Independent Evaluation Report on an Application for Validation of a Programme of Education and Training leading to CAS Award(s)

Part 1. Provider details

Provider name	Kerry Education and Training Board
Date of site visit	26th January 2023
Date of report	22nd February 2023

Section A. Overall recommendations

Programme Title	Content Development for Film and Television
FET Credits	60 FET Credits
Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory subject to proposed conditions

Section B. Expert Panel

Name	Role	Affiliation
Dr Annie Doona	Chair	Education consultant and Former President of Dun Laoghaire Institute of Art, Design & Technology
Mr Rónán Ó Muirthile	Subject Matter Expert	Head of Faculty, Film Art and Creative Technologies, Dun Laoghaire Institute of Art, Design & Technology
Mr Gerald Murphy	Subject Matter Expert	Teacher, Ballyfermot College of FE
Ms Liz Doran	Report Writer	Quality Assurance Manager Barrow Consultancy and Training Ltd and Independent Education Consultant.

Section C.   Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners *(FT)*	Maximum number of learners *(PT)*
Kerry Education and Training Board	12	0

Proposed Duration and Enrolment					
	First Intake Date	**Duration**	**Intakes per Annum**	**Enrolment i.e. learners per Intake**	
			Maximum	**Minimum**	**Maximum**
Full-Time	August 2023	19 weeks	2	10	12
Part-Time		0	0	0	0

Panel Commentary on proposed enrolment:
This is a full time classroom programme of 19 weeks duration delivered in Kerry College Monavalley Campus.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This is a full time 19-week programme designed for graduates of other programmes in the Audio Visual Techniques and Media Production field [ISCED 0211], who would benefit from screenwriting skills as an adjunct to their existing qualifications in order to enhance their employability.

This programme focuses on developing the skills needed to bring an idea from concept to pitch document stage essentially developing screen content. The programme leads to four component awards at NFQ level 6:

•   6N18517 Scriptwriting for Film and Television

•   6N18515 Directing Film

•   6N18514 Documentary Production

•   6N1949 Personal and Professional Development

There are four course modules:

a)   Screenwriting: Story Creation, Development and Presentation

b)   Directing for Screenwriters

c)   Developing Original Documentary Content

d)   Portfolio

Each module has a specific learning goal:

•   Learning Goal for Screenwriting: Story Creation, Development and Presentation: To discover the inner writing voice, through writing practice, sample scenes and creative workshops.

Learners are taught the skills needed to structure a script, develop characters and write efficient dialogue. This module focuses on the process of writing a story for the screen from idea to realisation, including presenting or pitching stories for film and television

•   Learning Goal for Directing for Screenwriters: To develop skills and capabilities to tell their story on the screen, and to collaborate with their peers to establish a distinctive vision on the screen. This module takes learners through the directing process with a view to helping them to become better screenwriters. Learners can see what happens to the material they have written and when scene gets up on its feet and is filmed

•   Learning Goal for Developing Original Documentary Content: To structure a documentary in either the historic, true crime or personal genre. This module takes learners through the research stage, creative and technical stage with the production cycle, and how to draw from critical feedback to create a dynamic approach to the documentary narrative

•   Learning Goal for Portfolio: To capture and communicate skills via a professional skills portfolio. This module focuses on developing profession values and behaviours essential to success in employment- for example work roles such as Screen Writers Assistant, or freelance work as a screen writer

Theoretical learning supports and enriches practice learning. Over the course of the 19 weeks, learners will create a range of screen media products.

Target learner groups

This programme has been developed for graduates of other programmes in the Audio Visual Techniques and Media Production [ISCED 0211] at NFQ Level 6 or higher who are seeking to develop the skills needed to develop screen content.

The target group also includes holders of EU qualifications, specifically those who have a minimum of 5 passes in a certificate placed at EQF Level 5 in the ISCED field 0211.

The programme also targets those with 1 year of more work related experience in the media sector, but who do not hold the above qualification(s). Kerry ETB will use the Recognition of Prior Learning (RPL) to determine standard access equivalences, on the basis of the individual's prior experience.

Certificate available to learners on completion of this programme (i.e. one of Major, Special Purpose, Supplemental or Component Certificate)

Linked certificate: (if the programme leads to a component certificate (i.e. it does not lead directly to a major, Special Purpose or supplemental award)

Certificate Code	Certificate Title
6M5130	Media Production

Components on offer in this programme		
Component code	Component Title	Mandatory or Elective

6N18514	Documentary Production	Mandatory
6N18515	Directing Film	Mandatory
6N18517	Scriptwriting for Film and Television	Mandatory
6N1949	Personal and Professional Development	Mandatory

Panel Commentary on awards on offer in the programme

There are 4 modules in this programme at NFQ level 6. The sequence of the modules is confirmed with 2 planned intakes per year. (Min 10 and Max 12). There are no electives for learners to choose from.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time

The teaching and learning modalities

The programme teaching and learning strategy provides authentic experiential learning, maximising the engagement of learners and supports independent learning. The teaching and learning strategy at programme level is designed to facilitate learning in the following ways:

a) Formal classroom teaching.

b) Practical application of the topic in dedicated equipped spaces.

c) Facilitated discussion groups (including peer-support groups).

d) Immersive learning in a live studio environment supported by instructors.

e) The learning evidenced in the Collection of Work is developed and retained on the learners MS Teams account.

f) Self-directed learning in the form of reading material is facilitated in e-copy.

Summary of specifications for teaching staff

Role	Profile	WTE
Instructor	The instructor will hold a major award at NFQ level 6 or higher in the cognate field [ISCED 0211], plus 2 or more years of industry experience.	1
Programme Leader	The Assistant Campus Manager in the role of Programme Leader is responsible for the day-to-day running of the programme and provides academic leadership for the programme through conducting biannual review meetings. S/he will hold a major award at NFQ level 6 or higher in the cognate field [ISCED 0211] and five or more years of teaching/instructing experience on cognate programmes. S/he is	0.25

	required to communicate any issues arising from the delivery of the programme to the Campus Manager.	
Campus Manger	The Campus Manager is responsible for the overall management of the programme, including addressing any quality issues relating to teaching, learning and assessment that may emerge.	0.15

Learning Activity	Ratio of learners to teaching staff
Lectures/Classes	12:1
Practical/workshop/Laboratories/studio sessions	12:1
Tutorials/One on one supported learning	1:1

Panel Commentary on programme outline, physical resources and staffing:
The programme is delivered in Kerry College Monavalley Campus which hosts the National Digital Skills Centre.

Section D.   Other noteworthy features of the application

KERRY ETB have comprehensive and specialist equipment and physical resources available in the Monavalley Campus for the participants enrolled on this programme. A Youtube video was provided with the application showcasing these resources and facilities.

Kerry ETB demonstrated a strong link to industry when developing this programme including a commitment to the programme from representatives of the film industry during the virtual site visit.

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)

Not applicable

Part 2.   Evaluation against the validation criteria

This includes QQI's 12 validation criteria and sub-criteria, as well as the supplemental CAS-specific criteria. All of the criteria are copied below in grey panels.

The panel should complete this section with commentary against each criterion to support the recommendation given in the 'Satisfactory?' column i.e. Yes, No, or Partially.

If 'Yes', there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

Core Criterion 1

The provider is eligible to apply for validation of the programme
  a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
  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.
  c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[1]

CAS Criterion 3 – FIELD OF LEARNING
a. The provider's approved scope of provision must encompass the programme's field of learning subject to units (4.2) and (4.3) of Core policies and criteria for the validation by QQI of programmes of education and training.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Yes	Kerry Education and Training Board (KERRY ETB) approved quality assurance procedures meet the current legal requirements to enable it to apply for validation.

The application is signed by KERRY ETB Chief Executive confirming that the programmes comply with applicable statutory, regulatory and QQI requirements and that the information is truthful and that all the applicable criteria have been addresses.

KERRY ETB's approved scope of provision includes the programmes field of learning in field of learning in Audio Visual Techniques and Media Production field in the Statutory QA Guidelines developed by QQI for all providers. |

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[1] This 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.

Core 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]

CAS Criterion 1 – LINKED CERTIFICATE SPECIFICATION (minor programmes only)

a. The minor programme prepares a learner to meet the relevant part of the requirements for the linked certificate specification.

CAS Criterion 2 – PURPOSE STATEMENT

a. The compound programme is consistent with the relevant award specification's purpose statement.

b. The minor programme is consistent with the relevant minor award(s) specification's purpose statement and that of the linked certificate specification.

CAS Criterion 4 – EXPECTED LEARNING OUTCOMES

a. The minimum intended compound programme learning outcomes are consistent with the applicable award standard (non-minor award) and the minimum intended module learning outcomes are consistent with the applicable minor awards standards.

b. The minimum intended minor programme learning outcomes are consistent with the applicable award standard.

c. The minor programme's minimum intended programme learning outcomes must also be consistent with the linked certificate specification.

d. The programme leading to a compound award cannot be completed unless the learner has acquired, and where appropriate, is able to demonstrate, its expected learning outcomes (those of the compound award itself in addition to those of the required minor awards). The demonstration of the acquisition of minimum intended outcomes defined in a), b) and c) as applicable should suffice for this.

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[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.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Partially	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion. This programme aims to provide graduates of other programmes in the Audio Visual Techniques and Media Production field [ISCED 0211], (or those with an interest in or relevant experience) with screenwriting skills as a supplement to their existing qualifications in order to enhance their employability, through developing the skills needed to bring an idea from concept stage through to screening stage. The programme objectives are: a) To instruct, coach and mentor the learner in the techniques and skills required for ideating, developing and writing original content for film and television. b) Foster personal and professional attributes to grow a career in the film and TV industry, including abilities to reflect, problem solve and evaluate. The programme title "Content Development for Film and Television" is linked to a major award in Media production 6M5130 where learners on completion of the programme receive 4 component awards at level 6. The Panel were satisfied on discussion with the provider that the aims and objectives were expressed plainly and that the title was consistent with unit 3.1 of QQI's Policy and Criteria for Making Awards. The provider explained the importance in the programme of a "developing idea" and the importance of getting the learner to the point where they understand how to develop their idea on completion of the programme and the sector itself. They also explained how "content development" is the recognised and standard term in the industry at present. The panel was also satisfied that the titles of the 4 component awards were consistent with the title of the QQI award sought and that they were clear, accurate, succinct, and fit for the purpose of informing prospective learners and other stakeholders. (17.2 (f) in QQI's Policies and criteria for the validation of programmes of education and training). There was discussion on the day about the rationale for the choice of the modules chosen and in particular the component award Documentary Production and how it fit into script writing and directing. The Provider responded that it was complimentary to the other modules and would appeal to potential applicants. The panel is not satisfied that the rationale for inclusion of the documentary module and set the following **condition.** **The Provider must review the rationale for the inclusion of the Documentary module and its relationship to the screenwriting modules must be clearly articulated reviewed.**

| | | This is documented in Part of this report under Proposed Special Conditions No. 5.
The minimum intended programme learning outcomes and training objectives of the programme were specified as were the minimum intended module learning outcomes for each module. There was discussion with the provider on the development of these and the associated workload.

The panel set the following **<u>condition</u>:**

That the learning outcomes must be reviewed to ensure that the language used is clear and appropriate to the NFQ level, and to provides the learner with minimum achievable outcomes. This is documented in Part of this report under Proposed Special Conditions No. 4.
The panel was satisfied that the proposed programme met the relevant parts of the requirements of the linked certificate (CAS Criterion 1). |
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Core 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 evidence[5] of learner demand for the programme.
  (v) There is evidence of employment opportunities for graduates where relevant[6].
  (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.

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[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.

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.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Partially	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion. Information was provided (both through documentation and discussion) about how the programme and its intended programme learning outcomes were conceived, researched and developed, including who was involved. The information provided includes a comparison with other programmes (of other providers). While the panel acknowledges the comparison presented, it was difficult to compare as the information from the 3 courses provided were not presented in the same format. The approach to developing the programme was a consultative process which included the Programme Governance Board (and a sub-group of this board called the Programme Development Group) which included subject specialists and industry representatives. The panel did query on the day how learners were consulted and engaged in the programme development. The provider responded that this was based on learner evaluations from other courses and other informal requests for such courses. The rationale for providing the programme was passionately discussed on the day which is to provide the industry with graduates who have the skills set to create, develop and write original content for film and TV. Industry were very much involved in the development of the programme and industry representatives who attended on the day stated their approval of the programme, along with the value it will bring and confirmed their continued commitment to this programme going forward. While the concept of the programme was considered a number of years ago, the idea was fully realised when staff with the appropriate skills, experience and connection to the industry joined the centre and was influential in driving the programme development. There is evidence of demand for this programme which was evidenced by the prominent and key industry members who joined the Programme Development Group and continue to commit their support. The documentation presented was limited in the evidence of employment opportunities and progression. However, during

		discussion with the provider on the day further opportunities were highlighted.
		The panel set the following __condition:__
		There are limited employment routes cited in the documentation and the panel feel that there are other potential employment roles available to graduates of this programme which should be included in the documentation. This is documented in part 4 of this report No. 2.
		There are no QQI specific validation requirements for this programme. The outline of physical resource requirements to deliver the programme was clearly documented which included the facilities required for delivery.

Core 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 satisfied[8].

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 (CEFRL[9]) 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.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Partially	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion. It became clear during the discussions with the provider on the virtual site visit, that the documentation presented didn't reflect the discussion with the panel. These discussions provided the panel with a much clearer view on the access, transfer and progression arrangements for the learner.

[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)

| | | Examples of this include the one progression route provided which had an incorrect title. The panel agree that there are further options available to the learner which need to be researched and documented fully.

The panel set the following **condition:**

Further clarity is required on target learners and entry pathways, and progression routes including onto named programmes and into industry.

This is documented in Part 4 of this report under Special condition for Validation No. 1.

The panel is satisfied that the provided has provided satisfactory evidence for the other requirements in this Criterion which include programme tittle and English language requirements. There is a clear statement (under minimum requirements for general learning) of the knowledge, skill and competence required, and also the qualifications that will be accepted as indicating that these requirements are met.
The level of English Language proficiency required at entry point is appropriate (CEFRL level B2). The panel did discuss whether learners from abroad would be accepted on the programme as there was conflicting information provided. This was clarified by the provider that they only enrol learners who are resident in Ireland but that this could include non-Irish nationals.
A link to the RPL Policy and Procedure which outlined the details about the arrangements in place for the assessment of learners entering the programme through recognition of prior learning or assessment of prior experiential learning (RPL).
The target learner was explained in detail with examples of the types of learners who would enrol on this course given. The type of learner required for this "incubative" and "hot house" programme was not documented but was expressed very well by the provider on the day. These aspirations should be documented so that learners are aware of the expectations of the course. |

Core 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 principles[10].

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]

CAS Criterion 8 – SUPPORTING DOCUMENTATION

a. Where the expected learning outcomes require compliance with supporting standards (e.g. occupational standards or competence standards) this compliance is systematically demonstrated in the application for validation.

CAS Criterion 10 – OTHER CAS CRITERIA

a. The programme complies with the 87.5% Rule

There is a lower limit to the volume of learning at the award's NFQ level involved in a programme leading to a CAS compound award. The lower limit is 87.5% of the minimum credit requirements for the compound award. For example, if the minimum credit requirement is 120 FET credits then at least 105 FET credits must be at the award's NFQ level.

b. The minor programme complies with the Compound Award Rule

The compound award rule concerns the threshold beyond which an application for the validation of a programme leading to a compound award (e.g. a major award) must be made.

A provider applying for validation of one or more minor programmes must ensure that the set of minor awards accessible through the proposed minor programmes together with those accessible through its QQI validated minor programmes does not overlap with the certification requirements of any QQI compound award by more than the FET credit limits below.

The limits for major awards are: • NFQ level 3: 45 FET credits • NFQ level 4: 70 FET credits • NFQ level 5: 90 FET credits • NFQ level 6: 90 FET credits Limits for other compound awards are not automatic but QQI may require a provider to apply for the validation of a programme leading to a particular compound award

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[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

where the provider wishes to access compound award components that amount to more than 75% of the compound award's credit allocation.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Partially	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion. The programme modules are delivered sequentially and there are no electives in this programme. The Programme Structure distributes equal time (5 weeks) to the first 3 modules appropriately (subject specialist modules) and the assessment schedule means that module assessment (including repeat assessment) can be completed prior to the commencement of the next programme module. There is an alignment between the module learning outcomes and the component learning outcomes for each of the respective components associated with the programme. The curriculum information gives an overall view of how knowledge, understanding and competence will be completed. There was some discussion on the workload for the learners on the programme and how the programme was structured and scheduled and if it was a realistic schedule. However, the panel was satisfied with the providers response in relation to the type of programme that was being offered i.e. incubative, immersive etc but that this would need to be documented and communicated to the learner before enrolment. The information documented at programme level and module level provides an overview of the instructing plan for this programme and it lists the training methods for each module. The programme aims and objectives are stated and how the objectives are related to each teaching and learning strategy. The module descriptor for each module is detailed. The panel was satisfied that the allocation of 60 credits is consistent with the programme entry standard. The programme duration (19 weeks) was discussed with the provider as initial views expressed concern of the workload of each module on the learner. The provider stated that this programme is intensive and explained it had a "hot house" feel to it and that the learner would be fully immersed for the full 19 weeks resulting in a deep dive immersive experience. The programme was developed as a short course for those who couldn't commit to a year long programme and expected the learner during the programme to build their portfolio. It was also called a "Bridge to work" programme". The panel discussed with the provider about their concerns in relation to the Portfolio module and how it fitted into the structure of the programme which included it's compatibility and structure. The panel set the following **<u>conditions:</u>**

		1. The Portfolio module should be reviewed to ensure the objectives, learning outcomes and assessment are aligned (including title of module). **2. Review programme documentation to ensure a clear hand-over to new staff is achievable.** **3. Review all documentation to ensure factual inconsistencies.** These are documented as a recommended special condition of validation in Part 4 of this report (No. 6, No. 7 and No. 8).

Core 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 staff[12] (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 development[13] opportunities[14].

  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.

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[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.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. The panel did note some concern around the scheduling of assessment and queried scheduling summative assessments directly after the screenwriting module as it undermined the potential of the directing module as an aid to the redrafting process. The provider stated that learners would have an opportunity to present redrafted work in the portfolio module. Details of the staffing requirements for programme delivery and the academic management of the programme were provided. It was noted by the panel that a pedagogical qualification was not required for the programme tutors but was informed by the provider that a trainer qualification or that working toward achieving a trainer qualification was desirable and that the documentation would be updated . The programme had identified some staff who had the required experience and qualifications to deliver the programme. The provider stated that other staff would be recruited for the programme once validation was approved. There was concern from the panel that there may be an over-reliance on certain staff members and in the interest of contingency and continuous delivery stipulated that a staffing plan be developed to ensure over-reliance on key staff is minimised. The panel also discussed with the provider the need to consider diversity of staff when developing the teaching team and when inviting in guest speakers and industry personnel. **This is noted as a recommendation in Part 4 of this report (No 2).**

Core 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.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. Details on the purpose of the physical resource requirements was provided, including its resource/ learner-ratio requirements. The specification of the programme's physical resource requirements are provided by Monavalley Campus which can provide for all aspects of the programme including suitable premises and accommodation. A youtube video presented by the provider showcased the centre, its location and facilities available. The panel discussed with KERRY ETB their expectation in the managing of resources. It was felt by the panel that the aim is aspirational in the discussion about actors/producers/directors who would be invited to contribute to the programme and it was also discussed how those mentioned may not be able to

| | | commit and that therefore there should not be over reliance on key external individuals. |
| | | The module descriptions provided an outline of the facilities which are required to deliver the module themes and content. |

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Core 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.

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Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. KERRY ETB have developed a programme teaching and learning strategy which aims to provide authentic experiential learning, maximising the engagement of learners and which supports independent learning. The programme is designed to provide the learner with time, space, guidance and opportunity to think, ideate, reflect and create. Additional strategies include: a) Weekly roundtable sessions where learners observe and assimilate how to give and receive feedback. b) Pitching sessions to a working producer/commissioning editor. c) Writer's Room set ups where learners observe and learn collaborative techniques and skills. d) Weekly Reflective video diary to track learner progress and self-awareness. There is 1:1 support in project supervision which include feedback sessions, and review sessions. Work is shared in the review sessions where peers and instructors can offer constructive feedback in a supportive environment. Guided sessions offer the opportunity for small groups (6 learners) to work together focusing on their goals through the sharing of professional practice. Learners also work together in small groups which is facilitated by the instructor in the open lab/incubator sessions.

		KERRY ETB explained how the learner are provided with a named point of contact at the start of the programme, particularly for those who need academic support. There is a Learner Support unit on campus which is monitored by the Programme Leader and QA unit.
		Work based learning is not part of this programme.
		The panel is satisfied that the resources and support systems outlined are consistent with the intended programme learning outcomes and to the entry level of the programme.

Core 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.

e) Individualised guidance, support[15] and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. KERRY ETB explained during discussion on the day that the programme will be delivered by professional academics (criteria outlined and documented), many of whom also bring the relevant professional experience into the classroom and industry and network contacts. There was also discussion during the virtual site visit about the teaching and learning strategy as a whole and specific information on the nature of the learning that aims to bring learners towards the achievement of the intended programme learning outcomes. The panel did have some concerns about certain MIMLO's and the level at which they had been set, and therefore the associated workload during the time allocated for the learner. One example includes the use of the verb "Synthesis" in a learning outcome in the documentary module. The panel queried if this was asking too much for the learner

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[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.

		at level 6 and the time involved. The provider explained the nature of the programme again and they type of learner who would be recruited and engaged. They stated that on similar courses 43% of enrolled learners have a NFQ level 6 or higher, and with 26% with a degree. They therefore felt that the target learner (with careful selection and recruitment) would successfully navigate the programme.
		The panel was satisfied that the programme provided authentic learning opportunities for the learner through the use of the physical resources provided by KERRY ETB and available in Monavalley Campus. It was also supported by the commitment shown by the industry in supporting the programme through guest speakers and opportunities to network.
		The specification of the programme's physical resource requirements was documented for each module in the module descriptor which also provide an outline of the facilities required to deliver the module themes and content. While readings and texts are referenced for each module, the panel agreed the bibliographies should be in a standardised and recognised format and should include a broader range of up to date and relevant resources including digital resources. **This is documented in Section 4 of this report as a recommendation (No. 1).**
		KERRY ETB outlined how the teaching and learning methodologies align with the MIPLO's and how learners will attain these (in terms of learner effort, and a balanced assessment workload).
		The information provided on (a) teaching and learning mapped to the achievement of the MIPLO's and (b) where achievement of the MIPLO is assessed is clear and appropriate.
		KERRY ETB documented how learning is monitored and supervised and details provided on the ratio of tutor/instructor support. The panel is satisfied that guidance and support provided to the learner is regular and appropriate to the needs of the learner as they progress on the programme.

Core Criterion 10

There are sound assessment strategies

a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*[16]

b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.

c) 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]

d) The programme includes formative assessment to support learning.

e) 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]

f) 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.

g) There are sound procedures for the moderation of summative assessment results.

h) 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]

CAS Criterion 5 – CERTIFICATE REQUIREMENTS

a. The compound programme ensures the certificate requirements are satisfied for each learner before the (non-minor) certificate is requested in respect of a learner on the basis of completion of the programme.

b. The satisfaction of the certificate requirements is a necessary but insufficient condition for the (non-minor) certificate to be requested.

CAS Criterion 6 – ASSESSMENT REQUIREMENTS

a. The programme only puts forward an enrolled learner for certification for a particular award if they have been specifically assessed against the standard determined by QQI for that award—this applies separately to each award including minor, major and special purpose awards. Assessment of the achievement of minimum intended outcomes defined in 7.4 a), b) and c) as applicable should suffice.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Partially	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme partially meets this criterion. There is a clear explanation of the assessment strategy for the programme as a whole and specific information on how the achievement of minimum programme learning outcomes

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[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).

		(MIPLO's) will be assessed. The specific information on judging the achievement of MIPLO' interfaces with the explanation of the wider assessment strategy is also provided. The arrangements for assessing the achievement of MIPLO's are aligned with the validation sub-criteria. The arrangements for the oversight and coordination of learner assessment are also provided and clear. A summative assessment strategy is provided for each programme module. The explanation of how minimum module learning outcomes (MIMLO's) is detailed with the aim to ensure that more than one qualified staff assigned to assess the MIMLO's can do so. Sample assessment tasks were provided with rubrics. These are representative samples of the assessment tasks for each module whose grade contributes to the overall award grade. These samples are accompanied by criterion referenced statements, which outlines how learner's responses to assessment tasks will be marked. The panel discussed with the provider the concern of over assessment. An example includes the Documentary Module. (Project 20% and Collection of work 80%). The panel had concerns in relation to the amount of written work being requested by the learner which was only 30% classroom directed and 70% directed practical skills. The panel queried the amount of written work, and if it was over assessed for a level 6 programme in a short amount of time. Another example discussed was the Portfolio Module which is assessed by 100% collection of work. The provider explained that the purpose of this module was to prepare the learner for engaging win professional and personal practice. A learner log with min 4 entries is required which also includes work from previous modules (not assessed) giving the learners opportunity to review. The panel discussed the importance of anchoring back to the context of industry and ensuring alignment with the CAS outline and specifications. It was specifically asked how LO 3 was assessed and the relevance of collaborating with peers and senior colleagues. The panel set the following **condition:** **Assessment must be reviewed to provide clarity in relation to workload, assessment expectations and schedule.** This is documented in part 4 of this report (No. 3).

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. Learners on this programme will access the support services available to all other Kerry ETB cohort learner groups. Language, literacy and numeracy support is provided to learners on-site at Monavalley Campus through both a drop in and scheduled sessions. The Programme Leader is assigned responsibility to act as a contact point for learners, in order to ensure timely access to the required academic support for learners. Monavalley Campus also provides a range of supports and information to learners regarding future career opportunities, through a Guidance Counselling Service.

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[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 Students (QQI, 2015)

		In addition, the campus provides referrals to counselling services, free of charge, to deal with personal difficulties that a learner might be experiencing.
		Prior to enrolment, learners will be given information about the level and nature of the support available to them to successfully complete the programme. At the start of each programme module additional information will be provided on the expectations and standards, strategies for successful learning, and the academic support services and resources available- including those relevant to academic integrity.
		The programme uses technology to bring added value to the learning environment-and has uses TEL practices to complement, enrich and support the learning environment.
		Following enrolment, learners will complete a course induction. Information will be provided on Non-Academic Support, Academic Support, Internet Usage Protocols, and Guidance Services as part of course induction. This information is also provided in the Kerry College Learner Handbook.
		The Programme Leader will be the 1st point of contact for learners who require wellbeing support. S/he will liaise with relevant counselling support services in Kerry, to organise wellbeing support.
		Learners with specific needs may need specific adaptations, arising from a disability, a medical condition or specific learning differences. Learners who identify themselves as persons with specific needs are required to request an adaptation to the standard assessment conditions. The Campus Manager, assisted by the Programme Leader will determine the nature of the adaptation:
		a) Additional time
		b) Use of assistive technology
		The panel is satisfied that the learners enrolled on this programme will be well informed, guided and cared for.

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 assurance[22] 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.

CAS Criterion 7 – SPECIAL VALIDATION REQUIREMENTS

a. The programme complies with the special validation requirements from the relevant certificate/component specifications.

b. Where special validation requirements relate to facilities or staff or other factors that vary with centre, there are arrangements to ensure that the conditions are met as necessary at each centre involved with the programme.

Evaluation against the criteria

Programme	Satisfactory? (yes, no, partially)	Comment (Reference criteria where necessary)
Content Development for Film and Television	Yes	The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion. The programme operation and management arrangements are comprehensively documented. The Campus Manager will manage the academic quality of the programme, and that role will also involve monitoring and reporting on the programme to the Kerry ETB Governance system(s). Those involved in teaching and learning, will be competent to enable learners to achieve the intended programme learning outcomes and/or to assess learners' achievements of the programme learning outcomes and the requirements outlined in the application are very comprehensive and to a very high level. It was discussed and agreed that the pedagogical

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[22] See also QQI's Policy on Monitoring (QQI, 2014)

		training qualification for tutors should be included on personnel profile.
		The staffing complement is sufficient in terms of ratios and qualifications required for delivery. The staffing arrangements are appropriate to deliver training that will enable learners to achieve the MIPLO's and to assess the achievement of MIPLO's.
		The centre where the programme will be delivered is named (Monavalley Campus). The Programme Governance Board will make decisions regarding any extension of locations for the delivery of this programme.
		The programme specific QA arrangements interface with the wider Kerry ETB QAP (such as RPL, Assessment Procedures, Authentication of Assessment Procedures etc). The role of the Programme Governance Board also includes keeping the programme up-to-date and conducting a review of the programme.
		The roles of the Campus Manager, the Programme Governance Board and Quality Council are provided and include the day to day management of the programme (including the academic management and the academic oversight of the programme.
		The panel is satisfied that the programme will be well managed.

Part 4

Overall recommendation to QQI

Principal programme: Content Development for Film and Television

Select one	
	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;
x	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);[23]
	Not satisfactory.

Reasons[24] for the overall recommendation

The panel feel that submitted documentation did not reflect the discussion with the panel on the day. The discussion was more succinct , and the structure was more clearly articulated than in the documentation provided.
The panel commends the vision of KERRY ETB in seeking validation for this programme but feel that the content, workload and assessment may be over ambitious for a programme in this proposed duration and scope.

Commendations

The centre has excellent facilities and resources available through the National Digital Skills Centre in Monavalley Campus.
The panel commends the provider for the connections and relationship with the Film Industry and the strong support demonstrated by the sector for this programme.
The panel commends the providers commitment and passion for this programme which was evident throughout the discussions during the virtual site visit, which includes the individualised approach and support to learners.

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[23] Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

[24] Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

Recommendations for improvement to the provider

1.   The bibliographies should be in a standardised and recognised format and include a broader range of up to date and relevant resources including digital resources.
2.   Develop a staffing plan to ensure over-reliance on key staff is minimised and to include more diversity to the curriculum.

Recommended special conditions of validation

1. Further clarity is required on target learners and entry pathways, and progression routes including onto named programmes and into industry.
2. There are limited employment routes cited in the documentation and the panel feel that there are other potential employment roles available to graduates of this programme which should be included in the documentation.
3. Assessment must be reviewed to provide clarity in relation to workload, assessment expectations and schedule.
4. Learning outcomes must be reviewed to ensure that the language used is clear and appropriate to the NFQ level and provides the learner with minimum achievable outcomes.
5. Rationale for inclusion of the documentary module and its relationship to the screenwriting modules to be more clearly articulated.
6. Review Portfolio module to ensure objectives, learning outcomes and assessment are aligned (including title of module).
7. Review programme documentation to ensure a clear hand-over to new staff is achievable.
8. Review all documentation to remove factual inconsistencies.

Part 5

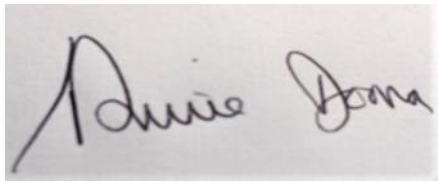## 5a Declarations of evaluators' interests

5b Chair sign-off

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

Panel chairperson: Dr Annie Doona   Date: 22nd February 2023

Signed:

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