

Dear Jan,

Many apologies for the delay in getting these responses to you. As you can imagine, the changes in teaching occasioned by the Covid-19 pandemic greatly impacted the compiling of this report.

The programme team and the School would like to thank the Panel and yourself for their generous and rigorous engagement with the new programme. The validation event was a genuinely enjoyable and helpful experience. We appreciate the useful recommendations and the spirit of support in which they were made. We have already begun to implement many of them, as noted below.

In response to the report, please find attached a new set of handbooks which have implemented the Conditions, as indicated in the chart below.

We are delighted that the Panel saw fit to endorse the new BA Creative Industries and Visual Culture and look forward to welcoming the first intake of students.

In the attached report, the Panel's original comments are in italic and our responses are in regular text. We also attach updated versions of Part A and of the three student handbooks. Where the Panel recommended changes to these documents, text is highlighted, and page numbers in the new versions are indicated below.

TU Dublin School of Creative Arts, response to Validation Panel Q3 for the proposed BA (Hons) Creative Industries and Visual Culture.

May 2020

Responses to 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.*

A Cultural Project Handbook, including assessment rubric, has been incorporated into the Year Three Student Handbook. See pages 42-46 of attached Updated Year Three 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.*

a) The repeat arrangements for Erasmus are now outlined in the Updated Year Two Student Handbook, page 76, text as follows:

Repeat assessments set by partner college. In the first instance, students will take relevant repeat examinations in the partner institution. In the second instance, the student may repeat the year externally, following supplemental repeat procedures in the partner institution. If this is not possible, under exceptional circumstances, a student may be permitted to submit work for CIVIC module(s), as agreed by the Programme Committee, commensurate with the missing ECTS credits.

b) The repeat arrangements for Real World Engagement are now outlined in detail in the RWE handbook, see page 37-8 of the Updated Year Two Student Handbook. They are summarised in the module descriptor on page 63 of the same document, text as follows:

Where a student fails one or two components of the module, they may, in the first instance, resubmit those components for assessment. The Tutor/Host Placement Report cannot be resubmitted.

If a student fails to complete or retrieve the module, they will be offered, at the discretion of the Programme Committee, one of two retrieval opportunities:

1. The student may be permitted to do another placement over the Summer
2. Alternatively, the student will prepare a 2,500-word report on the placement partner plus a 500-word reflection.

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.*

Three versions of each module have been incorporated into the Updated Student Handbooks. Please see the following pages of the attached Handbooks:

Year One: pages 75-76, 79-80, 81-82, 83-84, 85-86, 87-88, 90-91, 93-94.

Year Two: pages 90-91, 94-95, 96-97, 98-99, 100-1, 102-3, 105-6, 108-9.

Year Three: pages 88-89, 92-93, 94-95, 96-97, 98-99, 100-1, 103-4, 106-7.

Responses to Recommendations:

1. The School will include *an induction period at the start of every year*. For 2021, the HOS will write to all incoming students advising of them of the Blended Learning developments on the programme and inviting them to an online Programme Induction before the beginning of the new Semester.
2. The Team will *give consideration to the funding of student projects and develop guidance in this regard*. At the moment students are able to apply for funding through the Student Societies Programme. The School will work to *leverage such projects in the promotion of the programme*.
3. Certain module descriptors, primarily in modules owned by other Schools, *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 other Schools have been contacted and asked to revise as instructed. The Programme Team will work to encourage consistency in the content of module descriptors across the Programme.
4. The Panel recommended that the Team *should use the Akari software for providing a greater level of detail on the assessment methods used* and this is currently underway.
5. The Programme Committee will examine the Panel's recommendation that they *consider moving the preparation of placements to end of the first year to accommodate students going on Erasmus study abroad*.
6. The Team will work with the TU Dublin's Careers Services to 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.
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*. The School thanks the panel for this recommendation which will be considered. It is important to maintain the distinctive identity of the programme as being primarily focused on the cultural industries sector.
8. The new *Cultural Project* handbook goes some way to addressing *the role of artefact/end product in the assessment of the module*.
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*. The Real World Engagement Handbook now includes reference to a revised template, signed by both parties in advance of the placement, which includes an agreed outline of the tasks to be done (Updated Year Two Student Handbook, page 35):

At the first meeting, a revised version of the template above is agreed and signed by the student and the representative of the host institution. This is returned to the Placement Coordinator by the student and can be referred to as part of the final assessment.

10. *The Team should clarify if, how and when a student might transfer from one pathway to another*. This is due to be discussed at the next Programme Team meeting. Initial discussion was in favour of limiting the transfer from one pathway to another except in exceptional circumstances as students will have been fully briefed on the pathway choices throughout first year.
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*. The Programme team acknowledges the wisdom of this

recommendation and we may wish to revise the Erasmus provision going forward, as we learn from best practice across the University.

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.* This will be done as part of course planning in September and January. It will be reviewed as part of the Annual Q5 monitoring process.
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.* The Programme Team welcomes this suggestion. All Open optional modules (at least 10 credits per year) will initially be shared with peers from across the College and the wider University. The second-year Real World Engagement lecture series will be open to all students and staff. The BA Fine Art Programme has already proposed to include it in their third year professional development module.
14. The Team will ensure *that there is at least one class representative from each year of each pathway on the Programme Committee.* See Updated Student Handbooks, Year One (page 27), Year Two (page 20) and Year Three (page 23).
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.* This is an important issue that the Programme Team hopes to work on in collaboration with School management. Initial suggestions include a strong presence for the Programme in the annual Graduate Exhibition and related events and publications.
16. The Programme Team has now *proofread the documentation to ensure accuracy throughout.* In particular, the Welcome, Programme Content and Structure, and Overview of Programme sections of the Year Two handbook have been substantially rewritten. See Updated Year Two Student Handbook pages 2-4. Associated programmes have been added to Optional Modules M1s and missing module codes inserted.