

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

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	Bachelor of Arts (Honours) in Film and Creative Media Level 8 (180ECTS) Bachelor of Arts in Film and Creative Media Level 7 (180ECTS)

Independent Panel Members

Name	Role on Panel	Affiliation
David Denieffe	Chair	SETU
Ann King	Report Writer	Independent/FORMER Director of Quality and Academic Affairs SMSI
Barry Dignam	Industry Representative	IADT. Vice Dean European University/Film EU and Filmmaker
Conor Tiernan	Subject Matter Expert	Griffith College and DCU. Journalism, Television, News and Documentaries.
Adele Commins	Subject Matter Expert	DKIT. Head of Department/Creative Arts Media and Music.
Chloe Power	Learner Representative	PhD Candidate UCD

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

Part 1. Introduction

Dublin Business School (DBS) is seeking to revalidate two programmes. The two programmes are: -

- Bachelor of Arts in Film and Creative Media (NFQ Level 7, 180 ECTS)
- Bachelor of Arts (Honours) in Film and Creative Media (NFQ Level 8, 180 ECTS)

DBS, the largest educational institute located in Dublin's Creative Quarter, is an experienced provider of undergraduate and postgraduate programmes in business, accounting, finance, film, marketing, law, media, journalism, psychology and the arts, along with a number of professional and online programmes. With reference to QQI's Core Statutory Quality Assurance (QA) Guidelines and the QQI Programme Review Manual 2022, the Programme Team for Film and Creative Media, undertook a comprehensive review of the programmes and submitted, both the review process itself and the revised programmes, for evaluation by an independent panel.

This report sets out the panel's findings with regard to the programme review process and the revised programmes, including conditions, recommendations and commendations as appropriate.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Reports: review and evaluation of current programme/s	2 X Programme Review Reports (PRR), one for each programme.
2.	Programme/s Descriptor Template	2 X Programme Descriptors, one for each programme.
3.	Modules Booklet	2 X Combined Module and Assessment documents, one for each programme
4.	Assessment Booklet: proposed programme assessment overview	
5.	Handbooks	2 X Programme Handbooks, one for each programme.
6.	Report	Summary panel report from previous validation
7.	QA Procedures	Link to published QA document
8.	Various Regulatory Required Documents	Regulatory Documents

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Darragh Breathnach	Chief Operating Officer & Registrar
2.	Anita Dwyer	Assistant Registrar
3.	Lori Johnston	Academic Dean
4.	Amy Hayes	Academics Programme Manager
5.	Michael Kieilty	Head of Department - Arts Languages and Study Abroad
6.	Shane Mooney	Head of Student Experience
7.	Kelly Hunnings	Programme Level Manager and Lecturer
8.	Matthew Nolan	Senior Lecturer Film and Creative Practitioner in Music and Visual Arts.
9.	Vincent Raepsaet	Faculty Manager for the Department - Arts Languages and Study Abroad
10.	Zoe Robinson	Director of Qualifications /Observer
11.	Francisca Knight	Head of Academic Operations
12.	Tanya Balfe	Admissions Manager

13	Sarah Sharkey	Senior Learner Support and Retention Officer
14	Trevor Haugh	Head of Academic Information and Resource Centre
15	Various Faculty Members	Faculty

2.3 Description of evaluation process

The panel received all documentation, as listed above, in advance of the virtual site visit.

Each panel member conducted a thorough review of the documents, firstly, interrogating the College's review process and then considering the new iterations of the programmes in light of the 12 validation criteria. Initial comments were submitted to the Chair and the Report Writer and used to guide the discussions throughout the day; to identify which panel member might lead each session, drawing in other panel members as required.

A virtual site visit was conducted, via Zoom, On 21st February 2025. A detailed agenda was made available which included the roles and responsibilities of programme and College staff.

The virtual site visit provided the panel with opportunities to speak with representatives of DBS, at institutional, programme and module level and also to engage with current students and recent graduates. Discussions were open, lively and constructive and allowed the panel to gauge how the programmes have performed over their last validation period and how the review process informed the proposed modifications.

Session One: the panel met with a comprehensive group of senior DBS representatives to discuss the provider's eligibility to apply for revalidation of the programmes. This session also included an institutional overview of DBS, from the Academic Dean, Lori Johnston.

Session Two: the panel met with a range of representatives from the current student body and recent graduates. This session provided an insightful glimpse into the student experience. Students participated well and were balanced and articulate in their evaluation of the programmes and their delivery.

Session Three: this session focused on validation criteria 2,3,4,6,7,8,11,12, in respect of programme objectives and outcomes, programme concept, implementation strategy and interpretation of QQI award standards, access transfer & progression arrangements, programme management, resources (including staff) and the learning environment.

Session Four: this final session addressed validation criteria 5,9 &10 related to Curriculum and Learning, Teaching & Assessment.

A draft report on the provider's programme review process, and a draft Independent Evaluation Report (IER) with regard to the modified programmes were shared with panel members for review. The final report, agreed by all and signed by the Chair, was sent to DBS for consideration.

The panel's findings, conditions, recommendations and commendations, are outlined in this document.

The panel agreed to recommend to QQI that the revised programme is satisfactory subject to one proposed Special Condition of validation. The panel also included a range of Recommendations for consideration by the Programme Team.

Part 3. 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 references.

Section A. Context and Terms of Reference for the Programme Review

Commentary:

The panel agrees that the Terms of Reference (ToR) of the programme review align with regulatory requirements and comply with QQI's Core Statutory Quality Assurance (QA) Guidelines and the Programme Review Manual 2022.

The ToR reflect the statutory imperative to: -

- Ensure that the programmes achieve the objectives set and respond to the needs of learners and the changing needs of society.
- Review the learner workload.
- Review learner progression and completion rates.
- Review the effectiveness of procedures for assessing learners.
- Inform updates of the programme content; delivery modes; teaching and learning methods.
- Review learning supports and resources and information provided to learners.
- Update third party, industry, or other stakeholders relevant to the programme.
- Review quality assurance arrangements that are specific to the programme.

The programme review, led by the Mr. Michael Kielty, Head of Department -Arts, Languages & Study Abroad, was conducted in a systematic way, informed by the analysis and evaluation of quantitative and qualitative data and feedback, from a number of sources, including: -

- enrolment data;
- module performance;
- internal team feedback;
- current student feedback;
- alumni feedback;
- external examiner feedback;
- previous review and revalidation reports;
- stakeholder feedback.

The roles and responsibilities of all involved and the mechanisms for engagement with all relevant stakeholders are clearly articulated, demonstrating transparency and accountability.

Recommendations:

The panel is satisfied that the Context and Terms of Reference for the Programme Review ensured the integrity of the review process and has no specific recommendations to make.

Section B. Provider Information and Programme Context

Commentary:

Dublin Business School (DBS) is a private third level institution and provider of higher education, delivering programmes from Level 6 to Level 9 on the National Framework of Qualifications (NFQ). It

provides a broad range of full-time and part-time programmes at undergraduate and postgraduate level as well as professional and executive education. DBS was established in 1975 and over the past 50 years has increased its range of programmes and subject specialisms. In 2003, the College was acquired by Kaplan Inc., a global education company serving more than one million learners per year in over 30 countries.

DBS has over 8,000 active students per year, over half of which are part-time evening students and the remainder full-time, day students.

The Programme Review Report (PRR) (Level 8) (Section 2.1, p.16) states that *'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'*.

DBS considers that the 2 programmes being presented here for revalidation will continue to enhance the College portfolio of programmes, enabling DBS to contribute to the increasing demand for higher education, along with addressing skills gaps in the film and creative media fields.

DBS provided a comprehensive overview of the College including: -

- Overall mission, strategy and values.
- Governance and management.
- Scope of delivery and current programmes.
- Transnational affiliations.

The panel is satisfied that the governance structure is fit for purpose, including as it does: -

- A Board of Directors with responsibility for overseeing all activities and for directing the educational mission of the business.
- An Academic Board as the ultimate guardian of the academic integrity and quality of its higher education awards.
- An Executive Board (Senior Leadership) comprising all senior managers within the College to ensure the effective operation and quality delivery of academic programmes alongside commercial viability of the College.

The PRR (Section 2.2, pp19-22) also provided a clear profile, at department level, of the Department of Arts, Languages & Study Abroad, where the programmes under review are delivered. The review identified the 'place' of the programmes in the range of Arts, Audio, and Sound, Film, Media, Journalism and study abroad programmes.

The review document also noted how programmes of this department are *'centrally supported by the constituent units of DBS – The Academic Operations team, The Library, Careers Office, Student Experience Department, the IT Department and Admissions Department'* (p.20).

The Department collaborates with e.g., the Sound Training College, guest speakers, visiting actors, musicians and film-makers. Creative events involve DBS students as emerging creatives, working with an experienced artist, technician or producer, and it is in the context of this expertise that the programmes provide students with valuable opportunities for networking with professionals in their field.

Recommendations:

The panel is satisfied that the programmes are well placed within the Department of Arts, Languages & Study Abroad, well integrated within the functions of the College as a whole, and that they are supported by strong academic and administrative management and has no specific recommendations to make.

Section C. 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:

Section 3 of each PRR (levels 7&8) provided a wide-ranging account and analysis of baseline qualitative and quantitative data, which served as a foundation for the assessment of the delivery of the programmes to date, and also as an evidence-based rationale for proposed changes and improvements. Data sources included: -

- Applications and Enrolment.
- Gender, Nationality and Age
- Attrition, Transfer, Progression and Completion.
- Grades and Awards Classifications.
- Graduate Destinations.

Applications and Enrolment: even though numbers declined in the academic year 2023/24 (level 7 & level 8), there were no applicants for the part-time option, on either programme, no mature applicants for level 8 and only 2 for level 7, it is clear that the full-time programmes retain consistent and considerable levels of interest from school-leavers and other applicants. DBS considers that the retention of this interest for NFQ level 7 and 8 programmes, with clear pathways to level 8 and level 9 programmes, indicates that they should continue offering these programmes, subject to successful re-validation.

They acknowledge that for planning purposes they should not expect a viable part-time intake, for either programme, though it is the institution's policy to always offer a part-time option.

Gender, Nationality and Age:

According to the Level 7 PRR document, p.36, HEA data suggests an overall 49:49 female/male ratio is common within the Arts and Creative Media discipline. Bar the first year of the level 7, when 100% of learners were classified as male, the figures are closer to a 40:60 (female: male) ratio, in subsequent years, indicating a trend towards more gender-balanced programmes. The ratio for level 8 is a more defined 40:60, across all intakes. The College is aware that ensuring the programme remains equally appealing and accessible to all genders, will be crucial for maintaining diversity and equity in enrolment.

Learners on the level 7 are predominantly Irish and under the age of 23. The Level 8 programme has a higher range of nationalities, particularly from South America and a higher age profile, e.g., 6 mature entry students, across the current period of validation.

Given the available data for enrolment, gender, nationality and age, DBS considers that it should continue to offer both programmes for the following reasons: -

- evidence to confirm DBS supposition that the Level 7 programme is aimed at, and attractive to *'school-leavers from Ireland, who reached a particular level of education attainment measured by CAO points, but not high enough to gain entry onto a Level 8 programme of their choice'* (PPR, Level 7, section 3.1.2.3, p.36);
- gender-balanced programmes;
- evidence of growing interest in the Level 8 programme from non-Irish nationals, living in Ireland;

Attrition and Completion and Grade Classifications:

Attrition rates are relatively low and pass rates are commensurate with Higher Education Authority (HEA) data (Level 7 PPR, section 3.1.3.2, p.38).

For the level 8 programme, of the 15 learners who did not complete, 9 learners are still registered as deferred, with the option to return.

For the Level 7 programme, Stage 2 represents the most successful stage with almost 100% pass rate across the last 4 intakes, and a higher propensity to fail in Award Year.

DBS has identified the following in relation to attrition and completion: -

- For both programmes, Stage One is the time and space to focus efforts on the 'formation of learners', to reduce instances of non-completion and/or withdrawal.
- The need to consider (1) the nature of the learner's transition from a previous education environment (2) the amount, nature and timing of assessment (3) the type of feedback provided to learners and (4) a 'personal needs' analysis of the learner.
- The need to consider the design of both programmes for those learners at level 7, who may progress to the award stage of the BA (Honours) in Film and Creative Media.
- The benefit of an 'exit interview' that centrally records the reasons contributing to a learner leaving the programmes.

For Level 8, Award Classifications are commensurate with average DBS awards. The H21 averages are largely aligned with national averages while H22 averages for this programme are significantly lower, though pass rate averages are aligned. The DBS team is satisfied that the awards achieved are comparative to other programmes in DBS, within the sector as a whole, and nationally.

Recommendations:

The panel is satisfied that the data gathered has informed an evidence-based rationale for the proposed modifications and the revalidation of the programmes, and has no recommendations to make as to how the review process collected baseline qualitative and quantitative data. Having leveraged this data, the provider has endeavoured to ensure that the next iteration of the programmes is responsive to the needs of all stakeholders.

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:

DBS has made considerable investment and improvement in the physical, ICT, and learner support service environments, including physical and online library services. For these programmes, a number of physical environments have been transformed with the addition of a new Media Studio, Mac Lab, new classroom layouts, such as two new café-style rooms to promote group work. Section 3.3.1.1, of the Level 8 PRR (pp.42-45) lists physical resources and specific equipment available.

Timetabling uses a software system called CELCAT to schedule classes as requested by the Head of Department, inclusive of staffing and room/ building allocation. The timetable itself is designed to support the rationale for the new curriculum structure whereby modules within a semester are sequential providing knowledge, skills and/or competencies on which the next semester or stage will build. This arrangement results in a consistent timetable for each 12-week semester over the 24-week teaching period.

The panel asked a range of questions including, e.g., a possible draw on space should numbers increase and with the addition of a master's programme, if students have to share equipment, if students can use their own tech devices and if e.g., elements of equipment 'speak to each other'.

The Programme Team responded to all points, acknowledging that resources are adequate to current needs and additional needs are being mapped out as part of an ongoing 3-year cycle, including budgets for hardware updates and consumables. Indoor space is at 68% capacity and is balanced against the amount of 'outdoor shooting' engaged in by students. Equipment availability is module dependent and adequate to project work and student needs. Students may use their own technology for project work. There have been decisions made to adopt Apple and Adobe Create as the main technology, among other audio editing platforms, e.g., Pro Tools and Avid.

DBS suggest that the teaching of film and creative media is founded on the *interrelated nature of theory and practice and the impossibility of ever divorcing one from the other*, so Teaching and Learning is face-to-face and for the most part, studio-based; an arrangement the programme team wish to retain.

The programme team spoke eagerly about the fact that most staff are industry active and as such provide a networking conduit for students, almost from day one, which is vital for the programme profile. They discussed the formation of their Industry Advisory Board, delayed somewhat due to COVID 19, but now firmly in place, with the appointment of a highly experienced outside Chair. The Team suggested that the combination of industry active staff and industry connections and collaborations, supports teaching and learning in an 'organic' way.

Learner workload and assessment has been considered and calibrated so that, at each stage and in each module, the workload and assessment tasks can be completed within the total learning hours as per the module descriptor. Both learners and faculty are broadly satisfied with the time allowed and allocated for the assessment of learning on the programme. The proposed programmes are adopting a modularised-semesterised structure and the programme team has considered issues of 'over- assessment', 'assessment points' and workload.

Recommendations:

The panel is satisfied that the data gathered has informed an evidence-based rationale for the proposed modifications to Teaching, Learning and Assessment. Having leveraged baseline qualitative and quantitative data, the provider has endeavoured to ensure that the programme is responsive to learner feedback related to Teaching, Learning and Assessment.

While the panel has no recommendations to make as to how the review process of the programme's Teaching, Learning and Assessment strategy was conducted, it draws the Programme Team's attention to **Special Conditions 1** specific to assessment and attached to **Criterion 10 below, p33**

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

Formal learner surveys are conducted every year to assess learner satisfaction with individual modules and the overall programme. Learners provide feedback in relation to: -

- General progress of the programme and its relevance for the industry.
- Progress in individual programme modules.
- Effectiveness of teaching and learning (including notes, reading materials, etc.).
- Learner understanding of material delivered and assessed.
- Adequacy of learner support resources.
- Learner attendance and participation.

To support the review process, an additional focus group was conducted to allow for a 'deeper dive' into areas of particular importance to learners. Data collected from the annual survey and the additional focus group suggests a robust overview.

Arising from the focus group and learner surveys: -

- All lecturers have been reminded to provide clear assessment briefs at the commencement of modules.
- Moodle pages will be audited by Faculty Managers to ensure all pages are fully populated (including CA assessment briefs).
- The Learning, Teaching and Assessment Committee has been tasked with developing a feedback template and providing staff training on expectations surrounding the timeliness and quality of feedback (ahead of the 2025/26 academic year)
- Moodle training will be provided for those staff that appeared to have struggled in using Moodle effectively.
- Faculty Managers are tasked with undertaking an audit of Moodle pages one week before module commencement and six weeks after module commencement to ensure that they are fully populated.
- The assessment schedule and academic calendar will now be provided to learners in week one of the academic year.
- Timetables will be reviewed by Academic Operations on a yearly basis to ensure that the week is appropriately balanced.

The panel is satisfied that learner response was taken on board, factored in to the review process and had a direct impact on some of the proposed modifications. This view was reinforced during the site visit when panel members had the opportunity to engage with current students and graduates.

Recommendations:

No specific recommendations

Evaluation of the programme by Staff

Commentary:

Section 4.2 of the PRR (for each programme) is comprehensive; participating lecturers provided a good level of feedback. In addition to regular on-going evaluation of the programmes by the Programme Team, including the Programme Co-ordinators, and ancillary staff, a series of preparation and planning meetings were held to embed staff views, feedback, and suggestions within the proposed new iterations.

In particular, significant feedback was sought re: -

- The move to semesterisation, i.e., modules, whether 5 or 10 ECTS, being delivered in one semester.
- An option for a 'Digital Dissertation', taught and offered in the Award Stage.
- Renaming modules.
- Options for electives.
- Free spaces for creative work to be made available and made visible on the DBS timetable.
- A booking system for equipment and resources.
- Re-weighting of assessments as appropriate.

The panel is satisfied that faculty response was taken on board, factored in to the review process and had a direct impact on the proposed modifications. This view was reinforced during the site visit when panel members had the opportunity to engage with faculty, who were open about what they have learned through the experience of delivering the current programme, and who expressed confidence in the proposed modifications.

Recommendations:

No specific recommendations

External Examiner Feedback

Commentary:

Across the years of validation, the reports have been broadly positive with external examiners from Griffith College and DKIT commending e.g., strong learner engagement with practice and theory modules, a broad range of assessments with consistent marking and feedback, a high standard of teaching and assessment practices, and internal and external moderation processes. Where there were suggestions for improvement, they were quickly addressed with efforts to weave them into the programmes, e.g., a recommendation to increase industry links gave rise to invitations to guest speakers and the convening of the Industry Advisory Board.

The panel is satisfied that the programme team has taken on board the feedback from external examiners to inform decisions re modifications to the programme/s.

Recommendations:

No specific recommendations

Other External Industry Feedback

Commentary:

DBS lists an impressive array of external stakeholders consulted with regard to the programmes and changes proposed as part of the review process:

- Aurelie Godet - Cork International Film Festival (Programme Director)
- Jonathan Pearson - Freelance (Creative Events Producer)
- Benedict Schlepper Connolly - Museum of Literature Ireland (Head of Digital Curation)
- Neva Elliot - Visual Artist and arts consultant
- The Production People (Recruitment Agency)
- Ian Mullen – RTE (Continuity Editor- TV Programmes)
- Doireann de Buitléar – Freelance (Live Action, VFX, Animation & Post Production)
- Clara Kavanagh –Fresh Air Productions (Podcast Creator)
- Creative Technology Ireland (CT Ireland) (Audio Visual equipment and services: Broadcast, Corporate, Entertainment, Exhibitions, Sport, and Systems Integration industries)
- Communicorp Media (Today FM, Newstalk)

All stakeholders were positive and supportive. One contributor from RTE stated *'It is a very interesting way of organising these two courses. I like the focus on the development of levels of competencies from one year to another'*. Another commented that: *'it was clear there was good balance of practise, theory and professional practice'*. Another reviewer stated: *'as a practising filmmaker it ticks all the boxes!'*

Other comments included: -

'Broad is good in a programme like this. Students will find what they love doing is what they are best at and this programme exposes them to many media to tell many stories in creative ways.'

'Having a broad understanding of the art form and industry can only be of value for someone trying to work within it.'

'The programmes you have outlined and organised are excellent in terms of imparting technical skills and cultural theory'

In response to a question re graduate careers, stakeholders noted: -

'I can see these students as junior post-production operatives or as crew on-location or in the studio.'

'If they listen and learn. They would certainly have the fundamental skills to jump into the "shark tank".'

'Well, that depends on the person but if they absorb all this information and practice then yes.'

'It's important to consider that tv programme making is a viable and sustainable career path'.

DBS considers that it is evident from feedback from industry, artists, creatives, organisations and practitioners that the two interlinking programmes are relevant, career-focused and - in breadth, depth and organisation - attractive and suitable programmes for learners.

Recommendations:

No specific recommendations

Complaints, appeals and commendations

Commentary:

Section 5.1 of the PRR documents (both programmes) (pp.207-210 for Level 8) clearly outline the current process of formal learner feedback, complaints, and appeals. The programme team strive to settle issues, complaints, and queries on an informal basis, within the classroom where possible, but there is an institution wide policy and process with regard to complaints and appeals which applies to the learners on all programmes, which can be initiated as required. This section of both PRRs indicates that the many opportunities for learners to provide feedback plays a key role in keeping complaints and appeals to a minimum. Current practices appear to be working to the benefit of students and staff alike. As such, there are no direct implications or changes to the revalidated version of the programme, based on this section of the documentation.

Recommendations:

No specific recommendations

Quality Assurance Systems and Processes

Commentary:

The Quality Assurance Handbook (QAH) is the central document underpinning academic quality and delivery in DBS. There is an established process whereby the Registrar's Office keeps a register of new policies which need to be written or updated, and these are developed for consultation with the relevant boards and committees, and for eventual approval by the SLT and Academic Board. The College also submits an Annual Quality Report (AQR) to QQI, providing evidence of quality assurance enhancement. DBS acknowledges that quality assurance is an iterative cycle of review, change and review and this is embedded within DBS culture. Recent identified areas of improvement are:

- Communication of QAH processes to staff and students.
- Publishing the minutes of Academic Board meetings to enhance awareness of the Academic Board and its work.
- Training for in-house policy writers to ensure learner-facing policies are accessible and the language does not hinder engagement for those for whom English is not a first language.

Specifically with regard to learner and staff feedback at the programme and departmental level, the Programme Team are satisfied that there exist formal and informal mechanisms, in depth and breadth to provide the team with the information it needs to constantly review the programme.

Recommendations:

No specific recommendations

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

Commentary:

The panel is satisfied that DBS has all necessary QA policies and procedures in place to support the programme

Recommendations:

No specific recommendations

Section E. Summary Analysis of the programme

Commentary:

Section 6 of each PRR document provides a coherent summary of what DBS consider to be the **strengths, opportunities, challenges** and **threats** associated with the programmes, following their extensive review.

In brief: -

The programmes are well resourced and well situated in Dublin's Cultural Quarter. The programmes benefit from a dedicated cohort of industry active staff. A strong practical 'vocational focus' and real-world projects facilitate an 'Annual Student Showreel Event', allowing learners to connect their studies to future careers. Several of the programme modules lend themselves to opportunities for CPD and could be offered as such. Increased industry engagement facilitates opportunities to develop internships. There are opportunities to expand the Study Abroad market, and attract international student enrolment.

The programmes are in direct competition with others in the market leading to issues of 'saturation', replication, and at times the movement of key members of staff. Low student numbers lead to questions of economic sustainability of the programmes and any further deterioration of the Irish economy might dissuade applicants. No elective choices means that the programmes are not flexible for learners with specific career goals. The challenge of keeping pace with industry shifts and/or technological advancements within the industry leads to questions re the adaptability of the programmes.

Overall, the SWOT analysis illustrates that DBS has identified dangers and risks that can be mitigated (staffing etc). The vagaries of recruitment (and yield) are currently under discussion to discover how best to reach a broader audience. DBS considers that their ability to place graduates in positions within the industry and their ongoing, '*significant outreach to industry*' supports the continuation of these programmes.

Recommendations:

The panel is satisfied that DBS has conducted a robust self-evaluation and review of the programme, has a realistic awareness of strengths, challenges, opportunities and threats and that the proposed modifications are in response to stakeholder and in particular industry feedback and educational developments.

Section F. 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:

DBS propose enhancements, adjustments, and changes to improve the experience of learners and secure the sustainability and relevance of the programme for a further validation cycle.

Level 8:

The main changes are resultant from a decision to semesterise and modularise all stages of the programme so that modules are organised into 12-week long modules of 5 ECTS and dispensing with 10 ECTS modules of 24 weeks of learning. Section 7 of the PRR (PP.100-102) outlines all modifications in detail. In brief: -

1. Semesterisation: Modules previously taught over 24-weeks (year-long) are now discontinued.
2. Modularisation: All modules will be taught in a 12-week semesterised structure.
3. Number of modules: the number of modules increases from 24 to 36.
4. Electives: Two new elective modules related to Gen AI are introduced.
5. New MIPOs: Three MIPOs are modified.
6. New Module Titles: Modules receive new titles.
7. New Modules: Three new modules are proposed.
8. Pillars of Learning: An extra Post Production pillar, a dedicated Writing & Creation pillar and a focus on Creative Professional Practice are now included.
9. Phasing: Modules in VFX now precede modules in Animation and Titling.

Level 7:

1. Semesterisation: Modules previously taught over 24-weeks (year-long) are now discontinued.
2. Modularisation: All modules will be taught in a 12-week semesterised structure.
3. Number of modules: the number of modules increases from 24 to 36.
4. Electives: Two new elective modules related to Gen AI are introduced.
5. New MIPOs: Three MIPOs are modified.
6. New Module Titles: Modules receive new titles.
7. New Modules: Three new modules are proposed.
8. Pillars of Learning: An extra Post Production pillar, a dedicated Writing & Creation pillar and a focus on Creative Professional Practice are now included.
9. Assessment: assessment reviewed and designed to fit the new structure and to be authentic.

Recommendations:

The panel is generally satisfied that many of the proposed modifications to the programme are appropriate.

The special condition set re assessment, Criterion 10, must be met prior to revalidation

Part 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.

Section A. Commentary on review process:

The panel agrees that DBS conducted a robust self-evaluation and review of the programmes, has a realistic awareness of strengths, challenges, opportunities and threats and that the proposed modifications are in response to stakeholder and industry feedback and educational developments. The programmatic review was thorough and comprehensive and all stages, from establishment of ToR to the virtual on-site visit, were conducted in a professional manner.

The panel is satisfied that the data gathered has informed an evidence-based rationale for the proposed modifications and the revalidation of the programmes. Learner, faculty, external and industry responses were taken on board, factored in to the review process and had a direct impact on some of the proposed modifications. This finding was reinforced during the site visit when panel members had the opportunity to engage with management, faculty and learners.

Having leveraged baseline qualitative and quantitative data, the provider has endeavoured to ensure that the next iterations of the programmes are responsive to the industry standards, best practice and the needs of all stakeholders.

Section B. Recommendations on review process:

No specific recommendations. DBS provided an extensive range of documentation, representative of the all-embracing review process.

Section C. Commentary on programme revisions:

The review process resulted in some strategic changes to the programme structure and content. The panel is generally satisfied that many of the proposed modifications to the programme are appropriate. However, concerns were raised re: -

- Increase in assessment and possible work overload for learners, given that module numbers rose from 24 to 36 as a result of semesterisation.
- The issue of many single pieces of assessment for 100%, which is a high stakes situation for learners.
- The issue of individual components for group assessments.
- The issue of 'second person' present for live presentations.
- Where ethical and legal issues feature in the curriculum.

These issues are mainly centred on assessment and emerge both as a Special Condition validation and as a range of Recommendations, and are dealt with in detail under Criterion 10 below, pp. 33-34.

Section D. Recommendations on programme revisions:

One Special Condition of validation and ten Recommendations were identified by the panel.

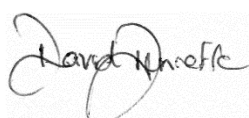
Special Conditions

That the assessment strategy for the programmes is reviewed

- a) with regard to assessment 'for' and 'of' learning and how formative and summative assessment is represented.
- b) with regard to single assessments for 100%.
- c) With regard to consistency in the presentation of assignment briefs.
- d) with regard to the standardisation of the feedback process.
- e) with regard to the management of assessment.

Recommendations

1. The panel recommends that the Programme Team reviews the wording of the MIPOs related to 'Learning to Learn' & 'Competence Insight' to ensure that they are clear in terms of Programme Outcomes for graduates.
2. The panel recommends that legal and ethical issues are embedded to a greater extent across modules on both programmes.
3. The panel recommends that all documents are reviewed and that one referencing method is consistently used throughout
4. The panel recommends that, as well as listing current technology/software etc., the programme documents acknowledge that these may change and evolve across the period of validation.
5. The panel recommends that the Programme Team reviews 'readiness' for technological advances, to ensure that the programmes remain current.
6. The panel strongly recommends that Section 6.12 (Level 8) related to work-based learning is reviewed and updated, with links to relevant QA related specifically to the industry internship for this programme.
7. The panel recommends that staff embed a consistent approach across Teaching, Learning and Assessment in relation to levels of feedback, timing of feedback and standardisation of assessment briefs.
8. The panel strongly recommends that Section 6 of each module is reviewed to add strategies, methodologies and resources as they may apply **specifically** to each module content.
9. The panel recommends that all modules are reviewed to include intended staff learner ratios for different learning activities.
10. The panel recommends that part-time staff are encouraged to engage with UDL, either through in-house training or, supported by the College to complete a UDL badge, to ensure consistency across delivery of all aspects of the programmes.



Signed: _____

David Denieffe, Panel Chairperson

Date: 14/3/2025



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

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

Part 1. Provider details

Provider name	DBS
Date of site visit	21 ST February 2025
Date of report	7 th March 2025

Section E. Overall recommendations

Principal programme	Title	B.A. (Hons) in Film and Creative Media Level 8
	Award	Bachelor of Arts Degree (Honours)
	Credit	180 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Principal programme	Title	B.A. in Film and Creative Media Level 7
	Award	Bachelor of Arts Degree
	Credit	180 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Section F. Expert Panel

Name	Role	Affiliation
David Deneiffe	Chair	SETU
Ann King	Report Writer	Independent/ Former Director of Quality and Academic Affairs SNMCI
Barry Dignam	Industry Representative	IADT. Vice Dean European University/Film EU and Filmmaker
Adele Commins	Subject Matter Expert	DKIT. Head of Department/Creative Arts Media and Music.
Conor Tiernan	Subject Matter Expert	Griffith College and DCU. Journalism, Television, News and Documentaries.
Chloe Power	Learner Representative	PhD Candidate UCD

Section G. Principal Programme/s

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
DBS Dublin (Level 8)	300 (2x 150)	150
DBS Dublin (Level 7)	300 (2x 150)	150

Proposed Duration and Enrolment (BA (Hons) in Film and Creative Media)					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	Sep 2025	3yrs.	2	8	150
Part-Time	Sep 2025	4yrs.	1	8	150
Intake Schedule e.g. January September		September/January			

Proposed Duration and Enrolment (BA in Film and Creative Media)					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	Sep 2025	3yrs.	2	8	150
Part-Time	Sep 2025	4yrs.	1	8	150
Intake Schedule e.g. January September		September/January			

Panel Commentary on proposed enrolment:

The programme team has set a maximum of 150 learners per intake as a potential maximum in line with their strategy to market the programme for future learner interest, nationally, and in light of a perceived increase from non-nationals resident in Ireland. In practice, numbers are generally nearer to double the minimum number.

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

Level 8: Bachelor of Arts (Honours) in Film and Creative Media

As per programme document....

This Bachelor of Arts (Honours) in Film and Creative Media programme has been designed to provide students with an in-depth understanding of the unique aspects of film and creative media. It emphasises the social, collaborative, personal, and expressive dimensions of these fields, highlighting the significance of individual critical engagement and the necessity of analysing a diverse array of film and creative media practices.

Additionally, it covers the institutional, historical, and technological evolution of media and film, underscoring the importance of ongoing reflection and reassessment of one's involvement with media and film culture. Fundamentally, this programme is interdisciplinary, centring on film and creative media, and is tailored for students who wish to acquire critical insights into creative media and film practices while also gaining practical experience for future careers in the creative media industry. The curriculum is structured as a full-time three-year programme (or four years part-time) comprising 180 ECTS credits, culminating in the award of a *Bachelor of Arts (Honours) in Film and Creative Media*.

Target learner groups

The programme has been developed for individuals who are keen to investigate and analyse film and creative media. It aims to equip participants with the skills, knowledge, and competencies necessary for effective practice in these fields. This includes both recent school graduates, international learners currently living in Ireland or overseas, and current employees in the creative sector seeking to enhance their qualifications and obtain an undergraduate degree. The programme is aimed at learners with the following entry qualifications:

- Leaving certificate applicants must apply through the CAO system and have achieved 2 H5s + 4 O6/H7s, to include English or another language. Using the old pre-2017 grading scheme, applicants must have obtained a minimum of grade C3 in 2 higher Level subjects and a minimum of grade D3 in 4 Ordinary Level subjects (to include English and a language).
- A Level 5 FETAC full award with a minimum of 3 distinctions (i.e. 8 modules).
- 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.
- International learners currently residing in Ireland who meet the entry requirements

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

FT &PT

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

Level 7: Bachelor of Arts in Film and Creative Media

As per programme document....

The increasing demand for innovative content creation through film and creative media across various sectors, alongside rapid technological advancements, has led to a heightened need for professionals equipped with skills in filmmaking, storytelling, audio production, and related competencies. These skills are essential for the creative industries, their clients, and audiences. The Bachelor of Arts in Film and Creative Media has been designed to equip students with the necessary knowledge, technical abilities, and research skills to conceptualise, execute, and assess creative projects that bring ideas to fruition, as well as to develop original events, products, and experiences tailored for specific audiences. This programme is structured in three stages, focusing on the enhancement of graduate skills and knowledge competencies: fundamental, developmental, and competent. This is accomplished through the systematic organisation of learning modules into distinct pillars, including Audio Production, Visual Production, Writing, Theory and Context, Post Production, and Creative Professional Practice. As an interdisciplinary programme centred on film and creative media, it aims to attract students who wish to acquire expertise in creative media and film practices. The curriculum is designed as a full-time three-year programme (or a four-year part-time option) comprising 180 ECT credits, culminating in the award of a *Bachelor of Arts in Film and Creative Media*.

Target learner groups

The target group is aimed at 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 for which they are applying. Mature learners are those who are 23 years of age by January 1st of the year of admission.
- International learners, currently residing in Ireland

It 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	FT & PT

The teaching and learning modalities

- Onsite face-to-face
- A/Synchronous Resources available
- Independent Learning

Summary of specifications for teaching staff

Role	Profile	WTE
Lecturer	Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters in the following areas: Film, Media, Creative Practice. Individuals with Level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of	0.8

	significant senior industry experience may also be considered	
--	---	--

Learning Activity	Ratio of learners to teaching staff
Lecture classroom-based sessions	1:60
Lab based sessions	1:30
Scriptwriting	1:15

Panel Commentary on programme outline and staffing:

The panel is satisfied that DBS have sufficient qualified academic and administrative staff. Both programmes also benefit from the contributions of industry professionals.

Programmes being replaced (applicable to applications for revalidation)

Code	Title	Last enrolment date
PG24397	Bachelor of Arts (Honours) in Film and Creative Media	August 2025
PG24396	Bachelor of Arts in Film and Creative Media	August 2025

Section H. Other noteworthy features of the application

n/a

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

<ul style="list-style-type: none"> 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. 		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 is satisfied that DBS meets the requirements of Section 44(7) of the 2012 Act, to apply for revalidation of the programmes. The application for validation included a signed confirmation by Darragh Breathnach, Registrar and Director of Campus Operations for the College, confirming that information provided was correct at time of submission and that the programme complies with statutory and regulatory requirements as applicable. The provider has established procedures for quality assurance.

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

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (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.
 - (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.
- j) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 Minimum Intended Programme Learning Outcomes (MIPLOS) have been mapped to the QQI Art and Design Awards Standards for each programme, and each of the 8 MIPLOS map to the 8 strands of Knowledge, Skills and Context.

The panel recommends that the Programme Team further review the MIPLOS to

- reduce 'wordiness';
- review 'Learning to learn' to clarify that it is about **the graduate** knowing the importance of ongoing learning and not **the learner** demonstrating self-improvement.
- Review 'Competence Insight' to clarify that what the graduate has is the capacity to reflect on **wider social cultural, perspectives and implications** etc.
- Review Level 7 MIPLOs to include 'Ethical and Legal' which feature in MIPLO 8 for BAH but should also be evident in level 7 BA in places.
-

Recommendation 1: The panel recommends that the Programme Team reviews the wording of the MIPLOs related to 'Learning to Learn' & 'Competence Insight' to ensure that they are clear in terms of Programme Outcomes for graduates.

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.
- 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 of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant.
 - (vi) The programme meets genuine education and training needs.
- 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.

Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 is satisfied that the rationale for the programmes has merit and is based on a range of research and feedback. The Irish entertainment and media (E&M) anticipate a compound annual growth rate (CAGR) of 2.9% between 2023 and 2028, increasing its value from €6.6 billion in 2023 to €7.6 billion (p.30 Level 8, Prog doc.). National research seems to indicate a need ‘to communicate the breadth of roles available in the screen sector to school leavers and career guidance professionals...there are many job opportunities in roles such as production accountant and production buyers that are often not considered’ (Screen Skills Ireland 2020.)

Screen Ireland 2023, highlights local TV drama production spend increasing by 40% and international production activity growing by 45%, with Irish locations, hiring up to 98% Irish crew; representing over 1000 jobs on a particular production. The 2023 report asks, ‘what skills

interventions will be required to ensure that capacity will be there to meet the potential increased demand?' DBS sees its programmes as 'part of the answer'.

The programmes compare well to similar offerings in other institutions. There is evidence of a relatively small but growing demand for the programmes and evidence of graduate employment. DBS mechanisms ensure that the programmes are constantly reviewed and updated in consultation with internal and external stakeholders. In conversation with the Team there was a commitment to address any major industry event that would require changes to the programmes, for example through a differential validation.

Criterion 4. The programme's access, transfer and progression arrangements are satisfactory

<ul style="list-style-type: none"> 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. 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 (CEFR¹) 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): - <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, 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. 		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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.

¹ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

The documents provide clear access information for learners (both programmes) including, mature learners and English language requirements for non-nationals resident in Ireland. The programme titles reflect the intended outcomes, are meaningful, have long lasting significance and comply with statutory and regulatory requirements. RPL and RPEL processes are clear.

When asked re the progression path for level 7 graduates to level 8, the Programme Team discussed how the level 7 and level 8 programmes are interlinked and organised to provide a route to the final year of the level 8 programme upon completion of the level 7.

For transfer outward (to another institution) DBS will provide a transcript of results/credits attained and will confirm in writing to the other institution the learner's period of enrolment with DBS. Module descriptors and other programme information can also be made available to learners and/or other institutions for the purposes of mapping learning outcomes where a learner is seeking credit for modules studied with DBS. This facilitates learners' transfer and progression outward to other programmes of study as required. Where learners require advice about transfer destinations or alternative programmes of study it falls within the remit of the Head of Department to support learners.

Criterion 5. The programme's written curriculum is well structured and fit-for-purpose

<ul style="list-style-type: none"> 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 <i>programme</i> 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. 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. 		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 agrees that the programmes meet the requirements of Criterion 5. The programmes are 180 ECTS @ levels 7 & 8 and the curriculum for each is in line with the award specifications and similar in structure to that delivered by other institutions, nationally and internationally.

The curriculum for each programme is organised around Stages; **Foundational, Development and Competent** for level 7 and **Development, Competent and Advanced** for Level 8.

The move to semesterisation has been well documented and allows for a 66% crossover between programmes, allowing level 7 learners to graduate with their award, or, to apply to the Advanced Stage of the Level 8, for progression.

Within each Stage, for each programme, modules are organised into Pillars, representing core areas of the curriculum; •Creative Professional Practice; •Writing and Creation; • Theory and Context; • Audio Production; • Visual Production; • Post Production.

Recommendation 2: The panel recommends that legal and ethical issues are embedded to a greater extent across modules on both programmes.

Recommendation 3: The panel recommends that all documents are reviewed and that one referencing method is consistently used throughout.

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

<p>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).</p> <p>b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>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.</p> <p>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 opportunities.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>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.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 is satisfied that the programme has the required cohort of well- qualified academic and support staff, appropriate to the demands of the programme, in the context of existing commitments. Should numbers increase, the College has robust QA processes for staff recruitment, development and monitoring, to ensure that all elements – teaching, learning and assessment- of the reviewed programmes, are well supported.

The SWOT analysis conducted during the review process identified the occasional loss of key staff members, as a challenge, but one experienced by all colleges. A positive aspect of the programmes is the number of industry active staff keeping content and industry trends to the fore.

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

<p>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).</p> <p>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:</p> <ul style="list-style-type: none"> (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 <p>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).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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.

Section 9.2, p84 of the document (Level 8) sets out how the requirements of the programme will be met. It outlines premises, studio, lab and workshops, suitable IT resources and administrative and technical support and library services. The panel agrees that there are currently sufficient physical resources to implement the programme as planned. This was somewhat supported by students and graduates during session 2 of the site-visit.

Recommendation 4: The panel recommends that, as well as listing current technology/software etc., the programme documents acknowledge that these may change and evolve across the period of validation.

Recommendation 5: The panel recommends that the Programme Team reviews ‘readiness’ for technological advances, to ensure that the programmes remain current.

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

<p>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.</p> <p>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.</p> <p>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.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 agrees that the programmes generally meet the requirements of Criterion 8. The academic/intellectual environment is well considered and the Programme Team spoke enthusiastically about the creative environment.

In conversation with the Programme Team in relation to the Industry Engagement/Internship module in Award Year Level 8, the panel recommends that more clarity is needed with regard to sub criterion (c) above, related to *‘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’*.

The Programme Team explained the process and the level of support available from the Department to source, or be placed in a work environment. They discussed connections to industry and curated events.

The panel agrees that ‘workplace’ on this type of programme is arguably different in nature, to other types of programmes, e.g., teacher training or clinical placement. However, the panel strongly recommends that the arrangements and quality assurance processes for this industry engagement/internship experience are just as rigorous and well explained for students of film and creative media, and their hosts.

Recommendation 6: The panel strongly recommends that Section 6.12 (Level 8) related to work-based learning is reviewed and updated, with links to relevant QA related **specifically** to the industry internship for this programme.

Criterion 9. **There are sound teaching and learning strategies**

<ul style="list-style-type: none"> 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 and timely formative feedback is regularly provided to enrolled learners as they progress within the programme. 		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 is satisfied that there is a good range of teaching and learning strategies supported by QAE policies and procedures. This includes, classroom sessions, studio workshops and practical computer lab sessions.

In conversation with the Team, it was stated that staff are encouraged to ask the primary question, *'what are we teaching and why?'* (Section 6.5, Programme Doc). They are made aware of the Teaching, Learning and Assessment principles for the programme and are tasked with adapting them according to the requirements of their subject or skill. For example, within a module such as *Digital Artefact Creation* teaching can switch easily between *'screenings, making-and-doing, experimentation and performance'*.

Some modules support learning with asynchronous resources, e.g., live demonstrations of audio manipulation in a module such as *Audio Tech and Techniques* will be recorded by the lecturer, so that students can follow what took place and learn the steps and techniques using particular software.

A 'flipped' classroom approach is also used, whereby learners, having engaged with an appropriate level of directed digital content and having undertaken learning activity prior to coming to class, can confidently participate with in-class activities in an informed and meaningful way.

Section 6.5, p.58-60 of the Level 8 document also discusses the use of formative assessment and formative feedback and some staff have completed UDL training to support Teaching, Learning and Assessment for all.

In answer to a panel question re UDL, it was explained that it is part of an overall College strategy to encourage staff to train in this area and the embedding of UDL is seen as a longer-term goal.

The panel noted that while all of the above may be the understood situation, there is inconsistency between lecturers across delivery of the programme, with regard to levels of feedback, timing of feedback and clarity of assignment briefs (student session).

In addition, Section 6 of each module, in the Module and Assessment documents, does not reflect the particular application of T, L & A strategies for each module. In some cases, there is just a line related to content rather than strategy, or a paragraph outlining the module rather than identifying the strategies or methodologies needed to teach particular concepts.

The panel recommends that Section 6 of each module is reviewed to describe and explain the teaching and learning strategies, and how they are utilised to deliver module content. In the case of capstone modules, explain how learning acquired in other modules is integrated.

The panel further recommends that the module overview for each module, on both programmes, specifies staff learner ratio for different learning activities. Whereas current learner numbers may mean that there are very good ratios for lectures and workshops etc. at the moment, the document should represent ratios for potential learner numbers as stated, e.g., 1: 60 is stated as the staff learner ration for lecturing. What is the intended ration for workshops/practical sessions should maximum numbers be reached?

Recommendation 7: The panel recommends that staff embed a consistent approach across Teaching, Learning and Assessment in relation to levels of feedback, timing of feedback and standardisation of assessment briefs.

Recommendation 8: The panel recommends that Section 6 of each module is reviewed to add strategies, methodologies and resources as they may apply **specifically** to each module content.

Recommendation 9: The panel recommends that all modules are reviewed to include intended staff learner ratios for different learning activities.

Recommendation 10: The panel recommends that part-time staff are encouraged to engage with UDL, either through in-house training or, supported by the College to complete a UDL badge, to ensure consistency across delivery of all aspects of the programmes.

Criterion 10. There are sound assessment strategies

<ul style="list-style-type: none"> a) All assessment is undertaken consistently 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. 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. 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. 		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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.

P61 (Level 8) states ‘*It is proposed that all module assessment weightings on the BA (Honours) in Film and Creative Media will be 100% continuous assessment because the Programme Team believe that this allows learners to truly understand that their learning experience is an on-going and incremental one rather than a series of terminal milestones that need to be approached, overcome and not revisited. This also suitably reflects the varied activities that learners engage in across the programme, including practical and professional practice modules*’

In conversation with the panel, the Programme Team had a good rationale for 100% CA across the programmes and they presented a good range of assessment tools; presentations, essays, blogs, portfolios, reflection etc.

The panel asked re consistency and clarity around how assessment briefs are presented and about marking criteria for creative work. In answer to marking criteria the panel was assured that there is a document with marking criteria set for all creative work and that all Moodle pages are monitored to ensure that marking criteria is clear.

The panel asked about the Colleges AI policy. There is a general AI policy available and guidelines on the website. The library hosts workshops and there is a framework available outlining ‘if’ and ‘how much’ learners can use AI in assessments.

Further conversation centred on the move to semesterisation which has increased the number of modules from 24 to 36 and **a)** increased the number of assessments and **b)** increased the tendency to include a one-piece assessment weighted at 100% of the marks available, to offset overassessment. The Level 7 programme e.g., has 16 one-piece assessments @100% and the Level 8 has 12.

In answer, the Programme Team discussed the amount of support, feedback and opportunities to submit drafts of assignments for review, which made the likelihood of a student failing a 100% assessment, unlikely. Whereas the panel commends these efforts by lecturing staff, the level mentioned is inconsistent between full-time and part-time staff and would be difficult to sustain should numbers rise.

The programme has many presentations, both individual and group and issues such as an individual component mark in presentations, how conflict is managed in groupwork and the presence of a second lecturer for student presentations, for the sake of fairness of delivery and student and staff 'safety', need to be clarified.

Therefore, with regard to this criterion, the panel has included as a condition of validation that the Programme Team reviews the assessment strategy.

Special Condition 1. That the assessment strategy for the programmes is reviewed

- a) with regard to assessment 'for' and 'of' learning and how formative and summative assessment is represented.
- b) with regard to single assessments for 100%.
- c) With regard to consistency in the presentation of assignment briefs.
- d) with regard to the standardisation of the feedback process.
- e) with regard to the management of assessment.

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 disabilities.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to

<p>address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>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).</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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 agrees that the programmes meet the requirements of Criterion 11.

In conversation with the Programme Team, support for students was explained as organised across 4 key blocks, Academic, Student Wellbeing, Career and Student Life. This arrangement allows support to be integrated and not relegated to particular silos. There are particular academic supports available and targeted to 'at risk' learners. Interventions are themed along the lines of 'are u ready to learn?', 'assignment success', 'application of feedback' and 'exam success'.

The College has membership of Dawn and Ahead and some staff have completed UDL training as part of an overall College strategy to support Teaching, Learning and Assessment for all.

There is agreement between staff that semesterisation will make it easier to spot and support learners who may be struggling, at staged points across each year.

Small learner numbers mean that learners have good access to, and are supported by others in the learning environment, including peers, lecturers and support staff.

The panel met with learners, who were largely positive about their learning experience. DBS has in place a comprehensive Student Services team and a good system of supports for students.

Criterion 12. The programme is well managed

<p>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.</p> <p>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-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>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.</p> <p>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.</p> <p>e) Quality assurance is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>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.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Level 8: Bachelor of Arts (Honours) in Film and Creative Media	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.
Level 7: Bachelor of Arts in Film and Creative Media	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.

Section 9 of both programme documents and Section 2.2 of the PRR documents outline how the programmes are managed, identifying roles and responsibilities, e.g., Head of Department, Programme Level Manager, Module Leaders and Programme Coordinators. Policy 033 in the DBS QA Handbook sets out Programme Review and Revalidation.

The panel is satisfied that there is a clear management and staffing structure in place, which reflects standard programme management structures across DBS.

Part 3. Overall recommendation to QQI

3.1 Principal programme:

Select one	BA in Film and Creative Media Level 7
	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);
	Not satisfactory.
Select one	BA (Hons) in Film and Creative Media Level 8
	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);
	Not satisfactory.

Reasons for the overall recommendation

1. The validation criteria have been met, subject to **one** special condition.
2. The programmes are within the capacity of the institution's resources and delivery modes.
3. The programme is consistent with the QQI Arts and Design Awards Standards.
4. The programme review was objective and thorough and provided a clear rationale for the continuation of the programme and for the modifications suggested.
5. There are solid supporting policies and processes re how the programme will be managed from a QA perspective.

Commendations

1. The panel commends the enthusiasm, commitment and engagement of programme staff and their openness to discussion and feedback during the (virtual) site visit.
2. The panel commends the intention to move to a semesterised delivery allowing for programmes that lead on, in a logical way, for graduates of level 7.

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

That the assessment strategy for the programmes is reviewed

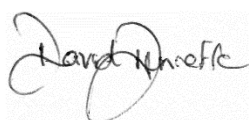
- a. with regard to assessment 'for' and 'of' learning and how formative and summative assessment is represented.
- b. with regard to single assessments for 100%.
- c. With regard to consistency in the presentation of assignment briefs.
- d. with regard to the standardisation of the feedback process.
- e. with regard to the management of assessment.

Recommendations

1. The panel recommends that the Programme Team reviews the wording of the MIPLOs related to 'Learning to Learn' & 'Competence Insight' to ensure that they are clear in terms of Programme Outcomes for graduates.
2. The panel recommends that legal and ethical issues are embedded to a greater extent across modules on both programmes.
3. The panel recommends that all documents are reviewed and that one referencing method is consistently used throughout.
4. The panel recommends that, as well as listing current technology/software etc., the programme documents acknowledge that these may change and evolve across the period of validation.
5. The panel recommends that the Programme Team reviews 'readiness' for technological advances, to ensure that the programmes remain current.
6. The panel strongly recommends that Section 6.12 (Level 8) related to work-based learning is reviewed and updated, with links to relevant QA related specifically to the industry internship for this programme.
7. The panel recommends that staff embed a consistent approach across Teaching, Learning and Assessment in relation to levels of feedback, timing of feedback and standardisation of assessment briefs.
8. The panel strongly recommends that Section 6 of each module is reviewed to add strategies, methodologies and resources as they may apply **specifically** to each module content.
9. The panel recommends that all modules are reviewed to include intended staff learner ratios for different learning activities.
10. The panel recommends that part-time staff are encouraged to engage with UDL, either through in-house training or, supported by the College to complete a UDL badge, to ensure consistency across delivery of all aspects of the programmes.

Declarations of Evaluators' Interests

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



Signed: _____
David Denieffe, Panel Chairperson

Date: 14/3/2025

3.2 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 4. Proposed programme schedules *(post panel feedback and consequent amendments, if any)*

Bachelor of Arts (Honours) in Film and Creative Media - Full-Time (F/T)

A Proposed Programme Schedule(s)						
Name of Provider:	Dublin Business School					
Programme Title (Principal)	Bachelor of Arts (Honours) in Film and Creative Media	QQI Award Title	Bachelor of Arts (Honours)	ECTS	180	
Stage (1,2,3, Award etc)	1	Exit Award Title (if relevant)	N/A		Stage ECTS	60
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face	Blended		Online	Workplace Learning	
	✓					
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face	Synchronous Hybrid	Synchronous Online	Asynchronous	Work Based	
	✓					
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment	Invigilated Exam – in person	Proctored Exam – online	Project	Practical Skills Demonstration	Work Based
	✓					
Modules in this stage						
Total Student Effort Module (hours)				Assessment – Allocation of Marks (from the module assessment strategy)		

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Audio Tech & Techniques	1	M	5	125	36		89		100%					
Audio Editing, Mixing and Cross Collaboration in Media	2	M	5	125	36		89		100%					
Principles: Light, Camera, Photography	1	M	5	125	36		89		100%					
Digital Photography	2	M	5	125	36		89		100%					
Video Editing Fundamentals	1	M	5	125	36		89		100%					
Video Editing Competency	2	M	5	125	36		89		100%					
The Moving Image 1	1	M	5	125	36		89		100%					
The Moving Image 2	2	M	5	125	36		89		100%					
Media & Identity 1	1	M	5	125	36		89		100%					

Media & Identity 2	2	M	5	125	36		89		100%					
Professional Practice: The Creative Workplace	1	M	5	125	36		89		100%					
Writing for Screen Media	2	M	5	125	36		89		100%					
B Proposed Programme Schedule(s)														
Name of Provider:	Dublin Business School													
Programme Title (Principal)	Bachelor of Arts (Honours) in Film and Creative Media							QQI Award Title	Bachelor of Arts (Honours)			ECTS	180	
Stage (1,2,3, Award etc)	2			Exit Award Title (if relevant)					N/A		Stage ECTS	60		
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face			Synchronous Hybrid				Synchronous Online			Asynchronous			
	✓													
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous		Work Based		
	✓													
Assessment Techniques Utilised in Stage – ✓ one or	Continuous Assessment			Invigilated Exam – in person			Proctored Exam – online			Project		Practical Skills Demonstration		Work Based
	✓													

more as appropriate.														
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Audio for Podcasting, Performance & Radio	1	M	5	125	36		89		100%					
Cinematography 1	1	M	5	125	36		89		100%					
Cinematography 2	2	M	5	125	36		89		100%					
Scriptwriting and Development 1	1	M	5	125	36		89		100%					
Scriptwriting and Development 2	2	M	5	125	36		89		100%					
VFX Fundamentals	1	M	5	125	36		89		100%					
VFX Competency	2	M	5	125	36		89		100%					
Exploring Popular Culture	1	M	5	125	36		89		100%					

Project Management for Creative Media Outputs	1	M	5	125	36		89		100%				
Audio for Film & Screen	2	M	5	125	36		89		100%				
Contemporary Film and Television	2	M	5	125	36		89		100%				
Creative Projects Portfolio	2	M	5	125	36		89		100%				

C Proposed Programme Schedule(s)						
Name of Provider:	Dublin Business School					
Programme Title (Principal)	Bachelor of Arts (Honours) in Film and Creative Media	QQI Award Title		Bachelor of Arts (Honours)	ECTS	180
Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)		N/A	Stage ECTS	60
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face ✓	Synchronous Hybrid		Synchronous Online	Asynchronous	
Teaching and Learning	On-site Face-to-Face ✓	Synchronous Hybrid	Synchronous Online	Asynchronous	Work Based	

Modalities – ✓ one or more as appropriate.														
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment	Invigilated Exam – in person			Proctored Exam – online			Project		Practical Skills Demonstration		Work Based		
	✓													
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Animation, Titles & Publishing 1	1	M	5	125	36		89		100%					
Animation, Titles & Publishing 2	2	M	5	125	36		89		100%					
Screen Theory & Criticism	1	M	5	125	36		89		100%					
Research Skills	1	M	5	125	36		89		100%					
Professional Practice:	2	M	5	125	36		89		100%					

Budgeting & Scheduling														
Dissertation	2	M	10	250	18		232		100%					
Transmedia – Theory and Practice	1	E	5	125	36		89		100%					
Transmedia Practice Today	2	E	5	125	36		89		100%					
Generative AI in Film & Creative Media 1	1	E	5	125	36		89		100%					
Generative AI in Film & Creative Media 2	2	E	5	125	36		89		100%					
Industry Engagement / Internship	1	M	5	125	12		78	35	100%					
Digital Artefact Creation	1 & 2	M	10	250	72		178		100%					

Bachelor of Arts (Honours) in Film and Creative Media - Part-Time (P/T)

A Proposed Programme Schedule(s)	
Name of Provider :	Dublin Business School

Program Title <i>(Principal)</i>	Bachelor of Arts (Honours) in Film and Creative Media			QQI Award Title	Bachelor of Arts (Honours)	ECTS	180
Stage (1,2,3, Award etc)	1	Exit Award Title (if relevant)	N/A			Stage ECTS	60
Program Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face		Blended		Online	Workplace Learning	
	✓						
Teaching and Learning Modalities - ✓ one or more as appropriate.	On-site Face-to-Face		Synchronous Hybrid		Synchronous Online	Asynchronous	
	✓						
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.	Continuous Assessment		Invigilated Exam – in person		Proctored Exam – online	Project	Practical Skills Demonstration
	✓						
Modules in this stage							

Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuou s Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Audio Tech & Techniques	1	M	5	125	18		107		100%					
Principles: Light, Camera, Photography	1	M	5	125	18		107		100%					
Video Editing Fundamentals	1	M	5	125	18		107		100%					
The Moving Image 1	1	M	5	125	18		107		100%					
Professional Practice: The Creative Workplace	2	M	5	125	18		107		100%					
Media & Identity 1	2	M	5	125	18		107		100%					
Writing for	2	M	5	125	18		107		100%					

Screen Media															
Video Editing Competency	2	M	5	125	18		107		100%						
B Proposed Programme Schedule(s)															
Name of Provider:	Dublin Business School														
Programme Title (Principal)	Bachelor of Arts (Honours) in Film and Creative Media						QQI Award Title	Bachelor of Arts (Honours)			ECTS	180			
Stage (1,2,3, Award etc)	1/2				Exit Award Title (if relevant)				N/A			Stage ECTS	60		
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face			Synchronous Hybrid				Synchronous Online			Asynchronous				
	✓														
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face			Synchronous Hybrid			Synchronous Online			Asynchronous			Work Based		
	✓														
Assessment Techniques Utilised in Stage – ✓	Continuous Assessment		Invigilated Exam – in person				Proctored Exam – online			Project		Practical Skills Demonstration		Work Based	
	✓														

one or more as appropriate.														
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Audio Editing, Mixing and Cross Collaboration in Media	1	M	5	125	18		107		100%					
Digital Photography	1	M	5	125	18		107		100%					
VFX Fundamentals	1	M	5	125	18		107		100%					
Media & Identity 2	1	M	5	125	18		107		100%					
The Moving Image 2	2	M	5	125	18		107		100%					
Audio for Podcasting, Perform	2	M	5	125	18		107		100%					

ance & Radio														
Cinematography 1	2	M	5	125	18		107		100%					
Scriptwriting and Development 1	2	M	5	125	18		107		100%					
VFX Competency	2	M	5	125	18		107		100%					
Exploring Popular Culture	2	M	5	125	18		107		100%					

C Proposed Programme Schedule(s)

Name of Provider:	Dublin Business School														
Programme Title (Principal)	Bachelor of Arts (Honours) in Film and Creative Media						QQI Award Title	Bachelor of Arts (Honours)			ECTS	180			
Stage (1,2,3, Award etc)	2/Award				Exit Award Title (if relevant)				N/A			Stage ECTS	60		
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face			Synchronous Hybrid				Synchronous Online			Asynchronous				
	✓														
Teaching and Learning Modalities –	On-site Face-to-Face			Synchronous Hybrid				Synchronous Online			Asynchronous			Work Based	
	✓														

✓ one or more as appropriate.														
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment	Invigilated Exam – in person			Proctored Exam – online			Project		Practical Skills Demonstration		Work Based		
	✓													
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Project Management for Creative Media Outputs	1	M	5	125	18		107		100%					
Audio for Film & Screen	1	M	5	125	18		107		100%					
Animation, Titles & Publishing 1	1	M	5	125	18		107		100%					

Cinematography 2	1	M	5	125	18		107		100%					
Scriptwriting and Development 2	1	M	5	125	18		107		100%					
Contemporary Film and Television	1	M	5	125	18		107		100%					
Animation, Titles & Publishing 2	2	M	5	125	18		107		100%					
Screen Theory & Criticism	2	M	5	125	18		107		100%					
Research Skills	2	M	5	125	18		107		100%					
Professional Practice: Budgeting & Scheduling	2	M	5	125	18		107		100%					
Creative Projects Portfolio	2	M	5	125	18		107		100%					
D Proposed Programme Schedule(s)														
Name of Provider:	Dublin Business School													

Programme Title (Principal)	Bachelor of Arts (Honours) in Film and Creative Media		QQI Award Title	Bachelor of Arts (Honours)	ECTS	180
Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)		N/A	Stage ECTS	60
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face	Synchronous Hybrid		Synchronous Online	Asynchronous	
	✓					
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face	Synchronous Hybrid	Synchronous Online	Asynchronous	Work Based	
	✓					
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment	Invigilated Exam – in person	Proctored Exam – online	Project	Practical Skills Demonstration	Work Based
	✓					
Modules in this stage (add rows as required)						
Total Student Effort Module (hours)				Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>		

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Dissertation	2	M	10	250	9		241		100%					
Transmedia – Theory and Practice	1	E	5	125	18		107		100%					
Transmedia Today	2	E	5	125	18		107		100%					
Generative AI in Film & Creative Media 1	1	E	5	125	18		107		100%					
Generative AI in Film & Creative Media 2	2	E	5	125	8		107		100%					
Industry Engagement / Internship	1 & 2	M	5	125	6		84	35	100%					
Digital Artefact Creation	1 & 2	M	10	250	72		178		100%					

4.1 BA Hons Film and Creative Media(post panel feedback and consequent amendments, if any)

Bachelor of Arts in Film and Creative Media - Full-Time (F/T)

A Proposed Programme Schedule(s)						
Name of Provider:	Dublin Business School					
Programme Title (Principal)	Bachelor of Arts in Film and Creative Media	QQI Award Title	Bachelor of Arts	ECTS	18	0
Stage (1,2,3, Award etc)	1	Exit Award Title (if relevant)	N/A		Stage ECTS	60
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face	Blended	Online	Workplace Learning		
	✓					
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face	Synchronous Hybrid	Synchronous Online	Asynchronous	Work Based	
	✓					
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment	Invigilated Exam – in person	Proctored Exam – online	Project	Practical Skills Demonstration	Work Based
	✓					
Modules in this stage (add rows as required)						
Total Student Effort Module (hours)				Assessment – Allocation of Marks (from the module assessment strategy)		

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Multimedia 1	1	M	5	125	36		89		100%					
Multimedia 2	2	M	5	125	36		89		100%					
The Art of Successful Writing	1	M	5	125	36		89		100%					
Media, Composition, and The New	2	M	5	125	36		89		100%					
Introduction to the Creative Media Industries	1	M	5	125	36		89		100%					
Introduction to Film Studies 1	1	M	5	125	36		89		100%					
Introduction to Film Studies 2	2	M	5	125	36		89		100%					
Thinking Culture & Creativity	1	M	5	125	36		89		100%					
Creative Event Production	2	M	5	125	36		89		100%					
Digital Film Production	2	M	5	125	36		89		100%					

Sound Production	1	M	5	125	36		89		100%				
Storytelling in the Digital Age	2	M	5	125	36		89		100%				
B Proposed Programme Schedule(s)													
Name of Provider:	Dublin Business School												
Programme Title (Principal)	Bachelor of Arts in Film and Creative Media						QQI Award Title	Bachelor of Arts			ECTS	18	0
Stage (1,2,3, Award etc)	2	Exit Award Title (if relevant)				N/A				Stage ECTS	60		
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face			Blended			Online			Workplace Learning			
	✓												
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face		Synchronous Hybrid			Synchronous Online		Asynchronous		Work Based			
	✓												
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project		Practical Skills Demonstration		Work Based	
	✓												
Modules in this stage													
Total Student Effort Module (hours)								Assessment – Allocation of Marks (from the module assessment strategy)					

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Audio Technology & Techniques	1	M	5	125	36		89		100%					
Audio Editing, Mixing and Cross Collaboration in Media	2	M	5	125	36		89		100%					
Principles: Light, Camera, Photography	1	M	5	125	36		89		100%					
Digital Photography	2	M	5	125	36		89		100%					
Video Editing Fundamentals	1	M	5	125	36		89		100%					
Video Editing Competency	2	M	5	125	36		89		100%					
The Moving Image 1	1	M	5	125	36		89		100%					
The Moving Image 2	2	M	5	125	36		89		100%					

Media & Identity 1	1	M	5	125	36		89		100%						
Media & Identity 2	2	M	5	125	36		89		100%						
Professional Practice: The Creative Workplace	1	M	5	125	36		89		100%						
Writing for Screen Media	2	M	5	125	36		89		100%						
C Proposed Programme Schedule(s)															
Name of Provider:	Dublin Business School														
Programme Title (Principal)	Bachelor of Arts in Film and Creative Media						QQI Award Title			Bachelor of Arts		ECTS		180	
Stage (1,2,3, Award etc)	Award			Exit Award Title (if relevant)					N/A		Stage ECTS		60		
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face		Synchronous Hybrid				Synchronous Online			Asynchronous					
	✓														
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face		Synchronous Hybrid			Synchronous Online			Asynchronous			Work Based			
	✓														
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project			Practical Skills Demonstration		Work Based		
	✓														
Modules in this stage (add rows as required)															

Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Audio for Podcasting, Performance & Radio	1	M	5	125	36		89		100%					
Cinematography 1	1	M	5	125	36		89		100%					
Cinematography 2	2	M	5	125	36		89		100%					
Scriptwriting and Development 1	1	M	5	125	36		89		100%					
Scriptwriting and Development 2	2	M	5	125	36		89		100%					
VFX Fundamentals	1	M	5	125	36		89		100%					
VFX Competency	2	M	5	125	36		89		100%					
Exploring Popular Culture	1	M	5	125	36		89		100%					
Project Management for Creative	1	M	5	125	36		89		100%					

Media Outputs														
Audio for Film & Screen	2	M	5	125	36		89		100%					
Contemporary Film and Television	2	M	5	125	36		89		100%					
Creative Projects Portfolio	2	M	5	125	36		89		100%					

Bachelor of Arts in Film and Creative Media - Part-Time (P/T)

A Proposed Programme Schedule(s)										
Name of Provider:	Dublin Business School									
Programme Title (Principal)	Bachelor of Arts in Film and Creative Media					QQI Award Title	Bachelor of Arts		ECTS	180
Stage (1,2,3, Award etc)	1	Exit Award Title (if relevant)				N/A			Stage ECTS	60
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face			Blended			Online		Workplace Learning	
	✓									
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face		Synchronous Hybrid			Synchronous Online		Asynchronous		Work Based
	✓									

Assessment Techniques Utilised in Stage – ✓ <i>one or more as appropriate.</i>	Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online			Project		Practical Skills Demonstration		Work Based	
	✓													
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuou s Assesse ment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstrati on %	Work Based %
Multimedia 1	1	M	5	125	18		107		100%					
Multimedia 2	2	M	5	125	18		107		100%					
The Art of Successful Writing	1	M	5	125	18		107		100%					
Media, Composition, and The New	2	M	5	125	18		107		100%					
Introduction to the Creative Media Industries	1	M	5	125	18		107		100%					
Introduction to Film Studies 1	1	M	5	125	18		107		100%					

Introduction to Film Studies 2	2	M	5	125	18		107		100%				
Creative Event Production	2	M	5	125	18		107		100%				
B Proposed Programme Schedule(s)													
Name of Provider:	Dublin Business School												
Programme Title (Principal)	Bachelor of Arts in Film and Creative Media						QQI Award Title	Bachelor of Arts			ECTS	18	0
Stage (1,2,3, Award etc)	1/2	Exit Award Title (if relevant)					N/A				Stage ECTS	60	
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face			Blended				Online			Workplace Learning		
	✓												
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face		Synchronous Hybrid			Synchronous Online		Asynchronous			Work Based		
	✓												
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project		Practical Skills Demonstration		Work Based	
	✓												
Modules in this stage													

Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuou s Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Thinking Culture & Creativity	1	M	5	125	18		107		100%					
Digital Film Production	1	M	5	125	18		107		100%					
Sound Production	1	M	5	125	18		107		100%					
Storytelling in the Digital Age	1	M	5	125	18		107		100%					
Audio Technology & Techniques	2	M	5	125	18		107		100%					
Principles: Light, Camera, Photography	2	M	5	125	18		107		100%					
Video Editing Fundamentals	2	M	5	125	18		107		100%					
The Moving Image 1	2	M	5	125	18		107		100%					
C Proposed Programme Schedule(s)														
Name of Provider:		Dublin Business School												

Programme Title (Principal)	Bachelor of Arts in Film and Creative Media				QQI Award Title	Bachelor of Arts		ECTS	180					
Stage (1,2,3, Award etc)	2/Award		Exit Award Title (if relevant)			N/A		Stage ECTS	60					
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face		Synchronous Hybrid			Synchronous Online		Asynchronous						
	✓													
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face		Synchronous Hybrid			Synchronous Online		Asynchronous		Work Based				
	✓													
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment		Invigilated Exam – in person			Proctored Exam – online		Project		Practical Skills Demonstration	Work Based			
	✓													
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Audio Editing, Mixing and Cross Collaboration in Media	1	M	5	125	18		107		100%					
Digital Photography	1	M	5	125	18		107		100%					

Media & Identity 1	1	M	5	125	18		107		100%					
Professional Practice: The Creative Workplace	1	M	5	125	18		107		100%					
Video Editing Competency	2	M	5	125	18		107		100%					
The Moving Image 2	2	M	5	125	18		107		100%					
Media & Identity 2	2	M	5	125	18		107		100%					
Writing for Screen Media	2	M	5	125	18		107		100%					
Audio for Podcasting, Performance & Radio	2	M	5	125	18		107		100%					
Cinematography 1	2	M	5	125	18		107		100%					

D Proposed Programme Schedule(s)

Name of Provider:	Dublin Business School															
Programme Title (Principal)	Bachelor of Arts in Film and Creative Media						QQI Award Title			Bachelor of Arts		ECTS		180		
Stage (1,2,3, Award etc)	Award				Exit Award Title (if relevant)						N/A		Stage ECTS		60	
Programme Delivery Mode - ✓ one as appropriate. On-site Face-to-Face	On-site Face-to-Face			Synchronous Hybrid					Synchronous Online			Asynchronous				
	✓															

Teaching and Learning Modalities – ✓ one or more as appropriate.		On-site Face-to-Face	Synchronous Hybrid			Synchronous Online			Asynchronous			Work Based		
		✓												
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.		Continuous Assessment	Invigilated Exam – in person			Proctored Exam – online			Project		Practical Skills Demonstration		Work Based	
		✓												
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Scriptwriting and Development 1	1	M	5	125	18		107		100%					
VFX Fundamentals	1	M	5	125	18		107		100%					
Contemporary Film and Television	1	M	5	125	18		107		100%					
Exploring Popular Culture	1	M	5	125	18		107		100%					

Scriptwriting and Development 1	1	M	5	125	18		107		100%					
Cinematography 2	1	M	5	125	18		107		100%					
Scriptwriting and Development 2	2	M	5	125	18		107		100%					
VFX Competency	2	M	5	125	18		107		100%					
Project Management for Creative Media Outputs	2	M	5	125	18		107		100%					
Audio for Film & Screen	2	M	5	125	18		107		100%					
Creative Projects Portfolio	2	M	5	125	18		107		100%					