

**Part 1 Programme details**

<b>Proposed title</b>	Postgraduate Diploma in Creative Leadership
<b>Mode and duration of programme</b>	Part-time, one year
<b>ECTS</b>	60 ECTS
<b>TU Dublin award(s) sought</b>	Postgraduate Diploma in Creative Leadership
<b>Classifications of award(s)</b>	Distinction; Merit Grade One; Merit Grade Two; Pass
<b>School responsible</b>	School of Media
<b>Professional body accreditation and relevant dates (where applicable)</b>	NA
<b>External provider type (where applicable)</b>	NA
<b>Delivery location</b>	TU Dublin

**Part 2 Programme approval information**

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

**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.

Participants will explore the key issues that contribute to successful leaders to drive ambition and transform culture within their organisation. Throughout the programme participants will critically examine their own management styles and critically reflect their own approach to

managing people. This programme aims to empower its participants to achieve their career goals and empower the organisations they work for.

**Stated learning outcomes of the programme**

<p>Knowledge breadth -</p>	<ul style="list-style-type: none"> <li>• an extensive knowledge, understanding and competencies across a wide range of communication and leadership principles and practices including:             <ul style="list-style-type: none"> <li>• Leadership management</li> <li>• Creative Industries Governance</li> <li>• Critical thinking Skills and Personal development</li> <li>• Research Methodologies</li> </ul> </li> <li>• an academic rigour and conceptual understanding of leading creative individuals with an emphasis on applied knowledge, creative awareness and a professional orientation.</li> <li>• A sophisticated understanding of the range of concepts that underpin both practical and theoretical aspects of Communication and Creative Media</li> <li>• Current knowledge in relation to the real world professional practice of leadership and management in the Creative Industries.</li> </ul>
<p>Knowledge - kind</p>	<ul style="list-style-type: none"> <li>• Express an ability to think creatively and innovatively in their approach to problem solving and decision-making Demonstrate an advanced knowledge and understanding of the interdisciplinary nature of the Creative media industry and its relationship to other Creative Industries</li> <li>• Identify and evaluate scholarly arguments in an objective manner.</li> <li>• Be fully conversant with the latest developments in the theory and practice of Creative leadership Demonstrate the ability to understand and apply communication theory in order to effect appropriate change in a variety of leadership settings.</li> <li>• Critically assess entrepreneurship as a process and explore the role of small venture start-ups in creative media industries.</li> <li>• Employ the skills &amp; competencies required to lead in and establish new companies within the creative industries in Ireland and abroad.</li> </ul>
<p>Know how &amp; skill - range</p>	<ul style="list-style-type: none"> <li>• Demonstrate a capacity to analyse, synthesise, summarise and critically judge information.</li> <li>• Demonstrate an ability to identify the merits of unfamiliar arguments and shortcomings of familiar arguments.</li> <li>• Analyse critically one's own work and that of others and be able to formulate confident, independent judgements based on research, analysis and criticism.</li> <li>• Through their development as reflective practitioners, modify advanced skills as appropriate to different contexts and situations to establish best practice</li> <li>• Demonstrate a competency in a range of HR and governance skills</li> <li>• Carry out comprehensive research into an area of Creative leadership and apply that research as the basis for a thesis</li> <li>• or a major project.</li> </ul>

Know-how selectivity	<ul style="list-style-type: none"> <li>• Develop new skills to a high level, including novel and emerging techniques</li> <li>• Implement design thinking methodologies for problem solving.</li> <li>• Apply theories of leadership to create an effective team environment in the workplace.</li> <li>• Integrate their lived experiences into their leadership development process.</li> </ul>
Values, Attitudes, Competences and Contexts	<ul style="list-style-type: none"> <li>• Employ both convergent and divergent thinking to be an effective leader.</li> <li>• Apply resourcefulness and entrepreneurial skills to support both individual practice and the practice of others.</li> <li>• Demonstrate an ability to interact with audiences, clients, markets, users and consumers.</li> <li>• Demonstrate an understanding of diverse cultures, cross- cultural communication, the dynamics of privilege and oppression, and the uses of power between groups.</li> <li>• Demonstrate an ability to articulate and develop the relationship with team members, clients, and other users. Demonstrate an ability to articulate reasoned arguments through reflection, review and evaluation.</li> <li>• Undertake independent and interdisciplinary research using various research methodologies as appropriate</li> <li>• Demonstrate an ability to delegate and accept responsibility</li> </ul>
Competence role	<ul style="list-style-type: none"> <li>• Exercise autonomy and develop good working practices.</li> <li>• Articulate ideas and information clearly, in visual, oral and written forms.</li> <li>• Present ideas and work to audiences in a range of situations. Demonstrate an ability to work in a multi-disciplinary environment;</li> <li>• Demonstrate an ability to lead a team; Demonstrate an ability negotiate appropriate work methodologies and practices.</li> <li>• Function competently in both individual and group situations at a range of levels</li> <li>• Evaluate their abilities and capacities Map future career opportunities</li> <li>• Examine their own and others' intrinsic and extrinsic motivations as leaders.</li> <li>• Evaluate how their interpersonal skills are perceived by and impact on other people and revise their skills accordingly Take cognisance of and respect individual and cultural differences</li> </ul>
Competence learning to learn	<ul style="list-style-type: none"> <li>• Set goals, manage workloads and meet deadlines.</li> <li>• Work with and respond to personal strengths and needs. Acknowledge learning through successful and unsuccessful outcomes.</li> <li>• Accommodate change and uncertainty</li> <li>• Take responsibility for their own learning</li> <li>• Express an ability to learn from experience gained in new and unfamiliar contexts</li> </ul>

Competence insight	–	<ul style="list-style-type: none"> <li>• Demonstrate the necessary critical framework for a</li> <li>• comprehensive understanding leadership and management in the Creative Industries.</li> <li>• Evaluate their own application of theoretical knowledge and practical skills based on personal</li> <li>• performance and modify practices appropriately</li> <li>• Engage in peer performance review and support colleagues in their own self-evaluation process</li> <li>• Critically engage with a wide range of theoretical texts</li> </ul>
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### **Programme structure**

The programme consists of 60 ECTS and modules will block-delivered on two evenings and week and alternate Saturdays. There is a 20 ECTS module that will be delivered across both semesters of the academic year.

### **Entry Requirements**

*Entry requirements for the programme are:*

- Graduates with a level 8 award in a creative industry, or
- Existing employees in the creative industry who may not have a formal qualification, or
- Graduates with a level 7 award in a creative industry with relevant industry experience.

Applicants will apply on-line via the springboard System. The following documents are required: previous transcripts, copy of current curriculum vitae and personal statement.

### **Student assessment**

In accordance with TU Dublin's General Assessment Regulations.

### **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**

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

09.00 am	Introductory meeting between Panel, the Director of the College of Arts & Tourism, 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 Director of the College of Arts & Tourism, 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?	No - see condition regarding the requirement to be working in the creative industries or have appropriate experience.
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 conditions 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, though 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 conditions 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?	The Panel is aware that the School is seeking to recruit staff to assist in the delivery of the programme.
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 Diploma in Creative Leadership, 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 modules Leading the Self, Leadership Management and Relationship Management should require students to engage critically with the theory of leadership and that this should be evident throughout the module learning outcomes, the indicative syllabus, module assessments and reading lists.

### **These modules have all been updated**

2. The module learning outcomes, syllabus and assessment for the Leading the Self module should be revised and expanded to reflect that this module carries 20 ECTS with 400 learning hours.

**The module learning outcomes, Syllabus and assessment have all been revised and expanded.**

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.

**All module outcomes have been reviewed and revised where appropriate**

4. 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. Applicants should either be in a leadership role or aspire to be in such a role or have played a leadership role. In addition, there should be reference to the RPL procedure for those applicants who do not hold formal qualifications.

**Entry requirements have been updated on pg 3&4 of the student handbook.**

5. 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 Panel supports the inclusion of group work within the programmes 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**

- e) The Panel recommends that the Team develop module handbooks for the higher weighting modules, to provide further direction for the students. – Creative Leadership programme.

**The programme team notes this recommendation and will implement this recommendation when the full teaching team is in place.**

- 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 in section 8.4 in the Student handbook pg 20.**