

| | | |
|-----|--|--|
| 1. | Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards) | Certificate in Creative Enterprise & Entrepreneurship Special Purpose Award |
| 2. | NFQ Level(s)/ No. ECTS: | Level 9 30 ECTS |
| 3. | Duration: | 1 semester |
| 4. | ISCED Code: | 0410 |
| 5. | School / Centre: | School of Design and Creative Arts |
| 6. | Department: | Centre for Creative Arts |
| 7. | Type of Review: | New Programme |
| 8. | Date of Review: | 7 th October 2021 |
| 9. | Delivery Mode: | Blended |
| 10. | Panel Members: | Dr Joe McGarry, Education Consultant (Chair) Prof Paul Moore, Director Future Screens NI, Ulster University Dr Tena Patten, Lecturer, Department of Design and Creative Media, Letterkenny Institute of Technology Ms Eibhlín Ní Mhunghaile, Creative Europe Desk Ireland, Galway Mr Hugh McBride, Secretary to the Panel |
| 11. | Proposing Staff: | Dr Patrick Tobin Ms Celine Curtin Ainslie Peters Niamh Costello, CEO CREW |
| 12. | Programme Rationale: | The creative industries have been growing faster than national averages in developed countries. Creative companies play an important role in the economy of the West of Ireland supporting 13,000 jobs directly in 4,900 small and micro enterprises generating €486m in sales and €90m in exports according to recent research by the Whitaker Institute, NUIG, for the Creative Momentum Project (2018). Creative technology is also recognised as an emerging and fast-growing sector with disruptive potential. Immersive technologies and immersive content are the leading edge of creative technology and have the potential to disrupt and transform many established business processes across all industry sectors. The strength of the creative industries is that their innovation and wealth creating abilities do not stop |

| | | |
|-----|------------------------------------|--|
| | | <p>at the boundaries of their own sector. Beyond their direct contribution to GDP, creative industries are drivers of innovation in other growing sectors including ICT, MedTec, healthcare, education, and more. In these sectors, creative skills and services are increasingly utilised to launch new and engaging products, act as a differentiator, access new markets, and to improve internal operations.</p> <p>The aim of the proposed programme is to provide a work-integrated business incubation programme for entrepreneurs in the digital creative sector, contributing to increasing enterprise development and job growth in the West of Ireland, and to sustainable regional economic and social development.</p> |
| 13. | Proposed Student Intake: | 20 |
| 14. | Stakeholder Engagement: | <p>The need for the proposed programme, its nature, learning outcomes, structure and content, were conceived, researched and developed through a process of ongoing engagement and consultation with a broad range of key stakeholders as a part of the development of the Creative Enterprise West (CREW) project.</p> <p>An enterprise incubation programme is seen by stakeholders as integral to the CREW project, and they supported the focus on an immersive programme, rooted in the community/network of practice, in two stages, combining academic qualifications with the process of 'starting up'.</p> |
| 15. | Graduate Demand/Employment: | <p>The employment opportunities for the graduates are in enterprise start-up in the creative industries, including Film, Documentary, Animation, Games, Product Design, Graphic Design, Fashion/Textile Design, Advertising, Publishing, Web content, Audio-visual, Podcasting / Blogging/ Vlogging, Broadcasting, Radio, TV, Creative Technologies, AR/VR, UX Design etc.</p> <p>In addition to the start-up opportunities, graduates will, through exposure to the CREW network and community of practice, develop their own contacts, and network which could lead to opportunities for full-time or contract employment, including in international co-productions and collaborative projects in Film, TV and Animation.</p> <p>The proposed programme would also directly support individuals working in the creative sector internationally to</p> |

| | | |
|-----|--|--|
| | | return home to set up a new enterprise, or to return home to set up a branch/division for their employer. |
| 16. | Entry Requirements, Access, Transfer & Progression: | <p>Applications for the proposed programme will be open to graduates from a variety of disciplines with a Level 8 award or higher. Applicants will be asked to submit a short proposal regarding the business ideas they intend to explore and possibly develop during the programme. The candidates that meet the GMIT admissions requirements will be interviewed and selected based on a combination of their qualifications, experience and initial business proposal/ideas.</p> <p>It is planned to develop a Post Graduate Diploma and a Masters Degree in creative digital enterprise which will provide a progression opportunity for graduates of the proposed Certificate.</p> |
| 17. | Programme Structure: | <p>The proposed programme will be delivered over 1 semester and comprises 3 modules - Creative Ideation Process (5 Credit), Market Strategy (10 Credit) and Creative Venture Planning (15 Credit).</p> <p>It will be delivered in strategic partnership with CREW within a work-based environment. Students will be working in their own creative start-up business in an enterprise hub located throughout the Atlantic Economic Corridor (AEC), including existing enterprise hubs, the newer 'digital' hubs, the GTeic hubs and new CREW hubs.</p> <p>At the end of the proposed programme, each participant should be through the start-up 'incubation' phase, have a fully formed business plan and be ready for the next stage of development of their enterprise.</p> |
| 18. | Learning, Teaching & Assessment Strategies: | <p>The delivery mode will be blended, involving a mix of online content, virtual classroom and face-to-face delivery.</p> <p>Lectures and seminars will be online. Students will attend college two days per month for master-classes and presentations by industry experts. Work integrated learning will be supported by academic and industry mentors, and by academic supervision.</p> <p>The Creative Ideation Process module will be delivered over the first 4 weeks, followed by the Market Strategy module over the next 8 weeks. These two modules run in parallel</p> |

| | | |
|-----|--|--|
| | | <p>with the Creative Venture Planning module which is delivered over 12 weeks.</p> <p>Assessment will be by: Thematic Papers - Students will be required to write a short paper, following each seminar session, discussing the topics and themes of the session. Weekly Journal - Students will write a reflective journal each week based on their work experience and learning. Final Report - Students will write a final report, summarising their work integrated learning and highlighting their plans, goals, projects and achievements. Projects and Presentations.</p> |
| 19. | Resource Implications: | <p>The programme document states that additional lecturing hours may be required when the programme runs on demand. Additional space will not be required. No major additional investment in equipment is anticipated.</p> <p>However, during the Panel review, the programme team clarified that no additional resources will be required to deliver the programme, and that it will be provided from within the School's existing resource capacity.</p> |
| 20. | Synergies with Existing Programmes: | None. |
| 21. | Findings and Recommendations: | <p>The Panel recommends approval of the proposed programme subject to the conditions (4) and recommendations (5) outlined below.</p> <p>Conditions:</p> <ol style="list-style-type: none"> 1. Include a Diversity Statement in the programme document, referencing language, gender, class and rurality. 2. Provide greater clarity around the pedagogy and structure of programme delivery, and its consequent impact on the Approved Programme Schedule (APS). This should include, for example, specification of contact hours for onsite, tutorial, e-learning and collaboration sessions, and commitments on mentoring and supervision. 3. Clarify programme entry requirements in section 8.1 of the document, including specifying the minimum entry requirement as a Level 8 H2.2 or equivalent. 4. Provide a clear delineation of the partnership with CREW, and of CREW's involvement in the delivery of the programme. |

| | | | |
|-----|------------------------|---|-----------|
| | | <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Review the programme assessment methods, including consideration of the incorporation of peer learning assessments. 2. Articulate the scope and emergence of new technologies. 3. Reconsider the programme title. 4. Include RPL arrangements for admission and advanced entry in the programme document. 5. Carry out a comprehensive edit of the programme document, including for consistency of language. | |
| 22. | FAO: Academic Council: | Approved: | |
| | | Approved subject to recommended changes: | |
| | | Not approved at this time: | |
| | Signed: | | |
| | | Chair | Secretary |