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TECHNOLOGICAL
UNIVERSITY DUBLIN

Programme Validation Report

Bachelor of Arts (Honours) in Screen Industry Practice

TU171

Version of Report	Author	Date
Draft	AQA _ Michael Keane	02/07/2024
Final	AQA _ Michael Keane	09/07/2024

Approval	Date
Programme Proposal approved by Faculty Board	Chair's action 13/06/2023
Programme Proposal approved by University Programmes Board	27/06/2023
Programme approved by Faculty Board	
Programme approved by University Programmes Board	

Section A - Programme Details

Title	Bachelor of Arts (Honours) in Screen Industry Practice
NFQ Level	8
ECTS Credits	60
Mode of delivery	Part-time ✓ Full-time ☐
Duration	Part-time: 18 months Full-time:
Mode of provision	Face-to-Face ✓ Blended ✓ Online ☐
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Discipline Programmes Board	N/A – School of Media
Faculty Board	Faculty of Arts & Humanities
Schools involved in delivery	School of Media
Delivery location	Online and Grangegorman
Collaborative Partner (where applicable)	Screen Ireland
Date of Commencement	Jan 2025

Section B - Awards

Award Title	Bachelor of Arts (Honours) in Screen Industry Practice
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Award (1) Title	N/A
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	
Exit Award (2)	N/A
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board
N/A Confirmation received during the validation panel meeting that no derogations are being sought as part of this programme validation.

Date of University Programmes Board Approval	Click or tap to enter a date.

Section D   Validation Process

Please tick the process that was followed:

Validation Panel ✓	AQEC Meeting ☐	AQEC Sub-Group ☐
Date: Monday 1st July 2024	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr. Niamh Ann Kelly	Chair	Head of Art and Visual Culture School of Art and Design, TU Dublin.
David Denieffe	External assessor	Vice President Student Experience South East Technological University.
David McLoughlin	External assessor	Producer/Executive Producer Metropolitan Films.
Prof. Clíona Doris	Internal assessor	Conservatoire, TU Dublin.
Mr Michael Keane	Academic Quality Advisor & Secretary to the Panel	Academic Affairs, TU Dublin.

Section E - Programme Evaluation

Governance & Management		
Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?	Yes ✓	No ☐

This programme will provide opportunity to engage with key industry partners, to diversify the student profile, and to support life-long learning ("Creating pathways for all"). The focus on recognising work-based learning, rather than prior certification, is underpinned by a commitment to equality and support for diversifying the profile of senior screen industry professionals.

The programme clearly aligns with the University's strategy, values and mission as outlined in its 2023 statement of strategic intent, 'Realising Infinite Possibilities: Strategic Intent 2030'. This programme contributes specifically to:

- Providing and promoting multiple entry points and clear progression pathways for all
- Ensuring flexibility in structure, mode & place of delivery to suit an evolving global landscape
- Providing our communities, industry and wider society with targeted and relevant lifelong learning opportunities

This programme exemplifies the objectives of the University Educational Model (UEM), particularly in its embrace of flexible delivery and strong recognition of the importance of work-based learning, a fundamental principle of the programme.

A key aspect of the programme is its commitment to fully embed principles of sustainability, equality, diversity and inclusion into every aspect of the learning experience and to explicitly require learners to reflect on what they can do to make their workplaces more sustainable and inclusive.

As evidenced within the submission documentation the programme design is in accordance with the Quality Framework. Also, engagement with the University Education Model, revised Graduate Attributes, Sustainable Education, EDI policies, and the three pillars of People, Planet and

Partnership of the University's Strategic Plan was evident throughout the submission documentation, programme and module descriptors.

Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?	Yes ✓	No ☐

However, in advance of the finalization and signing of the Memorandum of Agreement with Screen Ireland the panel requested that detail be provided in relation to the proposed delivery and management of the module 'Supervisory Skills for the Screen Industry'. See condition of validation 2.

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐

However, the panel was of the opinion that the number of programme learning outcomes were excessive and recommended that they be reviewed, consolidated and grouped into the 8 Programme Outcome Types. See recommendation 1.

Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes ✓	No ☐

Programme learning outcomes for the award were clearly mapped to the proposed level of the award on the NFQ in accordance with applicable award standards.

Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐

Having reviewed the syllabi and assessment methods as proposed the panel was of the opinion that learners would be capable of attaining the standards of knowledge, skill or competence relevant for the award.

Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐

The panel was informed of how the programme development process involved a substantial reflection, self-investigation, stakeholder engagement and environmental scanning and sought contributions and inputs from:

- Academic staff involved in the delivery of existing media programmes
- Potential learners
- Employers and employment bodies
- Industry representative bodies from the screen sector
- Screen industry practitioners
- A broad spectrum of academic and academic affairs staff members

The panel commended the School on what they found to be a flexible, student centred and industry focused programme.		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ☐	No ☐
N/A Unique and innovative programme.		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ☐	No ☐
N/A		

Programme Design		
Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?	Yes ✓	No ☐
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
The TU Dublin Quality Assurance & Enhancement policies and procedures for all TU Dublin programmes include both a student feedback mechanism for individual modules and a requirement for student representation at all boards and committees governing the programme. Supports are also made available to both staff and students regarding ways in which the Student Voice can be used at all stages of programme design. https://www.tudublin.ie/explore/about-the-university/academic-affairs/our-student-voice/.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Evident within the module syllabi and through discussion with the programme team the panel was informed of the logical progression of learning and development as a student progresses from module to module. The panel found the programme to have an underlying unifying theme with modules bonded by linkages being either implicit or explicit. It was also clear to the panel how the standards of knowledge, skill and competence evolve throughout each of the individual modules of this programme.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
This programme exemplifies the objectives of the University Educational Model (UEM), particularly in its embrace of flexible delivery and strong recognition of the importance of work-based learning, a fundamental principle of the programme.		
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ✓	No ☐
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
However, the panel requested that some technical updates be made to the programme and module descriptors on the PMC.		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐
Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?	Yes ✓	No ☐
The panel concurred that the mix of assessment types was appropriate and that the assessment criteria and events as described within the submission documentation and through discussion at the panel meeting will enable students to demonstrate that they have met the module and programme learning outcomes.		
Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?	Yes ✓	No ☐
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Evident within the assessment section of the module syllabi and tables mapping the module learning outcomes to the programme learning outcomes as provided within the submission documentation.		

Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐

Student Supports & Learning Environment		
Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?	Yes ✓	No ☐
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Through discussion with the programme team the panel received clarification on the entry requirements and process and requested that same be more clearly articulated. See condition of validation 1.		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ☐	No ☐
N/A		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ✓	No ☐
However, in advance of the finalization and signing of the Memorandum of Agreement with Screen Ireland the panel requested that detail be provided in relation to the proposed delivery and		

management of the module 'Supervisory Skills for the Screen Industry'. See condition of validation 2.	

In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?	Yes ☐	No ☐
N/A		

Section F - Overall Recommendation

1.	**Recommend approval of programme as submitted, without amendment**	☐
2.	**Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.** **Note:** recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	☐
3.	**Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.** **Note:** conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.	☒
4.	**Do not recommend approval of programme.**	☐

Areas for commendation	
1.	The panel commended the programme design team on their energy, synergy, enthusiasm and willingness to engage in deliberations.
2.	Flexible, student centred and industry focus of the programme.
3.	Quality of the submission documentation.

4.	Bridging module: A link for industry to the academic sphere and sensitive to the needs of industry participants.
5.	RPEL admission route: The use of an admission route using RPEL, its intent and the support provided to learners undertaking this.
6.	Industry links and partnerships: supported by the Enterprise Academy.

Conditions of Approval	
1.	Entry requirements and process Clearly articulate the entry requirements and process across all mediums including: - TU Dublin's Programme and Module Catalogue (PMC) - TU Dublin marketing material for the programme and website Articulation of entry requirements and process to include: Applicants, being screen industry professionals with a minimum of 7 years experience, can avail of a Recognition of Prior Experiential Learning (RPEL) pathway to evidence the learning equivalent for entry to this NFQ Level 8 programme. It is recommended that applicants undertake the bridging module 'PORT 1000 Screen Industry Portfolio Preparation' to support their application. The RPEL will be demonstrated through a personal statement, supported by an extensive portfolio of evidence. It will be assessed by an admissions panel, who will evaluate the evidence with reference to the existing Competency Frameworks[1] (designed and developed by Screen Ireland with Screen Guilds of Ireland and other relevant guilds and stakeholders). This assessment will also include the mapping of an applicant's prior experiential learning against NFQ Level 7 award standards followed by interview.
	Response: The following text has been added to the programme descriptor on the PMC under 'entry requirements': Applicants, being Screen Industry professionals with a minimum of 7 years experience (which does not need to be consecutive), can avail of a Recognition of Prior Experiential Learning (RPEL) pathway to evidence the learning equivalent for entry to this NFQ Level 8 programme. It is recommended that applicants undertake the bridging module 'PORT 1000 Screen Industry Portfolio Preparation' to support their application. The RPEL will be demonstrated through a personal statement, supported by an extensive portfolio of evidence. It will be assessed by an admissions panel, who will evaluate the evidence with reference to the existing Competency Frameworks (e.g. https://www.screenireland.ie/skills/competency-framework-crew, designed and developed by Screen Ireland with Screen Guilds of Ireland and other relevant guilds and stakeholders). This assessment will also include the mapping of an applicant's prior experiential learning against NFQ Level 7 award standards. Shortlisting may take place and applicants may also be invited to interview.

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[1] [Competency Framework - Crew | Screen Ireland](https://www.screenireland.ie/skills/competency-framework-crew)

	Similar text will be included on the programme landing page of the TU Dublin Website and in the publicity circulated by the School and Screen Ireland.
2.	Collaborative Provision In advance of the finalization and signing of the Memorandum of Agreement with Screen Ireland provide detail in relation to the proposed delivery and management of the module 'Supervisory Skills for the Screen Industry'.
	Response: This module will be delivered as linked provision. It will be delivered by Screen Ireland and validated by TU Dublin. Students on TU171 may take the module as an elective. Screen Ireland are currently in discussion with industry partners on how best to deliver the work-based learning component of this module. Once this has been agreed, and in advance of delivery of this module on TU171, final MOA will be signed and TU Dublin approval sought. Draft MOA attached.

Recommendations	
1.	Programme Learning Outcomes Review, consolidate and group the Programme Learning Outcomes into the 8 Programme Outcome Types.
	Response: Programme Learning Outcomes have been revised and updated on PMC as follows, reduced from 22 to 13 PLOs.

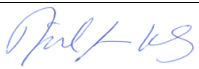|	**Learning Outcomes**	**QQI Indicators**							
	The graduate should be able to demonstrate:	Competence - Context (CC)	Competence - Insight (CI)	Competence - Learning to Learn (CLL)	Competence - Role (CR)	Knowledge – Breadth (KB)	Knowledge-Kind (KK)	Skill-Range (SR)	Skill - Selectivity (SS)
1	Describe (and relate to their own professional experiences) a wide range of Screen Industry principles and practices, including relevant themes in Media and Critical Theory; Media Production; Career lifecycle, resilience and innovation; Research Methodologies; UN	✓	✓	✓	✓	✓			

#	Learning Outcome								
	Sustainable Development Goals' implications and application to the Screen Industries.								
2	Articulate and reflect upon their own application of advanced and theoretical knowledge and practical skills within the contexts of real-world professional practice and personal performance to modify practices appropriately					✓			
3	Outline in writing and/or verbally, with appropriate academic rigour, a range of concepts that underpin both practical and theoretical aspects of Screen Industries					✓	✓	✓	
4	Demonstrate the necessary critical framework for a detailed understanding of current and future directions of Screen Industry Practice in Ireland, including awareness of the interplay between traditional knowledge and skills and new technologies.	✓	✓	✓	✓		✓	✓	✓
5	Outline the interdisciplinary nature of the Screen Industries, their relationship to other Creative Industries and cultural contexts, and the latest developments within the relevant Screen Industry discipline or departmental area, nationally and internationally	✓					✓		
6	Critically assess the creative career lifecycle, informed by reflection on their own career, and identify and advocate for areas of change informed by UNSDGs			✓			✓		✓
7	Apply a critically-informed ethical approach to the practical and conceptual impacts of their work and be able to communicate the contextual dimensions of media to facilitate explorations of themes of equality, diversity, inclusivity and cultural relativity.	✓	✓		✓				
8	Position their own practice in relation to contemporary relevant research and situate it in relation to wider changes in the screen industries over time.			✓		✓		✓	
9	Analyse, synthesise, summarise and critically judge information, identify the merits of unfamiliar arguments and the shortcomings of familiar arguments in order to articulate ideas and information clearly, in visual, oral and written forms.	✓						✓	✓
10	Undertake independent and interdisciplinary research using various research methodologies as appropriate			✓		✓		✓	
11	Engage in respectful and responsible peer critique and conduct peer moderation, evaluation and collaboration, taking cognisance of and respecting individual and cultural differences			✓	✓	✓			

	12	Evaluate own abilities and capacities, work with and respond to personal strengths and needs, take responsibility for their own learning and map future career opportunities			✓	✓			✓	
	13	Demonstrate effective time management skills to support the research, development and execution of a major project		✓	✓	✓				

2.	Exemplar RPL Application Provide a completed Exemplar RPL Application as a guide/reference point to assist in the admissions process.
	Response: Enterprise Academy have taken on this task and we will have two sample case studies to present to the assessment panel at their first meeting.
3.	Delivery Consider, in the first iteration, only offering the 3 semester 18 month delivery option and following same review performance, engagement and completion rates to determine the optimum delivery for the target cohorts.
	Response: The programme team will consider this and consult with stakeholders in October 2024.
4.	Managing applicant expectations Consider, given that demand will more than likely exceed available places in the first intake, providing an overview of any planned spread across the various competency framework roles such that the expectations of applicants are appropriately managed.
	Response: This will be explained in programme publicity and in information sessions in October 2024.
5.	Student Orientation Consider an extended student orientation period to further support the target cohorts' transition to part-time third level education.
	Response: The programme team welcomes this suggestion and will aim to incorporate this into the module PROF 1002 The Reflective Practitioner and Professional Learning.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
N/A

Section G – Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Dr. Niamh Ann Kelly	
Signed:	Date: 09/07/2024

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School: Dr. Caroline O'Sullivan	
Signed:	Date: 24/09/2024

Faculty Board	
The report and response have been approved by Faculty Board.	
Faculty Dean: Orla McDonagh	
Signed:	Date: 21/11/2024