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Institiúid Teicneolaíochta Leitir Ceannainn
Letterkenny Institute of Technology

School/Department: Civil Engineering and Construction

Date: 13 June

Response: 5 July

Title of the Programme: Certificate in Applied Fire Safety Management (10ECTS)

Chairperson: Ann Campbell

Members of the Panel: Dr Edel Healy, Head of School of Health and Science, Dundalk IT, Lorraine Kennedy, Research Masters Student, Letterkenny IT, Justin Kerr, Head of Dept. Nursing, Health Sciences & Social Care, GMIT and Majella Mc Glinchey, Lecturer UCC

Secretary: Dr Anne Burke

LYIT Staff: Denis McFadden, Anne Boner, Rory McShane, Dr Patrick Lennon.

Criteria for the Validation of a New Programme

1. The Programme Aims and Objectives are clear and consistent with the Award sought.
2. The Programme concept, implementation strategy are well informed and soundly based.
3. The Programme's Access, Transfer and Progression arrangements are satisfactory.
4. The Programme's written curriculum is well structured and fit for purpose.
5. There are sufficient qualified and capable programme staff.
6. There are sufficient physical resources to implement the programme as planned.
7. The learning environment is consistent with the needs of the programme learners.
8. There are sound Teaching, Learning and Assessment Strategies.
9. Learners enrolled on the Programme will be well informed, guided and cared for.
10. The Programme will be well managed.

Note: It is Institute policy to publish the Final Reports of the Panel of Assessors

(For the attention of the Academic Council)

The Panel of Assessors advises the Academic Council that the Institute and the School/Department should take cognisance of following recommendations:

The Panel of Assessors advises the Academic Council that approval of the programmes subject to general conditions of approval together with the following additional condition:

- Clarify assessment strategy

Response from the Department of Civil Engineering and Construction to the condition:

Assessment Strategy

Continuous assessment is used as a teaching method assessing learning as it is occurring, the focus being on constructive learning where feedback is motivational and directed at improvement.

Summative assessment is used to assess learning against expected outcomes, typically on module completion.

In order to meet the specific learning outcomes of this programme and to facilitate and accommodate mature learners styles, opportunities for student interaction, participation and activities will be introduced via a blend of the following learning methodologies:-

- Experiential learning (learning by doing)
- Problem based learning
- Group work (including peer learning)
- Case studies

Experience has shown that the above methodologies produce better-motivated students, develop deeper understanding, encourage independent/collaborative learning and develop a range of skills that will be useful to employers. Learners will be required to undertake a range of different assignments to facilitate their

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assimilation and understanding of the material presented. As a person matures they become more self-directed, consequently it is anticipated that assessment will be from range of assessment methods including: written assignment, project report, portfolio, site visit, poster & oral presentation and online quiz. The amount, type and timing of assessment is designed to facilitate student learning and intellectual engagement.

Formative assessment will be employed during the learning process in order to modify teaching and learning activities and to improve student attainment. This will involve qualitative feedback to the student on levels of performance. In addition summative assessment will be employed to monitor and ensure learning outcomes. The online teaching tool Blackboard will be used by lecturers to allow the students access to course material, instruction and feedback remotely.

In this way, problematic areas encountered are identified and discussed thoroughly as the material is presented. Assessment informs the teaching methodology as the course progresses.

At the beginning of the semester students will be given an assessment schedule for the module together with other pertinent information in relation to the module and assessments covered.

Students will be notified in good time of the nature, format and grading criteria of assessment tasks.

Programme Boards will periodically review the extent to which the assessment methods used are effective at demonstrating achievement of the learning outcomes and to ensure their level of validity and reliability.

Reassessment

Where re-assessment is necessary the lecturer will set appropriate assessment tasks for the student(s). The lecturer may grade the reassessed work out of 100% or out of a reduced percentage as appropriate. The lecturer will make this information available to the students and Programme Board.

PART 4 PROPOSED PROGRAMME SCHEDULE(S) please attach final schedule to bottom of the report.

Proposed Programme Schedule

Letterkenny Institute of Technology

PROPOSED PROGRAMME SCHEDULE

Indicative Course Structure and Schedule

Title of Award: Certificate in Applied Fire Safety Management

Area of Specialisation: Fire Safety Management

Learning Mode Offered: Part-time / Blended

Stage: 1

Date Effective: September 2019

Semesters 1 or 2: 1 or 2

Subject Code (New)	Semester	Title of Examination Subject	Subject Status	ECTS Credits		Total Hours (Full-Time or part-time)			Allocation of Marks				
				Level	Number	Lectures	Independent Learning	Total	CA	Project	Practical	Final	Max
tbc	1 or 2	Applied Fire Safety Management	M	7	10	36	214	250	0	40	60	0	100
		Total:				36	214	250	0	40	60	0	100

Programme Evaluation Report Approved by:

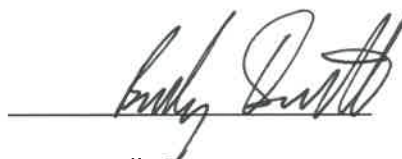


Ann Campbell

Chair to Panel

(Former President, Dundalk IT)

Date 15.7.2019



Billy Bennett

(VP for Academic Affairs and

Registrar, Letterkenny IT)

Date 17/7/19.