

Part 1 Programme details

Proposed title/Existing title and code	MSc in Creative Commercial Communications
Mode and duration of programme	2 years part-time
ECTS	90
TU Dublin Award(s) sought	MSc in Creative Commercial Communications Postgraduate Diploma in Creative Commercial Communications CPD Certificate in Contemporary Marketing & Communications CPD Certificate in Communications Planning & Effectiveness CPD Certificate in Creative Thinking in Commercial Communications CPD Certificate in Cross Platform Communications CPD Certificate in Insights & Analytics CPD Certificate in Leadership in Commercial Creativity
Classifications of award(s)	MSc: First Class Honours, Second Class Honours, First Division, Second Class Honours, Second Division, Pass PgDip: Distinction, Merit Grade 1, Merit Grade 2, Pass CPD: Distinction, Merit Grade 1, Merit Grade 2, Pass
School responsible	Marketing
Professional body accreditation and relevant dates (where applicable)	N/A
External provider type (where applicable)	Collaborative Provision. Co-Delivery with Institute of Advertising Practitioners in Ireland (IAPI)
Delivery location	City Campus – Aungier Street / Blended

Part 2 Programme approval information

Date of initial approval (of Q1A) by ORC	FFDLS – 8 th December 2020
Date of validation/review event	17 th December 2020

Date of approval by Academic Council and Governing Body	
Proposed date of Commencement	January 2021

Part 3 Programme background/structure

Background

The School has had a strong working relationship with the Institute of Advertising Practitioners of Ireland for more than 30 years. This suite of programmes in Creative Commercial Communications represents a revival of this collaboration and presents the education offering that is shaped by the demands of the profession. The programmes are developed in the context of:

- The need for commercial communications education achievable through a flexible pathway.
- The deficit in level 9 programmes of strategic-oriented, practice relevant commercial communications education.
- The changing nature of the practice of commercial communications resulting from the impact of technological disruption and diffusion.
- Demand from the professional body for Creative Commercial Communications in Ireland.

The Creative Commercial Communications suite are a part-time offering aimed at professionals in industry. The participants will be business and non-business graduates working in or aspiring to an agency setting.

Stated aims and learning outcomes of the programme

This Postgraduate Diploma programme is designed for business graduates wishing to pursue a career in creative commercial communications. The Masters programme is designed for graduates of the PG Diploma in Creative Commercial Communications or the PG Diploma in Advertising and Digital Communications. In addition to academic and research focus, graduates will have demonstrable capacity in the planning, implementation and evaluation of effective, technology-driven, creative commercial communications. The programme aims to provide participants with strategic, analytical and leadership skills informed by industry engagement.

Programme Learning Outcomes

On successful completion of this programme the learner should be able to demonstrate that they have achieved the following learning outcomes.

Knowledge – Breadth

- An in-depth understanding of the theories, concepts and methods pertaining to the area of advertising.
- An in-depth understanding of the theories, concepts and methods pertaining to the use of digital media and digital communication technologies in the advertising arena.
- Critical appraisal skills regarding all emergent and constant issues pertaining to the advertising business area;
- An appreciation of the inter-relationships between other business functions and processes which are important for advertising.
- An understanding of the advanced theoretical underpinnings of advertising and a proven understanding of the emergent critical literature in the area of advertising.

Knowledge – Kind

- Gained an extensive up-to-date knowledge and understanding of the advertising business with a developed awareness of the emerging business environment, the social responsibilities and the need for adaptation and change in the advertising area;
- Demonstrate a knowledge that is integrated across a number of business areas.
- An awareness of some of the seminal pieces of academic and practice-based work in the advertising area and be able to demonstrate that they have read and appraised same.

Know-How and Skill – Range

- Detailed mastery of the specialised skills associated with advertising;
- Ability to construct a review of literature in the advertising area and the ability to draw material into a cohesive whole report/ piece of writing;
- Ability to source and evaluate multiple sources of business and advertising data and realise the limitations of such data;
- Ability to use appropriate qualitative and quantitative methodological techniques to conduct both primary and secondary research;
- Ability to write, present and defend material that articulates ideas, insights, analysis and policy to peer and practitioner audiences, using a variety of business media;
- Ability to use the current technical language to describe practices in the advertising business and apply these practices to structured problems;
- Demonstrate interpersonal skills of effective listening, negotiation, persuasion and presentation.

Know-How and Skill – Selectivity

- Ability to make appropriate judgements leading to informed decisions in a business environment on complex management, technical and functional areas relating to organisations, products, processes and services;
- Ability to apply specialised, professional skills to complex business environments.

Competence – Context

- Ability to apply problem solving and creative thinking across a range of business areas;
- Capacity to contribute creatively to the process of business development;
- Ability to integrate knowledge from a range of subject areas and analyse information from a variety of contexts;
- Critical understanding of the general ethical implications of job roles and responsibilities in a business and wider social context;

Competence – Role

- Capacity to participate constructively (i.e. contribute, collaborate and direct if so charged), in complex team environments across a number of business areas;
- Capacity to reflect on own practice and to develop an understanding of the pressure of organisational roles.

Competence – Learning to Learn

- Ability to function effectively in differing business contexts;
- Ability to act on own initiative to address own learning needs;
- Have developed awareness of the need for the continued enhancement of business competencies;

Competence – Insight

- Capacity to participate in reflective communities of practice and commitment to continuous professional development;
- Capacity to contribute valuable creative and innovative perspectives to develop business initiatives.
- Capacity to be socially responsible and develop a sense of own value system;
- Capacity to draw complex information together and draw out policy implications;
- Capacity to reflect on own practice and reorganise skills set in order to produce something new

Programme structure

The Postgraduate Diploma programme consists of six 10 ECTS modules. Each module on the Postgraduate Diploma may also be taken as a CPD Certificate, however students must complete the first module / CPD in Contemporary Marketing and Communications prior to undertaking the other CPD modules and the last module / CPD in Leadership in Commercial Creativity, may only be taken when all other modules are completed. The modules are delivered in sequence and in block format.

Candidates who either complete the full-suite of Postgraduate Diploma modules or have undertaken a the predecessor Postgraduate Diploma in Advertising and Digital Communication may progress a complete a 5 ECTS Business Research Methods module and 25 ECTS Consultancy Project to be eligible for the award of MSc .

Entry Requirements

The minimum entry criteria is a 2.2 level 8 degree programme or equivalent.

Student assessment

In accordance with TU Dublin City Campus General Assessment Regulations

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

Students have a maximum of 4 attempts to pass any module.

Part 4 Validation Details and Membership of Panel

Thursday, 17th December 2020

Venue: Microsoft Teams

9.00am	Private meeting of the Panel
9.30am	Meeting with School management and IAPI to discuss partnership and overview of programme.
10.00am	Private meeting of the Panel
10.20am	Break
10.30am	Meeting with the management and staff teaching on the programme
11.45am	Break
12.00pm	Private meeting of the panel to start report (Head of School on standby should the panel wish to clarify any further issues (short meeting might be convened if needed)
13.00pm	Break during which the QA Office and circulates report to panel
14.00pm	Private panel meeting to confirm the report (this should be a short meeting but if the Panel decides that follow up meetings are required - these will be scheduled on a different day - this will only really be if there are significant issues arising.
14.15pm	Draft report issued to the School

External Panel

Eamon Fitzpatrick

Managing Director
Mediabrand Ireland Ltd.

Professor Paul Springer

Director, School of Communication,
Falmouth University UK

Internal Panel

Mike O'Connor (Chair)	School of Culinary Arts & Food Technology, TU Dublin, City Campus
Dr Barry Ryan	School of Food Science & Environmental Health, TU Dublin, City Campus
Dr Lucia Morales	School of Accounting & Finance TU Dublin, City Campus

Quality Assurance Officer Nicole O'Neill

Documentation submitted: Self Evaluation and Overview, Student Handbooks,

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?	Yes

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)?	N/A
Are the roles and responsibilities of each partner clearly specified (if applicable)?	N/A

Part 6 Recommendations of the Panel

• Overall recommendations of the Panel

The Panel congratulates the School and Programme Team on the development of the programme and it would like to commend the following:

- The level of consultation that took place with teaching staff as well as with the Learning, Teaching and Technology Centre and external stakeholders – came out with clear structure and vision.
- The facilitation of the blended approach to the delivery of modules through Brightspace which the Panel considers will accommodate the type of learner that the programme will attract.
- The proposed development of an add-on Masters programme.
- The integration within the programme of the UN's 17 sustainable development goals.

The panel recommends approval of the programme with the following awards at Level 9 on the National Framework of Qualifications:

Master of Science in Creative Commercial Communications

PG Diploma in Creative Commercial Communications

- CPD Certificate in Contemporary Marketing & Communications
- CPD Certificate in Communications Planning & Effectiveness
- CPD Certificate in Creative Thinking in Commercial Communications
- CPD Certificate in Cross Platform Communications
- CPD Certificate in Insights & Analytics
- CPD Certificate in Leadership in Commercial Creativity

The panel makes the following recommendations for the consideration of the programme team.

Recommendations

Provide more details on the indicative software that will be used for Data Analytics throughout the programme in the Student Handbook.

The programme team need to remain abreast of current regulations in respect to Brand Safety and GDPR issues and this should be reflected in the programme documentation.

Review thoroughly the programme documents to remove editorial inconsistencies and update references throughout the programme document and Student Handbooks.

Details on the use of plagiarism software and guidelines for correct referencing and academic integrity should be included in the Student Handbooks.

The consequences and arrangements for students who do not pass the research methods module on the first attempt should be included in the documentation.

The assessment strategy for Business Research Methods should be clarified (e.g. how do the assessments mentioned in the Assessment Type map onto those noted under Module Assessment).

Include the details of the award classification and the grade bands for each classification in the Student Handbooks.

The module descriptors should be revised to update the content as described to the panel and to better align the learning outcomes to Level 9 terminology.

The panel appreciates the flexibility that the school wishes to offer participants to select when they will undertake specific modules, the panel advises the school to provide clear guidance on the limitations of this.

Include an overview of the assessment and an indicative assessment schedule in the Student Handbooks.

The programme team should consider introducing assessment component thresholds on Communications, Planning & Effectiveness and Insights & Analytics Modules.