REPORT ON PROGRAMME VALIDATION	Q 3 report

Part 1   Programme details

Proposed title	Postgraduate Certificate in Advanced Producers (see condition of panel)
Mode and duration of programme	One year part-time
ECTS	30
TU Dublin award(s) sought	Postgraduate Certificate in Advanced Producers
Classifications of award(s)	Distinction; Merit Grade One, Merit Grade Two; Pass
School responsible	School of Media
Professional body accreditation and relevant dates (where applicable)	NA
External provider type (where applicable)	NA
Delivery location	TU Dublin

Part 2   Programme approval information

Date of initial approval (of Q1A) by ORC's Academic and Research Committee	3rd October 2019
Date of validation event	Friday 20 September 2019 (The report of the Validation Panel was released on 4th October, following initial approval (Q1A) by ORC's Academic and Research Committee)
Date of approval by Academic Council and Governing Body	
Proposed date of commencement	October 2019

Part 3   Programme background/structure

Background

The rationale for the development and provision of this programme is a direct response to the HEA's springboard call for proposals in 2019. The School of Media immediately began working with Screen Skills Ireland who are mandated to develop skills programmes for the screen industry.

Aimed at new producers and using key industry specialists, the Advanced Producers Programme is designed to give producers a comprehensive understanding of the script to screen process. It will address the following skills areas in a producer's career development: the development process; financing; legal issues; budgeting and scheduling; production; post-production; management and negotiation skills; sales and distribution; festivals and pitching.

Stated learning outcomes of the programme

Knowledge – breadth	On successful completion of this programme, the learner should be able to demonstrate:
	
	 • an extensive knowledge, understanding and competencies across a range of Scripted TV and Film Production principles and practices including:
	    • Development
	    • Production
	    • Post Production
	    • Finance and HR
	    • Media Markets
	 • an academic rigour and conceptual understanding of media production with an emphasis on applied knowledge, creative awareness and a professional orientation.
	 • A sophisticated understanding of the range of concepts that underpin both practical and theoretical aspects of Film and Television production.
	 • Current knowledge in relation to the real world professional practice of the Film and Television production.
	 • A thorough knowledge of health and safety standards.
	 • Place the industry in the context of society overall through an understanding of 'Responsible Production'.

Knowledge – kind	• Understand the relevance of traditional knowledge and skills and the interplay with new technologies. • Express an ability to think creatively and innovatively in their approach to problem solving and decision-making • Demonstrate creativity and innovation in the development of new and cutting edge content. • Critically assess the process and explore the role of small venture start-ups in creative media industries. • Employ the skills & competencies required to work in and establish new companies within the Film and Television sector in Ireland and abroad. • Participate in the sector and influence its development overall.
Know-how & skill – range	• Demonstrate an ability to source contemporary relevant research, apply to a project and articulate responses to it. • Demonstrate a capacity to analyse, synthesise, summarise and critically judge information. • Demonstrate an ability to identify the merits of unfamiliar arguments and shortcomings of familiar arguments. Use the knowledge to create new applications and ideas through innovation and creativity. • Analyse critically one's own work and that of others and be able to formulate confident, independent judgements based on research, analysis and criticism. • Through their development as reflective practitioners, modify • advanced skills as appropriate to different contexts and situations to establish best practice • Demonstrate a competency in a range of advanced production skills.

Know-how & skill – selectivity	- Demonstrate proficiency in observation, investigation, enquiry, visualisation and making. - Demonstrate an ability to produce work which is professional and challenging, through the application of processes and methodologies. - Demonstrate an understanding of workflows, production scheduling and budgets. - Pitch film and television project concepts effectively to potential clients. - Demonstrate a thorough awareness of ethical and legal issues relevant to the film and television industries. - Contribute confidently to the development, pre-production, financing and promotion of a professional standard piece of film/television work. - Identify the appropriate market for the production - Identify opportunities and emerging trends in Film and Television production - Be fully conversant in the copyright implications of film and television production.
Values, Attitudes, Competences and Contexts	- Demonstrate an ability to interact with audiences, clients, markets, and consumers; - Demonstrate an ability to articulate and develop the relationship with audience, clients, markets and other users; - Demonstrate an ability to articulate reasoned arguments through reflection, review and evaluation. - Demonstrate an ability to delegate and accept responsibility - Critically analyse different approaches to film and television production.
Competence – role	- Exercise autonomy and develop good working practices. - Articulate ideas and information clearly, in visual, oral and written forms. - Present ideas and work to audiences in a range of situations. - Demonstrate an ability to work in a multi-disciplinary environment; - Demonstrate an ability to work in a team, or as a team leader; - Demonstrate an ability negotiate appropriate work methodologies and practices. - Function competently in both individual and group situations at a range of levels - Recognise opportunities for the development of Scripted drama productions for local and foreign markets - Map future career opportunities - Evaluate their abilities and capacities - Take cognisance of and respect individual and cultural differences
Competence – learning to learn	- Set goals, manage workloads and meet deadlines. - Work with and respond to personal strengths and needs. - Acknowledge learning through successful and unsuccessful outcomes. - Accommodate change and uncertainty through resilience. - Take responsibility for their own learning

	• Be cognisant of changes in technology and the profound effect they have on the industry of which they are a part • Express an ability to learn from experience gained in new and unfamiliar contexts
Competence – insight	• Evaluate their own application of theoretical knowledge and practical skills based on personal performance and modify practices appropriately • Engage in peer performance review and support colleagues in their own self-evaluation process • Effectively engage in a process of evaluating target audiences for television and film and of identifying and interacting with emergent audiences for new work.
Progression and Transfer	• Students who successfully graduate from this programme may progress to other and further training and education awards, including doctoral degrees.

Programme structure

The programme consists of 30 ECTS and is delivered over one semester. Modules are delivered on a block basis on two evenings a week and alternate Saturdays.

Entry Requirements

Applicants to the programme should:

1) Have a level 8 award in a screen related industry programme, or
2) Be existing employees in the screen industry who may not have a formal qualification, or
3) Have a level 7 award in a screen related industry programme with relevant industry experience

Student assessment

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

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

None sought

Part 4   Validation Details and Membership of Panel

Schedule of meetings

Venue: Room 3005, TU Dublin Aungier Street (Telematics Room)

09.00 am   Introductory meeting between Panel, the Head of School and other staff as appropriate from the School of Media.

09.30 am   Private meeting of Panel to discuss agenda.

10.30 am   Meeting of Panel with Head of School, Chairpersons and appropriate members of the Programme Committees to discuss specific issues raised by the Panel.

11.45 am	Meeting of Panel with staff teaching on the programmes to discuss such matters as syllabi, teaching methods and assessment issues.
12.45 pm	Panel visits facilities available to the programmes.
1.15 pm	Lunch
1.45 pm	Private meeting of Panel to consider draft report.
3.30 pm	Final meeting of Panel with the Head of School and other staff as appropriate.

Panel Membership

External Panel Members

Celine Curtin	Head of Centre for the Creative Arts and Media (CCAM), Galway-Mayo Institute of Technology
Martin Dowling	Learning and Development Specialist, Boulder Media, Dublin

Internal Panel Members

Dr Julie Dunne (Chair)	Assistant Head of School, Food Science & Environmental Health, TU Dublin - City
Dermot Dunne	Conservatory of Music & Drama, TU Dublin - City
Dr Donal O'Brien	School of Retail & Services Management, TU Dublin - City

Quality Assurance Officer

Jan Cairns	Quality Assurance Officer, TU Dublin – City

Documentation submitted

The Panel received background information on the proposed programme and a student handbook, as well as extracts from the Handbook for Academic Quality Enhancement. It received staff details at the validation event

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?	See condition regarding entry requirements.

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?	See condition in relation to the revision of module learning outcomes.
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, however see recommendations regarding learning and teaching methods as expressed in module descriptors.
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	See condition regarding revision of module learning outcomes and syllabi.
Are the assessment methods and criteria aligned to the learning outcomes in each module?	See condition regarding alignment of module learning outcomes and assessments.
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 is pleased to recommend to Academic Council approval of the Postgraduate Certificate in Advanced Producers (see condition of panel), at Level Nine on the National Framework of Qualifications, subject to conditions and with recommendations.

The Panel commends the School on their successful application for Springboard funding for this programme and it considers there to be a strong demand within the creative industries sector for the programme.

Conditions

1. The School should state explicitly within the programme documentation including Student Handbook what the title of the award should be (the Panel notes the Programme Team's preference for Postgraduate Certificate in Advanced Producing).

The programme team have implemented the title of the award Postgraduate Certificate in Advanced Producing across all documentation.

2. The entry requirements should include the requirement that to be eligible for the programme applicants need to be working or have worked within an appropriate role in a

creative industry. In addition, there should be reference to the RPL procedure for those applicants who do not hold formal qualifications.

Entry Requirements have been updated in the student handbook pg 3

3. The Programme Team should revisit the learning outcomes associated with all modules to ensure that all outcomes can be assessed and that verbs such as understand, comprehend are avoided. The learning outcomes should also be appropriately worded to demonstrate that the learning is at Level Nine and, therefore, that critical evaluation and analysis is required. Following this review of learning outcomes, all indicative syllabi should be expanded to reflect the depth of the learning required.

Learning outcomes and teaching methods have been reconsidered for all modules and updated where appropriate, the indicative syllabus has been extended for all modules.

4. Programme documentation including Student Handbooks should be proofread and edited to ensure accuracy and consistency throughout, for example that ECTS and learning hours are correctly stated and that module titles are consistent.

All documentation has been proofread.

Recommendations

a) The alignment between the learning outcomes, indicative syllabus, teaching and learning methods and reading lists should be evident throughout all modules.

   All modules have been reviewed and constructively aligned.

b) Reading lists should be revised to ensure that they are up-to-date and appropriate for the module and that they reflect the programme level, ie inclusion of more academic texts and peer-reviewed articles.

   Reading lists have been updated and expanded for modules where appropriate

c) The learning and teaching methods should be revised to be more tailored to each specific module.

   Learning and Teaching methods have been reviewed for all modules

d) The capstone project should be signalled at the beginning of the Student Handbook so that students understand its place within the programme and how individual modules contribute to it.

   Section 1.8.8 pg 10 discusses the capstone project.

e) The Panel supports the inclusion of group work within the programme as appropriate. It recommends that it should be more clearly signalled within module descriptors where group assessment take place.

   The programme team has signalled within modules where assessment is a group assessment

f)   Where modules are assessed by one component only, there should be a set of milestones to provide greater structure around the completion of these assessments so that timely feedback can be provided.

Module assessments have been considered and milestones have been inserted where appropriate

g)   Some assessment components such as essays, research projects should be renamed to reflect more accurately what is expected.
Assessments have been renamed where appropriate

h)   There should be a general statement within programme documentation and student handbooks regarding confidentiality and Intellectual Property matters that may arise throughout the programmes.

This has been inserted on pg 18 section 8.4.