

Please complete all sections of the form.

Please use and reference the following **sources of evidence** (where applicable) as you complete the form:

External Examiner Comments

Staff Feedback

Student Surveys (e.g. QA forms, ISSE, Graduate Outcomes Survey)

Student Feedback

Programme Board Meeting Minutes

Statistical Data (e.g. student progression rates)

1. PROVISION BEING MONITORED

School: Informatics and Creative Arts		Department: Visual and Human-Centred Computing (established in April 2016)		
Programme (s) <i>Please add additional rows as required.</i>	Mode of Delivery <i>FT/PT/Blended/Outreach</i>	Professional Accreditation Body <i>(where relevant)</i>	No. of Programme Board Meetings held	Will recruitment onto programme continue? <i>Yes/No</i>
<i>Bachelor of Science (Honours) in Computing</i>	FT	N/A	6	Yes
<i>Bachelor of Science (Honours) in Computing in Games Development</i>	FT	N/A	6	Yes
<i>Bachelor of Science (Honours) in Computing with English Language</i>	FT	N/A	6	No (insufficient demand in 2016/2017)

2. ACTION PLAN FROM THE PREVIOUS YEAR

Please append the Action Plan from last year's form with the progress column completed. If any actions have not yet been completed please transfer them to this year's Action Plan.

There has been a change in Head of Department and this is the first year that a new programme monitoring form is being used and as a result there are no actions available.

3. EXTERNAL EXAMINERS

Please list name(s) of External Examiners who monitor this provision	Dr Huiru Zheng, University of Ulster (https://www.ulster.ac.uk/staff/h-zheng)
Report received?	Yes

<i>Yes/No</i>	External examiner attended the Institute to review assessment materials and attend examination boards for the programmes on 1 st June 2016
Date considered by Programme Board	7 th December 2016
Summary of Comments	<p>The external examiners commended the department on a very well structured and well run programme. They were very impressed with the overall standard of the work which was evident in the materials examined this year [2015/2016] and in the previous year.</p> <p>Staff members were found to be very cooperative and accessible.</p> <p>The embedding of communications and teamwork in the programme and the impact that it both had on final year projects was also commended.</p> <p>The external examiner was satisfied with the following:</p> <ul style="list-style-type: none"> • Information provided to the external examiner; • Assessment process: <ul style="list-style-type: none"> ○ The breakdown of marks for students' work was clear. ○ The continuous assessment (CA) materials submitted physically or electronically were readily available. ○ The adherence to best practice in the provision of feedback to students including the use of oral recordings for that feedback was commended. • Standards: <ul style="list-style-type: none"> ○ The examiner commended the excellent work being done with projects in particular. ○ The examiners requested that module statistics be provided (mean, standard deviation, highest mark and lowest mark). • Examination Board Meeting; • Actions Taken on previous Reports.
Response	<p>The programme board thank the external examiners for their feedback and the following to be actioned for the academic year 2016/2017:</p> <ul style="list-style-type: none"> • Standard approach to be adopted for the presentation of assessment materials to external examiners (both physical and digital). • Sample examiner's pack for each module to be provided to include: <ul style="list-style-type: none"> ○ CA Specifications for all CA; ○ Exam Paper and Suggested Solutions as reviewed by external examiners; ○ Feedback and comments received from external examiners in respect of

	<p>the above;</p> <ul style="list-style-type: none"> ○ Module Component marks form; ○ Statistical analysis of results (mean, standard deviation, highest mark and lowest mark); ○ Individual CA results Sheets. <ul style="list-style-type: none"> ● Internal examiners to provide relevant statistics to provide an overview of the module (i.e.). ● Ensure that internal examiners make full use of the Total Marks and % boxes for entering marks on the cover of the examination booklets. ● Programme Board to consider the inclusion of report writing in Year 1 and/or Year 2 of the programme.
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Please list name(s) of External Examiners who monitor this provision	Mr Mark Deegan, Dublin Institute of Technology (DIT) (mark.deegan@dit.ie)
Report received? <i>Yes/No</i>	No External examiner attended the Institute to review assessment materials and attend examination boards for the programmes on 1 st June 2016
Date considered by Programme Board	<ul style="list-style-type: none"> ● No report received
Summary of Comments	<ul style="list-style-type: none"> ● No report received.
Response	<ul style="list-style-type: none"> ● No report received.

4. STUDENT and STAFF FEEDBACK

Please number and cross-reference any proposed actions arising from your analysis in the Action Plan in Section 11.

Source of Feedback <i>ISSE/QA survey/PB meeting/</i>	Area	Key Strengths and Weaknesses	
		Students	Staff
		<p><i>Describe key strengths and weaknesses of the programmes as raised by students and staff. Refer to quantitative data where possible. Compare results to previous year's performance.</i></p> <p><i>(Note: Actual Feedback received has been included as provided or paraphrased)</i></p>	
	Overall Satisfaction	<p>Strengths</p> <ul style="list-style-type: none"> ● Teaching support provided by 	<ul style="list-style-type: none"> ● The programme board expressed a concern at the significant

		<p>lecturing staff; supportive, approachable and helpful.</p> <ul style="list-style-type: none"> • Programme is clear and well structured. • Good mixture of theory and practical modules. • Provision of timely and relevant feedback; interesting and relevant modules. 	<p>amount of 'churn' in teaching allocations over the past number of academic years, with staff regularly having to take up new modules etc. The introduction of new modules was acknowledged as being inevitable given the ever changing nature of Computing, but it was felt that an increased focus on stability would be welcomed in order to reduce the pressure on staff which would facilitate improvements in delivery.</p>
	Proposed Actions	<ul style="list-style-type: none"> • Not applicable. 	
	Assessment and Feedback	<p>Weaknesses</p> <ul style="list-style-type: none"> • Work overload; Overload of assignments near the end of the semester; too many assignments that involve a lot of work for a small portion of the CA of a module. 	<p>Strengths</p> <ul style="list-style-type: none"> • A number of innovative approaches to feedback were employed by staff during the year including the use of screen-casting for feedback (i.e. audio recorded feedback that can be played back at any time by the students).
	Proposed Actions	<ul style="list-style-type: none"> • Programme lecturer(s) to continually review continuous assessment schedules to ensure that assessments are reasonably distributed across the semester. • Programme lecturer(s) to continually review assessment number, type and workload are in accordance with assessment best practice (including timely feedback to students). 	
	Teaching and Learning	<p>Strengths</p> <ul style="list-style-type: none"> • Very good teaching standard, lecturers very approachable and helpful. <p>Weaknesses</p> <ul style="list-style-type: none"> • Suggest telling second years in May that they should start to source placement over the summer • Supervisors were allocated late to students, some after the Halloween break [Semester 1 feedback]. • Consider / Review the use of C# in the programme module(s). • Too much group work. 	<ul style="list-style-type: none"> • The Work Placement is a valuable aspect of the programme and is an attractive aspect for perspective students. The programme [BSc(Hons) in Computing] has successfully reacted to demands in industry for Data Science, Security, Mobile and Web Based technologies.

	Proposed Actions	<ul style="list-style-type: none"> • Programme lecturers to ensure that adequate module learning resources are available in the Moodle VLE. • Programme lecturer(s) to provide an overview of work placement at the end of Year 2 to facilitate students finding their own placement over the summer months. (Note: Work Placement takes place in Semester 2 of Year 3 on both Computing and Games degrees). • Project Co-ordinator to ensure that supervisors are allocated early in the semester. • Distribute group work guidelines to programme lecturer(s) and share experiences and best practice within the School. 	
	Academic Support	<ul style="list-style-type: none"> • Students found both the ITLC and MLC helpful for their studies. • The ITLC and MLC are brilliant. 	<ul style="list-style-type: none"> • Information Technology Learning Centre (ITLC) was made available to students and was found to be effective. • Maths Learning Centre (MLC) was available to students and was found to be effective. • See also <i>Information Technology Investment Fund Retention Report (ITIF)</i> Report for November 2016 for additional information on the ITLC.
	Proposed Actions	<ul style="list-style-type: none"> • Continue promoting the ITLC and MLC with students. 	
	Programme Administration and Management	<ul style="list-style-type: none"> • No feedback provided. 	<ul style="list-style-type: none"> • Student representatives took an active part in programme boards during the year.
	Proposed Actions	<ul style="list-style-type: none"> • Programme board members to continually review student engagement with programme boards. 	
	Facilities and Learning Resources	<ul style="list-style-type: none"> • The facilities are terrible, there is nowhere to go do work between breaks. • The lack of study/free rooms a lot of this semester. 	
	Proposed Actions	<ul style="list-style-type: none"> • Head of Department to submit resource deficiencies to the School Board for its attention. • Head of Department to discuss the provision of additional seating in the Garden area in the Carroll Building. 	

Please summarise the top 3 SUCCESSES highlighted in feedback.

1. Teaching support provided by lecturing staff (supportive, approachable and helpful)
2. Good mixture of theory and practical modules.
3. Provision of timely and relevant feedback; interesting and relevant modules.

Please summarise the top 3 PRIORITIES FOR ACTION highlighted in feedback.

1. Programme lecturer(s) to continually review continuous assessment schedules to ensure that assessments are reasonably distributed across the semester.
2. Head of Department to submit resource deficiencies to the School Board for its attention. Head of Department to discuss the provision of additional seating in the Garden area in the Carroll Building.
3. Distribute Group Work Guidelines to programme lecturer(s) and share experiences and best practice within the School.

5. STATISTICAL DATA ANALYSIS

5.1 Student Recruitment	Source of Evidence																																													
<p>Bachelor of Science (Honours) in Computing</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Stage 1</th> <th>Stage 2</th> <th>Stage 3</th> <th>Stage 4</th> </tr> </thead> <tbody> <tr> <td>2015/2016</td> <td>54</td> <td>39</td> <td>30</td> <td>19</td> </tr> <tr> <td>2014/2015</td> <td>57</td> <td>30</td> <td>19</td> <td>17</td> </tr> </tbody> </table> <p>Bachelor of Science (Honours) in Computing with English Language</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> </tr> </thead> <tbody> <tr> <td>2015/2016</td> <td>6</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014/2015</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Bachelor of Science (Honours) in Computing in Games Development</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> </tr> </thead> <tbody> <tr> <td>2015/2016</td> <td>37</td> <td>31</td> <td>14</td> <td>18</td> </tr> <tr> <td>2014/2015</td> <td>39</td> <td>16</td> <td>18</td> <td>12</td> </tr> </tbody> </table>	Academic Year	Stage 1	Stage 2	Stage 3	Stage 4	2015/2016	54	39	30	19	2014/2015	57	30	19	17	Academic Year	Year 1	Year 2	Year 3	Year 4	2015/2016	6	6	0	0	2014/2015	8	0	0	0	Academic Year	Year 1	Year 2	Year 3	Year 4	2015/2016	37	31	14	18	2014/2015	39	16	18	12	<p>Admissions data for 2015/2016 provided by the Registrar's Office</p>
Academic Year	Stage 1	Stage 2	Stage 3	Stage 4																																										
2015/2016	54	39	30	19																																										
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<p>Proposed Actions</p> <ul style="list-style-type: none"> • Programme board to review programme provision to ensure that programmes are meeting the needs of industry. • Programme board to ensure programmes are promoted and marketed (School Liaison Office, Communications Office, Open Days and department Taster Days). 																																														

5.2 Student Retention	Source of Evidence
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Reflect on withdrawal rates, and where the information is known, commenting on types/patterns of withdrawal and proposals to support student retention.

Student registration data for 2015/2016 provided by the Registrar's Office

Programme	DE	DO	RG	PR	RP	RX	WD	WO
Bachelor of Science (Honours) in Computing	1	2	121	0	4	0	2	4
Bachelor of Science (Honours) in Computing with English Language	0	0	7	0	0	0	1	0
Bachelor of Science (Honours) in Computing in Games Development	1	0	87	0	2	0	1	1

Registration Codes:

- DE: Deferred After October 31st;
- DO: deferred prior to 31st Oct;
- RG: Registered;
- PR: Part-time registered;
- RP: Repeat and Attending;
- RX: Repeat Exam Only;
- WD: Withdrawn/Deregistered;
- WO: withdrawn before 31st Oct;

Proposed Actions

5.3 Student Progression

Source of Evidence

Using statistical data, reflect on progression rates compared to previous years. Comment where possible on specific programme modules that perform well and those where there is poor performance, considering how delivery of these modules could be developed to improve student performance.

Progression Rates for 2015/2016 provided by the Registrar's Office

Analysis is provided by School, Department, Programme and Stage. Data for the Department of Computing Science and Mathematics and Visual and Human-Centred Computing is combined under the Department of Computing and Mathematics. Departments were restructured in the second semester in 2015/2016.

The following column headings are used in each of the tables provided below:

- **No Students:** The number of students eligible for counting.
- **No Progress:** This is the number of students who progressed to the next stage of their programme or graduated. This is a sum of academic standings: Pass (PS) and Approved to Progress (AP).
- **Progression %:** This is the percentage of students who progressed to the next stage of their programme or graduated.
- **No Exempt:** This is the number of students who gained exceptions (This indicates the number of students who are eligible to repeat and complete their programme of study; academic opportunity provided).

- **Exemption %:** This is the percentage of students who gained exceptions (This indicates the percentage of students who are eligible to repeat and complete their programme of study; academic opportunity provided).

Analysis by School

2015/2016

School	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Business and Humanities	1875	1485	173	79.20%	9.23%
Engineering	551	371	103	67.33%	18.69%
Informatics and Creative Arts	1128	819	215	72.61%	19.06%
Lifelong Learning	53	38	0	71.70%	0%
Health and Science	1233	1076	66	87.27%	5.35%
Total:	4840	3789	557	78.29%	11.51%

2014/2015

School	No Students	No Progress	No Exempt	Progression %	Exemption %
Business and Humanities	1917	1504	244	78%	13%
Engineering	445	336	82	76%	18%
Informatics and Creative Arts	1030	768	166	75%	16%
Health and Science	1218	1030	54	85%	4%
Total:	4610	3638	546	79%	12%

Analysis by Department

2015/2016

Department	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Computing and Mathematics	558	388	138	69.5%	24.7%
Creative Arts, Media and Music	570	431	77	75.6%	13.5%
Total (School of Informatics and Creative Media)	1128	819	215	72.6%	19.0%

2014/2015

Department	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Computing and Mathematics	534	368	111	69%	21%
Creative Arts, Media and Music	496	400	55	81%	11%
Total (School of Informatics and Creative Media)	1030	768	166	75%	16%

Analysis by Programme

2015/2016

Programme Title	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Bachelor of Science (Honours) in Computing	133	99	29	74.4%	21.8%
Bachelor of Science (Hons) in Computing with English Language	11	6	4	54.5%	36.4%
Bachelor of Science (Honours) in Computing in Games Development	98	69	24	70.4%	24.5%

2014/2015

Programme Title	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Bachelor of Science (Honours) in Computing	125	92	20	74%	16%
Bachelor of Science (Hons) in Computing with English Language	7	4	3	57%	43%
Bachelor of Science (Honours) in Computing in Games Development	82	62	15	76%	18%

Analysis by Stage**Bachelor of Science (Honours) in Computing****2015/2016**

Stage	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Y1 Total	47	33	11	70.21%	23.40%
Y2 Total	37	20	16	54.05%	43.24%
Y3 Total	30	29	1	96.67%	3.33%
Y4 Total	19	17	1	89.47%	5.26%
Total:	133	99	29	74.4%	21.8%

2014/2015

Stage	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Y1 Total	59	36	13	61%	22%
Y2 Total	30	26	3	87%	10%
Y3 Total	19	17	2	89%	11%
Y4 Total	17	13	2	76%	12%
Total:	125	92	20	74%	16%

Bachelor of Science (Honours) in Computing with English Language

2015/2016

Stage	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Y1 Total	6	3	2	50.00%	33.33%
Y2 Total	5	3	2	60.00%	40.00%
Total:	11	6	4	54.5%	36.4%

2014/2015

Stage	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Y1 Total	7	4	3	57%	43%

Bachelor of Science (Honours) in Computing in Games Development**2015/2016**

Stage	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Y1 Total	35	22	12	62.86%	34.29%
Y2 Total	31	21	9	67.74%	29.03%
Y3 Total	14	11	1	78.57%	7.14%
Y4 Total	18	15	2	83.33%	11.11%
Total:	98	69	24	70.4%	24.5%

2014/2015

Stage	No. of Students	No. Progress	No. Exempt	Progression %	Exemption %
Y1 Total	38	27	7	71%	18%
Y2 Total	16	11	5	69%	31%
Y3 Total	19	17	1	89%	5%
Y4 Total	9	7	2	78%	22%
Total:	82	62	15	76%	18%

Comment(s)

- The overall progression rate for the School of Informatics and Creative Arts in 2015/2016 was 72.6% and in 2014/2015 was 75%.
- The progression rate for the Department of Computing and Mathematics for the two academic years 2015/2016 and 2014/2015 remained essentially the same (2015/2016 the rate was 69.5% and in 2014/2015 the rate was 69%.
- Programme progression rates for both academic years saw some variations. The Bachelor of Science (Hons) in Computing progression rate in 2015/2016 was 74.4% and in 2014/2015 was 74%. The Bachelor of Science (Hons) in Computing with English Language saw a drop in progression rate from 57% in 2014/2015 to 54.5% in 2015/2016. The Bachelor of Science (Hons) in Computing in Games Development saw a drop in progression rate from 76% in 2014/2015 to 70.4% in 2015/2016.

- Again, there were variations in the progression rates across programme stages. On the Bachelor of Science (Hons) in Computing Year 1 progression rates increased from 61% in 2014/2015 to 70.2% in 2015/2016. Year 3 rates increased from 89% in 2014/2015 to 96% in 2015/2016. Year 4 rates increased from 76% in 2014/2015 to 89.4% in 2015/2016.
- However, Year 2 rates decreased significantly from 87% in 2014/2015 to 54% in 2015/2016. The high failure rates in the module Object-Oriented Programming (OOP) contributed to this decrease (see **Section 8, Reflection by Programme Board**, specifically sub-section 8.1 Curriculum Design and Development (Including Aims and Learning Outcomes)).
- The Bachelor of Science (Hons) in Computing in Games Development saw decreases in progression rates in Year 1 (71% to 62.8%), Year 2 (69% to 67.7%) and Year 3 (89% to 78.5%). Year 4 rates increased from 78% to 83.3%.
- The Bachelor of Science (Hons) in Computing with English progression rate fell from 57% to 50% (only stage 1 comparison made as there was no stage 2 intake in 2014/2015).

Proposed Actions

- Programme Board to review programming requirements in Stage 1 and 2 of the Level 8 programmes, particularly the Bachelor of Science (Hons) in Computing.

5.4 Student Achievement	Source of Evidence																																														
<p><i>Using statistical data provided reflect on the number of students gaining good degree classifications (Distinction, Merit, 2.2, 2.1, First-Class Honours) comparing results to previous year's performance.</i></p> <p>The award classifications were as follow:</p> <p>2015/2016</p> <table border="1"> <thead> <tr> <th rowspan="2">Programme Title</th> <th colspan="5">Degree Classification</th> </tr> <tr> <th>21</th> <th>22</th> <th>H1</th> <th>PS</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Bachelor of Science (Honours) in Computing</td> <td>5</td> <td>3</td> <td>9</td> <td>0</td> <td>17</td> </tr> <tr> <td>Bachelor of Science (Honours) in Computing in Games Development</td> <td>5</td> <td>5</td> <td>4</td> <td>1</td> <td>15</td> </tr> </tbody> </table> <p>2014/2015</p> <table border="1"> <thead> <tr> <th rowspan="2">Programme Title</th> <th colspan="5">Degree Classification</th> </tr> <tr> <th>21</th> <th>22</th> <th>H1</th> <th>PS</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Bachelor of Science (Honours) in Computing</td> <td>5</td> <td>4</td> <td>3</td> <td>0</td> <td>12</td> </tr> <tr> <td>Bachelor of Science (Honours) in Computing in Games Development</td> <td>5</td> <td>2</td> <td>4</td> <td>0</td> <td>8</td> </tr> </tbody> </table> <p>Comment(s)</p> <ul style="list-style-type: none"> • There was an increase in the number of First-Class Honour award classification in the Bachelor of Science (Hons) in Computing (9 in 2015/2016, 3 in 2014/2015). <p>Graduate Outcomes Survey</p>	Programme Title	Degree Classification					21	22	H1	PS	Total	Bachelor of Science (Honours) in Computing	5	3	9	0	17	Bachelor of Science (Honours) in Computing in Games Development	5	5	4	1	15	Programme Title	Degree Classification					21	22	H1	PS	Total	Bachelor of Science (Honours) in Computing	5	4	3	0	12	Bachelor of Science (Honours) in Computing in Games Development	5	2	4	0	8	<p>Award classification data provided by the Registrar's Office</p>
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Bachelor of Science (Honours) in Computing	5	3	9	0	17																																										
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The Institute participated in the new survey in 2015/2016. Graduates found employment as follows:

Bachelor of Science (Honours) in Computing
(10 responses)

Role	Company
Graduate Developer	Equifax
-	PayPal
Software Test Consultant	SQS
Junior Software Engineer	Cowan
Junior Software Engineer	Prometric
Software Engineer	Sonalake
Software Engineer	Statsport Technology
Software Engineer	Intact Software

Bachelor of Science (Honours) in Computing in Games Development
(6 responses)

Role	Company
Software Developer	Software Design
UI programmer	Nebula Interactive
Junior Software Engineer	Prometric
Games Developer	Nebula Interactive

6. CHANGES TO PROVISION

Describe the programme changes validated and implemented, including related new programme developments.

6.1 Programme Changes Approved	Date of validation (e.g. PEC meeting)
Not applicable in 2015/2016.	Not applicable.
6.2 Programme Changes Implemented	Date of validation (e.g. PEC meeting)
Not applicable in 2015/2016.	Not applicable.
6.3 Nothing to report	

7. ACTIVITIES WITH PARTNER ORGANISATIONS

placement which commences in the academic year 2016/2017.

General

- Provision of a Communications module to be considered at the next Programmatic Review

8.2 Assessment Process	Source of Evidence
<p><i>Please reflect on how appropriate the assessment is in testing learning outcomes and outline any proposed changes for the next academic year.</i></p> <p>Assessment and Workload</p> <p>The programme board suggested that an indication of the time required to complete an assessment should be included with each assessment’s brief.</p> <p>The issue of students focusing significant amounts of time on continuous assessment towards the end of a semester at the expense of theory-based modules was considered. It was suggested that the timetabling of theory-based modules towards the beginning of the semester should be considered.</p> <p>100% CA Modules</p> <p>The programme board were of the view that the move to 100% continuous assessment (CA) modules creates a number of issues in relation to student behaviour, particularly near the end of the semester. Students are often overburdened with the CA load, and do not have time to consolidate the information they have learned.</p> <p>Innovative Feedback Mechanisms</p> <p>A number of staff members are using innovative best practice feedback mechanisms (e.g. screen-casting) with their students.</p>	<ul style="list-style-type: none"> • Discussed at Programme Board meeting No. 4 on 27/04/2016 • Discussed at Programme Board meeting No. 4 on 27/04/2016
<p>Proposed Actions</p> <ul style="list-style-type: none"> • Establish a sub-group to discuss the merits and issues associated with including an indication of the time required to complete an assessment with each assessment’s brief. • Programme Board to review assessment strategies of programme modules with a particular emphasis on modules with 100% continuous assessment. Again, any changes will have to be implemented within the Institute’s policies on programme changes as appropriate (or as part of programmatic review depending on the nature of proposed changes). Related to action identified in Section 4: Student and Staff Feedback (Programme lecturer(s) to continually review continuous assessment schedules to ensure that assessments are reasonably distributed across the semester). 	

- Establish a sub-group to discuss the merits and issues associated with to discuss the possibility of timetabling theory-based lectures more heavily toward the beginning of the semester.
- Programme team to continue adopting innovative approaches to providing feedback to students.

8.3 Teaching and Learning (including Technology Enhanced Learning)	Source of Evidence
<p><i>Please reflect on developments in Teaching and Learning strategies and practice either on specific modules or across awards.</i></p> <p>See Section 8.2: Assessment Process, heading Innovative Feedback mechanisms.</p>	
<p>Proposed Actions</p> <ul style="list-style-type: none"> • See Proposed Actions in Section 8.2: Assessment Process, heading Innovative Feedback mechanisms. 	

8.4 Engagement with Employers	Source of Evidence
<p><i>Please reflect on the engagement of employers in the curriculum and how this has informed curriculum plans going forward.</i></p> <p>The re-establishment of an Industry Liaison Forum for the Department of Visual and Human-Centred Computing is planned for the academic year 2016/2017.</p>	
<p>Proposed Actions</p> <ul style="list-style-type: none"> • Re-establish Industry Liaison Forum in the department. 	

8.5 Student Support	Source of Evidence
<p><i>Please reflect on how students are supported (e.g. student induction, year convenors, student mentoring, use of SLDC) and outline any plans for future development.</i></p> <p>The following student supports are provided within the department:</p> <ul style="list-style-type: none"> • First-year convenors: First-year convenors have a co-ordinating role for first year students and are the first point of contact for these students. They are crucial in supporting students making the transition to third level. They ensure that the student experience is enhanced and support student learning and assist the Institute in addressing first year retention issues. The convenor plays an important pastoral role and is someone from whom students can seek advice on academic matters that may be causing them concern. <p>The role includes the following:</p>	<ul style="list-style-type: none"> • Decision accepted at Programme Board meeting No. 6 on 15/06/2016 (No. 4 in the list)

- Co-ordination of the Induction programme in the first week of Semester 1.
- Meeting and welcoming new students.
- Monitoring attendance and performance of students.
- Conducting meetings with the students and/or student representatives. Students may be met individually or in small groups as appropriate.
- Bring to the attention of Head of School/Head of Department/Section issues arising from the various liaison meetings that are held.
- Providing academic advice to students on progress or, for example, proposed change of course or change of module in consultation with the Head of School/Department/Section.
- Providing advice to students on options available when difficulties are encountered, for example the support options provided by the Student Learning and Development Centre/Student Services.

2015/2016 - Ms Anne Leacy (Bachelor of Science (Honours) in Computing, Bachelor of Science (Honours) in Computing in Games Development).

- **Stage Convenor(s) :**

Perform a co-ordinating role and can perform the similar duties of a first-year convenor with the exception of those duties specific to the first year induction process.

2015/2016: Dr Michelle Graham (Bachelor of Science (Honours) in Computing), Dr Peadar Grant (Bachelor of Science (Honours) in Computing), Dr Sarah Tanner (Bachelor of Science (Honours) in Computing with English Language).

- **1st Year induction** (see first year and stage convenor supports).
- **Mini-induction day** at the end of September or the start of October each year.
- **Student Learning and Development Centre (SLDC)** supports through the Centre for Excellence in Learning and Teaching (CELT)- <https://www.dkit.ie/student-learning-development-centre>.
- **IT Learning Centre (ITLC)** – this is a tutor-supported study environment available to all Computing students in the two Computing departments in the School of Informatics and Creative Arts. The primary aim of the ITLC is to provide additional tutorials and support for those students who may feel that they are falling behind in their studies or are finding it difficult to grasp the concepts of a particular module. The centre typically provides the following workshops to students:
 - Effective Academic Reading and Note-taking Strategies;
 - Introduction to Academic Writing;
 - Academic Integrity and Avoiding Plagiarism;

<ul style="list-style-type: none"> • Introduction to Essay Writing; • Academic Writing 2; • Preparing a literature review; • Exam Preparation; • Working effectively in groups. <ul style="list-style-type: none"> • Maths Learning Centre (MLC) (https://www.dkit.ie/maths-learning-centre). The centre aims to provide additional Mathematics support and offers a number of services including: <ul style="list-style-type: none"> ○ 'drop-in' sessions; ○ small group workshops on specific topics; ○ one-on-one support sessions. 	
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<p>Proposed Actions</p> <ul style="list-style-type: none"> • Implement mini-open day. • Implement a peer mentoring programme in Semester 2 of the academic year 2016/2017.

8.6 Learning Resources: Staff Development	Source of Evidence
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<p><i>Please reflect on staff development undertaken by the programme team over the academic year and priorities for future staff development.</i></p> <p>Staff are constantly upskilling in order to deliver modules to their students and the department supports their continuing professional development (CPD), where possible, in this regard.</p> <p>A number of members of academic staff are undertaking the Masters of Arts in Learning and Teaching through DkIT's Centre of Excellence in Learning and Teaching. The aim(s) of the programme are as follows:</p> <ul style="list-style-type: none"> • To deepen understanding of learner-centred approaches to teaching and assessment; • To develop and improve the quality of learning and teaching through self-assessment; • To support and develop the initial and continuing professional development of staff. • To build a practitioner-based community of teachers and researchers capable of contributing to learning and teaching scholarship both nationally and internationally. 	
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<p>Proposed Actions</p> <ul style="list-style-type: none"> • Head of Department to gather CPD requirements from staff for the academic year 2016/2017. The department will prioritise the provision of online CPD through online courses (e.g. courser, etc.) where possible.

8.7 Learning Resources: Physical Resources and Facilities	Source of Evidence
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<p><i>Please reflect on the continued fitness for purpose of physical resources. Include areas for consideration by the Faculty Management Team, working with relevant University services and departments.</i></p> <ul style="list-style-type: none"> • The student representative reported on a timetabling issue where some class groups are timetables for six or more hours without a break. • A number of complaints were brought forward in relation to maintenance issues in relation to P1107, P1109 and P1158. These issue included problems with air conditioning, graffiti on the walls and students not able to see the white board properly. • Students have nowhere to do work in college during their free time, as P1111 is being used for classes and the small consultation rooms are block booked. • It was noted that 49 new PCs have been ordered for the Department. These will be delivered in January 2016. 	<ul style="list-style-type: none"> • Discussed at Programme Board meeting No. 1 on 30/09/2015 • Discussed at Programme Board meeting No. 1 on 30/09/2015 • Discussed at Programme Board meeting No. 2 on 02/12/2015 • Discussed at Programme Board meeting No. 2 on 02/12/2015
<p>Proposed Actions</p> <ul style="list-style-type: none"> • The HOD stated that he is aware of the problem and that he has tried to resolve it as much as is possible. The HOD stated that the problem is as a result of there being a huge demand on rooms. The HOD stated that he has ensured that no one class group has more than one large block of classes during the week. • The HOD asked that he be kept informed of any maintenance requests that were being forwarded by staff to the Estates Office. 	

9. QUALITY ENHANCEMENT

Please summarise any activities which contributed to Quality Enhancement in the Institute or to the annual Quality Enhancement Theme.

Summary of Quality Enhancement Activity
<ul style="list-style-type: none"> • Department examining how innovative mechanisms (including the use of technology-enhanced learning) can be used to provide feedback to students (ongoing). • Department examining mechanisms for enhancing student engagement with quality assurance and enhancement activities (informed by the National Student Engagement Programme - http://usi.ie/nstep/).

10. ADDITIONAL COMMENTS

Student Achievements

The programme board noted the following achievements by the students in 2015/2016:

- Two 4th year Level 8 Computing students, Audreen Soh and Ronan Prenty finished second in the AIB Hackathon. This is a major nationwide competition that attracts entries from many universities and colleges. It was noted that 17 students from DkIT took part in the Hackathon and its sister, Datathon, competition.
[Result noted at Programme Board meeting No. 2 on 02/12/2015].
- 14 Level 8 Computing students took part in the third edition of Hash Code, a team-based programming competition organised by Google. During the online qualification round, teams of students were presented with a real-life engineering problem to solve which involved the efficient and effective delivery of goods using drone technology. In total, 17,000 students took part globally with the winning teams participating in the second round in Google Paris.
[Result noted at Programme Board meeting No. 3 on 17/02/2016]
- A team of 1st year Games students took part in the national Robocode programming finals, which took place in Thurles IT last March
[Result noted at Programme Board meeting No. 4 on 27/04/2016]
- 14 Computing students took part in the ACM Irish Collegiate Programming Contest (IrICPC), which took place in Cork IT last March.
[Result noted at Programme Board meeting No. 4 on 27/04/2016]

International Collaborative Partnerships

- A group of ten students from the Bachelor of Science (Honours) in Computing and the Bachelor of Science (Honours) in Computing with Games Development took part in a ten-day intensive project in Lodz, Poland. The students worked in teams with students from our partner colleges Poland, Finland, Belgium and Portugal to develop 2D mobile games (September, 2015).
- A group of 13 BSc (Honours) in Computing 2nd year students took part in a one-week intensive project in IUT Lens, France in March 2016. The students worked in teams with their French counterparts to build web applications (March, 2016).
- Two French lecturers delivered a set of master-classes on the JavaScript Meteor framework to our second year Bachelor of Science(Honours) in Computing students (November, 2015).
- Three Polish lecturers delivered lectures to both Bachelor of Science(Honours) in Computing and Bachelor of Science(Honours) in Computing in Games Development students in the areas of mobile computing and virtual computing (February, 2016).
- A colleague from Portugal visited to discuss enhancing cooperation (April, 2016).

11. ACTION PLAN FOR THE FORTHCOMING ACADEMIC YEAR

Please summarise the actions to be addressed as highlighted in previous sections of the form. *Please add additional rows as required.*



No.	Action <i>Please state clearly the action required.</i>	Section No. <i>Where in the form was this raised.</i>	Indicator of Success <i>How will the team assess whether the action has been successful.</i>	By Whom <i>Who will carry out the action.</i>	By When <i>Please give an estimated month.</i>	Progress <i>Please complete through the year as progress is made.</i>
Delivery Team Actions						
	<ul style="list-style-type: none"> Programme lecturer(s) to continually review continuous assessment schedules to ensure that assessments and reasonably distributed across the semester. Programme lecturer(s) to continually review assessment number, type and workload are in accordance with assessment best practice (including timely feedback to students). 	Section 4: Student and Staff Feedback	<ul style="list-style-type: none"> Fewer or no student comments regarding distribution of continuous assessment or associated workload. 	<ul style="list-style-type: none"> Relevant programme board 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Not complete
	<ul style="list-style-type: none"> Programme lecturers to ensure that adequate module learning resources are available in the Moodle VLE. Programme lecturer(s) to provide an overview of work placement at the end of Year 2 to facilitate students finding their own placement over the summer months. (Note: Work Placement takes place in Semester 2 of Year 3 on both the Computing and Games degrees). Project Co-ordinator to ensure that supervisors are allocated early in the semester. Distribute Group Work Guidelines to programme lecturer(s) and share experiences and best practice within the School. 	Section 4: Student and Staff Feedback	<ul style="list-style-type: none"> Review Moodle usage. Students provided with work placement overview Supervisors allocated early in semester 1. Group work guidelines issued. 	<ul style="list-style-type: none"> Relevant programme board Project Co-ordinator(s) Head of Dept/ Programme Director(s) 	<ul style="list-style-type: none"> Jun 2017 Sept 2016 Dec 2016 (after update approved at Academic Council) 	<ul style="list-style-type: none"> Not complete Complete
	<ul style="list-style-type: none"> Continue promoting the ITLC and MLC with students. 	Section 4: Student and Staff Feedback	<ul style="list-style-type: none"> Centres promoted 	<ul style="list-style-type: none"> Programme Board (Prog Dir/HOD) 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Programme board members to continually review student engagement with programme boards. 	Section 4: Student and Staff	<ul style="list-style-type: none"> Student reps consulted through Student Reps Forum 	<ul style="list-style-type: none"> Programme Board (Prog Dir/HOD) 	<ul style="list-style-type: none"> Jun 2017 (and ongoing) 	<ul style="list-style-type: none"> Ongoing

		Feedback				
	<ul style="list-style-type: none"> Head of Department to submit resource deficiencies to the School Board for its attention. Head of Department to discuss the provision of additional seating in the Garden area in the Carroll Building. 	Section 4: Student and Staff Feedback	<ul style="list-style-type: none"> School Board informed 	<ul style="list-style-type: none"> HOD 	<ul style="list-style-type: none"> Dec 2016 	<ul style="list-style-type: none"> Complete
	<ul style="list-style-type: none"> Programme board to review programme provision to ensure that programmes are meeting the needs of industry. Programme board to ensure programmes are promoted and marketed (School Liaison Office, Communications Office, Open Days and department Taster Days). 	Section 5.1 Student Recruitment	<ul style="list-style-type: none"> Increased recruitment 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Programme Board to review programming requirements in Stage 1 and 2 of the Level 8 programmes, particularly the Bachelor of Science (Hons) in Computing. 	Section 5.3: Student Progression	<ul style="list-style-type: none"> Increased progression rates (focus on Stage 2 of programme) 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> Sept 2016 (to implement change) 2017/2018 - impact of change can only be determined when progression rates for 2016/2017 are reviewed) 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Programme board to review award classifications (ongoing). 	Section 5.4: Student Achievement	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> Oct 2017 	<ul style="list-style-type: none"> Ongoing
	<p>Changes to Programme Languages (Year 1 and 2)</p> <ul style="list-style-type: none"> Implement changes to programming languages in use in year 1 and 2. 	Section 8.1: Curriculum and Development	<ul style="list-style-type: none"> Improved student progression 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> The proposed changes were implemented for the academic year 	<ul style="list-style-type: none"> Complete

					2015/2016.	
	<p>Programme Structure and Elective Choices</p> <ul style="list-style-type: none"> Programme Board to review the structure of the Bachelor of Science (Honours) in Computing with the aim of consolidating elective choices. Any changes will have to be implemented within the Institute's policies on programme changes as appropriate (or as part of programmatic review depending on the nature of proposed changes). 	<p>Section 8.1: Curriculum and Development</p>	<ul style="list-style-type: none"> Improved student progression 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> Changes to be put forward to PEC before the end of the 2016/2017 academic year. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Head of Department to arrange meeting with the Placement Officer (Catherine Staunton) and department workplace co-ordinator to plan and implement protocols for the management of work placement which commences in the academic year 2016/2017. 	<p>Section 8.1: Curriculum and Development</p>	<ul style="list-style-type: none"> Work placement protocols between Department and Placement Office in place. 	<ul style="list-style-type: none"> HOD, Department Workplace Co-ordinator 	<ul style="list-style-type: none"> Commencing Sept 2016 	<ul style="list-style-type: none"> Ongoing.
	<ul style="list-style-type: none"> Provision of a Communications module to be considered at the next Programmatic Review 	<p>Section 8.1: Curriculum and Development</p>	<ul style="list-style-type: none"> Not applicable 	<ul style="list-style-type: none"> Programme board 	<ul style="list-style-type: none"> Next Programmatic Review 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Establish a sub-group to discuss the merits and issues associated with including an indication of the time required to complete an assessment with each assessment's brief. 	<p>Section 8.2: Assessment Process</p>	<ul style="list-style-type: none"> Not applicable 	<ul style="list-style-type: none"> Programme board 	<ul style="list-style-type: none"> June 2016 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Programme Board to review assessment strategies of programme modules with a particular emphasis on modules with 100% continuous assessment. Any changes will have to be implemented within the Institute's policies on programme changes as appropriate (or as part of programmatic review depending on the nature of proposed changes). 	<p>Section 8.2: Assessment Process</p>	<ul style="list-style-type: none"> Not applicable 	<ul style="list-style-type: none"> Programme board 	<ul style="list-style-type: none"> June 2016 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Establish a sub-group to discuss the merits and issues associated with to discuss the possibility of timetabling theory-based lectures more heavily toward the 	<p>Section 8.2: Assessment Process</p>	<ul style="list-style-type: none"> Not applicable 	<ul style="list-style-type: none"> Programme board 	<ul style="list-style-type: none"> June 2016 	<ul style="list-style-type: none"> Ongoing

	beginning of the semester.					
	<ul style="list-style-type: none"> Programme team to continue adopting innovative approaches to providing feedback to students. 	Section 8.2: Assessment Process	<ul style="list-style-type: none"> Best practice feedback mechanisms embedded in the programme 	<ul style="list-style-type: none"> Programme board 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Re-establish Industry Liaison Forum within the Department of Visual and Human-Centred Computing. 	Section 8.4: Engagement with Employers	<ul style="list-style-type: none"> Industry Liaison Forum established. 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> June 2017 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Implement mini-open day. 	Section 8.5: Student Support	<ul style="list-style-type: none"> Mini-open day established and monitored 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> Sept 2016 	<ul style="list-style-type: none"> Done/Ongoing in terms of monitoring
	<ul style="list-style-type: none"> Implement a peer mentoring programme in Semester 2 of the academic year 2016/2017. 	Section 8.5: Student Support	<ul style="list-style-type: none"> Peer mentoring programme established 	<ul style="list-style-type: none"> Programme Board 	<ul style="list-style-type: none"> Jan 2017 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Gather CPD requirements from staff for the academic year 2016/2017. The department will prioritise the provision of online CPD through online courses (e.g. courser, etc.) where possible. 	Section 8.6: Learning Resources: Staff Development	<ul style="list-style-type: none"> Academic staff engaged in online CPD 	<ul style="list-style-type: none"> HOD 	<ul style="list-style-type: none"> Jan 2017 	<ul style="list-style-type: none"> Ongoing
Management Team Actions (including those which require work with other Institute Fora)						

12. AUTHORSHIP:

Head of Department Signature:	
	Brendan Ryder.
Programme Director Signature:	
	Derek O'Reilly.
Date submitted to Registrar's Office:	19 th December 2016
Date submitted to Academic Council Academic Quality Subcommittee	

APPENDIX 1:

ACTION PLAN FOR PREVIOUS YEAR: *Append last year's Action Plan here.*