

# **Dun Laoghaire Institute of Art, Design and Technology**

## **Report of the Joint Evaluation Panel for the proposed Joint MA in Cinematography**

### **Panel Members;**

Dr Roy Ferguson Chair

Professor Olav Aarna

Harriet Cox

Owen McPolin ISC

Dr. Gyorgyi Vajdovich

Professor Sue Frost Secretary

IADT 14. 6.2015

## Contents

- I. Introduction
- II. Background to the proposal
- III. Strategic Management
- IV. Programme Design and Delivery [ESG\* 1.2]
- V. Memorandum of Agreement; the Consortium [ESG1.3]
- VI. Learning Outcomes [ESG 1.2]
- VII. Study programme [ESG1.2]
- VIII. Admission and Recognition [ESG1.4]
- IX. Learning, Teaching and Assessment [ESG1.3]
- X. Student Support and Guidance [ESG 1.6]
- XI. Resources [ESG 1.5 & 1.6]
- XII. Transparency, documentation and public information [ESG1.8]
- XIII. Quality Assurance Arrangements
- XIV. Findings and recommendations of the Evaluation Panel
- XV. Annex 1. Documentation provided for the Panel
- XVI. Meetings and attendees during the site visit.

\* In evaluating this proposal, the Panel used the guidance and structures described in the current EHEA guidance; “European Approach for Quality Assurance in Joint Programmes” (October 2014). This guidance forms part of the Standards and Guidelines for Quality Assurance in the European Higher Education Area [ESG]. This report uses these structures for ease of comparison across different institutional regulatory and national frameworks.

## Introduction

This Report refers to a proposed MA joint programme between Szinhaz-Es Filmmuvészeti – The University of Theatre and Film Arts (Hungary) (SZFE); THE University of Tallinn’s Baltic Film and Media School (Estonia) (BFM); and the Dun Laoghaire Institute of Art, Design and Technology (Ireland) (IADT). If funding for the programme is obtained the first planned student intake will be September 2016.

This programme has been developed in response to the needs of industry in the participating countries and the strategic plans for development and internationalization in the higher education institutions (HEIs) participating in the Consortium. The programme is unique because of the diversity of the national contexts and the way in which a consortium approach has ensured equal commitment and liability in assuring the standards and quality of this Master’s degree programme.

The Panel received a detailed self-evaluation document that presented the programme proposal. Recognising that each consortium partner is responsible for the quality of provision that it delivers, the approach taken by the panel was that the evaluation was to be undertaken at a holistic programme level. This was supplemented with other information including the Consortium Agreement, the letters for support from a wide range of institutions globally, a report of the internal validation process and information on the regulatory framework and European structures under which the Panel undertook this evaluation. The criteria used by the Panel were drawn from the European Guidelines on the evaluation of Joint Programmes 2014.

The Panel reflected a broad range of expertise and provided an experienced and diverse team to undertake detailed scrutiny of this proposal. The Panel members comprised;

Dr. Roy Ferguson,	Chair. Director of Quality, University College Dublin
Professor Olav Aarna	Adviser to the Management Board of Estonian Qualifications Authority, Professor Emeritus and former Rector Tallinn University of Technology Estonia.
Harriet Cox	Head of Cinematography. London Film School UK.
Dr. Gyorgyi Vajdovich	Assistant Professor, Dept. of Film, Eotvos Lorand University, Budapest Hungary.
Owen McPolin ISC	Cinematographer
Professor Sue Frost	Secretary to Panel. Professor Emeritus, former Pro-Vice Chancellor (Academic) University of Huddersfield UK.

In undertaking the evaluation, the Panel held private discussions to identify emerging themes and key issues. Meetings were held with Institutional level staff to discuss strategic management and overarching consortium issues. A second meeting was held to discuss the details of the proposal with particular regard to programme matters such as programme management; quality assurance; curriculum and assessment. All of the partners were represented although this evaluation was being undertaken on behalf of IADT under its regulations for the approval of programmes and its delegated degree awarding authority. The Panel Report, however, will be made available to all the consortium partners to be used, as required, within their respective institutional /national programme approval frameworks.

The meetings were positive and all attending engaged in the discussion. These discussions represented peer review, with challenge and debate, to explore the specific elements of this initiative, clarify issues and elaborate on the detail in the programme documents provided in advance.

The partnership operates through a formal Consortium that jointly manages the programme. The participating institutions recognized that they are jointly and severally responsible for the programme. Thus the evaluation of the proposal for IADT meets the requirements of its own regulatory framework. The evaluation process also provided an external peer review to support the validation requirements of the other partners. The contributions from Estonian and Hungarian Partners were therefore greatly appreciated by the Panel and indicated the close partnership of the programme team.

## **Background**

The proposal for a higher degree programme in cinematography has been developed in response to the demands from the film industry in each participating country as the industries have grown and developed. Higher-level skill development is required to support film directors with cinematography, that realizes their ambitions through a close partnership with the director of photography, camerawork operation and the film crew supporting the set. The programme intends to continue to support the development of conceptual thinking, technical skills and the contemporary leadership of the cinematographer.

The proposal draws on the considerable strength and long history of practice in film making in Hungary and Estonia and the more recent international recognition of the Irish film industry reflected within the three HEIs.

IADT houses Ireland's National Film School and has a focus on collaboration, internationalization and graduate employability. University of Tallinn BFM is one of Europe's largest and northern Europe's only English language Film and Media School. SZFE Budapest has been offering education in the performing arts since 1865 and is one of the oldest and most prestigious film schools in Europe. SZFE has been providing education for cinematographers since 1949. Each year SZFE attracts 20 applications for every place available

and has more than 500 applicants for the 8 places on each stream of the existing Erasmus Mundus MA programme.

Each of the three partners sees the value in internationalization, as a part of offering a wide and diverse experience for experienced filmmakers through this MA programme proposal. The programme intends to equip students with technical skills and theoretical knowledge that will enable them to work in any region of the world. The intention is that each cohort will be truly international. To facilitate this aim, admission to the programme will be limited to no more than two scholarship students from each partner country.

The programme will only be viable if funded through European resource from the ERASMUS MUNDUS programme. SZFE is the lead institution through the Hungarian National Agency for the Erasmus application and has provided support in the development of the Joint Programme proposal submitted to EACEA. The successful outcome enabled the development of the Consortium and this programme proposal. An application was lodged in March 2015 with the EACEA for Erasmus Mundus funding for the Joint MA in Cinematography to be offered by the three partner institutions.

The outcome of the funding application is expected in August 2015. The proposal for the programme has been developed within the national legal framework for each Consortium partner. The final and detailed preparation of programme information, website material and detailed assessment structure and equivalences will be undertaken when the funding decision is affirmed. Without the funding agreement the project is not viable and the partnership will not progress the proposal.

## **Strategic Management**

In discussion with the partner representatives, the Panel gained a clear understanding of the proposal through the elaboration and exploration of the strategic alignment of the proposal with institutional missions; the rationale for the project and the programme structure. The programme has been developed through a series of well-planned discussions and working groups that have sought to address the strategic elements as well as programme management issues for this MA programme. A detailed SWOT analysis was undertaken to identify the challenges, risks and emerging themes in order to help develop appropriate governance mechanisms and oversight of the operational aspects of the programme. A Consortium has been established that will operate through a formal legal agreement to assure the quality and standards of the programme and the effective management of the programme and the associated Consortium.

Students will apply directly to the Consortium (not to individual institutions) and will be enrolled in each partner institution on admission. The award of the degree will be a single degree awarded by three institutions with a single degree parchment and a Diploma Supplement explaining in detail the nature

of the award achieved through the joint programme. The Panel had sight of the draft award certificate.

The Panel reached the view that due diligence processes had been extensive and robust. Each partner has accepted liability and responsibility both individually and jointly for the contribution, oversight and strategic management of the programme and its overarching Consortium arrangements. There is a clear understanding of the risks and challenges in offering a programme through a tri-partite Consortium. These risks have not been ignored and strategies are in place to manage the foreseeable challenges and address concerns if and when they arise. The partners demonstrated a pragmatic and cooperative approach to the potential challenges ahead that appears to be well thought out. The proposal presents as an exciting and dynamic joint programme opportunity.

Each of the Partner Institutions has undertaken approval and validation activity locally that meets the requirements of their respective national frameworks. Thus ensuring that the degree awarded meets the requirements of each of the three countries in which the students will be registered and enrolled. A consortium agreement has been developed and is discussed below.

### **Programme Design and Delivery [ESG 1.2]**

The programme has been designed to exploit the strengths of each partner institution. Students will study in all three higher education institutions for at least one semester of their programme. Each partner has contributed to the design of the curriculum and there is a common understanding of each component. Key skills are developed and carried through the semesters so that the student experience will be coherent and developmental. The Panel was impressed with the clarity and understanding of the programme team in terms of developing a truly joint programme rather than three discrete components offered by partners.

Academic staff in each country who have academic and professional qualifications/experience appropriate for the delivery of the programme will deliver the programme. The Panel reviewed the detailed specification for each module of learning. Some short optional modules (courses) will be offered through the summer months to complement the programme and these will carry small amounts of academic credit.

There will be an opportunity for field experience and placement in film and related industries. The details of these placements have yet to be finalized but include shadowing cinematographers and undertaking some roles on set that will help to contextualize practice, culture and location.

Key roles have been identified to ensure the cross-consortium management of the programme. A number of specific programme and consortium roles had

been identified by the development team, such as 'Course Director; 'Joint Programme Manager' and Local Programme Coordinator'. The Panel noted, however, that there was no documented role specification for these roles. The Panel concluded that the purpose and specification of each of the roles should be documented, not least to ensure a common understanding of the role function; to facilitate effective programme management and to ensure that duplication of effort was minimal. This would also support continuity when post-holders change.

The management and governance of the programme will be facilitated through the Joint Management Board that will, *inter alia*, receive feedback reports from students and management information, including student achievement, progression and attrition data. The Joint Management Board will report into the institutional deliberative mechanisms for quality assurance in each of the partner institutions. This approach recognizes and supports the integrated nature of the Consortium while respecting the separate requirements for governance and quality in each of the partner institutions.

The Panel noted that the design of the programme had been planned carefully, to offer students exposure to the broadest experience across the Partner HEIs and ensure that the programme is coherent in its structure and design, to support the learning outcomes that had been identified.

### **Memorandum of Agreement; the Consortium [ESG1.3]**

The three Partner Institutions have developed a detailed Memorandum of Agreement (MoA) that will form the legal basis of the Consortium and Joint Partnership, for the purposes of delivering and awarding the MA in Cinematography. The MoA details the functions of the consortium, some of the roles and responsibilities within the partnership, the liabilities of the joint programme and management processes to deliver the programme across the three HEIs. More specifically the MoA includes detailed information on;

- The denomination of the degree and the single joint award
- Coordination arrangements and responsibilities of partners regarding funding, costs, decision making and quality assurance processes
- Admission and selection procedures
- Mobility arrangements for students and staff
- Assessment processes and credit arrangements

The MoA also includes reference to the mechanisms for conciliation and dispute resolution in the event of challenges or problems arising. The exit strategy should be clarified in the event that a Partner withdraws from the Consortium, to include further details of the institutional responsibilities and liabilities (beyond closure of the programme) to support existing students to complete the programme and associated administrative functions such as the management of student records and award transcripts.

The current draft MoA is complex and combines a programme submission as well as establishing the overarching legal framework of the Consortium. The Panel recognized the value of this extensive document but noted that the details of operational management arrangements might be better placed within separate schedules or appendices to the MoA. This would enable changes to the operational aspects of the joint programme to be made without redrafting or re-signing the MoA after each revision. The MoA should indicate the duration of the agreement which would also facilitate a timely review of the programme should a renewal be desired in the future. Typically, an MoA would be in force for five years.

### **Learning Outcomes [ESG 1.2]**

The Programme has clearly identified Intended Learning Outcomes that are aligned with the corresponding level in the European Qualifications Framework (EQF). The Panel recommend that the mapping of qualifications should be more accurately mapped against the QF-EHEA. The Panel believes that this should be made explicit in the final programme document.

The Panel recognized the joint planning that took place to ensure that the aims and learning outcomes of the programme could be delivered in all Partnership HEIs. The meeting with programme staff generated a useful and interesting debate about the nature and purpose of studying this technical discipline at higher degree level. In discussion with the programme team it became clear that they had a coherent view about the function of the programme and its theoretical underpinning. The programme is designed to deliver higher level outcomes that support the technical development of cinematographers as well as equipping students with thinking, reasoning and enquiry skills, and the capacity for self-reflection that match the equivalent level descriptors of a Masters Degree offered at Level 7 in Estonia and Hungary, and Level 9 in Ireland, reflecting the former EQF levels. These levels need to reflect the current framework represented in QF-EHEA.

Cinematography as an academic discipline at a higher intellectual level is central to the programme philosophy and is appropriately reflected in the Intended Learning Outcomes of the programme. This is translated into specific learning outcomes at the modular level. Some of the aims of the programme run through each module providing core skills in reflection, questioning, reasoning and presenting. This might be strengthened in the overarching aims to ensure students understand the expected relationship between theory and practice in a discipline where practice is the locus of theory building and theory testing within a creative dynamic.

Learning outcomes include competences and practical skills as well as core academic outcomes. The detail of the assessment process will be finalized when the funding arrangements are confirmed. The Programme Team confirms that the assessment criteria will be closely linked to learning outcomes and will demonstrate relevant achievement. The external examiner,



yet to be appointed, will be asked to comment on the assessment criteria and their relationship to learning outcomes as part of the academic standards oversight of the programme.

There is a strong commitment to ensure students undertake research-based learning that reflects the theoretical development expected in the creative arts subject disciplines. Currently the outcomes and criteria for the research elements are explained in very broad terms. To support the assessment of learning and the criteria by which summative judgments will be made, the expectations regarding research could be better articulated in the programme documentation.

In developing the criteria for the assessment of research, the Panel suggests that it is made clear how students will be expected to position themselves within the *subject* when defending their major project work and presenting explanations of thinking and reasoning behind novel work. In this way the Programme Team might provide a clearer framework for students to understand fully the distinctive underpinning of both the conceptual and creative expression integrated into the advanced practice of the programme.

### **Study programme [ESG1.2]**

The structure of the programme is based on a semester model whereby students will spend part of their programme in each partner institution. The curriculum has been designed to ensure that students are able to meet the learning outcomes as they progress through the programme. The module specifications explain how and where each element of the programme and the learning outcomes will be addressed. The Panel is satisfied that the programme represents a coherent and integrated study profile appropriate to a Masters level award.

The distribution of credit within the programme matches the ECTS and is applied appropriately. The Programme Team indicated that no credit would be offered to students who do not complete the programme. The Panel recognises that individual institutional regulations may make it difficult to award credit for part completion of a programme. In discussion, however the programme team recognized the need to think further about this matter in the event that students complete a substantial part of the programme and achieve the relevant assessment outcomes. The Panel encouraged the Programme Team to explore the possibility of awarding credit for elements successfully achieved for non-completing students.

The Panel also explored the proposed student workload. The Programme Team recognized the need to provide students with a challenging programme that also reflects some of the workload pressures they might be expected to encounter when working in the field. The programme, however, strikes a balance so that students have time to acclimatize to different cultures as they

transition between the consortium institutions and benefit from the broad outcomes of international study.

The Panel assessed the student workload balance within the programme as appropriate.

### **Admission and Recognition [ESG1.4]**

Students will be recruited to the Consortium through a dedicated website for the programme. This ensures that students, from the very beginning, understand that they are students of all three HEIs. The admission criteria and entry requirements are clear and will be assessed through a written application and an interview.

Students will also present a portfolio of work, forward a personal written statement and will have a primary degree in a cognate film discipline. English language requirements are robust and non first-language speakers of English will be required to provide evidence of competence at IELTS level 6.5 or above. IADT confirmed that it will be the lead institution in providing additional language support programmes for students where appropriate. The programme team recognized the challenges for non- English speakers in relation to technical and professional language. The Panel welcomed the suggestion of a professional glossary from the programme team.

The Consortium is committed to developing a process for the Recognition of Prior Learning (RPL) to be used for access to the programme, rather than for exemption purposes. There is not a RPL system in place currently across all the partner institutions and it was recognized that this is a priority to inform the consideration of the first cycle of applications. The Panel was informed that this work will be undertaken during the preparatory year (2015/16) to establish a valid RPL model acceptable to all three partner's regulatory framework.

### **Learning, Teaching and Assessment [ESG1.3]**

All of the partners have considerable experience, over many years, of offering higher education at Master's level in this discipline. The units of learning are closely matched to learning outcomes and the proposed programme benefits from the different cultures of pedagogy as well as the diversity of professional experience.

The programme team recognise the needs of mobile students who are likely to be mature postgraduates and the approaches to teaching and learning will be appropriately student-focused to reflect this. A range of teaching approaches will be used in the programme and personal study time will be built into the timetable to support independent learning and enquiry. Students

will have access to personal guidance in each HEI through the designated tutor and local coordinator.

The proposed assessment framework would appear to meet the regulatory framework of each partner. A single external examiner will be appointed by the Consortium to oversee assessment and who an independent view on a range of matters including assessment methodology and standards. Detailed criteria and guidance for each assessment will be developed during the preparatory year once funding is approved. The Joint Assessment Board will oversee the programme assessment process.

### **Student Support and Guidance [ESG 1.6]**

Each partner HEI delivering the programme has a range of support services that are able to adapt to the special needs of mobile students. The students will be enrolled in each one of the partner institutions and will have full access to student services including counseling, health, welfare and financial advice and support. Specific welcome packs and an introductory programme are anticipated and will be developed once funding is assured.

### **Resources [ESG 1.5 & 1.6]**

The viability of the Joint Programme is dependent on funding being secured from the Erasmus Mundus programme. The outcome of the funding application will be notified in August 2015.

Staff who have been nominated to deliver the programme are appropriately qualified to deliver the units of learning. Staff also have an appropriate background in the professional discipline. Staff development and cross-teaching has already commenced to ensure that staff understand pedagogic practice in the other partner institutions delivering the programme.

Specialist facilities are available for students on the programme in each location. The timetable has been developed to ensure that competition for resources from other existing cognate programmes will be minimized. Major developments in the estate are planned at SZFE and the acquisition of specialist equipment is built into the business planning for the programme. The Panel concluded that a time specific resource (work-in-progress) schedule might help to ensure that the Programme Team had a good overview of the outstanding tasks that remain and their associated deadlines, to enable all the key elements of the programme proposal to be completed on time. A schedule of planned actions should also facilitate the allocation of tasks amongst the Programme Team.

## **Transparency, documentation and public information [ESG1.8]**

A dedicated website for the Consortium will be developed once funding is assured. The Programme Team recognise that some information is currently emergent and they will take a planned approach to ensure relevant information is developed in a timely way and is accessible and well documented. Programme information will be provided electronically to meet the needs of mobile students. Student feedback and external examiner reports are not intended for publication but will be used internally for programme monitoring and review.

## **Quality Assurance Arrangements**

The Consortium has invested considerable time to ensure that the quality assurance and academic governance of this programme is robust and meets the requirements of all of the partner institutions. The shared Programme Approval (validation) Criteria have been used to underpin the initial scrutiny and approval of the proposal in each partner Institution.

A joint quality assurance framework has been established and documents the quality controls, quality management and quality enhancement. The Programme proposal outlines details of all of the processes within the joint quality assurance programme framework. The Joint Management Board will receive reports that support the monitoring and oversight of the programme. This will complement the regulatory and quality assurance processes in each partner institution. The Panel concluded that the intended quality assurance processes should be rigorous and meet the requirements of each HEI in the partnership.

## **Findings and Recommendations of the Panel**

The Panel came to the view that the meetings with key staff were extremely productive and enhanced the written material provided prior to the evaluation event. There was a positive approach from the programme team who engaged actively with the Panel leading to a fruitful and broad ranging discussion on the key issues raised.

### **1. Commendations/Features of Good Practice**

In considering the proposals the Panel identified a number of features of the programme that are worthy of comment and commendation:

- This is a novel and important joint partnership that reflects the best practice in the development of a joint programme across three diverse cultures, in terms of coordination and curricula integration.
- The process of programme development has been well thought out and maximizes the ways in which partners have learned about one another's practice. This has enhanced practice in all three institutions.
- There has been a rigorous process of due diligence that has identified challenges risks and opportunities in a practical and realistic way. This has enabled an operational plan for the Consortium Management Team to be developed in a way that preserves the integrity of the programme.
- The structure of the programme has been developed to maximize resource availability and reduce pressure from other cognate programmes on key facilities.
- There is an impressive level of ownership that is shared equally by all partners that produces a critical and dynamic forum for continuing the development of this programme.
- There is evidence of good leadership in each of the partner institutions that suggests a strong Joint Management Team with a capacity to approach programme development in a coordinated, effective, robust and pragmatic manner

## 2. Recommendations

### *a. Recommendation regarding the Consortium Memorandum of Agreement*

**The Panel recommends the approval of the consortium agreement subject to minor amendments that will be signed off by the Chair.**

- i. It is recommended that the agreement is reviewed to make minor structural changes that ensure the detailed operational responsibilities and practice within the Consortium is located in appropriate operational schedules. This will enable the main agreement to be streamlined and reduce the need to re-present the agreement for signature each time when minor amendments to the schedule are made, as the programme develops
- ii. The panel would recommend that a paragraph under each of the following headings be inserted (and as appropriate), reference can be made to a relevant schedule/appendix:
  - a. Force Majeure
  - b. Matriculation/Registration
  - c. Conferral/Graduation
  - d. Confidentiality
- iii. The agreement should have the duration of the agreement specified which will also facilitate the timely review of the programme should it be proposed that the programme agreement be renewed, normally quinquennially

### *b. Judgment of the Panel regarding recommendations for approval of the Joint Programme to the relevant decision making bodies*

**The Panel recommends approval of the Joint Programme subject to one condition and other minor recommendations that will be signed off by the Chair (please note that these recommendations should be read in conjunction with the report narrative):**

#### **Condition**

The Programme Team *must*,

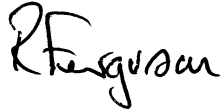
- i. Ensure that, before students are recruited to the programme, the Consortium arrangements are agreed in relation to the Assessment of Prior Learning (Experiential and/or Accredited learning) of candidates for the programme (To be signed off by each Partner Institution Coordinator)

## Recommendations

It is recommended that the programme team;

- i. Ensure that programme documentation and recruitment information makes clear the nature of the course in relation to the critical, analytical and reflective underpinning and the context of the practice skills and knowledge that will be achieved
- ii. Finalise arrangements for the requirements and criteria for summative assessment to be approved by the external examiner. This should include the preparation of written criteria for the assessment of the research elements of the programme.
- iii. Prepare a document detailing the role specification of key officers in the joint programme including *inter alia*; Programme Manager, Programme Director, Local Coordinator, Programme Administrator.
- iv. Develop a more explicit resource plan that identifies the development of the key resources for the programme and how the competing demands on specialist facilities will be accommodated. The plan should include reference to the staffing of the programme, for example, the strategy to accommodate short-term module and/or leadership changes.
- v. Review the final programme document and the programme specification for students to ensure that these more effectively communicate the unique and special nature of the programme. The programme document should also make appropriate reference to the EHEA-Qualifications Framework (EHEA-QF) in order that students understand fully the level of study.
- vi. Prepare the student handbook with relevant information to support the understanding of the various contexts, culture and locations of the programme while clarifying student expectations regarding any field or industry placement opportunities
- vii. Develop a schedule for data collation and transfer and reporting to support the work of the Joint Management Board
- viii. Reconsider whether, within national regulatory frameworks, there is scope for academic credit to be given to students who complete a substantial part of the programme but cannot complete the full award.

Signed on behalf of the Evaluation Panel:



Panel Chair

Date: 17 June 2015

### **Annex 1. Documentation provided for the Panel**

- i. European Approach to the Quality Assurance of Joint Programmes
- ii. Context and Process of Partnership and Programme Development
- iii. Consortium Agreement
- iv. Self Evaluation of the Partnership and Programme
- v. Report of the IADT Internal Validation Event
- vi. Sample Diploma Supplement
- vii. Letters of Support (39 Letters)
- viii. Briefing documents on role and function of the Evaluation Panel within the IADT Regulatory Processes



## **Annex 2. Meetings and attendees during the site visit.**

### a. Strategic Partnership Meeting

Dr Annie Doona, President, IADT  
Dr Marian O'Sullivan, Registrar, IADT  
Ms Katrine Saks, Head Baltic Film School (by Skype)  
Apologies from Rektor of SZFE  
Dr Tara Ryan, Educational Partnerships Manager IADT  
Ms Erika Winkler, Joint Programme Manager, appointed by  
Consortium Leader SZFE

#### In attendance

Mr János Vecsernyés, Cinematographer, SZFE, and Local Programme  
Coordinator, SZFE  
Ms Elen Lotman, Head of Department, BFM and Local Programme  
Coordinator, BFM  
Mr Barry Dignam, Lecturer, Local Programme Coordinator, IADT  
Mr Donald Taylor Black, Head of Department of Film and Media, IADT  
Ms Anne O'Leary, Lecturer, National Film School, IADT  
Mr Matt Skinner, Lecturer Cinematography, National Film School, IADT  
Dr Andrew Power, Head of the Faculty of Film, Art and Creative Technologies

### 2. Meeting with Programme Team

Ms Erika Winkler, Joint Programme Manager, appointed by Consortium  
Leader SZFE  
Mr János Vecsernyés, Cinematographer, SZFE, and Local Programme  
Coordinator, SZFE  
Ms Elen Lotman, Head of Department, BFM and Local Programme  
Coordinator, BFM  
Mr Barry Dignam, Lecturer, Local Programme Coordinator, IADT  
Mr Donald Taylor Black, Head of Department of Film and Media, IADT  
Ms Anne O'Leary, Lecturer, National Film School, IADT  
Mr Matt Skinner, Lecturer Cinematography, National Film School, IADT  
Dr Andrew Power, Head of the Faculty of Film, Art and Creative  
Technologies  
Dr Tara Ryan, Educational Partnerships Manager, IADT