

Part 1 Programme details

Proposed Programme title	Bachelor of Arts (Honours) in Creative Industries and Visual Culture
Mode and duration of programme	Three years full-time
ECTS	180
TU Dublin award(s) sought	Bachelor of Arts (Honours) in Creative Industries Bachelor of Arts (Honours) in Visual Culture
Classifications of award(s)	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
School responsible	Dublin School of Creative Arts
Professional body accreditation and relevant dates (where applicable)	NA
External provider type (where applicable)	NA
Delivery location	TU Dublin – City (Grangegorman)

Part 2 Programme approval information

Date of initial approval (of Q1A) by City Campus ORC	February 2020
Date of validation/review event	13 February 2020
Date of approval by Academic Council and Governing Body	
Proposed date of commencement	September 2020

Part 3 Programme background/structure

Background

The proposed new programme design emerged from a desire to create a common-entry first year for two existing programmes, BA (Hons) Contemporary Visual Culture and BA (Hons) Creative and Cultural Industries. The Programme Committee has taken the opportunity to fully revise and update the Visual Culture and Creative Industries provision. Thus the proposed programme retains many of the unique and successful elements of these two programmes, but is intended to have greater contemporary relevance.

This programme is intended to help learners find their own pathway in the Creative Arts field, and to ultimately make a contribution to the development of arts and culture in society. It is designed to nurture graduates who can function as informed, critical, practitioners, whether as researchers, academics, curators or creative managers in the cultural industry sector nationally and internationally. It capitalises on existing resources with TU Dublin to provide a wide ranging educational experience. It is anchored by the strong research culture and practice-based expertise within TU Dublin, and the TU Dublin School of Creative Arts in particular. Throughout the programme, students will be encouraged to make decisions about their learning path, via pathway and “open” options, while also being introduced to key theories of visual culture and the cultural industries in relation to contemporary processes, practices and global contexts.

Stated aims and learning outcomes of the programme

The core aims of the Programme are to:

- enable learners to make a positive contribution to the development of arts and culture in society;
- provide an education that will allow learners to integrate knowledge, academic research skills and industry-facing skills so as to maximise career opportunities;
- equip the student to engage productively with key theories of visual culture and the cultural industries, in relation to contemporary processes, practices and global contexts;
- foster understanding of the origin, evolution and operation of contemporary visual culture and creative industries;
- promote a critical ethos in the cultural sector guided by an emphasis on practices that prioritise initiative, interaction, collaboration and cooperation in the development of cultural practice;
- foster ethical research practices, engage with radical and decolonising practice within the cultural sector.

Programme learning outcomes

On completion of the programme students will have a knowledge of:

- key debates across a wide range of cultural sectors including design, music, film, fine art and digital media
- developments in cultural production, reception and consumption.
- the relationship between research, contemporary culture and related industries.
and

(Creative Industries Pathway)

- basic principles of business management in the cultural industries
 - the structure and operation of the arts and culture sector of the mass media (nationally and internationally)
- or

(Visual Culture Pathway)

- key philosophical and cultural theories underpinning contemporary visual culture
- historical context of global contemporary visual culture

Students will develop skills to:

- formulate ethically-informed research skills to apply in an industry context, including the use of archival, digital, primary and secondary sources;
 - critically analyse and evaluate contemporary cultural production
and

(Creative Industries Pathway)

- plan, organise and budget for a medium-size cultural event
- promote cultural events through traditional and digital media
- prepare and present proposals, reviews and summaries of cultural events

or

(Visual Culture Pathway)

- critique visual culture
- critically review and edit texts in contemporary visual culture
- communicate research in a professional context, via writing, multimedia presentations and digital media

Students will be able to demonstrate competence in:

- working with a selected range of cultural practitioners in a professional setting.
- organisation of publications, curated and related events;
- working in a team to realise outward-looking cultural projects
- verbal, written and digital communication to a high standard and

(Creative Industries Pathway)

- undertaking research on a range of cultural industries
- engaging across cultural sectors to develop industry specific projects

or

(Visual Culture Pathway)

- undertaking deep research on contemporary visual culture
- initiating and realising research projects relevant to contemporary society

Programme structure

The first year of the programme is common (i.e. all students take the same core modules) and is structured to give an overview of themes, theories and practices in the areas of contemporary visual culture and creative and cultural industries. Towards the end of the first year, students will select a pathway, either Creative Industries or Visual Culture, which will determine their award. In years two and three of the programme, students take shared core modules and pathway core modules. They also select from suites of optional modules.

Entry Requirements

Minimum entry requirements for year one of the programme are the Leaving Certificate (Minimum 6 subjects, 2 of which must be at Honours level) or equivalent - Minimum HC3 in English.

Given the important role text analysis, student presentation and academic writing play in this Programme, a good standard of spoken and written English is required of all successful applicants. Those for whom English is not their first language must obtain an IELTS score of 6.5. Alternatively, the completion of the Leaving Certificate or equivalent in English with at least a H4 is sufficient evidence of ability in the English language. *Note derogations from this requirement are available for students with disabilities such as dyslexia, who will be encouraged to access TU Dublin support services.

Applications from non-standard applicants will be considered on a case-by-case basis and in accordance with University regulations. This generally includes the submission of a portfolio of written work by the applicant, along with evidence of qualifications and relevant industry or research experience to date.

Student assessment

In accordance with TU Dublin's General Assessment Regulations (City).

Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:

None

Part 4 Validation Details and Panel Membership

Thursday 13th February 2020

Venue: *RD004, Rathdown House, Grangegorman*

- 09.00 am Refreshments (tea/coffee) served. Introductory meeting between Panel, Director & Dean of the College of Arts & Tourism, Head of School and relevant Assistant Heads of School of the Dublin School of Creative Arts, Chairperson and members of the Programme Committee as appropriate. Presentation from School.
- 09.30 am Private meeting of Panel to discuss agenda.
- 10.30 am Panel meets with Head of School, Assistant Heads of School, Chairperson and appropriate members of the Programme Committee, to discuss specific issues raised by the Panel.
- 11.45 am Meeting of Panel with staff teaching on both programmes to discuss such matters as syllabi, teaching methods and assessment issues.
- 12.30 pm Panel meets with group of current students and graduates from the two predecessor programmes – BA Creative & Cultural Industries and the BA in Contemporary Visual Culture.
- 1.00 pm Lunch for Panel and tour of facilities available to the programme.
- 2.00 pm Private meeting of Panel to consider draft reports.
- 3.45 pm Panel to report back orally to the Head of School, Assistant Heads of School of the Dublin School of Creative Arts, Programme Chair and other staff as appropriate.

Panel membership

External Members

- Dr Alison Green Programme Co-Director, Culture & Enterprise
Central Saint Martins, University of the Arts London
- Sean Kissane Curator, Irish Museum of Modern Art, Dublin

Internal Members

- Colin Hughes (Chair) Head of Graduate Business School, TU Dublin -
City (Aungier Street)
- Eric Bates Lecturer, Dublin School of Architecture, TU Dublin –
City (Bolton Street)
- Dr Catherine Spencer Lecturer, School of Languages, Law & Social
Sciences, TU Dublin - City (Kevin Street)

Quality Assurance Office

Jan Cairns

Quality Assurance Officer, TU Dublin – City (Park House)

Documentation submitted

The Panel received the Programme Overview and Student Handbooks for each year of the programme.

Part 5 Summary of Panel findings against key questions

Note: the Panel's findings (ie yes/no) and any additional comments against each of the key questions should be recorded below. Where a 'no' is recorded, an associated condition or recommendation should be included in Part 6, Findings of the Panel.

Is the market demand and need for the programme clear and articulated?	Yes
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	Yes
Are the entry requirements clear and appropriate?	Yes
Are the arrangements for access, transfer and progression in accordance with University policy and NFQ?	Yes
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	Yes
Do the individual modules 'add up' to a coherent programme?	Yes
Are Graduate Attributes embedded within the programme?	Yes
Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?	Yes
Is there appropriate use of student-centred learning, teaching and assessment strategies, including the First Year Framework for Success checklist, which recognise the needs of diverse student groups?	Yes
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	Yes
Are the assessment methods and criteria aligned to the learning outcomes in each module?	See condition regarding modules with different assessment methods
Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed?	Yes.
Is there parity between off-campus/on-campus delivery (if applicable)?	NA
Are the roles and responsibilities of each partner clearly specified (if applicable)?	NA

Part 6 Recommendations of the Panel

The Panel recommends to TU Dublin approval of the BA in Creative Industries and Visual Culture, leading to awards of Bachelor of Arts in Creative Industries and Bachelor of Arts in Visual Culture, at level 8 on the NFQ, subject to conditions and recommendations.

The Panel commends the programme design, i.e. the creation of a core throughout along with the pathway and options structure. It recognises that the move to the campus will address many of the issues identified by the Programme Team and students regarding the existing programmes in terms of creating an identity for these students, as will the amalgamation of the programme.

The Panel also commends the School and Programme Team in introducing cross-disciplinary teaching, an approach which can be challenging but ultimately rewarding. It is impressed with the staff team, noting them to be dedicated to their programmes and students as well as being well-connected internationally.

Conditions

1. The Panel considers that the assessment rubric for the cultural project, similar to that for the thesis, for example, should be included within the student handbook.
2. The repeat arrangements for a student who does not successfully complete the Erasmus or other study abroad semester or the Real World Engagement on the Visual Culture stream should be clarified.
3. The modules that currently have different assessment methods depending on what stage of the programme that the module is taken, should be presented as separate modules with learning outcomes that reflect what is expected of students at each stage.

The Panel also recommends that:

1. The School should follow up on the inclusion of an induction period at the start of every year, as suggested by the Programme Team.
2. The Team should give consideration to the funding of student projects and develop guidance in this regard. It should also consider how to leverage such projects in the promotion of the programme.
3. Module descriptors should be reviewed to ensure that learning outcomes are appropriate to the stage of the programme and are written correctly with appropriate verbs and that the methods of assessment are clarified. The Panel notes that several of the modules in question are owned by other Schools.
4. The Team should use the Akari software for providing a greater level of detail on the assessment methods used.
5. The School considers the implications for those students on Erasmus study abroad and who then return and go straight into placement and it suggests that the preparation for placements might be moved to the end of the first year to accommodate these students.
6. The Team should further consider the development of employability and professional development skills throughout the programme and how best to guide student choice and pathway and module selection through this lens. Guidance on this and the possible impact on future career choices should be embedded within the programme and in so doing the Team should leverage alumni insights as well as TU Dublin's Careers Services.

7. The Team should consider how the business element of the programme could be emphasised as a thread that runs through the programme. The Panel considers that making this more explicit within relevant module descriptors could enhance the marketability of the programme.
8. In relation to the Cultural Project there should be clarity as to the weighting attributed to the artefact/end product in the assessment of the module. The Panel recommends that the Team should look at the assessment of similar projects in other art and design disciplines for comparison.
9. The Team should ensure that there is clarity around the expectations for work placement on the part of students going on work placement and the host organisation.
10. The Team should clarify if, how and when a student might transfer from one pathway to another.
11. The Team should monitor the approach taken to the online delivery of the first semester of the year-long modules for students away on Erasmus and ensure that no student is disadvantaged by taking the module in this way.
12. The Team should continue to monitor the student's workload and ensure as much as possible that this is balanced appropriately as part of the scheduling of assessments.
13. The Team should increase opportunities for students to mix both with students in other years of the programme and with students on other programmes.
14. The Team should consider having at least one class representative from each year of each pathway on the Programme Committee.
15. The School should remain mindful of the issue of programme identity from the point of view of students, and continue to consider how it might be addressed as the School moves to its permanent home in the East Quad.
16. The Programme Team should proofread the documentation and ensure accuracy throughout.