PROGRAMMATIC REVIEW OF THE CIT CRAWFORD COLLEGE OF ART & DESIGN 2015/16

Phase 2: Programme Review

PROGRAMME PANEL REPORT

SCHOOL: CIT Crawford College of Art & Design
DEPARTMENT: Media Communications
DATE: 27 – 28 April 2016

PROGRAMMES SUBMITTED FOR REVIEW

Major Awards

Bachelor of Arts (Honours) in Multimedia, NFQ L8

(CIT Award and Programme Specification for the CIT Award and the Joint Award of CIT and Hochschule Darmstadt, Germany)

Bachelor of Arts (Honours) in Visual Communications, NFQ L8

PROGRAMME REVIEW PANEL MEMBERSHIP

Dr Brian Nolan, Head of School of Informatics & Engineering, IT Blanchardstown (Chair)
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PROGRAMME REPRESENTATION

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Learner Representatives *(Joint Meeting of Both Media Communications Panels)*

Mr Stephen Dorney, MA in Journalism with New Media
Mr Brendan Flaherty, BA (Hons) in Multimedia, Stage 3
Ms Rebecca Heald, BA (Hons) in Visual Communications, Stage 4
Ms Triona McCarthy, BA (Hons) in Multimedia, Stage 4
Ms Laura Martin, BA (Hons) in Visual Communications, Stage 2
Mr Samuel Rathwell, BA (Hons) in Visual Communications, Stage 3
Ms Kate Sexton, BA (Hons) in Multimedia, Stage 2
Ms Jesse Wiesblatt, MA in PR with New Media

External Stakeholders *(Joint Meeting of Both Media Communications Panels)*

Ms Fiona Collins, Regional Development Coordinator at Chartered Accountants Ireland / Chair of
	Guinness Cork Jazz Festival / Graduate of HDip & MA in PR with New Media
Mr Shane Cronin, Lead E-learning Designer, Dep't of Techn.-Enhanced Learning, CIT / Graduate of
	BA (Hons) in Multimedia & MA in E-learning Design & Development
Mr Paul Delaney, Artist & Graphic Designer, Cork / Graduate of BA (Hons) in Visual
	Communications
Mr Jim Horgan, Director, Horgan Communications, Cork
Ms Lisa Moran, Festival Administrator & Marketing, Kerrygold Ballymaloe Festival of Food &
	Wine / Good Start Coordinator, CIT / Graduate of MA in PR with New Media & BA (Hons)
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Mr James Mullighan, Director, Cork Film Festival
Mr Pat O'Hare, H+A Marketing+PR
Ms Karen Twomey, Freelance PR / Graduate of MA in PR with New Media

A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

1. BACHELOR OF ARTS (HONOURS) IN MULTIMEDIA

1.1 Programme Summary

In 1999 CIT completed the development of a four-year ab-initio degree in Multimedia. This degree proposal was multidisciplinary and included input from eight academic departments. The degree found a home in the Department of Printing, Graphics & Editorial Studies, which changed its name in July 1999 to the Department of Media Communications. The first cohort of graduates from the BA (Hons) in Multimedia completed their studies in 2004.

The programme was franchised to the University of Applied Sciences (Hochschule) Darmstadt in Germany in 2006. The following year, it was validated/accredited by HETAC and the German accreditation agency AQAS as a joint programme leading to an internationally recognised Joint Award, together with a variant instance of the programme developed by Hochschule Darmstadt in response to local requirements under the title of BA in Digital Media.

The Joint Awards of CIT and h_da were most recently revalidated/reaccredited in a joint international review process led by AQAS in 2013. This AQAS-QQI review only considered the Darmstadt variants of the joint programmes (which also include two Masters). The programme specification of the BA (Hons) in Multimedia had however been included, together with a 'background' CIT single-provider award which was retained, in the 2010 Programmatic Review of Business & Humanities. The outcome of this CIT review was adopted by the joint revalidation/reaccreditation panel.

Since all programme instances are delivered through English, students can choose to undertake some of their studies at the partner institution with ease during one of the designated mobility windows. The additional benefit that this affords in terms of educational and cultural experience has been very attractive to both Irish and German students, and there is a long-standing student and staff exchange operating between the centres.

The BA (Hons) in Multimedia is designed to foster a range of interests and abilities including art, design, music, technology and computing. As students progress through the programme, they are encouraged to develop particular specialisations based on their individual interests and talents. Areas of specialist study include e-learning, games development, interaction design, interactive programming, 3D/ animation, video production and audio technology.

This programme is affiliated with the Institute of Designers in Ireland (IDI), even though there is no professional accreditation. Direct Entry requirements are at least two Higher Level Leaving Certificate subjects at Grade C3 minimum, together with a further four subjects at Grade D3 minimum (Ordinary or Higher Level). The six subjects must include Mathematics and either English or Irish. The Department facilitates non-standard entry and transfer-in on a case-by-case basis through CIT's RPL mechanism. The CAO 1st preference application points for the BA (Hons) in Multimedia have consistently been in the top three for CIT Level 8 ab-initio programmes, and points averages of entrants have ranged between 394 and 437. In recent years, Stage 1 enrolments doubled from just over 20 to more than 40 entrants annually.

1.2 **Major Changes Now Proposed**

Based on consultations with industry, past and present students and staff, the major changes proposed include a reconfiguration and increase in the delivery of design-related modules and the inclusion of a 6-month, 30-credit work placement module, which is to replace all five Semester 6 modules of the existing programme (all mandatory). The desirability of a substantial work placement was also a recommendation of the last Programmatic Review of Business & Humanities, which up to 2010 housed the Department of Media Communications.

The changes to the design stream are intended to better support the professional needs of graduates and to better assist students in the design and implementation of their final projects. To achieve this, *UX Design Methodologies* (MMED6023), a former Semester 3 elective, is now to be delivered as a mandatory module in Semester 4. The Usability elective previously included in Semester 4 was rewritten to include aspects of UX evaluation and moved to Semester 8 as a new Advanced-level mandatory module under the title *Usability and UX evaluation* to specifically support students in the evaluation of their final year project. The *UI Design* elective (MMED6007; retitled from *Interface Design*) has been moved from Semester 2 into Semester 4, as it was recognised that delivering this earlier was out of line with best practice in design education, which requires that students are introduced to fundamental design principles before they encounter a specific aspect such as interface design. Conversely, the *Creative Strategies* elective was moved back from Semester 6 to Semester 2 and also changed level from Advanced to Fundamental.

To facilitate the inclusion of work placement, two of the existing Semester 6 modules, *Business & Info Management* (MMED7002) and *Media Project 6* (MMED7010, 10 credits), have been removed from the schedule, and their learning outcomes subsumed into the outcomes of work placement. The outcomes of *Data for Web Applications* (MMED7001) have been distributed over a number of other system development modules and a proposed new Intermediate-level module, which is to be offered under Free Choice, *Web Design and Implementation* (No Code Yet). *Ethics & Aesthetics* (MMED7005) is now to be offered as a Free Choice module only. *Creative Strategies* (MMED8006) has been moved from Semester 6 into Semester 2, accompanied by a change in module level from Advanced to Fundamental.

2. BACHELOR OF ARTS (HONOURS) IN VISUAL COMMUNICATIONS

2.1. **Programme Summary**

The Bachelor of Arts (Honours) in Visual Communications is a full-time, 240-credit, ab-initio Honours degree at NFQ Level 8. The ab-initio programme was first validated as a 'conversion' of an existing programme 'ladder', consisting of the three-year BA in Design Communications (L7) plus an add-on one-year BA (Hons) in Visual Communications in 2008, with attendant changes to entry and progression requirements. Following the 2010 Business & Humanities Programmatic Review, the Level 7 BA in Design Communications was phased out, meaning that only the ab-initio Honours degree is proposed for revalidation in the current review.

The BA (Hons) in Visual Communications aims to equip students with the skills required to work as visual designers at an independent and professional level. The course aims to develop each student's ability to respond to visual design problems in an inventive and creative manner.

Students who enter this programme are given the opportunity to develop their skills and competencies of the design and production processes and the professional business environment.

The programme is affiliated with the Institute of Designers in Ireland (IDI), even though there is no professional accreditation. Direct entry requirements encompass six Leaving Cert passes, including at least two Higher Level subjects at C3 or better, and submission of a portfolio. Under the Cork Colleges Progression Scheme, the BA (Hons) in Visual Communications is linked with FE courses at St John's Central College and Coláiste Stiofáin Naofa in Cork. Non-standard entry and transfer-in on a case-by-case basis is facilitated through CIT's RPL mechanism.

While there was a slight rise in CAO first preferences for the ab-initio L8 degree from the year of its first intake (from 35 in 2009 to an average in the 50's, with a peak of 63 in 2011) and numbers have remained relatively stable since, the overall number of 1st preferences never matched those of the phased-out L7 BA in Design Communications, which regularly attracted in excess of 100. This is offset by an improved retention rate and a better employment rate for graduates of the Honours degree. In the period until the next Programmatic Review, the Department aims to improve the number of 1st preferences by enhancing its marketing and student engagement strategies and stakeholder connectivity to the programme. Stage 1 enrolments in the programme remain healthy however and average around 32 year-on-year.

2.2 Major Changes Now Proposed

The printing modules on the programme were reviewed as a result of the cessation of the operation of the traditional printing presses in the Department, whose upkeep, management and cost could no longer be maintained. While the focus of printing in the graphic design industry has moved to digital presses, the history and traditions of the printing industry are essential to an understanding and appreciation of the current field, and the Department considers it essential that the integrity of the subject should be maintained. In addition, the Visual Culture stream will also continue to cover aspects of the history of printing.

The review of the printing modules led to an amalgamation of *Introduction to Printing* (MMED6008), previously delivered in Stage 1, with the two mandatory Stage 2 printing modules *Print Production 1* and *Print Production 2* (DESI6023/6028). The first of the resulting two revised modules is now to be delivered under the existing title and code of *Introduction to Printing* (MMED6008) in Semester 3, while the Semester 4 module has been renamed *Print Production* (DESI6028). The mandatory module 'slot' freed up in Semester 2 will now be filled by *Print Making* (DESI6006), previously a highly popular elective in the same semester, since print-making processes have been identified as a valuable means of advancing the students' image-making skills and the development of their creative voice. In addition, *Print Making* also supports the realisation that it is acceptable to use more than one traditional technique in the creation of an image, which the programme team considers essential.

Making *Print Making* mandatory enabled inclusion of a new cognate elective on *Design – Information Graphics* (No Code Yet) in Semester 2, which will now give specific emphasis to this area and allow students to explore it as a foundation subject.

Content related to digital colour and digital image making has been refocused, strengthened overall and redistributed across a number of modules. This partially reflects what was already

being taught in response to developments in the field, and partially results from the current review of the printing modules. As students are being reassessed through course work only, the removal of the previous emphasis on traditional printing does not impact a student's ability to meet the module learning outcomes, which have been maintained where possible. Thus, the mandatory *Advanced Printing Technology* module in Semester 5 was renamed *Digital Print Technology* (DESI7009) to reflect the stronger focus on digital colour. The *Design Digital Image* (DESI8011) elective was redeveloped into two related cognate electives, *Design Digital Image-Making* (DESI8011) and a new elective focusing on motion design deliverables, *Design – Digital Moving Image* (No Code Yet).

Finally, the Department had significant discussions on increasing the industry focus of the programme. Following a review of comparable programmes in other Munster and Leinster colleges, it was decided not to include a full semester of work placement in *Visual Communications* at this point. It was however decided that the mandatory module *Design – Professional Practice* (DESI7010; retitled from *Professional Practice in Graphic Design*) delivered in Semester 6 should be increased to 10 credits to allow inclusion of more industry-focused content that would help prepare students as they begin to consider their career paths. To enable this increase, *Typography Experimental* (DESI7011, now retitled *Typographic Experimentation*) is to be made an elective. *Design Management & Practice* (DESI8014) in Semester 7 was also reviewed to make it more industry-focused, amongst others through the introduction of a live (instead of a fictitious) brief. The Department will review these changes going forward. Should inclusion of industry placement in the *BA (Hons) in Visual Communications* be considered in the future, the implementation of the 30-credit work placement module on the *Multimedia* programme will be reviewed.

B. PANEL FINDINGS AND RECOMMENDATIONS

1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Contingent upon confirmation of the fulfilment of any Panel conditions and the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed programmes be revalidated** for five years or until the next Programmatic Review, whichever is sooner, with effect from September 2016.

As a condition of revalidation, the following Panel requirement must be met:

1.1. **Requirement:** The Panel [...] *requires* the programme team for the proposed *BA (Hons) in Multimedia* to carry out and present on a detailed mapping of the module learning outcomes against the Programme Outcomes, to ascertain and clearly demonstrate that the revised programme specification still meets the intended overall outcomes and graduate profile of the programme. Due regard should be given in this to the differing contributions of mandatory and elective modules (see 3.1.1 below).

2. GENERAL

2.1 **Commendation:** The Panel *commends* the staff of the Department of Media Communications on the obvious commitment, enthusiasm and also 'team spirit', which was evident throughout the discussions.

2.2 **Commendation:** The Panel also *commends* the programme teams on the general robustness of the documents presented and the amount of hard work which obviously went into them.

3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

3.1 MAPPING OF MODULE LEARNING OUTCOMES AGAINST PROGRAMME OUTCOMES

The Panel observed some issues with the mapping of the module learning outcomes against the Programme Outcomes as included in the documentation, particularly in the case of the *BA (Hons) in Multimedia*. Because of these, the Panel was not confident that the mapping as presented is correct and can reliably demonstrate how the proposed revised programme specification supports the intended graduate profile and overall outcomes.

This is particularly significant for the *BA (Hons) in Multimedia*, where the introduction of the semester-long 30-credit work placement module in Semester 6 means that learning previously achieved in this semester has had to be redistributed across other semesters, partially by moving modules, partially by integrating module content into other related modules. The proposers also confirmed that some of the less significant learning outcomes had been dropped altogether. Furthermore, any changes to the programme specification entailing an adjustment of the overall outcomes would affect both the CIT award and the Joint Award with Hochschule Darmstadt, which is subject to a separate joint international validation/accreditation process.

3.1.1 **Requirement:** The Panel therefore *requires* the programme team for the proposed *BA (Hons) in Multimedia* to carry out and present a detailed mapping of the module learning outcomes against the Programme Outcomes, to ascertain and clearly demonstrate that the revised programme specification still meets the intended overall outcomes and graduate profile of the programme. Due regard should be given to the differing contributions of mandatory and elective modules.

3.1.2 **Recommendation:** The Panel *strongly recommends* that a comparable mapping exercise should also be carried out for the *BA (Hons) in Visual Communications*, as the specification for this has also undergone some changes.

3.2 PROGRAMME OUTCOMES

Recommendation: Following the mapping process, the Panel *recommends* that the Department should re-examine and refresh as necessary the statements of knowledge, skill and competence in the Programme Outcomes, to ensure they are up-to-date with current terminology and are phrased in the clearest and most unambiguous terms possible.

Though the Joint Award is outside of the remit of this Programmatic Review, in case of revisions to the outcomes of the *BA (Hons) in Multimedia* the Department should be able to confirm, together with the relevant offices of Hochschule Darmstadt, that the changes represent clarifications and updates and not substantive amendments, so that the restated Programme Outcomes remain compatible with the jointly approved outcomes of the Joint Award.

3.3 PROGRAMME TITLES

Recommendation: Linked to the previous recommendation and recommendations on the programme specification below, the Panel *recommends* that the Department should reflect on the programme titles to consider if they are appropriate to modern practice.

As before, the implications of a retitling of the *BA (Hons) in Multimedia* for the continuing validation/accreditation of the Joint Award in both jurisdictions need to be thought through and raised with the partners in Hochschule Darmstadt before a proposal is brought.

4. PROGRAMME OPERATION AND PERFORMANCE

4.1 Based on the meetings and its visit to the facilities, the Panel found that some of the equipment and lab facilities available to the programmes are in urgent need of updating or renewal. Panel members also observed that *Visual Communications* students in particular had no dedicated studio spaces for project work at their disposal. The Panel heard that the Department was challenged to find the means for even the most crucial measures in its current budget, and foresaw no significant improvement of its funding situation in the near future.

Based on the good reputation of the programmes to date, entrant demand is currently still healthy for *Multimedia*, and is at sustainable levels for *Visual Communications*. Learners and graduates warned however that the cramped and dated physical facilities and lack of access to a sufficient stock of up-to-date equipment and software would put off more and more potential applicants who had seen superior material resources elsewhere. Students also

confirmed and deplored the lack of studio space for independent project work. Stakeholders felt that students' lack of experience in working with industry-standard software would have an increasingly detrimental effect on their education and their chances of success on graduation.

4.1.1 **Recommendation:** To prevent a drop in demand as well as a potential loss of quality and reputation for these excellent programmes, the Panel *asks* the Faculty to ensure that the media programmes are adequately resourced on an ongoing basis and that immediate investment is made in studio spaces, labs and equipment as appropriate.

4.1.2 **Recommendation:** In this context, the Panel also *recommends* that the Department and Faculty should identify and secure sufficient suitable studio spaces for independent project work, especially for *Visual Communications* students. Ideally, there should be a separate studio for each year group as per normal best practice across comparable HE institutions.

The proposers stated that the eventual removal of the printing presses from the former printing workshop would free up some extra delivery space which might be repurposed for studio use. The Panel supports these considerations, and encourages the Department to keep working towards gaining this additional space as soon as is feasible.

5. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)

5.1 SUBJECT STREAMS

The Panel found that the development of the different subject streams and competences throughout the programmes did not emerge very clearly from the programme specifications. Learners and graduates agreed that the through-lines were not always as obvious as they could be e.g. to assist them in selecting suitable electives.

Recommendation: The Panel recommends that each programme should develop and publish an infogram visualising how the various competences are built up over the years. This should clearly show the horizontal and vertical through-lines, including the contributions of the cognate electives to the different subject streams.

5.2 ASSESSMENT PHILOSOPHY AND STRATEGY

5.2.1 **Recommendation:** The Panel *recommends* that the proposers should revisit the general philosophy and pedagogy governing assessment in each programme and should ensure that these are clearly articulated in the programme literature and also reflected in the individual module descriptors.

5.2.2 **Recommendation:** The Panel also *recommends* that each programme team should produce and make available a general assessment schedule for the programme. This should be based on a clear understanding of the common pedagogical approach to assessment and should give due attention to achieving an appropriate balance of assessments throughout the semesters. Not least, this would help address the 'bunching' of assessments commented on by a number of learners across various Media Communications programmes.

5.3 BUSINESS AWARENESS AND ENTREPRENEURSHIP

Based on the meeting with the external stakeholders, the Panel considers that business-related material could be both amplified and better align with recent developments in the professional environment, including especially a notable rise in design professionals acting as sole traders or becoming entrepreneurs.

5.3.1 **Recommendation:** It is ***recommended*** that both programme teams should give thought to the quantity and sequencing of business content, with a view to providing the best possible support for graduates in preparing for the current professional environment.

5.3.2 **Recommendation:** The Panel also ***strongly recommends*** that entrepreneurship and entrepreneurial practice specifically should find greater and more explicit expression in the curricula. On the *BA (Hons) in Visual Communications*, the module *Design – Professional Practice* (DESI7010) in particular should be updated to include these areas.

5.4 Digital Marketing/ Social Media Content

Recommendation: The Panel ***strongly recommends*** that the relevant modules in each programme be refreshed and updated to include significant and specific content on Digital Marketing and Social Media, as both of these areas have become unavoidable in the contemporary workplace. Where necessary, some modules might also be retitled as a consequence in order to better represent the updated content.

5.5 Re-Inclusion of *Ethics & Aesthetics* (MMED7005) as a Mandatory Module – *BA (Hons) in Multimedia*

The Panel feels strongly that all learners on the Multimedia degree, irrespective of their specialist interests, will benefit from attending a module dedicated to provision of a solid theoretical grounding in ethics, aesthetics and culture including critical theory. By contrast, the Panel considers that E-learning, though a very worthwhile area, is a far more specialist field which may or may not be of eventual professional relevance to each and every learner.

Recommendation: For this reason, the Panel ***strongly recommends*** that the Multimedia programme team should retain *Ethics & Aesthetics* (MMED7005) as a mandatory module in Semester 5 of the programme. To make room for this, *E-learning* (MMED7004) should be offered as an Elective (cognate or Free Choice).

5.6 Work Placement – *BA (Hons) in Multimedia*

The most significant change to the specification of the *BA (Honours) in Multimedia* is the proposed introduction of a 30-credit Intermediate-level *Work Placement – Digital Media* (No Code Yet) module in Semester 6. The Panel heard that, though this was a new feature in a Media Communications programme, the Department could draw on long-standing experience in the delivery of extensive work placements elsewhere in the Faculty. A number of supplementary documents outlining envisaged roles and responsibilities, supervision and mentoring arrangements and assessment modalities, and also including a sample work placement manual, agreement templates and confirmation of insurance arrangements, were made available to the Panel on a shared server.

Regarding the fit with the suite of joint programmes with Hochschule Darmstadt, the Department advised that a one-semester work placement had already been introduced in the *BA in Digital Media* delivered by h_da, which had been approved in the most recent joint accreditation led by the German accreditation agency AQAS. The Panel noted this.

Following discussion with the Department however, the Panel found that the programme team might not as yet have achieved sufficient clarity on the philosophy behind an integrated work placement and the mechanism for operating this in practice.

Recommendation: The Panel therefore *recommends* that the programme team for the *BA (Hons) in Multimedia* should revisit the draft documents on work placement (especially the draft handbook), with a view to articulating the context, philosophy and operational management structure of this element more clearly.

As part of this, the Panel specifically *asks* that the proposers should articulate and publish case studies for both students and employers to exemplify, for each of the different vantage points, how the placement would work in practice from start to completion.

5.7 EMERGING TECHNOLOGIES – *BA (HONS) IN MULTIMEDIA*

Recommendation: Related to Recommendation 5.4, the Panel *strongly recommends* that the module descriptors throughout the *BA (Hons) in Multimedia* should evidence a greater awareness of emerging technologies. To avoid having to continually adapt the modules to reflect each new update, it may be useful in some cases to employ more generic terminology instead of referencing specific software products or technologies which might become superannuated quite quickly, though the proposers need to guard against vagueness in this.

5.8 MOBILE WEB – *BA (HONS) IN MULTIMEDIA*

Recommendation: One specific area which has gained great importance for professional designers is designing for the Mobile Web. As opposed to the classic 'waterfall' delivery, almost 100% of mobile app designers work with Agile methodology. The Panel finds however that mobile app design methodology is as yet somewhat underrepresented in the modules, and *recommends* that students should have at least an introduction of the concept of Minimum Viable Product and the Agile methodology. In addition, the module descriptors should differentiate more clearly between web-based content and apps.

5.9 LEARNER WORKLOAD IN STAGE 3 – *BA (HONS) IN VISUAL COMMUNICATIONS*

Recommendation: Based on the materials and feedback received, the Panel gained the impression that there is a noticeable spike in learner workload in Stage 3 of this programme. The Panel therefore *asks* the programme team to revisit the Stage 3 workload and to identify and implement some appropriate measures to address the noted peak.

Some suggestions might be to cut down on the number of assessment by introducing cross-modular assignments. Additionally, a module review might help identify a certain amount of 'ancillary' content which is not required for the achievement of the minimal intended learning outcomes and which might be left to self-directed learning.

5.10 Design and Branding – *BA (Hons) in Visual Communications*

The Panel feels that a thorough understanding of the significance of the brand and branding strategies is a key competence of the design professional which needs to underpin and frame all the major design choices on a project. The Panel is of the opinion however that the fundamental importance of branding does not emerge sufficiently well from the individual module descriptors. The sequencing of the design modules may also not be best suited to building an appropriate awareness of this crucial area, with delivery of the modules *Design – Corporate Identity* (DESI6013, Fundamental) and *Design – Packaging* (DESI6014, Fundamental) preceding *Design – Branding* (DESI7004, Intermediate).

Recommendation: The Panel *recommends* therefore that the fundamental significance of the brand be brought out more explicitly in the relevant module descriptors. In addition, the programme team may wish to revisit the chronology of the design-related modules to commence with a module on branding, giving due regard to the module level.

6. Modules

This section presents the findings and recommendations from an indicative review of modules carried out by the members of the Peer Review Panel. The Panel notes that a comprehensive survey of module specifications could not be carried out in the context of this review.

Therefore, a recommendation of the Panel to revalidate the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.

6.1 All Modules – Resource Listings

6.1.1 **Recommendation:** The Panel notes that the resource listings in many module descriptors are in need of updating. It *recommends* that the modules across both programmes should be reviewed to ensure that all resources are current.

6.1.2 **Recommendation:** In addition, some module descriptors do not include any recommended resources, while others list too many (6 – 12). Normal practice would be to include 1 – 3 critical texts in the recommended resources. The programme team is *asked* to agree on a common approach to recommended resources and revisit the resource listings to achieve, as far as possible, a better balance of recommended resources across modules.

6.1.3 **Recommendation:** Finally, the Panel observed that the referencing standards used in the modules diverge a good deal. To an extent this appears to be due to the data import mechanism in the Akari module database. The Panel is of the view however that the referencing style in the module descriptors should correspond to the standard style set for written student work as far as possible, and *recommends* that the review of resource listings should also pay attention to this point.

6.2 Module *Interaction & Media* (MMED6024) – *BA (Hons) in Multimedia*

Recommendation: The Panel *asks* that specific references to Flash animation, which is outdated as an industry standard at this point, should be removed and replaced with a more

generic term such as "prototyping". This would not prevent programme staff from utilising Flash where it still had merit as a pedagogical tool.

6.3 MODULE *ETHICS & PROFESSIONAL PRACTICE* (MMED8005) – *BA (HONS) IN MULTIMEDIA*

Recommendation: Learning Outcome 4 appears not to be fully reflected in the Indicative Content. The proposers are ***asked*** to amend or amplify the Indicative Content to address this.

6.4 MODULE *CONTEXTUAL STUDIES* (DESI6001) – *BA (HONS) IN VISUAL COMMUNICATIONS*

Recommendation: While the Indicative Content of this module is very good, it does not appear to support Learning Outcomes 4 and 5. The Panel programme team is ***asked*** to review these outcomes in terms of their fit with the module content to ensure that they align. In addition, the qualifier "often politicised" should be removed from Learning Outcome 3 as it is overly guiding in the context.

6.5 FINAL PROJECT MODULE *DESIGN PROJECT* (DESI8003) – *BA (HONS) IN VISUAL COMMUNICATIONS*

The Department alerted the Panel that the schedule for Semester 8 as submitted erroneously included a 20-credit project module, *Major Design Project* (DESI8015), instead of the intended 10-credit module *Design Project* (DESI8003), and tabled the proposed draft descriptor for the correct module DESI8003. The Panel noted this.

Recommendation: A cursory review of the descriptor did not show any significant issues, apart from a need to update the resource listings. As the Panel was not able to conduct a more thorough desk-review in the run-up to the meetings however, it ***recommends*** that the internal module moderation process should pay particular attention to the *Design Project* module.

7. OTHER FINDINGS AND RECOMMENDATIONS

N/a

8. DEROGATIONS SOUGHT

8.1 The Department now proposes inclusion of a 30-credit Intermediate work placement module, *Work Placement – Digital Media* (No Code Yet) in Stage 3, Semester 2 (Semester 6) of the BA (Honours) in Multimedia.

C. PROGRAMME FINALISATION

*[This section will be completed by the **CIT Registrar's Office.***

It records the implementation of any panel requirements and the completion of the internal module moderation process. Confirmation of completion by the CIT Registrar's Office is required for both before the programmes can be submitted to the CIT Academic Council for revalidation.]

1. IMPLEMENTATION OF PANEL REQUIREMENTS

2. MODULE AND PROGRAMME MODERATION

D. APPENDIX – TIMETABLE OF PHASE 2 MEETINGS