

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	BA in Film and Creative Media (level 7)

Independent Panel Members

Name	Role on Panel	Affiliation
Dr Joseph Collins	Chair	Head of Faculty Lifelong Learning, Institute of Technology Carlow
Dr Deirdre Nuttall	Secretary	n/a
Dr Ciara Chambers	Academic Expert	Head of Film and Screen Media, University College Cork
Dr Matthew Causey	Academic Expert	Professor Emeritus, former Head of the School of Creative Arts, Trinity College Dublin
Aoife Stokes	Industry Expert	Head of Programming, Virgin Media Television Ireland
Darragh Pyne	Learner Representative	Dun Laoghaire Institute of Art and Design (BA Hons)

All members of the independent panel declared their independence of Dublin Business School and that they have no conflict of interest.

1 Introduction

The Panel met with representatives, lecturers, and learners of the Bachelor of Arts in Film and Creative Media on July 29th, 2020, for the purpose of assessing the suitability of the courses offered, proposed changes to the various modules, and the integrity and quality of the course, with a view to determining whether or not the course should be revalidated for the following five years.

Dublin Business School engaged with the panel both before and during the evaluation in a thorough, professional, and courteous manner. All relevant documentation was provided in a timely manner, and all relevant members of administrative, support, and administrative staff were present at a Zoom meeting—rather than physically on-premises—to accommodate the need for social distancing during the Covid-10 pandemic. The online nature of the meeting did not compromise its integrity in any way; rather, all of the staff were forthcoming and open in the context of a robust discussion of the programme under discussion.

Full information about the meeting, the process, and the outcome follows:

2 Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence. References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management.

2.1 Section 1 - Context and Terms of Reference for the Programme Review

Commentary:

The Level 7 BA in Film and Media and level 8 BA in Film and Media are due for review in 2020. Programme approval is required from 1 September 2020.

With respect to the Bachelor of Arts in *Film and Media* and the Bachelor of Arts (Honours) in *Film and Media*, it is proposed to fully align the two programmes and allow for clear progression from the ordinary bachelor's degree to the final year of the honours bachelor's degree. Thus, as such, the programmes will overlap; Level 8 Stage 1 and Level 7 Stage 2, and Level 8 Stage 2 and Level 7 Award Stage will now be common. The programmes will however remain as standalone programmes, i.e. the Level 7 is not an embedded award within the Level 8. Both programmes will be renamed *Film and Creative Media* to reflect changes to the programme, and the growing importance of a range of new media in the industry and in society generally.

The panel noted an extremely wide range of topics and noted as a point for discussion with the representatives of Dublin Business School the issue of whether all of these topics could be feasibly covered in sufficient depth. This matter was discussed as the panel explored each module with the academic and administrative staff. Additionally, a number of questions were raised by the panel's exploration of the documentation and flagged for discussion with representatives from Dublin Business School. These were:

- If there has been any change in learner profile or learner needs in recent years.
- How Dublin Business School has coped, and is continuing to cope, with the impact of the Covid-19 pandemic.
- If Dublin Business School has been able to maintain its software to industry standards.
- If the learning is geared to the workplace.
- If they have continued a thorough assessment of learner workload.
- If learners are permitted to use technical equipment from the college in their own time, and what provision there is for us.

- How Dublin Business School balances modules dealing with critical thinking with more skills-based modules, and whether this will change pending the introduction of new modules, etc.
- If the modules help learners to develop broad-based work skills, given that they may not all find employment in the creative and media industries.

Recommendations:

The panel is satisfied that this programme of studies is suited to the learners’ needs and approves the proposed changes. It approves the proposed combination and re-titling of courses.

Dublin Business School is to be commended for the thoroughness of its documentation, which permitted the panel to discuss the various questions raised in a timely, focused, and targeted manner.

2.2 Section 2 - Provider Information and Programme Context

Commentary:

Dublin Business School provided detailed information about the college and the context of the information under discussion with the panel, as follows:

Dublin Business School (DBS) is an experienced provider (founded in 1975) of undergraduate and postgraduate programmes in business, accounting, finance, marketing, computing, law, psychology, and the arts, along with a number of professional and online non-accredited programmes. Most learner are fee-paying, with a minority funded through the Springboard+ training and education fund managed by the Higher Education Authority (HEA).

In 2003, DBS was acquired by Kaplan Inc., a global education company serving more than one million learners per year in over 30 countries. Kaplan’s programmes include higher and professional education, language instruction, test preparation, and services to elementary/secondary learners and schools. It has 19,000 employees worldwide, approximately 400 of whom work at DBS.

Within the Kaplan organisation, DBS is a division of Kaplan UK, Ireland, and Middle East, which is headquartered in London. It has an overall Company Board, chaired by a senior executive of Kaplan, and comprises 5 Board members in total, including the Head of Institution at DBS, the Executive Dean.

DBS remains a separate and distinct organisation within Kaplan and enjoys a high level of operational autonomy within broadly defined strategic and financial parameters. DBS contributes to the formulation of Kaplan strategy within the UK and Ireland and is the vehicle for implementation of that strategy in areas where DBS has particular experience or expertise.

The organisation is managed by an Executive Board, also known as the Senior Leadership Team, which comprises the Executive Dean, Registrar, Head of Academic Programmes, Head of Faculty and School Operations, Head of Quality Enhancement and Innovation in Teaching & Learning, Head of Learner Experience, Head of Academic Operations, Head of Finance, Director of Marketing & Admissions, HR Manager and IT Manager.

The Academic Board is the most senior academic authority in DBS, with responsibility for overseeing all aspects of academic governance to ensure compliance with external and internal academic regulations, policy, and quality assurance standards. The primary functions of the Board include

approval of the annual academic plan, approval and oversight of academic policies, standards, processes and procedures, ratification of academic regulations, programmes and appointments, and oversight of liaison arrangements with accrediting bodies.

The Academic Board has an independent chairperson, Dr Richard Thorn, President Emeritus of Sligo Institute of Technology, and its membership includes the Executive Dean, Registrar, Head of Academic Programmes, Head of Faculty and School Operations, Head of Learner Experience, Head of Quality Enhancement and Innovation in Teaching & Learning, Course Directors, the Head of the Academic Information and Resource Centre, elected members of academic faculty, the President of the DBS Learners Union, the Vice President of DBS, and the School Administrative Officer, who is Secretary to the Board.

DBS has over 8,000 active learners every year, over half of whom are part-time evening learners. In submitting a programme for validation or revalidation, DBS fully considers the potential market for the programme, the size of previous intakes, where applicable, and its specific content, the competitive landscape, its own capacity to deliver such a programme, and the fit of this programme with its own strategic intent.

The *BA in Film and Creative Media* has been developed by Dublin Business School with the aim of providing learners with the knowledge, technological skills, and research capability to design, implement and evaluate creative artefacts and projects that bring ideas to life, create original events, products and experiences for defined audiences.

This programme is a three-stage programme, based on developing graduate skills, knowledge competency levels in three stages: fundamental, developmental, and competent. This is achieved by the phasing and delineation of modules of learning into the programme's streams.

The *BA in Film and Creative Media* is a programme emphasising experimentation and creativity, teamwork and collaboration, design, and innovation in developing learners' practical skills for the film and creative media sector. Learners are also encouraged to develop the theoretical skills necessary to analyse key creative media issues, both in terms of its technological change and utility, and its cultural and social impact.

The skills, competencies, and knowledge interact with each other through the teaching and assessment philosophies and strategies so they remain in dialogue with each other. The modules of learning are encapsulated into five broad categories, one informing the next as the learner progresses through the stages. The categories or streams are:

- Audio Production
- Visual Production
- Writing and Creation
- Theory and Context
- Professional Practice

Thus, the *BA in Film and Creative Media* is an NFQ level 7 programme aims to provide learners with theoretical knowledge and practical skills in conventional and new media, by combining traditional communication and media production skills such as photography and video production, with training in multimedia production, processes, and design. On successful completion of this programme learners will have assembled a portfolio of film, photography and audio that will illustrate their abilities to partake in work opportunities in a variety of operational roles in, and between, traditional and new media roles.

The programme is designed to provide a rich, playful, and stimulating environment of creative practice across film, audio, photography, design, and media and will provide a formation at Level 7 for learners who wish to develop their careers in film and creative media. In addition, it will prepare learners for the challenges of our society and of our evolving technologies in the future of work while developing learner autonomy, confidence, resilience, and self-esteem to overcome challenges. In essence, it will engender vocational skills for lifelong learning that is immediate and enduring by aiding learners to relate their sense of self within the film and creative media discipline and its academic culture. Finally, from a purely disciplinary perspective it introduces learners to the history, theory, values, aesthetics, and ideology of the moving image.

The level 8 (BA honours) programme is offered as a stand-alone programme. However, a significant number of level 7 learners progress to the level 8 programme in DBS, with others transferring to other similar programmes elsewhere. The award year of the level 8 programme leads to a higher level of competence.

Following the review of the programmes under consideration, Level 8 Stage 1 and Level 7 Stage 2, and Level 8 Stage 2 and Level 7 Award Stage will now be common. The programmes will, however, remain as standalone programmes, i.e. the Level 7 is not an embedded award within the Level 8.

Recommendations:

The panel was extremely impressed by the depth and breadth of the subjects available on the course, and by the manner in which the learners are catered for. The panel noted that the current Covid-19 pandemic is likely to have an impact on learner numbers (although most learners in the courses under discussion come from Ireland, and therefore the impact will be lesser than in some areas). Dublin Business School is encouraged to consider whether the restrictions relating to Covid are likely to impact on the learners' educational experience, and to take measures to address this. The panel appreciates that Dublin Business School has a good record in providing online and blended learning, and good physical and virtual resources that will certainly assist with this process.

2.3 Section 3 - Baseline qualitative and quantitative information

Programme Data Overview

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations

Commentary:

Dublin Business School provided detailed information about applications, attrition, transfer and progression, award classification, and graduate destinations. This information can be summarised as follows:

Learner numbers of these programmes are relatively modest. From 2015/6-2019/20, 151 learners were enrolled on the programme, with typically more male than female learners, and a majority Irish. Most learners were under the age of 23 on enrolment in the programme; all learners were under the age of 30.

Overall, pass rates are quite high, varying according to the academic year. The academic year pass rate from 2015/16 to 2018/19 ranges from 81.25% in 2017/18 to 95.45% in 2016/17. Attrition rates were extremely low, at 1.89% between 2015/6 and 2018/9, with a similar number of repeat learners.

Dublin Business School keeps detailed information about learner destinations. A large percentage of level 7 learners in film and media learners' progress to further education, many to the final year of the level 8 programme. According to learners' own reports, approximately 50% of graduates leave to work in a media or media-related field, either in employment or in self-employment. The broad scope of topics covered, and skills acquired, equips learners for a wide range of careers and job opportunities in the film and media industries.

Recommendations:

The panel commends Dublin Business School for the provision of a career pathway in this sector. It is clear that the wide range of skills acquired by learners prepares them for the world of work, as witnessed by relatively high levels of learners working in film and media on graduation.

The panel recommends that Dublin Business School ensure that learners are made fully aware of the full range of genres, organisations, and institutions working in film in Ireland specifically as well as in the world in general and that due focus is given to providing them with appropriate internship and work experience opportunities.

Programme Delivery and Teaching & Learning Strategies

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.

Commentary:

The panel met with a full complement of academic and administrative staff to discuss the matters listed above, namely the following administrative and senior staff:

- Dr Kerry McCall Magan, Head of Academic Programmes
- Michael KIELTY, Head of Department - Arts, Languages and Study Abroad
- Matthew Nolan, Senior Lecturer - Arts, Languages and Study Abroad
- Dr Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning

- And the following members of the lecturing staff:
- Matthew Nolan
- Dr Andrew Browne
- Dr Piotr Sadowski
- Dr Barnaby Taylor
- Conor Murphy
- Stephen Henderson
- Kenny Leigh
- James Mackin
- Claire Dix
- John Gunning
- Michael Kielty

The panel was extremely impressed by the dedication of the lecturing staff, and the willingness and attention to detail with which they approached the task at hand.

The panel noted that the timetable is extremely full. While this means that learners are provided with a wide range of skills, it queried whether they really have enough time to address all of the topics covered adequately. Dublin Business School clarified that staff collaborate on developing an assessment schedule and communicating it to learners, and that there are also procedures in place to assist learners who are struggling to meet their commitments. Moreover, because of crossover between modules, the learners realise that hard work on one particular assessment assignment often benefits them in another module.

In reworking the course, Dublin Business School has tended to give greater emphasis to the practical elements of the subject. The panel queried whether this meant that learners no longer have access to learning in the area of European and world film. Dublin Business School asserted that these topics were still covered, albeit often in the context of practical learning. Moreover, the college has a large number of films by film makers from all over the world that are available for learners to view, as well as dedicated areas in the college for the purpose of watching them.

Learners have considerable access to the technical equipment that they need and, so far as is practicable, are permitted access to technical equipment for their own projects, beyond the curriculum.

The panel queried Dublin Business School's choice of software for video editing, commenting that AVID is currently the industry standard, and that it would be useful for the learners to have knowledge of this. They do, however, recognise that software requires a considerable financial investment. Dublin Business School defended their use of Adobe Suite and Final Cut Suite editing software on the grounds that they provide better educational supports.

The panel was satisfied that Dublin Business School has excellent physical resources, and that it has put in place measures to teach learners during the current Covid-19 pandemic with minimal disruption to their educational experience. Clearly, this is a significant challenge with film learners in particular, as they often have to work closely in groups. Dublin Business School is following the guidelines developed by Screen Ireland guidelines and also working with a forum of academics from around the country who are sharing solutions to their problems.

In terms of changes to the syllabus, Dublin Business School has been very responsive to the changing circumstances in society today, introducing new elements, such as writing for podcasts; as a

significant cohort of graduates works with new media, this is a timely and appropriate change. The panel was favourably impressed with the ways in which Dublin Business School has blended practical and theoretical learning, as for example in the case of the photography module in which the learners learn both practical skills and historical and cultural context.

The panel recognises the challenges facing staff in private colleges in terms of fostering a research-friendly environment. Dublin Business School does provide a number of scholarships and programmes intended to encourage staff engagement in this area.

Recommendations:

- The panel would like to see Avid Software introduced into the curriculum, although it recognises that this would represent a significant capital investment.
- The panel recommends a careful exploration of the yearly budget allocation, to ensure that there is always sufficient monies available should additional resources be required.
- The panel recommends that Dublin Business School continue to foster a research-friendly environment for teaching staff, and also that it look into making more extensive use of guest lecturers from other facilities to expose the learners to a range of views and expertise.
- The panel recommends that Dublin Business School actively seek to include Irish content in the module that explores contemporary film and television and that learners should be made explicitly aware of the work being carried out by Irish professionals working in this field.
- The storytelling module in year one of the level 7 programme is highly commended by the panel, which further recommends that Dublin Business School take measure to ensure that this skill set is also adequately addressed in year 1 of the level 8 programme.

2.4 Section 4 - Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

The panel met with a number of learner and graduate representatives, who were as follows:

- Aisling Kane – Level 7, year 3, full time.
- Hayley Roche - Level 8, Graduate (2019/20), full time
- Amanda Peixoto Ferrini – Level, 8, year 1 , full time
- Joanna Correira – Level 7, Year 2 full time

The three learners and the one graduate who made themselves available for the meeting were strikingly articulate and confident in expressing their views and discussing their experiences of the course. The panel engaged with them, and posed a number of robust questions about the course, including querying whether they found the heavy workload overwhelming.

All of the learners were extremely forthcoming and positive about their experience of studying at Dublin Business School. They all stated that they felt there was a good balance between the practical and theoretical elements of film and creative media, and that the skills and knowledge acquired on the course were all useful, interconnected, and relevant to their careers and/or the careers they aspire to have. They also spoke very favourably about the amount of equipment made available to them, and Dublin Business School's approach to the provision of equipment to learners for extra-curricular work. They also spoke favourably about how Dublin Business School facilitated them in doing teamwork, and in their lecturers' provision of detailed, useful feedback on assignments in a timely manner.

When pressed by the panel to think of anything that could have been improved, or anything that was missing from the course, or indeed anything negative about the course at all, the learners reaffirmed that they were all extremely happy with the course, and none managed to think of anything that they had been less than happy with. With respect to proposed changes to the curriculum, Hayley—a recent graduate of the programme—commented that she was glad to see the inclusion of Creative Media, and would have liked to have the experience to study this.

Recommendations:

To judge by the learners' feedback, Dublin Business School is providing an excellent and well-designed programme and must be heartily commended for this. The panel recommends that Dublin Business School ensure that vital skills taught to learners on year one of the level 7 course are also covered by learners who enter year one of the level 8 course and thereby to ensure that learners who enter at level 8 receive the same sort of foundational work as their level 7 colleagues.

Evaluation of the programme by Staff

Commentary:

The panel was favourably impressed by Dublin Business School's approach to staff evaluation of the programme under consideration.

Dublin Business School engages in a robust system of evaluation of the programme on an ongoing basis, gathering information from learners and graduates, as well as from staff. The information gathered in this way, in week 8 of semester one, and week 10 of semester two, allows staff to

evaluate the programme in a meaningful and useful way. Information is also gathered in the context of a focus group.

The information gathered from learners is given serious attention by Dublin Business School.

As part of the development of the programme currently under review, and following the gathering of the above-mentioned material, Dublin Business School held a series of reflective meetings conducted with past and present lecturers, and with support staff and administrative on this programme, as part of the development of the programme. The information they provided on this topic was that, in total, there were eleven of these meetings. These discussions were wide-ranging, open, and thorough, and proved useful in gathering often disparate views on pedagogy from subject experts into a unified and consensual approach to the future provision of a programme of learning for film and media learners in Dublin Business School. Each workshop or meeting had a productive aim, and the first of these led to the SWOT analysis, which resulted in the following issues to be addressed:

- There can be lack of continuity (or perceived lack of continuity) between modules in Year 2 and Semester 2.
- Some CA components are of the same type i.e. presentations and essays.
- Learner attendance is a major factor in learner success.
- Employability modules lack focus and specialisation.
- More practical learning needs to be embedded into the new programme.
- The programme team committed themselves to more creative events showcasing learner work.
- The need to attract more learners (including study abroad learners).

The issues raised by this evaluation led to the various changes being made to the programme ahead of revalidation, which are discussed in some detail below, in section 3.7.

Recommendations:

The panel is satisfied that Dublin Business School has a robust, thorough, and fit for purpose system in place for staff evaluation of the programme currently under discussion, and that the staff are given every opportunity to reflect on their own practice and to engage with other internal and external stakeholders as part of the process of programme evaluation.

External Examiner Feedback

Commentary:

Dublin Business School provided data to the effect that external examiners' feedback was obtained via the review of the annual external examiner reports and through direct consultation meetings with the external examiner (Dundalk Institute of Technology) concerning the programme structure. The outcomes of the programme feedback, in summary, contained the following general comments and suggestions:

- Confirmation that the standard set for the award is appropriate and teaching and assessment is in accordance therewith.
- Commendations for faculty on their feedback and moderation documentation.

- Positive commentary on the variety of appropriate teaching and learning strategies facilitate learners to explore a range of film and media issues in depth.
- A number of good practices were noted, including that there are a wide variety of assessment methods deployed and the provision of detailed marking schemes.
- The continuation of the links between the practical work and the theoretical elements.
- The agreement that the grading descriptors used were appropriate.
- The integration of assessment tasks between modules to be considered.
- The need for more consistent referencing by learners.

Recommendations:

The panel recommends that Dublin Business School continue to engage with its external examiners in a positive and robust manner.

2.5 Section 5 - Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

With respect to complaints, the following information, provided by Dublin Business School, is pertinent:

- All procedures and policies are available to each learner through the DBS website.
- Learners will be provided with information on lodging complaints through approved procedures on module web pages and in designated sections of the College website (e.g. Regis)
- Information on appeals and complaints procedures is available in the Quality Assurance Handbook, which is available on the DBS website and in Moodle. Specific appeals and complaints forms are individually and prominently available on the website and also from DBS reception. Programme Coordinators are first line of contact for learners and advice on Appeals and Complaints procedures.

Recommendations:

The panel is satisfied that Dublin Business School has a robust and fit for purpose approach to Quality Assurance, with a handbook developed in line with QQI guidelines, and regularly updated, and a systematic and learner-friendly approach to complaints and resolutions.

Quality Assurance Systems and Processes

Commentary:

Dublin Business School has a robust system in place for quality assurance. Their dedicated QA Officer takes a lead in the development, implementation, monitoring and review of QA procedures. The QA Officer is responsible for ensuring the administration and accurate and appropriate recording and storage of QA records and associated documentation, including a record of all approved Programme Schedules and dates in which they are due for their next review.

The QA Officer coordinates and oversees the process for learners with Personal Mitigating Circumstances (PMC), learner appeals or complaints and Academic Impropriety, ensuring correct processes are implemented in this regard in line with the DBS Quality Assurance protocols. The QA

Officer also manages administration associated with New Programme Validations and Programme Reviews.

Dublin Business School has a Quality Assurance Handbook which undergoes regular review, and which includes comprehensive information on assessment and protocol for complaints.

Programme specific quality assurance is ensured through the structure of the programme, academic management and administrative structures which are primarily led by the Course Director, who is responsible for programme quality and governance, driving programme development, ensuring programmes are academically robust in construct, providing oversight to programme teams to ensure quality is assured in programme teaching and assessment.

Learners can access the procedures and processes within the Quality Assurance Handbook (QAH) such as applying for a Personal Mitigating Circumstances (PMC) for a deferral for an exam by contacting the programme coordinator who provides the relevant form, as contained on the QAH, and which is approved or rejected by the Course Director. Should the learner wish to appeal a grade, they again contact the programme coordinator who signposts them to the Regulations and Assessments Manager and/or the Quality Assurance Officer.

Recommendations:

The panel is satisfied that Dublin Business School has a robust and fit for purpose approach to Quality Assurance, with a handbook developed in line with QQI guidelines, and regularly updated, and a systematic and learner-friendly approach to complaints and resolutions.

Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)

Commentary:

Clearly, the current Covid-19 pandemic has posed challenges to anyone working in the field of education, and a course in film is arguably even more badly impacted than other, less hands-on systems, given the need for studio work, and for learners to work in physical proximity with one another. The panel is, however, satisfied that Dublin Business School acted quickly to provide its learner with the best education possible, given the current restrictions.

Recommendations:

The panel is satisfied that Dublin Business School has good systems in place to ensure quality assurance in terms of online delivery and assessment, both at the current time (with the restrictions caused by the pandemic) and in general.

2.6 Section 6 - Summary Analysis of the programme

Commentary:

The programmes under consideration are A) BA in Film and Creative Media (level 7) and B) BA in Film and Creative Media (hons, level 8). The former is not an exit award, and therefore cannot be considered an embedded award; rather the two programmes, although there is an overlap in content, are both to be considered principal programmes.

On a full-time basis, the courses each consist of 6 semesters of 12 weeks each over 3 years. On a part-time basis, they each consist of 8 semesters of 12 weeks each over 4 years. There are two

intakes: one in September, and one in January, with a minimum enrolment of seven per intake, and a maximum of 250.

This programme is a three-stage programme, based on developing graduate skills, knowledge competency levels in three stages:

- Fundamental
- Developmental
- Competent

This is achieved by the phasing and delineation of modules of learning into the programme's streams:

- Audio Production
- Visual Production
- Writing and Creation
- Theory and Context and Professional Practice.

This is an interdisciplinary programme that focuses on film and creative media and it is designed to appeal to learners seeking to gain skills, knowledge, and competencies in creative media and film practices. The programme is constructed as a three-year year full-time (or four year part-time) programme of 180 ECTS leading to an award of a BA in Film and Creative Media.

According to data provided by Dublin Business School, the target group are learners with the following entry qualifications:

- Leaving Certificate applicants who have achieved 5 O6/H7s, to include English or another language or a full Level 5 FETAC Award or equivalent.
- Mature Learners who do not meet the minimum entry requirements will be assessed on the basis of age, work experience, general education standard, motivation, and commitment to the programme. Mature learners are those who are 23 years of age by January 1st of the year of admission.

The programme has been designed for those who are interested in exploring and studying film and creative media of film and, who wish to gain skills, knowledge and competencies in creative media and film practices. They may be school leavers or those who are employees working within the creative sector who wish to upskill and gain an undergraduate qualification.

Diverse teaching modalities will be employed. These include the following:

- Classroom lectures
- Studio teaching
- Practical skills sessions
- Computer lab-based demonstrations and practice
- Workshops
- Tutorials
- Individual and group work
- Directed e-Learning

Recommendations:

In general, the panel is satisfied that the programme for the programmes under consideration offers a well-designed, thoughtful range of modules, that these modules are offered by suitably qualified staff, and that learners are well-prepared for employment. It does, however, have a number of specific suggestions vis a vis the modules offered post revision, which are discussed in section 3.7, below.

2.7 Section 7 - Revision of the programme

In this section the panel will respond to any proposals made by the provider in respect of changes to the programme arising from the review. The revised programme's readiness for validation will be reported on in more detail in the Independent Evaluation Report for Validation.

Commentary:

Following a detailed review, incorporating consultations with internal and external stakeholders, Dublin Business School proposes making a number of significant changes to the programme.

It is proposed to fully align the two programmes and allow for clear progression from the ordinary bachelor's degree to the final year of the honours bachelor's degree. Therefore, the programmes will overlap; Level 8 Stage 1 and Level 7 Stage 2, and Level 8 Stage 2 and Level 7 Award Stage will now be common. The programmes will however remain as standalone programmes, i.e. the Level 7 is not an embedded award within the Level 8.

According to the information provided to the panel by Dublin Business School, the major changes to the level 7 programme can be summarised as follows:

- It is proposed to modify the award title as a **Bachelor of Arts in Film and Creative Media** to focus on media as a creative component resulting in artistic and cultural works, including film.
- It is proposed to align the content to allow for clear progression to the BA (Honours) award.
- It is proposed to update and re-state the programme concept to make explicit employment pathways.
- It is proposed to re-order module/subject delivery across the three stages.
- It is proposed to retitle several modules in order to more accurately reflect updates in content, based on stakeholder feedback and trends in the film and media environment.
- It is proposed to introduce new modules/subjects at each stage of the programme to reflect industry needs developments since 2014.
- It is proposed to refresh and update module content through the removal of some material considered out-dated.
- Minimum Intended Programme Learning Outcomes will be redrafted and expanded in order to ensure constructive alignment with the Generic Award Standards, graduate attributes, and the overall construct of the programme.
- All software used and module reading lists will be reviewed and updated.

Further proposed changes are as follows:

- *Developmental* is made explicit and becomes *Professional Practice and Writing & Creation*
- *Contemporary Media* and *Contemporary Film* becomes *Theory & Context*
- *Film Production* and *Image Production* combine as *Visual Production*

Three modules retained from the 2014 validated programme are re-ordered in terms of the stage of delivery. These are as follows:

- Stage 1: Multimedia Tools (10 ECTS), (previously a Stage 2 module) is proposed as a Stage 1 module as a foundation to the increased use of specific software in Stage 2 and 3.
- Stage 2: A previous Stage 1 module *The Moving Image* (10 ECTS), retitled as *Principles: Light, Camera, Photography* is proposed as a Stage 2 module to incorporate the use of light, digital photography, and its relationship to “film” as a genre. Content will be re-written and refocused to provide that linkage at Level 7.
- Final Stage: A Stage 2 module *Exploring Popular Culture*, will be rewritten as becomes a final stage module at Level 7.

A number of modules will be retitled and/or combined to provide the enhancements necessary to meet learner demand for progression into industry and further study. These are as follows:

Stage One: At Stage 1 a re-titling of modules is proposed to reflect current conventions and to explicitly reflect module content:

- *Investigating the Creative Media Industry* (10 ECTS) is the proposed new title of the module *Investigating the Media* (10 ECTS).
- *Sound Production* is the proposed new title of an old module *Radio Production* and is now a 5 ECTS module providing a foundation in Stage 2 to a 10 ECTS module *Audio Tech and Techniques* (10 ECTS).
- *Creativity & Design in Practice* (5 ECTS) is the proposed new title of a module previously titled *New Horizons*.

Stage Two

- *Professional Practice: The Creative Workplace* is the re-titling of the *World of Work*.
- *Writing for the Screen Media* is the proposed new name for an old module *Scriptwriting & Development*. This module builds on two new modules at Stage 1, *New Media Writing* and *Storytelling in the Digital Age*.

Award Stage:

- *Broadcasting in Action* (10 ECTS) is proposed instead as two 5 ECTS modules *Audio for Podcasting, Performance and Radio* and *Audio for Film & Screen*. *Camerawork* (5 ECTS) also incorporating the content and focus of the module (Documenting Visual Culture).
- The capstone module *Final Year Portfolio* is to be renamed as *Creative Projects Portfolio*.

Consequent to the re-conceptualisation of the programme new elements are introduced valued at 20 ECTS of each stage. These are:

Stage 1:

- *New Media Writing* (5 ECTS): This module aims to equip learners with the skills to work in an online media environment. Learners will learn about the emergence of new media, as well as learning about the impact that new media has had on the media industry. Learners will be taught the skills relevant to write for new media and will gain practical experience in new media as well as searching for and verifying relevant new media/online content.
- *Storytelling in the Digital Age* (5 ECTS): This is a practical module, designed to develop and demonstrate a learner's relationship with storytelling in the digital age. Approaching the subject from a wide range of thematic perspectives, this module will provide an overview of the contemporary landscape through a series of class-based projects, digital discussions, electronic exercises, and other forms of collaborative activities designed to draw upon existing skills and also develop additional expertise.
- *Film, Cinema & Screen Today* (10 ECTS): The module is designed to introduce learners to the basic concepts surrounding Film and Screen Studies. Learners will examine major milestones in this history and consider some of the ways in which the evolution of the film industry has been one of the most significant events in the modern age. Learners will consider how these milestones inform our understanding of contemporary Screen studies.

Stage 2:

- *Software 1: Professional Editing Platforms* (10 ECTS): This serves as an introduction to the art of video post-production. We explore the theory and practice of various editing styles in order to gain a better understanding of how stories are constructed in the editing room. Through demonstrations and hands-on experience, learners learn advanced editing techniques with an in-depth examination of Final Cut Pro. To further enhance strong emphasis is placed on post-production techniques that improve the sound and image quality of the videos. Footage is provided for all exercises and projects. However, learners will shoot new material for their final projects.
- *Media & Identity* (10 ECTS): This module has as its central theme an exploration of how the concept of 'identity' is connected to digital technologies and networked culture. It addresses the implications for society of how such media are implicated in the fashioning of the self and of communities at the local, national, and global level. It will explain how traditional concepts in media and cultural studies can be applied in the new digital context along with challenges and redefinitions. It considers the degree to which digital media empowers individuals and groups to exercise control over their lives and create societal change. The module will examine key media theories and the impact of both traditional and social media on the social and political world in areas such as representation, digital citizenship, participatory culture, and self-presentation.

Award Stage:

- *Software 2: Animation, Titles and Publishing* (10 ECTS): This module provides a foundation for learners to composite titles, integrate basic animation and investigate how animation is incorporated into creative media artefacts for defined purposes and audiences.
- *Professional Practice: Project Management* (10 ECTS): This module examines Project Life Cycle in three phases: Pre-Production (Planning the Shoot), Production (The Shoot) and Post Production (Editing and Revising the Shoot) and relates the phases to the Project Management Body of Knowledge (PMBOK) so that creative media and film projects are learned within a defined framework.

The 2014 validated level seven programme contained five MIPLOs. This is now extended to eight to reflect the re-focussing and to reflect a greater range of categories of learning for programmes of this type.

Two employability modules (*Communication for Success* and *Entrepreneurship*) are discontinued in this proposal. This is made possible by the integration of the aims of these modules across all modules within the stages. *Documenting Visual Culture* likewise is discontinued because of the increased emphasis across a number of modules on the creation and utility of visual artefacts.

According to the information provided to the panel by Dublin Business School, the major changes to the level 8 programme can be summarised as follows:

- It is proposed to modify the award title as a *Bachelor of Arts (Honours) in Film and Creative Media* to focus on media as a creative component resulting in artistic and cultural works, including film.
- Enhanced Minimum Intended Programme Learning Outcomes (MIPLOs).
- Rationalisation of subjects/modules to align with the Ordinary Bachelor's degree to allow for more seamless learner progression from the ordinary degree to the honours degree.
- Introduction of new modules/subjects to ensure currency of the programme.

The proposed programme award title change is justified by Dublin Business School on the following grounds:

- The view that 'Film' was too narrow a vocational pathway for learners.
- Over the last five years, learner assessment and creative output has evolved and has involved creative media usage—radio, podcasting, publishing, glyph-creation, digital objects, photographs, etc.
- Learner feedback indicates a demand for a wider skillset beyond but including Film.
- Stakeholder feedback indicates our employability offerings were vague and unfocussed.
- This retitling of the award aligns with retitling of the ordinary degree.

The following changes are to be made:

- Cinema/Film modules: Resultant from employer, industry, graduate, and programme team feedback and conscious of the new award title, modules in Film/Cinema at Stage 1 are to be discontinued and replaced. These are *Film Studies Today*, *European and World Cinemas* and *Hollywood Cinema*. This reflects the programme's aim to be more skills and vocationally orientated.

- In Stage 2, two modules, *Style, Stardom and Performance* and *New Waves in European and World Cinema*, are to be discontinued. In the final stage, *Cultures & Contexts* and *Contemporary Cinemas* are to be discontinued.
- Employability modules: A strategic decision was made by DBS to incorporate employability and soft skills within modules rather than to deliver them discretely, as before. Employability is now presented and proposed herein as '*Professional Practice*' leading to the discontinuation of: *Communication for Success*, *Learning to Learn*, and *Innovation* while three professional Practice modules are offered: *Professional Practice: The Creative Workplace* (Stage 1); *Professional Practice: Project Management* (Stage 2); *Professional Practice: Budgeting & Scheduling* (Award Stage); *Industry Engagement / Internship* (Award Stage)
- The final module listed above, *Industry Engagement/Internship* replaces *Lifelong Learning* by requiring learners to audit a film or creative media organisation through work experience or otherwise to make a lifelong learning plan aimed at fulfilling a role within that industry.

New modules/subjects:

Consequent to the re-focussing of the programme a number of new modules are proposed. In Stage 1, 40 ECTS of new learning is proposed:

Stage 1:

- *Writing for Screen Media* (5 ECTS): This module introduces learners to collaboration with other writers and actors in the development of a script. The module provides foundational learning for modules in stage two.
- *The Moving Image* (10 ECTS): This module will introduce the learner to key debates in the history and development of the moving image. Learners will examine major milestones in this history and consider some of the ways in which the evolution of the moving image has been one of the most significant events in the modern age.
- *Media and Identity* (10 ECTS): This module has as its central theme an exploration of how the concept of 'identity' is connected to digital technologies and networked culture. It addresses the implications for society of how such media are implicated in the fashioning of the self and of communities at the local, national, and global level. It will explain how traditional concepts in media and cultural studies can be applied in the new digital context along with challenges and redefinitions. It considers the degree to which digital media empowers individuals and groups to exercise control over their lives and create societal change. The module will examine key media theories and the impact of both traditional and social media on the social and political world in areas such as representation, digital citizenship, participatory culture, and self-presentation.
- *Professional Practice: The Creative Workplace* (5 ECTS): This module will introduce the learner to key concepts and practices in and around the creative workplace with particular emphasis on film and media production. Learners will examine the most important roles within the film crew and consider the significance of Health and Safety issues on the film set and in the creative workplace. In addition, learners will be encouraged to examine the realities one of the more fundamental issues in contemporary creative media practice – the sustainability agenda.
- *Audio Tech & Techniques* (10 ECTS): The objective of the module is to introduce the learner to the operating principles of modern audio tools, technologies and recording applications.

The module provides detailed insights into audio processing and the operation and signal flow of digital audio workstations and hardware. Learners will complete a number of recordings to understand the principles of capturing sound.

Stage 2:

In Stage 2, 30 ECTS of new learning are proposed:

- *Audio for Podcasting, Performance & Radio* (5 ECTS): This module aims to enable learners to understand the centrality of format and scripting in radio performance and podcasting. They will enhance their research expertise and ability to identify reliable sources for different genres, as well as move from conscious to critical listening. They will also develop the technical skills and sound competence to produce a radio show or podcast; create a template that integrates creativity, technical, editorial, and written skills; and demonstrate an understanding of the technical expertise suitable for professional broadcast.
- *Audio for Film & Screen* (5 ECTS): This practical module aims to equip the learner with the skills needed to construct and utilise audio, supporting the moving image. It provides tuition in the technical practices of soundtrack work: spotting cues, creating edits for video, arranging, and orchestrating pre-existing music while working with audio and video applications. The learner will gain the ability to undertake a practical analysis and generation of audio for the moving image and will be assessed on portfolios of original work.
- *Software 2: Animation, Titles and Publishing* (10 ECTS): This module provides a foundation for learners to composite titles, integrate basic animation and investigate how animation is incorporated into creative media artefacts for defined purposes and audiences.
- *Exploring Popular Culture* (5 ECTS): This module builds upon knowledge acquired in *Media & Identity* module. Learners are provided with the opportunity to engage with classic texts of Cultural Studies, to examine how these theories inform our understanding of our Pop Culture landscape. Each unit on the syllabus requires learners to engage with the historiography of academic debates surrounding each topic, before considering how each one of these topics can inform our understanding of our contemporary Popular Culture. For example, learners will be introduced to concepts such as “the medium is the message” and asked to consider how applicable it is to a Social-Media driven world.
- *Creative Projects Portfolio* (5 ECTS): In this module learners will develop a series of personal and professional skills necessary to the production of a level-appropriate creative project portfolio, incorporating work-in-progress from other modules, self-interest work and the work of practitioners.

Award Stage:

20 ECTS of new learning are proposed:

- *Research Skills* (5 ECTS): This module offers a systematic introduction to standard methods of carrying out academic research projects. The process includes formulating research topic, creating working bibliography, accessing, utilising, and documenting sources, planning the research manuscript, drafting the text, revising it, editing, and formatting. The module’s minimum intended learning outcomes are related to the learning outcomes of the BA (Hons) in Film & Creative Media as a whole.
- *Dissertation* (10 ECTS): In part, this module replaces the Final Year Project which offered a choice between a traditional dissertation and a creative project. This module puts the

dissertation at the heart of our graduate-stage offering and can complement a second module: *Digital Artefact Creation*.

- *Software 3: SFX, VFX & Project Delivery Protocols* (5 ECTS): Building on our stage 2 modules in Project management and Animation, Titling and publishing this module places industry standards of post-production in context for re-use as a skill in modules at this stage.

The 2014 validated programme contained seven MIPLOs. This is now extended to eight to reflect the re-focussing and to reflect a greater range of categories of learning for programmes of this type to include film as a creative medium.

Recommendations:

The panel concurs with the title change to include “film and creative media”, to reflect updates to content, MIPLOs and the aims of the proposed 2020—2025 programme as a contemporary and dynamic offering.

Overall, the panel concurs with the changes proposed to the programme, particularly in light of the rapid and dramatic rate of change in the digital field.

However, the panel has a number of recommendations that it urges Dublin Business School to take into consideration in redesigning the programmes, and in delivery of them.

Namely:

- In *Contemporary Film and Television*, the panel recommends that Dublin Business School pay particular attention to ensuring that Irish content is included in sufficient detail and that learners are aware not just of specific film and content from Ireland, but also of the various individuals, production houses, and businesses working in the field in Ireland.
- With respect to *New Media Writing*, the panel commends this module in year one of the level 7 programme, but expressed concern that possibly this skill set was not being adequately addressed for level 8 learners. It would like to see Dublin Business School clarifying how this skill set will be addressed for level 8 to ensure that they have mastered the basics of writing before moving on to more demanding tasks.
- In the modules with a focus on production, the panel recommends that Dublin Business School ensure that project management is adequately covered, as this is often a weak area for learners graduating and entering employment.
- In general, it is recommended that Dublin Business School clarify the balance of critical thinking and practical skills offered by the various modules; while it was clear in conversation with the academic staff that critical thinking is indeed a fundamental element of many modules, this is not always perfectly clear from the documentation.

3 Evaluation Process

3.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Word document	Draft Agenda
2.	PDF	Programme Review Report, Bachelor of Arts in Film and Creative Media, Level 7
3.	PDF	Programme Document, Bachelor of Arts in Film and Creative Media, Level 7
4.	PDF	Appendix 5, Module and Assessment Documentation
5.	PDF	Programme Review Report, Bachelor of Arts (Honours) in Film and Creative Media
6.	PDF	Programme Document Bachelor of Arts (Honours) in Film and Creative Media
7.	PDF	Appendix 5, Module and Assessment Documentation Bachelor of Arts (Honours) in Film and Creative Media
8.	Word document	DBS Programme Review of Panel Members
9.	Word document	Terms of Reference for Programme Review: Bachelor of Arts in Film and Creative Media

3.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Andrew Conlan-Trant	Executive Dean
2.	Dr Kerry McCall Magan	Head of Academic Programmes
3.	Michael Kielty	Head of Department, Arts Language and Study Abroad
4.	Matthew Nolan	Senior Lecturer, Arts Language and Study Abroad
5.	Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
6.	Lori Johnston	Registrar
7.	Shane Mooney	Head of Learner Experience
8.	Laura Mulqueen	Programme Coordinator
9.	Sarah Sharkey	Learner Engagement Officer

3.3 Description of evaluation process

The panel examined the materials provided by Dublin Business School and found them to be thorough and detailed. They identified areas for discussion, including potential room for improvement, areas with a certain lack of clarity, and other potential for change. All of these issues were discussed in a frank, open, and positive manner with the relevant administrative, support and academic staff.

4 Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

Commentary on review process:

Dublin Business School provided excellent documentation with respect to the college and in particular the programme under review. This material was provided to all panel members in a timely fashion.

Despite the challenges posed by having to meet remotely, the review of the programme with the various members of management and the teaching staff at Dublin Business School was efficient, with all involved providing pertinent information in a thorough, positive, and constructive manner.

From the documentation provided, and following detailed conversation with the staff, it is clear that they have reviewed the level 7 and level 8 programmes in considerable detail and have made timely, appropriate, and well-designed changes to the curriculum to ensure that it is fit for purpose.

Recommendations on review process:

The panel is satisfied that Dublin Business School is happy to engage in internal reviews and in reviews with QQI and external examiners, and that it sees constructive criticism and feedback as an opportunity for growth and learning.

Commentary on programme revisions:

In general, the panel is satisfied that the programme revisions for the level 7 and level 8 programmes under discussion here have been carefully planned and explored. It does have a number of specific recommendations, which are listed above under the relevant topics, and reiterated below with respect to each of the necessary criteria.

Recommendations on programme revisions:

Overall, the panel approves the programme revisions, with the caveat that Dublin Business School should carefully consider its recommendations with regard to a number of modules, as discussed above in section 3.7.

Signed:

A handwritten signature in black ink, appearing to read "Joseph G. O'Connell". The signature is written in a cursive style with a large initial 'J' and 'G'.

Panel Chairperson:

Date: 06.08.2020

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Independent Evaluation Report on an Application for Revalidation of a Programme of Education and Training

Part 1

Provider name	Dublin Business School
Date of site visit	29 th July, 2020 (meeting conducted on Zoom because of social distancing requirements relating to the Covid-19 pandemic)
Date of report	06 August 2020

Overall recommendations

Principal programme	Title	BA in Film and Creative Media (level 7)
	Award	Level 7 Bachelor's Degree
	Credit	180 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Expert Panel

Name	Role	Affiliation
Dr. Joseph Collins	Chair	Head of Faculty, Lifelong Learning, Institute of Technology Carlow.
Dr Ciara Chambers	Subject Matter Expert	Head of Film and Screen Media, University College Cork
Dr Matthew Causey	Subject Matter Expert	Professor Emeritus, former Head of the School of Creative Arts, Trinity College Dublin
Dr Deirdre Nuttall	Report Writer	n/a
Darragh Pyne	Learner Representative	Dun Laoghaire Institute of Art and Design (BA hons)
Aoife Stokes	Industry Representative	Head of Programming, Virgin Media Television Ireland

Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Dublin Business School	250	7

Proposed Enrolment	
Date of first intake	September 2020
Maximum number of annual intakes	2 intakes: <ul style="list-style-type: none"> September intake January intake
Maximum total number of learners per intake	250
Programme duration (<i>months from start to completion</i>)	Full-time: Two (12 weeks) semesters per stage over three years (full time). Part-time: 8 semesters of 12 weeks each over 4 years.
Panel Commentary on proposed enrolment:	
The panel is satisfied that the proposed enrolment is suitable and that Dublin Business School is prepared to provide the course as per the plans provided.	
Target learner groups	
The target group is composed of learners with the following entry qualifications: <ul style="list-style-type: none"> Leaving Certificate applicants who have achieved 5 O6/H7s, to include English or another language or a full Level 5 FETAC Award or equivalent. Mature learners who do not meet the minimum entry requirements will be assessed on the basis of age, work experience, general education standard, motivation and commitment to the programme for which they are applying. Mature learners are those who are 23 years of age by January 1st of the year of admission. The programme has been designed for those who are interested in exploring and studying film and creative media of film and, who wish to gain skills, knowledge and competencies in creative media and film practices. They may be school leavers or those who are employees working within the creative sector who wish to upskill and gain an undergraduate qualification. 	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and part-time
The teaching and learning modalities	
Classroom and studio-based teaching	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	

Given the ever-increasing demand for creative content creation using film and creative media across all areas of enterprise, coupled with technological transformations there exists a growing demand for employees who have filmmaking, storytelling, audio and production skills and competencies which will be invaluable to the creative industries and their clients and audiences. The *BA in Film and Creative Media* has been developed with the aim of providing learners with the knowledge, technological skills, and research capability to design, implement and evaluate creative artefacts and projects that bring ideas to life, create original events, products, and experiences for defined audiences.

This programme is a three-stage programme, based on developing graduate skills, knowledge competency levels in three stages: fundamental, developmental, and competent. This is achieved by the phasing and delineation of modules of learning into the programme's streams:

- Audio Production
- Visual Production
- Writing and Creation
- Theory and Context
- Professional Practice.

This is an interdisciplinary programme that focuses on film and creative media and it is designed to appeal to learners seeking to gain skills, knowledge and competencies in creative media and film practices. The programme is constructed as a three-year year full-time (or four year part-time) programme of 180 ECTS leading to an award of a *BA in Film and Creative Media*.

Summary of specifications for teaching staff	WTE
<p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters and/or PhD in the following areas:</p> <ul style="list-style-type: none"> • Film • Media • Creative Media • Audio Engineering • Project Management • Journalism • Other related areas <p>In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry or technical experience may also be considered.</p>	

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:50
Studio Workshops and other practical sessions	1:30
Practical Computer Lab sessions (Apple Mac)	1:25
Practical Computer Lab sessions (PC)	1:35
Online class (broadcast live)	1:50
Online tutorial (interactive)	1:25
There is an average ratio of 16.7:1, learner to WTE staff ratio	
Panel Commentary on programme outline and staffing:	
The panel is satisfied that the programme outline and staffing arrangements, as explained by Dublin Business School, are satisfactory.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

Other noteworthy features of the application

As the current application is being made during a time of pandemic, it is noteworthy that Dublin Business School has gone to considerable effort to ensure the viability of the courses it offers in the current changed circumstances.

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable). Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A

Part 2 Evaluation against the validation criteria

Criterion 1: The provider is eligible to apply for validation of the programme		
<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.¹</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • DBS has established QAE procedures approved by QQI. • Programme documentation was accompanied by a signed letter from DBS Director • Regulations and procedures are established re access, transfer, progression, and recognition of prior learning (RPL). • DBS provided excellent standard of programme documentation that complies with statutory, regulatory, and professional body requirements. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 1.</p>

¹This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2: The programme objectives and outcomes are clear and consistent with the QQI awards sought

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
 - (i) Where applicable, a QQI award is specified for each embedded programme.
- c) There is a satisfactory rationale for the choice of QQI award(s).
- d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
- e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory, and professional body requirements.
- f) The programme title and any embedded programme titles are
 - (i) Consistent with the title of the QQI award sought.
 - (ii) Clear, accurate, succinct, and fit for the purpose of informing prospective learners and other stakeholders.
- g) For each programme and embedded programme
 - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.²
 - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
 - i) Any QQI minor awards sought for those who complete the modules are specified, where applicable. For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.³

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • The programme aims and objectives are clearly defined • The Bachelor of Arts in Film and Creative Media award is specified, satisfactory rationale provided and consistent with QQI's policy. • There are no regulatory or professional body restrictions on the use of the programme titles. • The programme title is consistent with the award sought and the title is clear, accurate and recognisable field of learning. • The learning outcomes and education and training objectives for the programme are clearly specified and consistent with QQI award standards. • The learning outcomes and education and training objectives for each module are clearly specified and consistent with QQI award standards. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts Honours in Film and Creative Media has met criterion 2.</p>

² Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory, or professional body.

³ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Criterion 3: The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁴
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
- (i) There is a satisfactory rationale for providing the programme.
- (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
- (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
- (iv) There is evidence⁵ of learner demand for the programme.
- (v) There is evidence of employment opportunities for graduates where relevant⁶.
- (vi) The programme meets genuine education and training needs.⁷
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • The development of the programme and learning outcomes sought input from industry, academic, learners, statutory bodies, national, international best practice, and past knowledge and experience. • The programme development and documentation was informed by the EU ECTS User's Guide. • There is sufficient demand for the programme from learners nationally, internationally and from industry and their demands, needs and requirements for graduates. • The graduate employment opportunities and vast and meeting nationally identified gaps, strategy, and policy. • Input from industry and embedded industry elements will continue to play an important role in the programme to ensure learners are exposed to the application of technology, industry standards and emerging technologies.

⁴ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁵ This might be predictive or indirect.

⁶ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁷ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		<ul style="list-style-type: none">• The programme and module learning outcomes are mapped against QQI awards standards. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts Honours in Film and Creative Media has met criterion 3.</p>
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Criterion 4: The programme’s access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁸.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR⁹) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • The programme information is consistent with QQI's policy and criteria, and programme specific criteria is individually and specifically satisfied. • Learner information is clear, detailed, and concise and available in a range of formats (Programme Handbook, online, marketing material etc.). • The minimum English Language criteria are specified and comprehensive supports are in place for non-native English learners. • The programme specifies the knowledge, skills and competencies that target learners are expected to have attained. • DBS's QA policy is the procedure and criteria applied access under recognition of prior learning (RPL). • The programme title reflects the learning outcomes, meaningful, accurate and legitimate, and there is no reason to believe that the title will lose significance <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 4.</p>

⁸ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

⁹ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

Criterion 5: The programme’s written curriculum is well structured and fit-for-purpose

- a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁰.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹¹

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • The programme is suitably structured over 3 years full-time and 4 years part-time. • Modules and award are structured and coherently oriented in line with the award standards and learning outcomes. • Programme and module objectives, structure and schedule are clearly outlined to learners and DBS staff and based on sound education and training principles. • The curriculum is comprehensively detailed including: module descriptors, learning outcomes, rationale, aims, objectives, assessment strategy and schedule. • The ECTS credits allocated are consistent with minimum programme learning outcomes • The ECTS credits allocated to the individual modules are consistent with minimum programme learning outcomes • The programme durations are consistent with minimum entry and award standards. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 5.</p>

¹⁰ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹¹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

Criterion 6: There are sufficient qualified and capable programme staff available to implement the programme as planned

- a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.
- d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹³ opportunities¹⁴.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • The DBS staff base have the qualifications, knowledge, expertise, and skills necessary to deliver the programme. • Curriculum vitae for each staff member were provided and attest to their competence to deliver the programme. • Through consultation with staff, there is a solid awareness of their own knowledge gaps, and supports are provided by DBS to advance their knowledge and technical skills from technical, industry and academic perspective. • Sufficient continuous professional development supports are supported and provided by DBS for staff. • DBS’s QAH manual outlines staff selection and performance management procedures. Staff are assessed each semester and feedback is provided to programme directors re their ongoing personal and professional development. • Provisions are in place to ensure a full complement of staff manage and deliver the programme. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 6.</p>

¹² Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹³ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁴ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

Criterion 7: There are sufficient physical resources to implement the programme as planned

- a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
- (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment)
 - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
 - (iii) printed and electronic material (including software) for teaching, learning and assessment
 - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
 - (v) technical support
 - (vi) administrative support
 - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
- (i) Planned intake (first five years) and
 - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • DBS has the physical, hardware and software resources to deliver the programme. • DBS has suitable premises and accommodation for learning and human needs. • Appropriate computing laboratories and lecture room facilities are provided by DBS. • Printed, electronic and virtual (Moodle, Lynda.com etc.) material are available and provided to the learners. • Technical support is provided by DBS’s IT Department. • Administration support is provided through a full-time programme administrator. • The programme has been successfully delivered in DBS. • A three-year programme plan is in place re planned intake, costs, expenditure, and the use of its campus facilities. • The programme design and curriculum content is owned by DBS. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts Honours in Film and Creative Media has met criterion 7.</p> <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 7.</p>

Criterion 8: The learning environment is consistent with the needs of the programme’s learners

- a) The programme’s physical, social, cultural, and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
- b) Learners can interact with, and are supported by, others in the programme’s learning environments including peer learners, teachers, and where applicable supervisors, practitioners, and mentors.
- c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none">• DBS’s physical, virtual learning, social, and cultural environments and resources support the intellectual development and engagement with other learners, peers, and staff. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 8.</p>

Criterion 9: There are sound teaching and learning strategies

- a) The teaching strategies support achievement of the intended programme/module learning outcomes.
- b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
- c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
- d) Learning is monitored/supervised.
- a) Individualised guidance, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • DBS's teaching strategies support learners through resources, structure, and guidance to meet the learning outcomes of the programme and modules. • A learner-centred learning environment is created, combining group and individual engagement and through fostering an active learning environment. • The programme is designed to enable learners to meet the minimum learning outcomes. • Monitoring learning is ensured through structured assessment and QA governance processes. • Individual support is provided through lecturer non-module contact scheduled time, year heads, learner representatives, peers, and faculty administrative staff. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 9.</p>

¹⁵ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy, and numeracy support.

Criterion 10: There are sound assessment strategies

- b) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*¹⁶
- c) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.
- d) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁷
- e) The programme includes formative assessment to support learning.
- f) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.¹⁸
- g) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
- h) There are sound procedures for the moderation of summative assessment results.
- i) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.¹⁹

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • Programme assessment is in accordance with QQI’s assessment standards and DBS’s QA procedures which have been approved by QQI. • The assessment is fair, and consistent and clear guidelines, information and expectations are provided to the learner. • Learners receive appropriate feedback on each assessment and adequate guidelines and supports provided where necessary. • Assessment strategies and examples are provided in the module descriptors. • DBS’s QAH outlines the procedures for moderation of summation of assessment results. • Award certification is only permitted where a learner has successfully completed all constituent parts of the programme. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 10.</p>

¹⁶ See the section on transitional arrangements.

¹⁷ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁸ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

¹⁹ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

Criterion 11: Learners enrolled on the programme are well informed, guided and cared for

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities²⁰.
- i) If the programme aims to enrol international learners it complies with the *Code of Practice for Provision of Programmes to International Learners*²¹ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • Programme assessment is in accordance with QQI's assessment standards and DBS provides induction sessions for all learners from multiple perspectives (college, faculty, programme, learning environment, social and cultural context). • Learners are provided with department specific induction re the programme, academic structure, administration, learners' union, and college personal supports. • DBS's QA procedure outlines academic specific rules and regulations and is available to all learners. • The programme is modular and no elective pathways are provided to the learners; learner freedom is provided through continuous assessment and research project/dissertation. • All learners are required to meet the minimum learning outcomes for the programme and related modules. Additional extra provisions and online supports are also in place for learners. • DBS provides learner support for learners with specific learning needs (e.g. dyslexia, English language, physical disabilities etc.). • Personal difficulties are supported through the provision of the college learner services. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 11.</p>

²⁰ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²¹ See Code of Practice for Provision of Programmes to International Learners (QQI, 2015)

Criterion 12: The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.
- b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.
- e) Quality assurance²² is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The external independent evaluation panel is satisfied that:</p> <ul style="list-style-type: none"> • DBS QA procedures and policies govern all QQI programmes. • The programme is operated in accordance with QA procedures and policies. • There is scope to deliver the programme in other locations where demand exists. No additional programme specific requirements apply. • All new staff are appointed in accordance with the DBS HR policy. • All physical resources required for the programme exist. • Project specific resources are supported by the college. • The college’s IT department is responsible for all software updates, licenses, and renewal of physical resources. • The programme is managed in accordance with DBS’s QA procedures, rules, and regulations, and overseen by the college’s Academic Council (APC). • The programme is subject to annual review monitoring all aspects of individual modules and programme. • DBS’s Examination Office coordinates all communication between the College and QQI. <p>The external independent evaluation panel is satisfied that the Bachelor of Arts in Film and Creative Media has met criterion 12.</p>

²² See also QQI’s Policy on Monitoring (QQI, 2014)

Overall recommendation to QQI

Principal programme:

Select one	
<input checked="" type="checkbox"/>	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
<input type="checkbox"/>	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
<input type="checkbox"/>	Not satisfactory.

Reasons for the overall recommendation

Dublin Business School has an excellent complement of fully qualified staff providing a wide range of pertinent courses. It offers excellent physical and digital resources, and exceptional support to learners. The documentation provided to the panel was outstanding, and learner feedback indicated extremely high levels of satisfaction with the course. The panel is also satisfied that the proposed changes to the programme have been well thought-out and designed. Bar a small number of modest recommendations, as discussed above in section 3.7, the panel is satisfied that the programme on offer is not just satisfactory, but exemplary.

Commendations

Commendations:

The panel has a number of specific commendations, which are as follows:

- It commends the quality of the documentation, which greatly facilitated the panel's work.
- It commends the depth and breadth of the programme.
- It commends the very positive engagement of the learners and graduates with the panel.
- It commends collaboration with industry in the development of this programme.
- It commends the provision of a career pathway in this sector.
- It commends the highly developed networks across Dublin Business School that support learners in a variety of ways.
- It commends Dublin Business School's strong commitment to critical thinking, which was very evident throughout the day in the context of rigorous and challenging discussion.
- It commends the creativeness and impressiveness that were very evident, and in particular the manner in which the creative media have been embraced.
- It commends the impressive group of staff—academic, administrative and support—and the positive and open manner in which all of the staff engaged with the panel over the course of the day.

Special Conditions of Validation (directive and with timescale for compliance)

None

Summary of recommended special conditions of validation

None

Summary of recommendations to the provider

The panel proposes that QQI should validate both programmes subject to the following recommendations:

- As Avid Software is industry standard, the panel recommends that this should be introduced into the curriculum
- The panel recommends that the programme make the use of internships more explicit.
- The panel recommends that Dublin Business School explore its yearly budget allocation to ensure that monies are available for additional resources required
- The panel recommends that Dublin Business School continue to actively support staff in the area of research from staff and that it also actively encourage guest lecturers from other institutions to bolster this space.
- The panel also has a number of specific recommendations vis a vis the changes to the modules on offer and the revisions to the programme, which are discussed separately in section 3.7 and which were communicated verbally to representatives of Dublin Business School on the occasion of the panel's meeting with them.

Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Joseph Collins

Date: 06.08.2020

Signed:

A handwritten signature in black ink that reads "Joseph Collins". The signature is written in a cursive style with a large initial 'J' and 'C'.

4.1 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 3: Proposed Programme schedule

BA in Film and Creative Media – Stage 1 (F/T)

Name of Provider:		Dublin Business School											
Programme Title		BA in Film and Creative Media											
Award Title		BA in Film and Creative Media											
Stage Exit Award Title		N/A											
Modes of Delivery (FT/PT):		F/T											
Teaching and learning modalities		Classroom and studio-based teaching											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Degree	7	6	1	6	5	60	01/09/2020	0211					
Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Contact Hours	Class (or equiv) learning	Directed e-learning	Independent Hours of	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %
Digital Film Production	1	M	6	5	125	36	24	65		100			
New Media Writing	1	M	6	5	125	36	24	65		100			
Multimedia Tools	1 and 2	M	6	10	250	72	48	130		100			
Investigating the Creative Media Industry	1 and 2	M	6	10	250	72	48	130		100			
Film, Cinema & Screen Today	1 and 2	M	6	10	250	72	48	130		100			
Creativity & Design in Practice	1 and 2	M	6	10	250	72	48	130		100			
Sound Production	2	M	6	5	125	36	24	65		100			
Storytelling in the Digital Age	2	M	6	5	125	36	24	65		100			
Special Regulations (Up to 280 characters)													

BA in Film and Creative Media – Stage 2 (F/T)

Name of Provider:		Dublin Business School											
Programme Title		BA in Film and Creative Media											
Award Title		BA in Film and Creative Media											
Stage Exit Award Title		N/A											
Modes of Delivery (FT/PT):		F/T											
Teaching and learning modalities		Classroom and studio-based teaching											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Degree	7	6	2	6	5	60	01/09/2020	0211					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Professional Practice: The Creative Workplace	3	M	6	5	125	36	24	65		100			
Audio Tech & Techniques	3 and 4	M	6	10	250	72	48	130		100			
Principles: Light, Camera, Photography	3 and 4	M	6	10	250	72	48	130		100			
Software 1: Professional Editing Platforms	3 and 4	M	6	10	250	72	48	130		100			
The Moving Image	3 and 4	M	6	10	250	72	48	130		100			
Media & Identity	3 and 4	M	6	10	250	72	48	130		100			
Writing for Screen Media	4	M	6	5	125	36	24	65		100			
Special Regulations (Up to 280 characters)													

BA in Film and Creative Media – Stage 3 (F/T)

Name of Provider:		Dublin Business School												
Programme Title		BA in Film and Creative Media												
Award Title		BA in Film and Creative Media												
Stage Exit Award Title		N/A												
Modes of Delivery (FT/PT):		F/T												
Teaching and learning modalities		Classroom and studio-based teaching												
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Degree	7	6	Award Stage		7	6	60	01/09/2020	0211					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent learning effort	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %
Audio for Podcasting, Performance & Radio		5	M	7	5	125	32	24	69		100			
Exploring Popular Culture		5	M	7	5	125	32	24	69		100			
Professional Practice: Project Management		5	M	7	5	125	32	24	69		100			
Camerawork		5 and 6	M	7	10	250	64	48	138		100			
Scriptwriting and Development		5 and 6	M	7	10	250	64	48	138		100			
Software 2: Animation, Titles and Publishing		5 and 6	M	7	10	250	64	48	138		100			
Audio for Film & Screen		6	M	7	5	125	32	24	69		100			
Contemporary Film and Television		6	M	7	5	125	32	24	69		100			
Creative Projects Portfolio		6	M	7	5	125	32	24	69			100		
Special Regulations (Up to 280 characters)														

BA in Film and Creative Media – Stage 1 (P/T)

Name of Provider:		Dublin Business School											
Programme Title		BA in Film and Creative Media											
Award Title		BA in Film and Creative Media											
Stage Exit Award Title		N/A											
Modes of Delivery (FT/PT):		P/T											
Teaching and learning modalities		Classroom and studio-based teaching											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Degree	7	6	1	6	5	60	01/09/2020	0211					
Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
New Media Writing	1	M	6	5	125	18	24	83		100			
Multimedia Tools	1 and 2	M	6	10	250	36	48	166		100			
Creativity & Design in Practice	1 and 2	M	6	10	250	36	48	166		100			
Investigating the Creative Media Industry	1 and 2	M	6	10	250	36	48	166		100			
Film, Cinema & Screen Today	1 and 2	M	6	10	250	36	48	166		100			
Sound Production	2	M	6	5	125	18	24	83		100			
Digital Film Production	3	M	6	5	125	18	24	83		100			
Storytelling in the Digital Age	2	M	6	5	125	18	24	83		100			
Special Regulations (Up to 280 characters)													

BA in Film and Creative Media – Stage 2 (P/T)

Name of Provider:		Dublin Business School											
Programme Title		BA in Film and Creative Media											
Award Title		BA in Film and Creative Media											
Stage Exit Award Title		N/A											
Modes of Delivery (FT/PT):		P/T											
Teaching and learning modalities		Classroom and studio-based teaching											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Degree	7	6	2	6	5	60	01/09/2020	0211					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Professional Practice: The Creative Workplace	3	M	6	5	125	18	24	83		100			
Audio Tech & Techniques	3 and 4	M	6	10	250	36	48	166		100			
Principles: Light, Camera, Photography	3 and 4	M	6	10	250	36	48	166		100			
The Moving Image	3 and 4	M	6	10	250	36	48	166		100			
Media & Identity	3 and 4	M	6	10	250	36	48	166		100			
Writing for Screen Media	4	M	6	5	125	18	24	83		100			
Software 1: Professional Editing Platforms	5 and 6	M	6	10	250	36	48	166		100			
Special Regulations (Up to 280 characters)													

BA in Film and Creative Media – Stage 3 (P/T)

Name of Provider:		Dublin Business School											
Programme Title		BA in Film and Creative Media											
Award Title		BA in Film and Creative Media											
Stage Exit Award Title		N/A											
Modes of Delivery (FT/PT):		P/T											
Teaching and learning modalities		Classroom and studio-based teaching											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Degree	7	6	Award Stage	7	6	60	01/09/2020	0211					
Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Contact Hours	Class (or equiv) Contact Hours	Directed e-Learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %
Audio for Podcasting, Performance & Radio	5	M	7	5	125	18	24	83		100			
Exploring Popular Culture	5	M	7	5	125	18	24	83		100			
Professional Practice: Project Management	5	M	7	5	125	18	24	83		100			
Scriptwriting and Development	7 and 8	M	7	10	250	32	48	170		100			
Software 2: Animation, Titles and Publishing	7 and 8	M	7	10	250	32	48	170		100			
Camerawork	7	M	7	10	250	32	48	170		100			
Audio for Film & Screen	6	M	7	5	125	18	24	83		100			
Contemporary Film and Television	6	M	7	5	125	18	24	83		100			
Creative Projects Portfolio	8	M	7	5	125	18	24	83			100		
Special Regulations (Up to 280 characters)													

