

## Atlantic Technological University Sligo College

### PROGRAMME VALIDATION PANEL REPORT FORM

Date of Evaluation	23 <sup>rd</sup> September 2022
Programmes Title(s)	Single Subject Certificate Introduction to Mathematical and Computational Modelling
Award Title(s):	Single Subject Certificate at Level 9
Programme Code(s)	Module MATH09010
NFQ Level	9
ECTS credits	10

#### Evaluation Panel Member:

Name & title	Job title & place of work	Role on panel
Prof Frances Lucy	Head of Department of Environmental Science, ATU Sligo	Chair
Finola Howe	Head of Enterprise and Engagement	Panel member
Dr Aodhmar Cadogan	Assistant Registrar	Secretary to the panel
Dr James Cruickshank**	Lecturer in Mathematics and Computational Modelling, NUI Galway.	External Advisor

\*\*Dr James Cruickshank as external specialist provided a written report of a review of the module which was considered by the panel in the meeting.

**Declaration Regarding Any Conflicts of Interest:** The members of the Panel signed a form confirming that they did not have any conflict of interest.

#### Meeting groups

**Institute Management:** David Mulligan, Head of Department of Mechatronics

#### **Programme development team.**

Dr Leo Creedon and Dr Marion McAfee

#### **Persons met by validation panel**

Name & title	Role in Institute	Rationale for presence at validation.
Dr Leo Creedon	Lecturer	Module Developer
Dr Marion McAfee	Lecturer	Module Developer

Note: In the context of this report, a condition indicates an action or amendment which in the view of the validation panel must be undertaken prior to the commencement of the new (or revised) programme. Conditions are mandatory for Approval of the Programme(s). A recommendation indicates an action or amendment which in the view of the panel should be given serious consideration by the programme development team for implementation.

Validation criteria	Sufficient evidence / Insufficient evidence
<p><b>Rationale for the module</b></p> <ul style="list-style-type: none"> <li>• Philosophy underpinning the programme e.g. market for module</li> <li>• Graduate profile and employment opportunities for graduates</li> <li>• Rationale for the programme e.g. School's/Institute's strengths/opportunities</li> <li>• Expected intellectual development and learning outcomes</li> <li>• Related existing programmes.</li> </ul>	Sufficient evidence provided
<p><b>Commendation: None</b> <b>Condition: None</b> <b>Recommendation: None</b></p>	
<p><b>Programme structure</b></p> <ul style="list-style-type: none"> <li>• Delivery type (semesterised or stage-based)</li> <li>• Proposed mode of delivery (i.e. in-class, on-line, blended, full time and/or part time)</li> <li>• Planned intake numbers</li> <li>• Role of placement N/A</li> </ul>	Sufficient evidence provided Delivery model discussed including the on campus learning.
<p><b>Commendation: None</b> <b>Condition: None</b> <b>Recommendation: None</b></p>	
<p><b>Resources (over the full duration of the programme)</b></p> <ul style="list-style-type: none"> <li>• Facilities and human and material resources available to mount the module</li> <li>• Clarification of any staffing requirements</li> <li>• Location of the delivery</li> <li>• Specific s requirements: lecture rooms, laboratories, library, Information technology and other student supports</li> <li>• Confirmation regarding any new facilities and staffing requirements</li> <li>• Special requirements (e.g. remote access for distance learners)</li> </ul>	Sufficient evidence provided  Module development and roll out is funded
<p><b>Commendation: None</b></p>	

<b>Condition: None</b> <b>Recommendation: None</b>	
<b>Access, Transfer and Progression Criteria</b> <ul style="list-style-type: none"> <li>• Student admission requirements</li> <li>• Progression criteria from one stage to the next and to higher levels on the NFQ</li> <li>• Non-standard entry (e.g. mature candidates and candidates with experiential learning) N/A</li> <li>• Transfer policy into the programme and onto other programmes N/A</li> </ul>	Sufficient evidence provided
<b>Commendation: None</b> <b>Condition: None</b> <b>Recommendation: None</b>	
<b>Curriculum</b> <ul style="list-style-type: none"> <li>• The consistency between the programme content, teaching methods and the programme learning outcomes N/A</li> <li>• Balance between the depth and breadth of the programme N/A</li> <li>• Rigour of the academic standard in the module</li> <li>• Student workload</li> <li>• Practice: the role and management of placement or work-based projects. N/A</li> </ul>	<p>Sufficient evidence provided</p> <p>One recommendation by the panel.</p>
<b>Commendation: None</b> <b>Condition: None</b> <b>Recommendation 1:</b> The panel recommended the module description and (potentially) the Teaching and Learning Strategy would be expanded to provide more context for a prospective student in terms of the practical skills and tools that would be gained through this module	
<b>Assessment</b> <ul style="list-style-type: none"> <li>• The appropriateness of the modes of assessment to be used</li> <li>• The balance between the marks awarded for different assessment modes (e.g. continuous assessment, projects, reports, sit-down examination)</li> <li>• Confirmation that all of the learning outcomes are appropriately and adequately assessed within the module.</li> </ul>	<p>Sufficient evidence provided</p> <p>Suggestions made by external specialist have been made to the module in regard to the assessment of learning outcomes, delivery and software.</p>
<b>Commendation: None</b>	

<b>Condition: None</b> <b>Recommendation: None</b>	
<b>Staffing</b> <ul style="list-style-type: none"> <li>• Quality and specialities of staff available to support the programme</li> <li>• Technical and administrative support</li> <li>• Staff development</li> <li>• Industrial/commercial profile of staff</li> <li>• Research and publications</li> </ul>	Sufficient evidence provided
<b>Commendation: None</b> <b>Condition: None</b> <b>Recommendation: None</b>	
<b>Programme Administration and Quality Assurance</b> <ul style="list-style-type: none"> <li>• Procedure for managing module</li> <li>• Student support student counselling and tutorial arrangements</li> <li>• Aspects of programme which highlight and foster study skills, independent learning and the inculcation of individual responsibility in students</li> <li>• EU and international aspects if appropriate</li> <li>• Feedback mechanisms e.g. use of surveys, focus groups and follow-up actions.</li> </ul>	Sufficient evidence provided Current QA arrangement are adequate for this module.
<b>Commendation: None</b> <b>Condition: None</b> <b>Recommendation: None</b>	

<b>Overall decision of the panel</b>	
<p>The panel agreed to recommend to the Academic council the approval of the following module:</p> <p>Introduction to Mathematical and Computational Modelling</p>	

*Francis Dwyer*

Chairperson:

25-9-22

\_\_\_\_\_

Date \_\_\_\_\_

Secretary:

*Adrian Coady*

\_\_\_\_\_

Date: 23/9/2022 \_\_\_\_\_

**Programme Schedule** (include table from AMM)

Programmes Title(s)	Single Subject Certificate Introduction to Mathematical and Computational Modelling
Programme Code(s)	Module MATH09010
ECTS credits	10

Indicative Coursework and Continuous Assessment		100 %		
<b>Form</b>	<b>Title</b>	<b>Percent</b>	<b>Week (Indicative)</b>	<b>Learning Outcomes</b>
Assessment	CA 1	10 %	Week 4	1,3
Group Project	Group Project	30 %	Week 8	2,5,7
Individual Project	Individual Project	30 %	End of Semester	1,3,4,5,6,7
Assessment	CA2	30 %	End of Semester	2,4,6