

## Programme details

<b>Proposed title</b>	Postgraduate Diploma in Advanced Producing
<b>Mode and duration of programme</b>	One year part-time
<b>ECTS</b>	30
<b>TU Dublin award sought</b>	Postgraduate Diploma in Advanced Producing
<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 (where applicable)</b>	NA
<b>External provider type (where applicable)</b>	NA
<b>Delivery location</b>	TU Dublin and online delivery

## Part 2 Programme approval information

<b>Date of initial approval (of Q1A) by ORC</b>	July 2020
<b>Date of validation event</b>	Tuesday 22 September 2020 (initial validation meeting with interim report issued)
<b>Date of approval by Academic Council and Governing Body</b>	
<b>Proposed date of commencement</b>	October 2020

## 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 which is the leading agency with responsibility for investing in people and skills development for the screen sectors in Ireland.

Aimed at new producers and using expert input, the Advanced Producers Programme is designed to address the following key skills areas in producer career development, with modules in: the development process; financing; legals; budgeting and scheduling; production; post-production; management and negotiation skills; sales and distribution; festivals, markets and pitching. A 30 ECTS project module requires students to develop and produce a full production bible for their chosen. It also facilitates students to synthesise their learning from other modules and provides them with the skills to engage in a supported process of critical reflection.

### Stated learning outcomes of the programme

<p>Knowledge – breadth</p>	<p>On successful completion of this programme, the learner should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• an extensive knowledge, understanding and competencies across a range of Scripted TV and Film Production principles and practices including: <ul style="list-style-type: none"> <li>• Development</li> <li>• Production</li> <li>• Post Production</li> <li>• Finance and HR</li> <li>• Media Markets</li> </ul> </li> <li>• an academic rigour and conceptual understanding of media production 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 Film and Television production.</li> <li>• Current knowledge in relation to the real world professional practice of the Film and Television production.</li> <li>• A thorough knowledge of health and safety standards.</li> <li>• Place the industry in the context of society overall through an understanding of ‘Responsible Production’.</li> </ul>
<p>Knowledge – kind</p>	<ul style="list-style-type: none"> <li>• Understand the relevance of traditional knowledge and skills and the interplay with new technologies.</li> <li>• Express an ability to think creatively and innovatively in their approach to problem solving and decision-making</li> <li>• Demonstrate creativity and innovation in the development of new and cutting edge content.</li> <li>• Critically assess the process and explore the role of small venture start-ups in creative media industries.</li> <li>• Employ the skills &amp; competencies required to work in and establish new companies within the Film and Television sector in Ireland and abroad.</li> <li>• Participate in the sector and influence its development overall.</li> </ul>
<p>Know-how &amp; skill – range</p>	<ul style="list-style-type: none"> <li>• Demonstrate an ability to source contemporary relevant research, apply to a project and articulate responses to it.</li> <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. Use the knowledge to create new applications and ideas through innovation and creativity.</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</li> <li>• advanced skills as appropriate to different contexts and situations to establish best practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate a competency in a range of advanced production skills.</li> </ul>
Know-how & skill – selectivity	<ul style="list-style-type: none"> <li>• Demonstrate proficiency in observation, investigation, enquiry, visualisation and making.</li> <li>• Demonstrate an ability to produce work which is professional and challenging, through the application of processes and methodologies.</li> <li>• Demonstrate an understanding of workflows, production scheduling and budgets.</li> <li>• Pitch film and television project concepts effectively to potential clients.</li> <li>• Demonstrate a thorough awareness of ethical and legal issues relevant to the film and television industries.</li> <li>• Contribute confidently to the development, pre-production, financing and promotion of a professional standard piece of film/television work.</li> <li>• Identify the appropriate market for the production</li> <li>• Identify opportunities and emerging trends in Film and Television production</li> <li>• Be fully conversant in the copyright implications of film and television production.</li> </ul>
Values, Attitudes, Competences and Contexts	<ul style="list-style-type: none"> <li>• Demonstrate an ability to interact with audiences, clients, markets, and consumers;</li> <li>• Demonstrate an ability to articulate and develop the relationship with audience, clients, markets and other users;</li> <li>• Demonstrate an ability to articulate reasoned arguments through reflection, review and evaluation.</li> <li>• Demonstrate an ability to delegate and accept responsibility</li> <li>• Critically analyse different approaches to film and television production.</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.</li> <li>• Demonstrate an ability to work in a multi-disciplinary environment;</li> <li>• Demonstrate an ability to work in a team, or as a team leader;</li> <li>• 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>• Recognise opportunities for the development of Scripted drama productions for local and foreign markets</li> <li>• Map future career opportunities</li> <li>• Evaluate their abilities and capacities</li> <li>• Take cognisance of and respect individual and cultural differences</li> <li>• Accurately evaluate how their interpersonal skills are perceived by and impact on other people and revise their skills accordingly.</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.</li> <li>• Acknowledge learning through successful and unsuccessful outcomes.</li> <li>• Accommodate change and uncertainty through resilience.</li> <li>• Take responsibility for their own learning</li> <li>• Be cognisant of changes in technology and the profound effect they have on the industry of which they are a part</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>• Evaluate their own application of theoretical knowledge and practical skills based on personal performance and modify practices appropriately</li> <li>• Engage in peer performance review and support colleagues in their own self-evaluation process</li> <li>• Effectively engage in a process of evaluating target audiences for television and film and of identifying and interacting with emergent audiences for new work.</li> </ul>
Progression and Transfer	<ul style="list-style-type: none"> <li>• Students who successfully graduate from this programme may progress to other and further training and education awards, including doctoral degrees.</li> </ul>

### ***Programme structure***

The programme consists of 60 ECTS and is delivered over two semesters. The 5 ECTS modules are delivered within semester one on a block basis on two evenings a week and alternate Saturdays. The 30 ECTS project module is completed within the second semester. The programme shall be delivered online during the current COVID-19 circumstances.

### ***Entry Requirements***

Applicants to the programme should:

- have a level 8 award in a screen related industry programme, or
- be existing employees in the screen industry who may not have a formal qualification, or
- have a level 7 award in a screen related industry programme with relevant industry experience
- be working in the Creative Industries at an appropriate level or have worked in appropriate roles within the industry
- must have a project concept or script for a Feature Film, TV Drama/Drama Series or Feature Documentary, as per stated guidelines.

### ***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**

**Tuesday 22 September 2020 (via Microsoft Teams)**

2.00 pm Meeting of Panel and Head of School.

- 2.15 pm Meeting of Panel with Head of School and academic staff to discuss specific issues raised by the Panel.
- 3.15 pm Private meeting of Panel to discuss findings.
- 4.00 pm Final meeting of Panel with Head of School and other staff to deliver Panel's findings.

## Panel Membership

### **External Panel Members**

- Celine Curtin Head of Centre for the Creative Arts and Media (CCAM), Galway-Mayo Institute of Technology
- Martin Dowling Training Programme Manager, Amazon Web Services

### **Internal Panel Members**

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

**Quality Assurance Officer** Jan Cairns, Quality Assurance Officer, TU Dublin – City

*\*Dr Donal O'Brien and Dr Dermot Dunne were unable to attend the validation event on 22 September but had forwarded feedback on the documentation received prior to the meeting.*

## **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, following resubmission of the programme documentation
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, following resubmission of the programme documentation
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, following resubmission of the programme documentation.
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, following resubmission of the programme documentation
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 Findings of the Panel**

The Panel recommends approval of the award of Postgraduate Diploma in Advanced Producing at Level Nine within the National Framework of Qualifications. The Panel had, following its meeting on 22 September 2020 issued an interim report which invited the School to consider a number of matters in its revision of the programme documentation. These matters included:

- The inclusion of a project proposal within the entry requirements which clearly states the School's expectation in this regard;
- in relation to the 30 ECTS project module descriptor:
  - the learning outcomes should be reviewed (the first outcome is an aim and should be revised or removed)
  - the breakdown of assessment, currently given as 100% assessment, should be included
  - the indicative syllabus should be expanded to provide more detail on what students might expect from the weekly sessions and what resources would be discussed
  - the contact and self-directed learning hours should be corrected both within the module descriptor and the Student Handbook (the total learning hours for this module should be 600).
- a review of the Student Handbook to ensure it is accurate and up-to-date throughout.
- the inclusion within the Student Handbook that each individual student will be allocated a mentor for the project module, aligned to their module proposal.

The Panel was able, upon consideration of the revised programme documentation, to make the above recommendation to Academic Council.