-5 Internal strengths 1 2 3 4	S-O “Max-Max” Strategy Strategies that use strengths to maximise opportunities	S-T “Max-Min” Strategy Strategies that use strengths to minimise threats
Internal Weaknesses (W) List 4-5 Internal Weaknesses 1 2 3 4	W-O “Min-Max” Strategy Strategies that minimise weaknesses by taking advantage of opportunities	W-T “Min-Min” Strategy Strategies that minimise weaknesses and avoid threats

⁴ <http://www.wikiswot.com/swot.htm>

A6 Recommendations and Changes Arising from the Analysis

1 Introduction

Ensure that stakeholders have been clearly identified and explain how their reasonable expectations and interests have been addressed.

Ensure that every unique feature has a traceable rationale that aligns to the criteria for the self-evaluation.

Current programme and modules

MODULE/UNIT OVERVIEW with credit weighting INSERT ALL

Stage	Core Modules	Research & Practice	Stream/Path 1 Options	Stream/Path 2 Options
1				
2				
3				
4				

4 *Alignment to/Response to HEI Priorities (Mission/Strategic Intent, etc.)*

4.1 *Work Placement/Industry/Community Engagement*

4.2 *Cross-HEI & Faculty Links*

4.3 *Supporting First Year Engagement*

4.4 *Entrepreneurship & Employability*

4.5 *Ensuring Accessibility and integrated learner supports*

4.6 *Ensuring exchange opportunities and that the programme responds to an international context*

5 *Alignment to/Response to Faculty Priorities*

5.1 *Adoption of FEH/ FACT Curriculum Structure*

5.2 *Using Technology for Teaching & Learning*

6 *Programme Aims & Learning Outcomes*

7 *Programme Learning, Teaching & Assessment Strategy*

Part B Programme

B1 Programme Summary

1.1 Programme Details

Programme Title	Bachelor/Master
Number of Stages	
NFQ Level	
Area of Specialisation	
Learning Modes Offered (Full-time/Part-time/ACCS)	Full – time

1.2 Entry Requirements:

B2 Programme Aims

The programme aims:

- To produce graduates in t
- To give students the transferable skills in research, analytical and critical reasoning, written and oral presentation skills, team work, and independent study appropriate to xxx degree graduate.
- To respond to the needs of the society through providing an education which emphasises

B3 Programme Learning Outcomes

On successful completion of this programme students will be able to:

- Demonstrate an in-depth knowledge and critical understanding of

- Distinguish between different perspectives by drawing on their knowledge of the discipline.
- Distinguish between quantitative and qualitative methods.
- Recognise the reciprocal relationship between theory and empirical evidence.
- Apply their knowledge and understanding of the xxx to real world situations.
- Practise a range of research skills and scientific methods for studying xxxxx , including those acquired as part of a piece of independent research in their final year.
- Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning.
- Develop the capacity for lifelong learning in xxxxxx and other disciplines.
- Utilise a range of tools and techniques for statistical analysis of data.
- Adhere to high standards of ethical and professional behaviour.
- Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas.

B4 Programme Learning Outcomes & Standards - INSERT STANDARD RELEVANT – Some sample text from Applied Psychology

Framework Descriptor	Programme Learning Outcomes On successful completion of the programme the student will be able to:	Suggested Teaching Strategies	Possible Assessment Strategies	Module/Unit(s)
Knowledge-Breadth An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	<ul style="list-style-type: none"> • Demonstrate an in-depth knowledge and critical understanding of psychology and its applications, (especially human-computer interaction) • Recognise the reciprocal relationship between theory and empirical evidence. 	<ul style="list-style-type: none"> • Lectures/tutorials about research in psychology including referencing • Observational studies • Experiential learning through using technology • Lectures about the main areas of interest to psychologists. • Seminars - staff and student led • Reading research 	<ul style="list-style-type: none"> • Psychological lab reports on observational studies • Essays on appropriate topics • Development and presentation of practical technology use e.g. blog, wiki, poster, presentation 	All modules
Knowledge-Kind Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)he	<ul style="list-style-type: none"> • Demonstrate an in-depth knowledge and critical understanding of psychology and its applications, (especially human-computer interaction) • Recognise the reciprocal relationship between theory and empirical evidence 	<ul style="list-style-type: none"> • Seminars - staff and student led • Problem-solving questions of Internet use • Observational studies of technology use • Reading research • Tasks in technology labs 	<ul style="list-style-type: none"> • Essays on appropriate topics • Reports, policy preparation for a specific brief • Development and presentation of scenarios of future technology use • Critiques of research literature 	All modules

	<ul style="list-style-type: none"> Distinguish between quantitative and qualitative methods 			
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Know-How & Skill-Range Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	<ul style="list-style-type: none"> • Distinguish between different perspectives by drawing on their knowledge of the discipline • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Practise a range of research skills and scientific methods for studying behaviour • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Utilise a range of tools and techniques for statistical analysis of data 	<ul style="list-style-type: none"> • Lectures/ • tutorials about research in psychology including referencing • Literature reviews • Doing psychological experiments • Designing experiments • Observational studies • Usability studies • Creating prototypes • Evaluating prototypes 	<ul style="list-style-type: none"> • Lab reports, • abstracts, posters, websites, wikis G, • Literature reviews • Research project • Assessment of project work and creation of prototypes. 	All modules
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	<ul style="list-style-type: none"> Distinguish between quantitative and qualitative methods 			
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Know-How & Skill-Selectivity Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes	<ul style="list-style-type: none"> • Distinguish between different perspectives by drawing on their knowledge of the discipline • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Practise a range of research skills and scientific methods for studying behaviour • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Utilise a range of tools and techniques for statistical analysis of data 	<ul style="list-style-type: none"> • Problem-solving • Workshops on technology and research • Designing and completing a research project • Creating prototypes • Evaluating prototypes 	<ul style="list-style-type: none"> • Reports, policy preparation for a specific brief • Research project • Development and presentation of scenarios of future technology use • Assessment of project work and creation of prototypes. 	All modules
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	<ul style="list-style-type: none"> • Distinguish between quantitative and qualitative methods • Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas 			
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<p>Competence-Context Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts</p>	<ul style="list-style-type: none"> • Distinguish between different perspectives by drawing on their knowledge of the discipline • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Practise a range of research skills and scientific methods for studying behaviour • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas. 	<ul style="list-style-type: none"> • Problem-solving questions of Internet use • Observational studies of technology use • Reading research • Given scenarios, analyse a situation and present a solution • Design experiments to test hypotheses • Apply theory to a known work or social context • Seminars • Reading research 	<ul style="list-style-type: none"> • Report, policy development appropriate to scenario • Presenting experimental designs • Development and presentation of scenarios of technology use • Essay/presentation/ blog/research report on practical context 	<ul style="list-style-type: none"> • Research Methods and Statistics • Major Research Project • IT Group Project/ IDEA Project • Web Applications Development • Learning and Instruction
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Competence-Role Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	<ul style="list-style-type: none"> • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Adhere to high standards of ethical and professional behaviour 	<ul style="list-style-type: none"> • Problem-solving questions of Internet use • Observational studies of technology use • Doing research e.g. surveys, focus groups • Developing and being responsible for a blog, discussion group, wiki. • Research project • Designing and completing a research project 	<ul style="list-style-type: none"> • Research reports • Peer and self-assessment of role competence at regular intervals 	<ul style="list-style-type: none"> • Research Methods and Statistics • Major Research Project • IT Group Project • Learning & Instruction
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<p>Competence-Learning to Learn</p> <p>Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically</p>	<ul style="list-style-type: none"> • Distinguish between different perspectives by drawing on their knowledge of the discipline • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Develop the capacity for lifelong learning in psychology and other disciplines • Adhere to high standards of ethical and professional behaviour • Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas 	<ul style="list-style-type: none"> • Problem-solving • Real life observation studies • Class wiki, web, blog to develop an online community of practice • Using appropriate online resources to work with other students, discussion forums, Wiki's etc. 	<ul style="list-style-type: none"> • Self and peer assessment of learning • Statement of learning and action plan for future learning 	<ul style="list-style-type: none"> • Research Methods and Statistics • Major Research Project • IT Project / Group Project • Learning & Instruction • Human Computer Interaction • Information Design & Multimedia • Software Development
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Competence-Insight Express a comprehensive, internalised, personal world view, manifesting solidarity with others	<ul style="list-style-type: none"> • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Adhere to high standards of ethical and professional behaviour • Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas 	<ul style="list-style-type: none"> • Problem-solving • Discussion topic/wiki - impact of cyberworld • Real life observation studies • Evaluation of cognate disciplines, themes e.g. mobile phones and cancer. • Class wiki, web, blog to develop an online community of practice 	<ul style="list-style-type: none"> • Reports, acceptable user policies • Self, peer and tutor assessment • Group presentation, creation of a website or Wiki 	<ul style="list-style-type: none"> • Research Methods and Statistics • Major Research Project • IT Group Project/IDEA project • Social Psychology
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B5 Learning, Teaching & Assessment Strategy

The programme learning teaching and assessment strategy embeds the three aims of the [Learning, Teaching and Assessment Strategy](#) in the programme:

- Developing knowledge, skills and competence
- Supporting student learning
- Preparing students for life after

The programme learning outcomes identify the knowledge, skills and competence required for a graduate. The programme learning outcomes have been aligned to the appropriate and the Learning, Teaching and Assessment Strategy aims to enable students to achieve these standards. Table XXX identifies a range of learning, teaching and assessment methods appropriate to the programme outcomes as well as indicating appropriate modules for their implementation. The programme team plans the teaching and learning and where possible integrates learning and assessment across modules.

The wide range of learning and teaching strategies enable students to develop a deep understanding of concepts, to develop problem-solving communication, project planning and implementation skills. There is individual and group work as appropriate. The overall structure of the programme and modules requires students to demonstrate increasing levels of autonomy and self-management.

Teaching approaches range from concept development through lectures and tutorials to exploring and solving problems. They include some of the following:

Lectures	Practicals	Projects	Tutorials	Seminars
Field Trips	Critiques	Case Studies	Visits	Demonstrations

Directed study in the classroom, studio and labs enables students to originate ideas and supports the development of a critical understanding of concepts and processes. The technical knowledge and skills appropriate to the programme are developed through practical work. Visiting lecturers are used appropriately to stimulate students and to enable them to experience exciting developments in the field.

Students learn how to use information resources, particularly how to reference using the referencing system particular to their own subject area. Students' skills in information retrieval, assimilation and presentation are developed and enhanced through directed research throughout the programmes. The HEI Library is an important learning resource for students throughout the programme. Students are encouraged to make full use of the library facilities for academic and practical research, reading and viewing, and internet support. Books, journals and electronic resources are available and the collection available for the programme is reviewed and updated on a regular basis.

This programme of directed research begins in first year, and culminates in the final year. The major project is the capstone of the programme and provides students with the experiences of independent project work supported by a supervisor.

All modules in the programme are supported by courses in the HEI's VLE. It is used to provide access to resources, both print and online, to enable the submission of assignments and to develop discussion and debate through discussion posts. This supports directed study at Module/Unit level and provides students with access to a wide range of resources to support their self-directed study.

The learning and teaching strategies aim to motivate learners and enable them to develop the self-management skills needed for the self-directed study aspect of the programme. Student self-directed study is a key element of the programme learning and teaching strategy. Self-directed study includes reading, researching,

doing continuous assessment assignments, particularly projects. It is guided by the programme and Module/Unit learning outcomes and supported by lecturers through reading lists, projects and aided by directed research.

Assessment

The programme minimum intended learning outcomes are matched to the appropriate standards. Assessment tasks are developed through constructive alignment of learning outcomes, learning and teaching strategies with assessment. Assessment procedures are fair, consistent and as far as possible valid and reliable and subject to regular review. CITE **Evidence**

Assessment tasks are developed for each Module/Unit of the programme and are accompanied by grading schemes and communicated to students appropriately. Integrated assignments that enable assessment across a number of modules are used, where feasible. Assessment tasks are a combination of group and individual work as appropriate.

Student feedback is essential for learning and is given in an on-going fashion in class, through the HEI VLE and by email and there is formal feedback on completion of learning and assessment tasks. Formative assessment is built into the learning and teaching strategy through feedback sessions on assessment tasks prior to submission as well as individual and group feedback on completion of assessment tasks.

The programme assessment strategy is developed, revised and managed by the programme team. It is aligned to HEI regulations as outlined in XXXXX and other relevant policies such as XXXX. Module/Unit assessment strategies are developed by lecturers in alignment with the programme assessment strategy. The programme assessment strategy is in Section C. It is reviewed and developed annually to reflect changes and development in the programme.

B6 Overview of Each Stage

6.1 Stage 1

Stage 1 is the foundation for the programme. It provides the basic contents and skills needed to study XXX. In stage one, all students take the modules Xxxxx.

6.2 Stage 2

In stage 2 students start to develop their knowledge and skills in XXXX and being to explore the different areas of XXXX . In stage two: all students take the core modules of xxx, the Cross Faculty electives and xxxx . Then students are split into paths for the remaining 20 credits:

- Module/Unit A
- Module/Unit Unit B

6.3 Stage 3

Stage 3 contributes to the award; it is 1/3 of the final award. This stage builds and consolidates on students' knowledge and skills. Students complete a group project in XXXX . In stage three: all students take the core modules of XXXX. Then students are split into paths for the remaining 20 credits:

- Module/Unit C
- Module/Unit Unit D

6.4 Stage 4

Stage 4 consolidates students' learning and enables them to complete an independent research project supervised by the lecturing team. It is 2/3 of the final award. In stage four: all students take the core modules of xxxxx and Major Research Project.

B7 Programme Structure

7.1 Module/Unit Title, Credits & Assessment Modes

Programme Title	
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Stage	Modules						
1	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam
2	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam
3	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam
4	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam

7.2 Proposed Programme Schedule - Stage 1

Title of Award	Bachelor/Master									
Area of Specialisation:										
Learning Modes Offered:										
Stage Number										
Module/Unit Name	Status (M Mandatory/ E Elective)	Credits Number	Total Contact Hours	Assessment Modes				Student Workload (Per Student)		
				CA	Project	Exam	Maximum	Directed	Self-Directed	Total
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Total		60								

7.3 Proposed Programme Schedule – Stage 2

Title of Award	Bachelor/Master									
Area of Specialisation:										
Learning Modes Offered:										
Stage Number										
Module/Unit Name	Status (M Mandatory/ E Elective)	Credits Number	Total Contact Hours	Assessment Modes				Student Workload (Per Student)		
				CA	Project	Exam	Maximum	Directed	Self-Directed	Total
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Total		60								

7.4 Proposed Programme Schedule – Stage 3

Title of Award	Bachelor/Master									
Area of Specialisation:										
Learning Modes Offered:										
Stage Number										
Module/Unit Name	Status (M Mandatory/ E Elective)	Credits Number	Total Contact Hours	Assessment Modes				Student Workload (Per Student)		
				CA	Project	Exam	Maximum	Directed	Self-Directed	Total
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Total		60								

This stage contributes 1/3 to the final award.

7.5 Proposed Programme Schedule – Stage 4

Title of Award		Bachelor/Master									
Area of Specialisation:											
Learning Modes Offered:											
Stage Number											
Module/Unit Name		Status (M Mandatory/ E Elective)	Credits Number	Total Contact Hours	Assessment Modes				Student Workload (Per Student)		
					CA	Project	Exam	Maximum	Directed	Self-Directed	Total
Module/Unit		M	10	90	100 %			100 %	100	150	250
Module/Unit		M	10	90	50%		50%	100 %	100	150	250
Module/Unit		M	20	50		100 %			100	150	250
Module/Unit		M	10	90	50%		50%	100 %	100	150	250
Module/Unit		E	10	90	50%		50%	100 %	100	150	250

Module/Unit	E	10	90	50%		50%	100 %	100	150	250
Total										

This stage contributes 2/3 to the final award. The overall award GPA is 1/3 Stage 3 and 2/3 Stage 4.

7.6 Learning Outcome Mapping

	Module/unit Intended Learning Outcomes	Programme Intended Learning Outcomes								
No.	Module/Unit Name	1	2	3	4	5	6	7	8	9
1	ILO 1 is mapped to the following Programme ILOs									
2	ILO 2 is mapped to the following Programme ILOs									
3	ILO 3 is mapped to the following Programme ILOs									
4	ILO 4 is mapped to the following Programme ILOs									

Programme Intended Learning Outcomes	Module/unit Intended Learning Outcomes																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	19	20	21	22	23	24	25	26	27	28	29	30	
Programme ILO 1 will be assessed in																														
Programme ILO 2 will be assessed in																														
Programme ILO 3 will be assessed in																														
Programme ILO 4 will be assessed in																														
Programme ILO 5 will be assessed in																														
Programme ILO 6 will be assessed in																														
Programme ILO 7 will be assessed in																														
Programme ILO 8 will be assessed in																														
Programme ILO 9 will be assessed in																														

B8 Module/Unit Descriptors

COMPLETE FOR **EACH** MODULE/UNIT - **MANDATORY**

Module/Unit Descriptor				
Module/Unit title: Introduction to Psychology	Stage:	Code:	Credits:	Status:
Department				
Programme				
Pre requisite	None			
Co requisite				
Total indicative study hours	Self-Directed Study			
Module/Unit aims	<ul style="list-style-type: none"> To provide an overview of To help students ground their degree 			
Module/Unit Intended learning outcomes	<p>On successful completion of the Module/Unit students will be able to:</p> <ul style="list-style-type: none"> Outline the Give examples of Distinguish between Describe and Apply 			
Programme Learning Outcome(s) to which this is mapped				

Indicative content	Overview			
Indicative learning resources	Essential Supplemental Online resources:			
Indicative self-directed study strategies				
	Reading	X		
	Lab/studio work	X		
	Study	X		
	VLE use	X		
	Fieldwork			
	Assignments	X		
	Other (please specify)	X	Group work	
Indicative assessment strategy	Continuous Assessment: Final Exam:			
	Formative Exercises and Tasks			
	Summative			
	On one or more of the topics outlined above, students could do the following: <ul style="list-style-type: none">• Essay• Annotated bibliography (web-based or otherwise)• Oral presentation• Lab reports• Presentations• Project; an integrative piece of work that will draw on students' developing knowledge across the discipline			
	Module/Unit Intended Learning Outcome	CA	Project	Exam
	LO 1	X		X

	LO 2	X		X
	LO 3	X		
	LO 4	X		X
	LO 5	X		X
Repeat mechanism				

Part C Programme Assessment Strategy

C1 Statement of Principles

The programme minimum intended learning outcomes are matched to the appropriate Standards. Assessment tasks are developed through constructive alignment of learning outcomes, learning and teaching strategies and assessment. Assessment procedures are fair, consistent and fit for purpose, and subject to regular review. Assessment tasks are clear, accompanied by grading schemes and communicated to students appropriately.

The programme assessment strategy is developed, revised and managed by the programme board. Module/Unit assessment strategies are developed by lecturers in alignment with the programme assessment strategy. The programme assessment strategy implements the following HEI policies at programme level:

1

2

3

C2 Programme Learning Outcomes & Assessment Strategies

The **possible range of assessment strategies** identified in the programme documents provides the toolkit of assessment for the programme and the modules within the programme.

<p>Programme Learning Outcomes</p> <p>On successful completion of the programme students will be able to:</p>	<p>Possible Assessment Strategies</p>
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<p>Demonstrate an in-depth knowledge and critical understanding of psychology and its applications, (especially human-computer interaction).</p> <p>Distinguish between different perspectives by drawing on their knowledge of the discipline.</p> <p>Recognise the reciprocal relationship between theory and empirical evidence.</p> <p>Apply their knowledge and understanding of the science of behaviour to real world situations.</p> <p>Practise a range of research skills and scientific methods for studying behaviour, including those acquired as part of a piece of independent research in their final year.</p> <p>Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning.</p> <p>Develop the capacity for lifelong learning in psychology and other disciplines.</p> <p>Utilise a range of tools and techniques for statistical analysis of data.</p> <p>Distinguish between quantitative and qualitative methods.</p> <p>Adhere to high standards of ethical and professional behaviour.</p> <p>Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas.</p>	<ul style="list-style-type: none"> • Lab reports • Quizzes • Portfolios • Essays • Blogs • Wikis • Posters • Presentations • Literature reviews and critiques • Research projects • Creation of prototypes • Case studies • Student led seminars • Journals • Video clips • Peer marking • In class test • Websites • Debates • Online courses • Podcasts
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C3 Assessment policy

SAMPLE It is policy in this programme that:

- The award GPA is determined by Year 3 (1/3) and Year 4 (2/3) GPA combined. The grade for each Module/Unit is a weighted average of the grades for the individual assignments (exams) within the Module/Unit and this gives the grade point value for the Module/Unit.

- The programme is modular with 5, 10 or 20 credits per Module/Unit. There are 60 credits at each stage (year).
- There are a wide range of assessment methods suitable for the programme as indicated in the table.
 - There is a balance between continuous and final assessment. There are generally two large assignments and one examination per 10 credit Module/Unit and one assignment and one examination per 5 credit Module/Unit. The assessment workload is reviewed by the programme team.
 - The weighting is 50% CA and 50% examinations for all modules except for project modules and 100% CA modules
 - Examinations are used and are generally 2 hours for a 10 credit Module/Unit and 1.5 hours for a 5 credit Module/Unit. Practical examinations are 2 hours long.
 - Integrated assessments are used where feasible i.e. one assignment supports the assessment across a number of modules.
 - There is a capstone assessment of xxx credit in Year xx.
 - Formative assessment is used throughout the programme in a variety of ways.
- There are no special regulations for the programme.
- Development of assessments (including examinations) is done at Module/Unit level by the Module/Unit lecturer. Examination papers adhere to the HEI and Faculty regulations and are reviewed by a peer on the programme and by the external examiners. CA briefs are reviewed by academics peers in the case of 100% Continuous Assessment modules.
- Continuous assessment takes place during the year; examinations take place in April/May. Assessment schedules are provided to students. They are developed in September/October each year by the programme team, reviewed by the programme coordinator and student representatives and issued to students before the end of October each year. Assessment schedules are issued early autumn each year, they are adhered to and assignment submission dates are only changed where there is a clearly identified need and such changes are agreed by the programme team in consultation with the relevant student representatives. Learners are required to adhere to the deadlines for assignments.
- Assignment briefs & marking criteria are issued to students in good time and suitable time is allocated to the completion of assessment tasks. Where practical feedback sheets are used to enable student feedback on assignments.
- For group assignments in Year 1 and Year 2 students are generally allocated to groups. In Year 3 and Year 4 students generally organise their own groups. This may vary depending on the assigned work.
- Extensions are not granted for individual work. Any assignments that do not meet the appropriate deadline are submitted to the programme coordinator with the late

submission form and any supporting evidence for the late submission e.g. medical certificates to explain late assignments due to illness. Penalties may be applied where there is no adequate reason for the late submission of work. A grade per working day is applicable with a maximum of 10 working days permitted, culminating in a pass/fail, with no feedback provided. After 10 days the work will not be accepted.

- All work is appropriately referenced and adheres to the requirements of the HEI plagiarism policy. Appropriate use of writing conventions, including xxxx referencing style, is required in all assignments for the programme.
- Assignments are marked by the Module/Unit lecturer. Major projects are double marked i.e. marked by two members of the programme team.
- Assignment feedback and grades are issued to students generally within *four* weeks of the submission date. Where this is not possible this is communicated to students as required. Assignments may be returned to students. Examination scripts can be viewed as per HEI policy.
- HEI policy on repeat assessments and Faculty, Departmental policy ...
- Retention of assessment – assignments and examinations are retained by the Faculty in accordance with HEI policy.
- Appeals – the programme adheres to the HEI Appeals policy as outlined in the Student Handbook.
-

Assessment procedures are flexible to meet individual circumstances within the limits of the HEI's and Faculty's assessment policies. 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 Module/Unit level.

C4 Communicating Assessment

- The programme coordinator ensures that students are briefed about the HEI grading system and GPA.
- The programme coordinator communicates the assessment schedules to the students.
- The Module/Unit lecturer (team) communicates the Module/Unit assessment, the brief, the assessment criteria as well as the feedback and grades to the students. This includes individual and group feedback as appropriate.