GMIT
INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO
GALWAY-MAYO INSTITUTE OF TECHNOLOGY

Report of External Peer Review Group for the Programmatic Review of:

Named Award:	Bachelor of Arts
Programme Title(s):	Film and Documentary L8 (3 years)
Exit Award(s):	None
Award Type:	Honours Degree
Award Class:	Major
NFQ Level:	Level 8
ECTS / ACCS Credits:	180
Minor Award(s):	None
Location:	Centre for the Creative Arts and Media

Panel Members

Name	Position	Organisation
Dr Joe Ryan	Chairperson	Athlone Institute of Technology
Mary Rogers	Secretary	Galway-Mayo Institute of Technology
Orla Flynn	IOT Member	Crawford College of Tourism and Arts
Stephanie McBride	University Member	Dublin City University
Michael Lally	Professional Practitioner	RTE
Paul McKay	Institute Graduate	Gifted Live

Programme Board Team

Cait Noone	Donal Haughey
Sarah Searson	Jim Vaughan
Celine Curtin	Julia Roddy
Antony Patrickson	Jenny Farrell
Shea Dooher	
Felim MacDermott	
Manuela Corbari	

1 Introduction

The following report to Academic Council is a validation panel report from an expert panel of assessors on the approval of the programme Bachelor of Arts in Film and Documentary

The report is divided into the following sections:

- Background to Proposed Programme

- General Findings of the Validation Panel
- Programme-Level Findings
- Module-Level Findings

2 Background to Proposed Programme

See Programme Self Evaluation Report (SER) for more detailed information.

3 General Findings of the External Peer Review Group

- The External Peer Review Group (EPRG) has come to the conclusion that they approve the programme for a further five academic years or until the next programmatic review, whichever occurs sooner, subject to a number of recommendations.

- The EPRG compliments the programme board for the huge amount of preparation that went into the SER document.

- The EPRG acknowledges the very positive engagement with the programme board and commends the enthusiasm and commitment shown by them.

Having considered the documentation provided and discussed it with the programme development team, the External Peer Review Group recommends the following:

Bachelor of Arts in Film and Documentary
Place an x in the correct box.

Accredited for the next five academic years or until the next programmatic review, whichever occurs sooner	
Accredited subject to recommendations	X
Re-designed and re-submitted to the same External Peer Review Group after additional developmental work	
Not Accredited	

Note:
Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below and a response document describing the actions of the Department to address the conditions and recommendations made by the External Peer Review Group (EPRG). In this report, the term Recommendation indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

4 Programme-Level Findings
This section of the report addresses the following programme level considerations:
- Evidence of reflection by the programme board to include, where relevant evidence of collaboration and engagement with other programmes from a similar discipline area within GMIT
- Demand

- Award
- Entry requirements
- Access, transfer and progression
- Retention
- Standards and Outcomes
- Programme structure
- Learning and Teaching Strategies
- Assessment Strategy
- Resource requirements
- Research Activity
- Quality Assurance
- Internationalisation
- Professional Practice (Work Experience / Internship etc)

4.1 Reflection, including internal and external engagement

Consideration for the panel:	Is there evidence of reflection in the SER of how the programme performed since the last programmatic review.
Overall Finding:	Yes

Commendation:

- The EPRG compliments the programme board for the huge amount of preparation that went into the SER document.

4.2 Demand

Consideration for the panel:	Is there a need for the programme and has evidence been provided to support it?
Overall Finding:	Yes

4.3 Award

Consideration for the panel:	Is the level and type of the award appropriate?
Overall Finding:	Yes to include 1 recommendation

Recommendation:

- The EPRG recommends that the programme board review the learning outcomes of the proposed new Level 8 programme to ensure that they reflect Level 8 learning outcomes and that the assessment of those learning outcomes is appropriate for a Level 8 award.

4.4 Entry Requirements

Consideration for the	Are the entry requirements for the proposed programme clear

panel:	and appropriate? Is there a relationship with this programme and further education?
Overall Finding:	Yes

4.5 Access, Transfer and Progression

Consideration for the panel:	Does the proposed programme incorporate the procedures for access, transfer and progression that have been established by the HEA and as contained in the Institute's Quality assurance Framework (QAF) COP No.4?
Overall Finding:	Yes

- It was noted that the existing Level 7 programme, which is currently in its final year of offering, is very well known within industry and also well respected as graduates of this programme were accepted to the Level 9 programmes at NUIG.

- It was also noted that there is a Level 6 preparatory course at GTI which gains entry into Year 1 should students not gain enough points in the Leaving Certificate, which was very positive.

4.6 Retention

Consideration for the panel:	Does the proposed programme comply with the Institute norms for retention, both in first year and subsequent years? Are both elements of the First Year Experience {(i) Learning to Learn (now Learning and Skills Innovation) and (ii) PASS} embedded in this programme? Evidence of other retention initiatives?
Overall Finding:	Yes

4.7 Standards and Outcomes

Consideration for the panel:	Does the proposed programme meet the required award standards for programmes at the proposed NFQ level (i.e. conform to QQI Award Standards)? For parent award? For exit award (if applicable)? For Minor Award (if applicable)? For Special Purpose Award (if applicable)?
Overall Finding:	Yes

The awards standards requirements for programmes on the NFQ Framework can be found at http://www.hetac.ie/publications pol01.htm

- The EPRG indicated that the lecturers of this programme have the skillset to provide CPD training courses to industry and produce Special Purpose Awards. This would generate extra resources.

- Also there could be future collaboration with the Letterfrack campus to include set design in this programme.

4.8 Programme Structure

Consideration for the panel:	Is the programme structure logical and well designed and can the stated programme intended learning outcomes in terms of employment skills and career opportunities be met by this programme?
Overall Finding:	Yes

4.9 Learning and Teaching Strategies

Consideration for the panel:	Have appropriate learning and teaching strategies been provided for the proposed programme that support Student Centred Learning (SCL)? Evidence of consideration of flexible delivery methods including eLearning?
Overall Finding:	Yes

4.10 Assessment Strategies

Consideration for the panel:	Have appropriate programme assessment strategies been provided for the proposed programme (as outlined in the QQI/HETAC Assessment and Guidelines, 2009)?
Overall Finding:	Yes

Assessment strategies are required in line with HETAC's Assessment and Standards and should be considered by the programme EPRG. See (HETAC (2009) Assessment and Standards, Section 4.6.1, page 33). Accordingly the assessment strategy should address the following (See (HETAC (2009) Assessment and Standards, Section 2.2.5, page 13) :

- Description and Rationale for the choice of assessment tasks, criteria and procedures. This should address fairness and consistency, specifically their validity, reliability and authenticity;
- Describe any special regulations;
- Regulate, build upon and integrate the module assessment strategies;
- Provide contingent strategy for cases where learners claim exemption from modules, including recognition of prior learning;
- Ensure the programme's continuous assessment workload is appropriately balanced;
- Relate to the learning and teaching strategy;
- Demonstrate how grading criteria will be developed to relate to the Institutional grading system.

4.11 Resource Requirements

Consideration for the panel:	Does the Institute possess the resources and facilities necessary to deliver the proposed programme?

Overall Finding:	Yes

- It is evident that there is a lack of resources for this programme and it will be necessary in the future to source external funding.

4.12 Research Activity

Consideration for the panel:	Evidence that Learning & Teaching is informed by research? Number of staff engaged in institutional/pedagogical research?
Overall Finding:	Yes

- The programme board stated that technology is currently changing so rapidly, they try to keep up to date on this programme by constantly modelling and mirroring industry changes.

4.13 Quality Assurance

Consideration for the panel:	Does the proposed programme demonstrate how the Institute's quality assurance procedures (QAF) have been applied and that satisfactory procedures exist for the on-going monitoring and periodic review of programmes?
Overall Finding:	Yes

4.14 Internationalisation

Consideration for the panel:	Does the proposed programme demonstrate how the syllabi represent an international dimension? Is there evidence of approaches to induct international students?
Overall Finding:	Yes to include 1 recommendation

- The programme board welcomes International students and find that they bring a different aesthetic sensibility while enriching the group with their experiences.

- The programme board have great links with Germany and students attend the Berlin Film Festival on their fieldtrip.

Recommendation:

- The EPRG recommends the development of an International advisory board to raise the profile of this Centre. The programme profile and Centre profile should be more broadly advertised by GMIT both nationally and internationally.

4.15 Professional Practice (Work Experience / Internships etc)

Consideration for the panel:	Does the proposed programme incorporate professional practice as per the Institute's policy on professional practice (PP)? If not, is there evidence that PP is under consideration by the programme board?

Overall Finding:	Yes

5.0 Module-Level Findings: General

- The EPRG specified that the Learning to learn module which was spread out over one year was deemed very long. Note from HOS – the module is delivered in one semester.

- The EPRG felt it was worth documenting the fact that students got training on 4D mobile outputs to all media and to multiplatform applications.

5.1 Module Assessment Strategies

Consideration for the panel:	Have appropriate module assessment strategies been included in each Module Descriptor?
Overall Finding:	Yes

5.2 Module Level-Findings: Specific Named Modules

5.2.1 Module - Cinematography

- The EPRG endorse the proposed change to introduce cinematography from 1st year in this programme as it is deemed to be very important by the students of the programme and in industry.

5.2.2 Module - Irish

It was noted that having an Irish module included from 1st year would be beneficial to students.

Recommendation:

- The EPRG recommends that Irish be taught in the context of the film and documentary industry. This should include the Irish grammar used in working television. At present it feels like it is outside the programme, it should in fact be connected through the programme to make it more beneficial.

6.0 Student Findings

One student attended the meeting. He had just completed 2nd year and was also the course rep for the Student Union.

Overall he stated that feedback from the students on this programme was fantastic. He commented that the continued assessment helped enormously especially for mature students. He indicated that the lecturers were approachable and there was a great mix of technology and theory. He advised that cinematography should be introduced in 1st year as this was so important to have in industry.

In 2nd year he chose German as his elected language, although he would have preferred Irish he needed a high standard in Irish so opted for German. He mentioned that it may be more beneficial to run Irish from 1st year to 3rd year and have a lower entry level of Irish allowed. He acknowledged that there was great support from GMIT throughout the year and he enjoyed his time as a student rep.

Commendations:

- The EPRG found the student very focused, articulate and balanced. He spoke well of this programme and is an excellent ambassador for GMIT.

- The EPRG noted that there is good practice in place with regard to the students use and management of the equipment available.

7.0 Stakeholder Engagement

The EPRG found that the programme board currently have a lot of informal links to industry.

Recommendation:

- The EPRG recommends that the programme board explore a formal relationship with industry and build official links within the profession. Engagements with industry can lead to resources and facilities being made available, work experience for students and the possibility of future careers for the graduates of this programme.
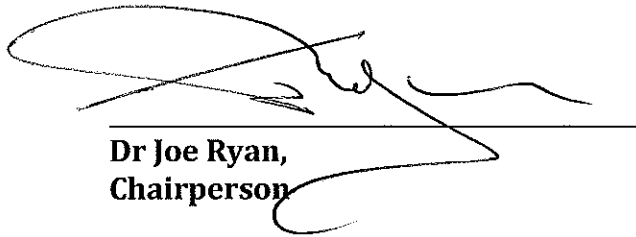
8.0 Future Plans

Consideration for the panel:	Evidence that the programme board considered and identified opportunities and signalled proposals for related new programme and award development.
Overall Finding:	Yes to include 2 recommendations

Recommendations:

- The EPRG found that this programme has a distinctive cultural identity with regard to the inclusion of the Irish language. Emphasis should be put on its uniqueness, especially when seeking future funding and when marketing as it is regarded to be a huge selling point for this programme.

- The EPRG encourages that this programme and the Bachelor of Arts - Art and Design programme are integrated and that it is encouraged to see as one single identity within the Centre for Creative Arts and Media. The panel feel that there is a huge opportunity in terms of interdisciplinary programmes and this should be reviewed and reflected upon by the programme board.

Validation Panel Report Approved By:

Signed:

Dr Joe Ryan,
Chairperson

Date: 23 /?. /?.