



Report of Programme Validation Panel

Date: 1st October 2015

Validation Type:	New
Named Award:	Not applicable
Programme Title(s):	Diploma in Composing for Games
Award Type:	Diploma Certificate
Award Class:	Special-Purpose
NFQ Level:	8
ECTS / ACCS Credits:	60
First Intake:	October 2015

Panel Members

Mr Billy Bennett	Chair	Registrar, Letterkenny Institute of Technology (LYIT)
Dr Brian Nolan	External Discipline Expert	Head of School of Informatics and Engineering, Institute of Technology, Blanchardstown
Mr Steve Gregan	External Discipline Expert	Freelance Consultant
Dr Brendan Ryder	Secretary	Assistant Registrar, Dundalk Institute of Technology (DkIT)

Programme Development Team

Dr Gerard (Bob) McKiernan, Head of School of Informatics and Creative Arts	Dr Adele Coomins, Head of Department of Creative Arts, Media and Music	Ms Claire Fitch, Programme Co-ordinator
Mr Peter Morris	Mr Ronan Lynch	Dr Bride Mallon
Mr Sean Keegan	Dr Neil O'Connor	Dr Niall Coghlan

1 Introduction

The following report to Academic Council is a programme validation report from an expert panel of assessors on a proposal from the Department of Creative Arts, Media and Music in the School of Informatics and Creative Arts at Dundalk Institute of Technology to deliver the following programme(s):

- *Diploma in Composing for Games*

Note:

The department also proposed an exit award (*Certificate in Composing for Games*) as part of their submission and the programme validation panel considered it on the day. After further consideration after the site visit the department removed its request seeking the approval of the exit award. The result of this decision was that a condition under section **4.2 Award** has been removed from the programme validation report. The condition read as follows:

- Approval of a Certificate will require:
 - separate title;
 - separate programme learning outcomes;
 - separate programme schedule.

The evaluators would like to thank the members of the development team for engaging generously and openly with the review process.

The report is divided into the following sections:

- Background to Proposed Programme
- General Findings of the Validation Panel
- Programme-Level Findings
- Module-Level Findings

2 Background to Proposed Programme

The development of this course is in response to the government Springboard Initiative managed by the HEA on behalf of the Department of Education and Skills to provide programmes for those who are unemployed. The programme seeks to offer individuals who are unemployed an opportunity to develop their knowledge, skills and competencies, enhancing their prospects of gaining employment in the future.

The National Skills Strategy, produced by the Expert Group on Future Skills Needs, provides a framework for skills development in Ireland out to 2020 from pre-school upwards. It recognises the importance of a highly skilled, well-educated population that will drive productivity, innovation and entrepreneurship and will increase living standards for all. The Skills Strategy proposes a vision of Ireland in 2020 in which a well-educated and highly skilled population contributes to a competitive, innovation-driven, knowledge-based, participative and inclusive economy. If this vision is achieved it will enhance Ireland's competitive advantage both economically and socially.

The key immediate challenge is how best the education system can assist those who lost their jobs in the recession. This programme is designed to support the goals of government's Smart Economy, particularly those relating to specific skills needs identified by the expert group on Future Skills Needs.

The recent Forfas report 'The Games Sector in Ireland - An Action Plan for Growth' recognised the potential for the Games Industry in Ireland. In addition, a recent the Irish Games Industry Survey (published by gamesdevelopers.ie, with input from NUIM) extends upon their previous study and has identified over 90% jobs growth since 2009 in the Games Sector in Ireland with over 3000 employed across approximately 100 companies throughout the island. It also identified significant growth in the game development sector of activity in Ireland. This programme will provide key and transferable skills to allow students to become part of this substantial growth throughout the Games and Digital Content Industries, with specific emphasis on audio and music composition skills for Games.

From our industry consultation in the preparation of this proposal, we have ascertained that there is a recognised current shortage of graduates who have had training specifically in the technical audio needs of the Games industry combined with the creative skills of music composition. David Kelly, Lead Frontend Developer at Digit Game Studios, states: "familiarity with Unity5 and audio middleware is the clincher for making a job offer." There is also the expectation that games companies in Ireland will be continuously hiring within the next year. The games industry has seen significant growth throughout Ireland in the last decade – the Irish indie games industry has burst into life along with international publishers running European operations from Dublin, Cork and Galway. This one-year part-time programme, targeted at the unemployed, meets the needs of this sector and will provide participants with the required knowledge, skills and confidence to assist them in gaining employment in the Irish games industry. Aimed specifically at students who have specialist music knowledge, this course will allow participants to hone their skills in the area of composing music for games while learning the principles of games design, an area not covered to date on undergraduate music programmes, and skills that will provide them entry into the growing games industry in Ireland.

Games Sector in Ireland: An Action Plan for Growth, a 2011 report from Forfas, states: "the games sector is dynamic, creative, exciting and pervasive. It is one of the fastest growing segments within the wider entertainment and media sector globally."

The online and social media segments have a value of US\$24.8 billion and forecast compound growth rates of 14.9 percent and 11 percent respectively over the 2011-2015 period.

"The games sector in Ireland is experiencing strong growth. It is thriving on an internationally acknowledged track record and expertise in software development and localization, multilingual customer support, data centres/hosting, and abundance of creative talent and a vibrant entrepreneurial culture. Ireland has produced companies that have achieved global recognition including Havok, Demonware and Jolt – and with them, a cohort of entrepreneurs that have gone on to drive new game industry ventures."

The McNaboe Report, drawing on prior national and international research when identifying the specific sectors with particularly good growth potential for Ireland, highlights the digital content production industry and affirming that "the digital content industry is considered to have significant growth potential for Ireland".

Equally, the Irish creative content industry's existing and potential contribution to broader national social, cultural and strategic development needs is recognised with the publication of The Creative Capital Report 8 which recognises that “the convergence of media and technology, the landscape of production internationally – and also in Ireland – has changed, and continues to change dramatically. The international demand for quality content has never been greater”.

Drawing on European findings that “creative and cultural industries are a powerful motor for jobs, growth, export earnings, cultural diversity and social inclusion”, this report holds that there are in the region of 500 Irish-owned companies involved in a diverse range of audiovisual content production activities mainly working on film, television, animation and video content for all platforms and that production activity in turn produces further substantial indirect employment in the Irish economy at a ratio of 1:1.25.

While finding that a key feature of the content production industry is that production expenditure in Ireland is spread throughout the country, it holds that “the opportunity and the challenge for the Irish industry is to build on the substantial progress of the last 15 years into this global market”.

The key recommendations of the Creative Capital Report are the development of a framework of initiatives over the five-year period 2011-2016 which will lead in a cost neutral manner to:

- A doubling in the value of the industry to 1 billion euro;
- An increase in direct employment in the industry to over 10,000;
- An increase in the export level of Irish audio-visual production.

Game music composers have been consulted for the development of the course including Rotem Hecht, based in Israel but works for games development companies around the world, Claire Fitch (Belfast) and bluekeymusic.com.

Established Irish indie games developers such as Troll Inc, BatCat Games and bitSmith Games provided consultation on our courses and feedback to our students. Troll Inc commented specifically on the need for Game Music skills in the industry.

See programme submission for more detailed information.

3 General Findings of the Validation Panel

The panel would like to congratulate the team on the introduction of this novel interdisciplinary programme which has been developed to meet a specific industry requirement. The team's professionalism, engagement and commitment to the programme was evident throughout all discussions during the site visit. The panel also commend the programme development team on the quality of the documentation provided.

Having considered the documentation provided and discussed it with the programme development team, the validation panel recommends the following:

Diploma in Composing for Games

Accredited for the next five academic years or until the next programmatic review, whichever occurs sooner	
Accredited subject to conditions and/or recommendations	X

Re-designed and re-submitted to the same validation panel after additional developmental work	
Not Accredited	

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below and a response document describing the actions of the Department to address the conditions and recommendations made by the programme validation panel. In this report, the term Condition is used to indicate an action or amendment which in the view of the validation panel must be undertaken prior to the commencement of the programme. Conditions are mandatory if the programme is to be approved. The term Recommendation indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

4 Programme-Level Findings

This section of the report addresses the following programme level considerations:

- Rationale and Demand
- Award
- Institute strategy alignment
- Entry requirements
- Access, transfer and Progression
- Protection of the Enrolled Learner
- Standards and Outcomes
- Programme structure
- Teaching and Learning Strategies
- Assessment Strategy
- Resource requirements
- Quality Assurance.
- Module-Level Findings.

4.1 Rationale and Demand

<i>Validation Criterion:</i>	Is there a convincing need for the programme and has evidence been provided to support it?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.2 Award

<i>Validation Criterion:</i>	Is the title, level, type and classification of the award appropriate?
<i>Overall Finding:</i>	Yes, with recommendation(s)

Condition(s)

- None.

Recommendation(s):

- The programme development team should consider an alternative programme title (e.g. Diploma in Games Audio or Diploma in Music Composition for Games).
- The team should also consider whether the programme should be revalidated as higher diploma (i.e. major award type).

4.3 Institute Strategy Alignment

<i>Validation Criterion:</i>	Is the proposed programme aligned to the Institute's strategy and are the strategic themes of entrepreneurship, sustainability and internationalisation embedded in the proposed programme as appropriate?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.4 Entry Requirements

<i>Validation Criterion:</i>	Are the entry requirements for the proposed programme clear and appropriate?
<i>Overall Finding:</i>	Yes, with condition(s)

Condition(s)

- Clarify entry requirements to ensure that they conform with Institute and national requirements for an NFQ Level 8 award.
- Requirements for musical ability should be clearly articulated in the programme documentation and confirmed using a formal interview for applicants with no music qualifications.

Recommendation(s):

- None.

4.5 Access, Transfer and Progression

<i>Validation Criterion:</i>	Does the proposed programme incorporate the procedures for access, transfer and progression that have been established by the NQAI and does it accommodate a variety of access and entry requirements?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.6 Protection of Enrolled Learners

<i>Validation Criterion:</i>	Does the provider have arrangements in place which make provision for learners in the event that it ceases to provide the programme?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.7 Standards and Outcomes

<i>Validation Criterion:</i>	Does the proposed programme meet the required award standards for programmes at the proposed NFQ level (i.e. conform to QQI Award Standards)?
<i>Overall Finding:</i>	Yes, with condition(s)

The awards standards requirements for programmes on the **NFQ Framework** can be found at <http://www.qqi.ie/Pages/Active-NFQ-Standards-for-HE.aspx>.

Condition(s)

- Programme learning outcomes should be written using a small number of focussed learning outcomes.

Recommendation(s):

- None.

4.8 Programme Structure

<i>Validation Criterion:</i>	Is the programme structure logical and well designed and can the stated proposed programme outcomes in terms of employment skills and career opportunities be met by this programme?
<i>Overall Finding:</i>	Yes, with recommendation(s)

Condition(s)

- None.

Recommendation(s):

- Contact hours for the programme's delivery modes, particularly part-time delivery, should be included as appropriate in the programme schedule.

4.9 Teaching and Learning Strategies

<i>Validation Criterion:</i>	Have appropriate teaching and learning strategies been provided for the proposed programme?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.10 Programme Assessment Strategies

<i>Validation Criterion:</i>	Have appropriate programme assessment strategies been provided for the proposed programme (as outlined in the QQI Assessment and Guidelines, 2013)?
<i>Overall Finding:</i>	Yes

Assessment strategies are required in line with QQI's Assessment and Standards (2013) and should form a substantial part of the documentation to be considered by the programme validation panel. Accordingly the assessment strategy should address the following:

- Description and Rationale for the choice of assessment tasks, criteria and procedures.

This should address fairness and consistency, specifically their validity, reliability and authenticity;

- Describe any special regulations;
- Regulate, build upon and integrate the module assessment strategies;
- Provide contingent strategy for cases where learners claim exemption from modules, including recognition of prior learning;
- Ensure the programme's continuous assessment workload is appropriately balanced;
- Relate to the teaching and learning strategy;
- Demonstrate how grading criteria will be developed to relate to the Institutional grading system.

The Institute resource entitled Assessment and Learning: A Policy for Dundalk Institute of Technology (Nov 2010) (<https://www.dkit.ie/celt/documents-and-policies/assessment-and-learning-guidelines-dundalk-institute-technology>) should also be consulted.

Condition(s)

- None.

Recommendation(s):

- None.

4.11 Resource Requirements

<i>Validation Criterion:</i>	Does the Institute possess the resources and facilities necessary to deliver the proposed programme (including reasonable accommodation for people with disabilities)?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.12 Quality Assurance

<i>Validation Criterion:</i>	Does the proposed programme demonstrate how the Institute's quality assurance procedures have been applied and that satisfactory procedures exist for the on-going monitoring and periodic review of programmes?
<i>Overall Finding:</i>	Yes

The Institute's Quality Assurance Procedures are published in the Academic Quality Assurance Manual available at: <http://www.dkit.ie/registrar/policies/quality-manual> and include approved procedures for the on-going monitoring and periodic review of Programmes.

Recommendation(s):

- None.

4.13 Module-Level Findings

Condition(s)

- The programme development team should review module learning outcomes and ensure that they are written using measurable active verbs at NFQ level 8. Institute guidelines in relation to the number of learning outcomes should also be adhered to.

Recommendation(s):

- **Composition for Games, Methods and Techniques (Stage 1, Semester 1):**
 - The programme development team should consider splitting this module into two 5 credit modules, named appropriately.
- **Sound Synthesis (Stage 1, Semester 1) (new module):**
 - Learning outcomes need to be re-written at NFQ level 8.
- **Game Concept Design (Stage 1, Semester 1) (new module):**
 - Module resources need to be updated.
- **Games Audio Middleware (Stage 1, Semester 1) (new module):**
 - Learning outcome one needs to be re-written.
- **Engaging with the Games Industry (Stage 1, Semester 1):**
 - Rename the module as Entrepreneurship within the Games Industry.
 - Enhance the entrepreneurial aspects and include teamwork, communications and personal development.
- **Major Project (Stage 1, Semester 2) (new module):**
 - Assessment needs to be described in detail, particularly if group assessment is being utilised as an assessment strategy. Current percentage allocation needs to be further defined.
- **Work Placement Games (Stage 1, Semester 2) (new module):**
 - Review the assessment of work placement. The panel were of the opinion that the percentage allocated to employer feedback is too high (currently specified as 30%). The programme development team should consider academic input in the employer feedback (e.g. an academic agrees mark allocated with employer).
 - Procedures need to be defined for instances where the work placement goes wrong.

- The programme development team should consider the addition of suitable electives when the programme is being revalidated.

4.14 Assessment Strategies

<i>Validation Criterion:</i>	Have appropriate module assessment strategies been included in the proposed programme?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation:

- None.

4.15 Other Findings

Condition(s)

- None.

Recommendation(s):

- Update module reference materials and ensure that the relevant resources are available online or in the DkIT library.
- A customised induction programme (i.e. learning to learn) should be delivered to students with no previous higher education (HE) experience.

Validation Panel Report Approved By:

Signed:



Mr Billy Bennett, Chairperson.

Date: 16/10/2015



Response to the Report of the Programme Validation Panel

Date: 1st October 2015

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Named Award:	Not applicable
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1 Introduction

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- *Diploma in Composing for Games*

Note:

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The key immediate challenge is how best the education system can assist those who lost their jobs in the recession. This programme is designed to support the goals of government's Smart Economy, particularly those relating to specific skills needs identified by the expert group on Future Skills Needs.

The recent Forfas report 'The Games Sector in Ireland - An Action Plan for Growth' recognised the potential for the Games Industry in Ireland. In addition, a recent the Irish Games Industry Survey (published by gamesdevelopers.ie, with input from NUIM) extends upon their previous study and has identified over 90% jobs growth since 2009 in the Games Sector in Ireland with over 3000 employed across approximately 100 companies throughout the island. It also identified significant growth in the game development sector of activity in Ireland. This programme will provide key and transferable skills to allow students to become part of this substantial growth throughout the Games and Digital Content Industries, with specific emphasis on audio and music composition skills for Games.

From our industry consultation in the preparation of this proposal, we have ascertained that there is a recognised current shortage of graduates who have had training specifically in the technical audio needs of the Games industry combined with the creative skills of music composition. David Kelly, Lead Frontend Developer at Digit Game Studios, states: "familiarity with Unity5 and audio middleware is the clincher for making a job offer." There is also the expectation that games companies in Ireland will be continuously hiring within the next year. The games industry has seen significant growth throughout Ireland in the last decade – the Irish indie games industry has burst into life along with international publishers running European operations from Dublin, Cork and Galway. This one-year part-time programme, targeted at the unemployed, meets the needs of this sector and will provide participants with the required knowledge, skills and confidence to assist them in gaining employment in the Irish games industry. Aimed specifically at students who have specialist music knowledge, this course will allow participants to hone their skills in the area of composing music for games while learning the principles of games design, an area not covered to date on undergraduate music programmes, and skills that will provide them entry into the growing games industry in Ireland.

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"The games sector in Ireland is experiencing strong growth. It is thriving on an internationally acknowledged track record and expertise in software development and localization, multilingual customer support, data centres/hosting, and abundance of creative talent and a vibrant entrepreneurial culture. Ireland has produced companies that have achieved global recognition including Havok, Demonware and Jolt – and with them, a cohort of entrepreneurs that have gone on to drive new game industry ventures."

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Equally, the Irish creative content industry's existing and potential contribution to broader national social, cultural and strategic development needs is recognised with the publication of The Creative Capital Report 8 which recognises that "the convergence of media and technology, the landscape of production internationally – and also in Ireland – has changed, and continues to change dramatically. The international demand for quality content has never been greater".

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Established Irish indie games developers such as Troll Inc, BatCat Games and bitSmith Games provided consultation on our courses and feedback to our students. Troll Inc commented specifically on the need for Game Music skills in the industry.

See programme submission for more detailed information.

3 General Findings of the Validation Panel

The panel would like to congratulate the team on the introduction of this novel interdisciplinary programme which has been developed to meet a specific industry requirement. The team's professionalism, engagement and commitment to the programme was evident throughout all discussions during the site visit. The panel also commend the programme development team on the quality of the documentation provided.

Having considered the documentation provided and discussed it with the programme development team, the validation panel recommends the following:

Diploma in Composing for Games

Accredited for the next five academic years or until the next programmatic review, whichever occurs sooner	
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Accredited subject to conditions and/or recommendations	X
Re-designed and re-submitted to the same validation panel after additional developmental work	
Not Accredited	

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below and a response document describing the actions of the Department to address the conditions and recommendations made by the programme validation panel. In this report, the term Condition is used to indicate an action or amendment which in the view of the validation panel must be undertaken prior to the commencement of the programme. Conditions are mandatory if the programme is to be approved. The term Recommendation indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

4 Programme-Level Findings

This section of the report addresses the following programme level considerations:

- Rationale and Demand
- Award
- Institute strategy alignment
- Entry requirements
- Access, transfer and Progression
- Protection of the Enrolled Learner
- Standards and Outcomes
- Programme structure
- Teaching and Learning Strategies
- Assessment Strategy
- Resource requirements
- Quality Assurance.
- Module-Level Findings.

4.1 Rationale and Demand

<i>Validation Criterion:</i>	Is there a convincing need for the programme and has evidence been provided to support it?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.2 Award

<i>Validation Criterion:</i>	Is the title, level, type and classification of the award appropriate?
<i>Overall Finding:</i>	Yes, with recommendation(s)

Condition(s)

- None.

Recommendation(s):

- The programme development team should consider an alternative programme title (e.g. Diploma in Games Audio or Diploma in Music Composition for Games).
- The team should also consider whether the programme should be revalidated as higher diploma (i.e. major award type).

School Response

- The Programme Team have considered the title of the programme and are happy to continue with the current title for this intake of students. The team thank the panel for their suggestion to consider revalidating the programme in the future as a higher diploma and will consider this at a future Programme Board meeting. The Programme Board will consider the retitling of the programme at that stage.

4.3 Institute Strategy Alignment

<i>Validation Criterion:</i>	Is the proposed programme aligned to the Institute's strategy and are the strategic themes of entrepreneurship, sustainability and internationalisation embedded in the proposed programme as appropriate?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.4 Entry Requirements

<i>Validation Criterion:</i>	Are the entry requirements for the proposed programme clear and appropriate?
<i>Overall Finding:</i>	Yes, with condition(s)

Condition(s)

- Clarify entry requirements to ensure that they conform with Institute and national requirements for an NFQ Level 8 award.
- Requirements for musical ability should be clearly articulated in the programme documentation and confirmed using a formal interview for applicants with no music qualifications.

School Response

- The entry requirements for the programme have been clarified and are amended in the programme documentation.

Recommendation(s):

- None.

4.5 Access, Transfer and Progression

<i>Validation Criterion:</i>	Does the proposed programme incorporate the procedures for access, transfer and progression that have been established by the NQAI and does it accommodate a variety of access and entry requirements?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.6 Protection of Enrolled Learners

<i>Validation Criterion:</i>	Does the provider have arrangements in place which make provision for learners in the event that it ceases to provide the programme?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.7 Standards and Outcomes

Validation Criterion:	Does the proposed programme meet the required award standards for programmes at the proposed NFQ level (i.e. conform to QQI Award Standards)?
Overall Finding:	Yes, with condition(s)

The awards standards requirements for programmes on the **NFQ Framework** can be found at <http://www.qqi.ie/Pages/Active-NFO-Standards-for-HE.aspx>.

Condition(s)

- Programme learning outcomes should be written using a small number of focussed learning outcomes.

School Response

- The programme learning outcomes have been revised.

Recommendation(s):

- None.

4.8 Programme Structure

Validation Criterion:	Is the programme structure logical and well designed and can the stated proposed programme outcomes in terms of employment skills and career opportunities be met by this programme?
Overall Finding:	Yes, with recommendation(s)

Condition(s)

- None.

Recommendation(s):

- Contact hours for the programme's delivery modes, particularly part-time delivery, should be included as appropriate in the programme schedule.

School Response

- The contact hours in the programme schedule have been amended to reflect the proposed delivery mode.

4.9 Teaching and Learning Strategies

Validation Criterion:	Have appropriate teaching and learning strategies been provided for the proposed programme?
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Overall Finding:	Yes
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Condition(s)

- None.

Recommendation(s):

- None.

4.10 Programme Assessment Strategies

Validation Criterion:	Have appropriate programme assessment strategies been provided for the proposed programme (as outlined in the QQI Assessment and Guidelines, 2013)?
Overall Finding:	Yes

Assessment strategies are required in line with QQI's Assessment and Standards (2013) and should form a substantial part of the documentation to be considered by the programme validation panel. Accordingly the assessment strategy should address the following:

- Description and Rationale for the choice of assessment tasks, criteria and procedures. This should address fairness and consistency, specifically their validity, reliability and authenticity;
- Describe any special regulations;
- Regulate, build upon and integrate the module assessment strategies;
- Provide contingent strategy for cases where learners claim exemption from modules, including recognition of prior learning;
- Ensure the programme's continuous assessment workload is appropriately balanced;
- Relate to the teaching and learning strategy;
- Demonstrate how grading criteria will be developed to relate to the Institutional grading system.

The Institute resource entitled *Assessment and Learning: A Policy for Dundalk Institute of Technology* (Nov 2010) (<https://www.dkit.ie/celt/documents-and-policies/assessment-and-learning-guidelines-dundalk-institute-technology>) should also be consulted.

Condition(s)

- None.

Recommendation(s):

- None.

4.11 Resource Requirements

<i>Validation Criterion:</i>	Does the Institute possess the resources and facilities necessary to deliver the proposed programme (including reasonable accommodation for people with disabilities)?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation(s):

- None.

4.12 Quality Assurance

<i>Validation Criterion:</i>	Does the proposed programme demonstrate how the Institute's quality assurance procedures have been applied and that satisfactory procedures exist for the on-going monitoring and periodic review of programmes?
<i>Overall Finding:</i>	Yes

The Institute's Quality Assurance Procedures are published in the Academic Quality Assurance Manual available at: <http://www.dkit.ie/registrar/policies/quality-manual> and include approved procedures for the on-going monitoring and periodic review of Programmes.

Recommendation(s):

- None.

4.13 Module-Level Findings

Condition(s)

- The programme development team should review module learning outcomes and ensure that they are written using measurable active verbs at NFQ level 8. Institute guidelines in relation to the number of learning outcomes should also be adhered to.

School Response

- Programme learning modules for all individual modules have been considered and revised using measurable active verbs at NFQ level 8.

Recommendation(s):

- **Composition for Games, Methods and Techniques (Stage 1, Semester 1):**

- The programme development team should consider splitting this module into two 5 credit modules, named appropriately.

School Response

- The Programme team have considered this but due to the structure of the programme and the maximum number of modules allowed across the year as per Institute guidelines this is not feasible without altering the structure of the programme.
- **Sound Synthesis (Stage 1, Semester 1) (new module):**
 - Learning outcomes need to be re-written at NFQ level 8.

School Response

- The learning outcomes have been revised.
- **Game Concept Design (Stage 1, Semester 1) (new module):**
 - Module resources need to be updated.

School Response

- The module resources have been updated.
- **Games Audio Middleware (Stage 1, Semester 1) (new module):**
 - Learning outcome one needs to be re-written.

School Response

- The first learning outcome has been revised.
- **Engaging with the Games Industry (Stage 1, Semester 1):**
 - Rename the module as Entrepreneurship within the Games Industry.
 - Enhance the entrepreneurial aspects and include teamwork, communications and personal development.

School Response

- The programme team have considered the proposed title of this module and made appropriate changes. The entrepreneurial aspects, teamwork, communications and personal development have been including in the content of the module.
- **Major Project (Stage 1, Semester 2) (new module):**
 - Assessment needs to be described in detail, particularly if group assessment is being utilised as an assessment strategy. Current percentage allocation needs to be further defined.

School Response

- The assessment of this module has been revised.
- **Work Placement Games (Stage 1, Semester 2) (new module):**
 - Review the assessment of work placement. The panel were of the opinion that the percentage allocated to employer feedback is too high (currently specified as 30%). The programme development team should consider academic input in the employer feedback (e.g. an academic agrees mark allocated with employer).
 - Procedures need to be defined for instances where the work placement goes wrong.

School Response

- The assessment of work placement has been amended and the Programme team will work closely with the work placement office regarding procedures in relation to work placement for students.
- The programme development team should consider the addition of suitable electives when the programme is being revalidated.

School Response

- The Programme team will give this consideration when revalidating the programme as a major award.

4.14 Assessment Strategies

<i>Validation Criterion:</i>	Have appropriate module assessment strategies been included in the proposed programme?
<i>Overall Finding:</i>	Yes

Condition(s)

- None.

Recommendation:

- None.

4.15 Other Findings

Condition(s)

- None.

Recommendation(s):

- Update module reference materials and ensure that the relevant resources are available online or in the DkIT library.
- A customised induction programme (i.e. learning to learn) should be delivered to students with no previous higher education (HE) experience.

School Response

- The module reference materials have been updated across all modules and relevant material has been ordered by the library.
- Students will be offered a customised induction programme when they start the programme.

Signed on behalf of the School:

Signed:

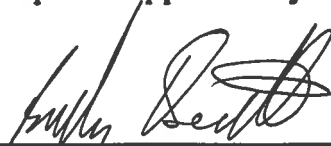


Dr Gerard (Bob) McKiernan,
Head of School of Informatics and Creative Arts.

Date: 23/10/15

Validation Panel Response Approved By:

Signed:



Mr Billy Bennett, Chairperson.

Date:

12/11/15.