VALIDATION REPORT

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Bachelor of Arts (Honours) in Creative Media and Storytelling
2.	NFQ Level(s)/ No. ECTS:	8 180
3.	Duration:	3 years
4.	ISCED Code:	0211
5.	School / Centre:	School of Design and Creative Arts
6.	Department:	Centre for Creative Arts and Media
7.	Type of Review:	New Programme
8.	Date of Review:	28.02.2022
9.	Delivery Mode:	Full time
10.	Panel Members:	Dr Joe McGarry, Education Advisor (Chair), Dr Kieran Nolan, Lecturer, Department of Creative Arts, Media and Music Dundalk Institute of Technology Ms Jade Murphy, Talent Development Executive, Galway Film Centre, Dr Sam Redfern, Lecturer in Software Development, NUI Galway Ms Carmel Brennan, GMIT Head of Academic Quality (Secretary)
11.	Proposing Staff:	Dr Patrick Tobin, Ms Celine Curtin, Ms Edith Pieperhoff, Mr Felim MacDermott, Mr Gary Dempsey, Ms Heather Mills, Mr Jim Vaughan, Ms Lynne O'Loughlin, Ms Manuela Corbari, Mr Manus Burke, Ms Mel French, Mr Paul Rowland, Mr Tony Patrickson Mr Michael Lally Mr Gavin Murphy Mr Gary Dempsey Ms Jill Beardsworth

12.	Programme Rationale:	The BA (Hons) in Creative Media and Storytelling is aimed at students who wish to pursue a career in the digital communications arena. It includes key subjects that inform the digital media sphere, including local journalism, marketing and advertising, advocacy, campaigning, community awareness and digital communication. Students will learn to create ethically based trustworthy accurate content, script writing and presentation for the digital age, by ethically mastering and utilising, different digital communication platforms. Students will also acquire a broad operational skills base in the use of the mobile phone for location filming, sound recording, editing and podcasting, web design and creation. With over 3.4bn smartphone users globally, digital media is now an integral part of life. It is a central part of the communication, information and commercial spheres. However, digital media, whilst growing faster than any other established media, continues to be the most mistrusted source of information. Storytelling is central to all aspects of life. Society needs to have trusted sources of information. Graduates will have the skill set to create ethical content and to distribute it to an audience who will trust the content. The Dept of Creative Arts & Media are proposing to develop this programme to integrate with the BA Film & Documentary and the proposed Animation & Game Design programme. The programme team recognise that this area has skills and potential modules in common with the other two programmes. The three programmes can be seen as a family with a number of shared or common modules.
13.	Proposed Student Intake:	24 students
14.	Stakeholder Engagement:	In addition to extensive secondary research, the development of this programme has been informed by research carried out in the School, in particular research by Michael Lally. A number of focus groups were set up as part of the consultation process with students and staff. The findings influenced the title, structure and content of the programme.
15.	Graduate Demand/Employment:	Graduates will be equipped to work in public, community, corporate relations and creative agencies. Job opportunities will include roles in traditional advertising and

		marketing agencies, public and community relations roles at local, regional and national level, as well as traditional communications jobs in commercial and industrial enterprises. Graduates will also be qualified to work as self-employed and self-contained film production units.
16.	Entry Requirements, Access, Transfer & Progression:	Students will have to meet the entry requirements as indicated in GMIT's Academic Code of Practice No. 4 (Access, Transfer and Progression), at any given time.

Leaving Certificate entry requirements for the Level 8 programme are currently Pass (Grade D3 or higher) in six (6) Leaving Certificate subjects including Mathematics, English or Irish. Two of the 6 subjects must be passed in higher-level papers at Grade C3 or higher.

Foundation Studies Certificate or any FETAC Level 5/6 award with three Distinctions will also meet the minimum entry requirements.

Applications from mature students are welcomed by GMIT. A quota of places is reserved for mature applicants.

Equivalent qualifications and scores from other countries which will be assessed and scored by the Institute

Applicants with relevant prior learning, skills and experience may also apply via myexpereince.ie and be considered for Recognised Prior Learning as per the GMIT RPL Policy. |
| 17. | Programme Structure: | This programme is a three-year, level 8 offering. In year one students receive a solid technical foundation. This gives the expertise necessary to develop knowledge and content. As the programme progresses students build up a foundation of knowledge as the basis of their professionalisation. In year 2 and 3 students become more publicly accountable for their work, as content is generated through working with local communities and the business and charity sector and begin accountable to those stakeholders. This construct also takes cognisance of the demands for student competence in real world settings. |
| 18. | Learning, Teaching & Assessment Strategies: | Teaching and learning methods are very varied for this programme. They involve workshops, seminars, lectures, class discussion, community and industry involvement, group projects and visiting lecturers. The programme aims |

| | | to inform and 'draw out' the student so that they can achieve their full potential in their own chosen field.

Advanced use of technology is promoted in all modules and is employed to aid teaching, promote student engagement and develop creative learning opportunities.

While students are extensively assessed throughout the programme, they are given space for self-directed learning and reflection. Throughout the programme students are instructed to incorporate literacy, and visual and communication skills into their work and to develop their own professional competencies in these areas. |
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| 19. | Resource Implications: | The resources required to deliver year 1 of this programme are in place. It is noted that there is a plan to recruit additional staff in years 2 and 3 of the programme and that these may require different skill sets. |
| 20. | Synergies with Existing Programmes: | This course will be taught alongside the Bachelor of Arts (Honours) Film and Documentary and the Bachelor of Arts (Honours) in Animation and Game Design, which will create opportunities for cross-disciplinary collaboration. |
| 21. | Findings and Recommendations: | Commendations:
1. The programme team have considered the evolving communication landscape in depth and have developed an innovative programme in response to this.
2. The inclusion of shared modules across disciplines allows students to work in teams in a manner which will benefit their own knowledge and skills and is reflective of industry working arrangements.
3. The programme developers are passionate about the ethical, social and community aspects of the programme and have embedded this ethos throughout the degree. |
| | | Conditions:
1. Develop a Gannt chart to illustrate the sequencing of module delivery being cognisant of student workload and giving particular attention to the delivery of the Fieldwork: Local Stories module.
2. Ensure that there are staff competent in social media as a communication platform and technology.
3. Ensure that there are plans for staff professional development to ensure agility in response to a fast-changing industry. |

		4. Review all module learning outcomes to ensure that they are expressed at a level appropriate to the stage of the programme and are reflective of the intent of the module.	
		Recommendations: 1. Build in contingencies for archiving student work when using new platforms that are outside the control of the college to ensure that all materials are available for assessment. 2. Consider how this programme's story will be communicated to stakeholders including prospective students, parents, and career guidance teachers to attract a viable cohort. 3. Describe how students will be equipped to meet the needs of current and evolving careers. Articulate where these roles exist currently, demonstrating that these positions cross many industries. 4. Investigate whether and/or how the Broadcasting Authority of Ireland can support the programme. 5. Review all book lists to ensure that all resources are up to date. 6. It is noted that there is a plan to recruit additional staff in years 2 and 3 of the programme. This needs to be supported by the Institute.	
22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary