

# Programme Validation Report

**Programme Validation Report for:**

**BA (Hons) Immersive Media Production**

[Level 8, 240 ECTS]

**Embedded Programmes:**

**BA Immersive Media Production**

**[Level 7 Exit Award]**

[Level 7, 180 ECTS]

**Higher Cert Immersive Media Production [Level  
6 Exit Award]**

[Level 6, 120 ECTS]

**Date of Panel: 27 June 2023**

**Date of Report: 07 July 2023**

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## Part 1 Introduction

### 1.1 Evaluators

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
<b>Dr Michele Glacken</b>	Chair	ATU VP Students, Teaching and Learning and Registrar
<b>Dr Abey Campbell</b>	Academic Expert	Lecturer/Assistant Professor in Computer Science, School of Computer Science, UCD
<b>Mr Henrik Hojer</b>	Academic Expert	Senior Researcher, Associate Professor & Program Coordinator at VIA Film & Transmedia, University College Denmark
<b>Mr Ryan McKenna</b>	Industry Expert	Producer at BoredApe Productions
<b>Mr Kevin Harrington</b>	Further Education Representative	Principal, Stillorgan College of Further Education

## 1.2 Overall Recommendations

<b>Provider Name</b>	Dun Laoghaire Institute of Art, Design + Technology (IADT)
<b>Date of Site Visit</b>	27 June 2023
<b>Date of Report</b>	07 July 2023

<b>Principal Programme</b>	<b>Title</b>	<b>BA (Hons) Immersive Media Production</b>
	<b>Award</b>	Bachelor of Arts (Honours)
	<b>Credit</b>	240 ECTS
	<b>ISCED Code</b>	0211 (Audio-visual techniques and media production)
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory subject to proposed condition
<b>Embedded Award</b>	<b>Title</b>	<b>BA Immersive Media Production (Exit Award)</b>
	<b>Award</b>	Bachelor of Arts
	<b>Credit</b>	180 ECTS
	<b>ISCED Code</b>	0211 (Audio-visual techniques and media production)
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory subject to proposed condition (as for Principal Programme)
<b>Embedded Award</b>	<b>Title</b>	<b>Higher Cert Immersive Media Production (Exit Award)</b>
	<b>Award</b>	Higher Certificate
	<b>Credit</b>	120 ECTS
	<b>ISCED Code</b>	0211 (Audio-visual techniques and media production)
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory subject to proposed condition (as for Principal Programme)

### 1.3 Principal Programme:

#### BA (Hons) Immersive Media Production

Names of Centres where the programmes are to be provided	Maximum Number of Learners (per centre)	Minimum Number of Learners
Bray Institute of Further Education (BIFE) [Kildare Wicklow ETB] (Years 1 and 2)	20	8
Ballyfermot College of Further Education (BCFE) [City of Dublin ETB] (Years 1 and 2)	20	8
Dun Laoghaire Institute of Art, Design + Technology (IADT) (Years 1-4, figures include students from both FET colleges)	40	16

<b>Enrolment Interval (normally 5 years)</b>	<b>Date of First Intake</b>	September 2023
	<b>Date of Last Intake</b>	September 2030
<b>Maximum number of annual intakes</b>	1 - autumn	
<b>Maximum total number of learners per intake</b>	40 (20 x 2 ETB colleges)	
<b>Programme duration (months from start to completion)</b>	4 Years	
<b>Target learner groups</b>	<p>This programme is for learners who possess the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>Passion for Media Production:</b> People who are passionate about media production and have a strong desire to create and innovate in the field. They should have a natural curiosity and a willingness to explore new technologies and techniques. They want to shoot videos, record sounds, and explore new platforms such as virtual augmented and extended realities.</li> <li>• <b>Creativity and Innovation:</b> People who are creative and have a strong imagination. They should be able to think outside the box and come up with innovative solutions to problems. They want to push boundaries. They are storytellers.</li> <li>• <b>Technical Aptitude:</b> People who wish to develop a strong technical aptitude and the ability to work with technology. They should have a basic understanding of digital tools and be willing to learn new software and hardware.</li> </ul> <p>As a novel tertiary pathway, this will establish a new pipeline of applicants in both FE and HE. The expectation is that this will be a popular route, particularly for non-‘traditional’ / non-CAO applicants. The goal is to provide a route for learners who would otherwise not find their way onto a third-level programme.</p>	
<b>Approved countries of provision</b>	Ireland	
<b>Delivery mode – Full-time/Part-time</b>	Full-Time (with an option to provide as Part-Time in the future if appropriate)	

<p><b>The teaching and learning modalities</b></p>	<p>Studio, classroom, lab-based, workshops, fieldwork, project work, international exchange, placement opportunities, independent learning and online learning. Online learning will be used both as a delivery mode in its own right and to support face-to-face delivery (i.e. blended learning).</p>
<p><b>Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)</b></p>	<p>The Bachelor of Arts (Hons) Immersive Media Production is a practical, taught programme offered by the Institute of Art, Design &amp; Technology (IADT) in collaboration with City of Dublin ETB and Kildare Wicklow ETB. It is delivered full-time over 4 years. As a novel tertiary programme, the programme structure (will see learners primarily based in BIFE or BCCE in years 1 + 2 and IADT in years 3 + 4.</p> <p>This programme aims to equip learners with the advanced creative, critical and technical knowledge, skills, and competencies required for work in a variety of different roles in the field of Immersive Media Production.</p> <p>In year 1, learners will gain key technical skills to produce audio-visual content and tell their own stories in year 2, learners will be equipped with a suite of more advanced skills, developing 3D assets for use in virtual environments and producing content making use of these assets. Year 3 sees learners engage with augmented/virtual/extended reality and creative uses of AI before embarking on a term-long placement or professional project. Year 4 offers learners the opportunity to specialise and apply what they have learned this far in a series of capstone projects (e.g. producing a fully realised immersive story, art piece, educational tool, games environment, and so on). Full-time teaching staff and tutors will directly supervise and mentor learners through each stage of this programme. Core teaching will be positively enhanced through a programme of visiting industry-based lecturers and experienced professionals who will supplement and complement the teaching delivered by academic staff tutors.</p> <p>The programme provides a creative and intellectually stimulating environment for the creation of new work and the development of advanced skills and synergies.</p> <p>Professional pathways leading from the BA (Hons) Immersive Media Production programme exist in the film, tv, technology, animation, games and other screen industries as well as in the broader media and culture research and academic sectors.</p> <p>Graduates will have a wide range of career opportunities in various fields related to media production. Some of the common career paths for graduates of this degree may include:</p> <ul style="list-style-type: none"> <li>• <b>Media Production:</b> Graduates with skills in media production can work as media specialists creating content for film/tv, websites, social media platforms, and marketing campaigns. Graduates will be particularly well-placed to work in digital/future media.</li> <li>• <b>Virtual Reality and Augmented Reality:</b> Graduates with expertise in virtual reality and augmented reality can work in this emerging field. They create immersive experiences for various applications, such as training, entertainment, and education.</li> <li>• <b>Games:</b> Graduates with expertise in interactive media and gaming can pursue careers within the games industry. They develop and design games assets/media for various platforms, including mobile devices, consoles, and computers.</li> <li>• <b>Animation:</b> Graduates with skills in digital media production workflows and pipelines can pursue careers in technical roles within animation teams. They can work with animated content for various mediums, including films, television shows, video games, and advertising.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Video Editing:</b> Graduates with skills in video production can work as video editors. They edit and create video content for various platforms, including television, film, and digital media.</li> <li>• <b>Producer/Director:</b> Graduates with strong leadership skills and experience in media production can go on to work as producers or directors. They oversee the production process and manage teams of professionals to create content for various mediums.</li> </ul> <p>Overall, graduates of a degree in Immersive Media Production have a wide range of career opportunities in various fields related to media production. The industry is constantly evolving, and there is a high demand for skilled professionals with expertise in the latest technologies and techniques used in media production.</p>	
<b>Summary of specifications for teaching staff</b>	<b>WTE<sup>1</sup></b>	<b>Qualifications and Experience</b>
	2	Qualified to at least Level 9 in Media Production or a cognate discipline OR a minimum of 5 years' experience specialising in media production and/or related fields in a professional capacity. Must include advanced research supervision experience at Level 8 or above.
	3	Qualified to at least Level 8 in Media Production or a cognate discipline OR a minimum of 5 years' experience specialising in media production and/or related fields in a professional capacity.
	0.5 Tutor Demonstrator	Graduate with professional / research experience relevant to the discipline.
<b>Summary of specifications for the ratio of learners to teaching staff</b>	<b>Staff to Learner Ratio</b>	<b>Learning Activity Type</b>
	1:40	Lectures
	1:20	Seminars/workshops/Demonstrations
	1:1	Major Studio project supervision
	1:20	Studio Practice
<b>Outline the physical resource requirements</b>	<ul style="list-style-type: none"> <li>• Learners will have access to classrooms (max capacity 40), and tutorial rooms as required.</li> <li>• Learners will have access (as required) to the National Film School (NFS) studio modelled on industry standard facilities.</li> <li>• Learners will have flexible access to classrooms, computer labs and studio spaces.</li> <li>• Learners will have significant access to professional standard ancillary equipment in the National Film School.</li> <li>• Learners will also have access to the IADT library, including its flexible &amp; collaborative workspaces, as well as other study spaces and computer labs outside of scheduled class time.</li> <li>• Within the FET Sector learners will also have access to studio spaces, classrooms, computer labs etc.,</li> </ul>	
<b>Work placements for which credit is allocated</b>	Title of the placement: Professional Practice & Placement Stage: 3 Credit: 20 Total Hours in the workplace: negotiable, 200 to 400	

<sup>1</sup> WTE is the whole-time equivalent number. The number 1 indicates a full-time person fully dedicated to the programme or a number of people whose time combined equals a full time person.

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## 1.4 Embedded Programme

It is the desire and intention of all 3 partner institutes to see all learners complete their programme of study. However, during the course of their studies, we acknowledge that some learners may be unable to complete the full programme due to personal, health, financial or other reasons. For this reason, provision is made for an exit award at Level 7 (following successful completion of the first three years of study) and at Level 6 (following successful completion of the first two years of study) provided the learner has attained the requisite minimum number of credits and is in good financial standing with the Institute.

### 1.4.1 BA Immersive Media Production [Level 7 Exit Award]

<b>Requirements</b> Successful completion of stages 1, 2 and 3 from BA (Hons) Immersive Media Production
<b>Description</b> In exceptional circumstances, a learner may request to formally exit from a programme prior to its completion.  A learner must formally apply for an exit award. They may do so at any time up to one month before an Examination Board meeting. The decision to award an exit award is an Examination Board decision. Learners who have successfully completed the first 180 credits of the programme (Stages 1 -3) may exit the BA (Hons) programme and apply for a Level 7, BA Immersive Media Production.  For further information and conditions of eligibility for embedded Exit Awards, please refer to IADT's <b>Exit Awards Policy</b> .
<b>Rationale for the programme</b> The rationale for this programme is limited to those learners who will need to exit at the end of year 3 due to extenuating circumstances.  An award such as this will provide the learner with the basis for a career in the screen arts as described below.
<b>Candidate Profile</b> Learners on the on the L8 degree programme who have completed the first 3 stages of the programme.
<b>Graduate Pathways</b> The level 7 award may be a gateway to further education at a point in the future. Level 7 graduates may wish to apply for advanced entry to a level 8 programme in a cognate discipline. Level 7 graduates with appropriate experience may apply for entry to a Master's programme via a Recognition of Prior Learning pathway.  The level 7 award may also provide a route into employment – for example, to entry level production roles in Media Production for TV, Feature Film, Games, VFX, VR, AR and Virtual Film Production.



## 1.4.2 Higher Cert in Immersive Media Production [Level 6 Exit Award]

<b>Requirements</b> Successful completion of stages 1 and 2 from BA (Hons) Immersive Media Production
<b>Description</b> In exceptional circumstances, a learner may request to formally exit from a programme prior to its completion.  A learner must formally apply for an exit award. They may do so at any time up to one month before an Examination Board meeting. The decision to award an exit award is an Examination Board decision.  Learners who have successfully completed the first 120 credits of the programme (Stages 1 -2) may exit the BA (Hons) programme and apply for a Level 6, Higher Cert in Immersive Media Production.  For further information and conditions of eligibility for embedded Exit Awards, please refer to IADT's <b>Exit Awards Policy</b> .
<b>Rationale for the programme</b> The rationale for this programme is limited to those learners who will need to exit at the end of year 2 due to extenuating circumstances.  An award such as this will provide the learner with the basis for a career in the screen arts as described below.
<b>Candidate Profile</b> Learners on the on the L8 degree programme who have completed the first 2 stages of the programme.
<b>Graduate Pathways</b> The level 6 award may be a gateway to further education at a point in the future. Level 6 graduates may wish to apply for advanced entry to a level 7 or 8 programme in a cognate discipline. Level 6 graduates with significant additional experience may apply for entry to a Masters programme via a Recognition of Prior Learning pathway.  The level 6 award may also provide a route into employment – for example, to entry level production roles in Media Production for TV, Feature Film, Games, VFX, VR, AR and Virtual Film Production.

## 1.5 Stand-alone Module Leading to a Minor Award

There are no stand-alone modules leading to a Minor Award on this Programme.

## 1.6 Programmes being replaced

Programme being replaced (applicable to applications for revalidation)		
Code	Title	Late Enrolment Date
N/A	N/A	

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## Part 2 Evaluation against the Validation Criteria

The programme presented for validation falls under the designated awarding body status and related quality assurance processes of IADT. The programme has been developed as part of the novel tertiary programmes initiative. This HEA/SOLAS initiative aims to create new pathways to tertiary education with learners beginning their studies in a Further Education College before progressing directly to a Higher Education Institution. IADT has partnered with Kildare Wicklow ETB (KWETB) and City of Dublin ETB (CDET) for the co-design, co-development and co-delivery of the BA (Hons) Immersive Media Production. Learners will complete years 1 and 2 in Ballyfermot College of Further Education (BCFE) [KWETB] or Bray Institute of Further Education (BIFE) [CITY OF DUBLIN ETB] before progressing to IADT in years 3 and 4. There is a level of co-delivery in years 1 and 2, with IADT providing 15 credits.

The Programme Validation meeting was conducted online on 27 June 2023 using Microsoft TEAMS. The Programme Validation Panel met with the President, Vice President for Academic Affairs + Registrar and Head of Department of Technology + Psychology from IADT, Principals and representatives from Ballyfermot College of Further Education, Bray Institute of Further Education, and members of the Programme Team from all three collaborative providers.

The Programme Validation Panel members were issued with the proposed Programme Document before the meeting.

## 2.1 Criterion 1

The provider is eligible to apply for validation of the programme	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (SI No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.</p> <p>The Programme Validation Panel discussed Quality Assurance and Governance implications across the three collaborating partners. The programme team confirmed that BA (Hons) Immersive Media Production will be managed in accordance with existing Faculty and Institute procedures, which follow and adhere to relevant quality and operational policies within the IADT Quality Framework. The Programme Team are cognisant that that staff collaboration is essential and there are planned measures such as QA training, assignment brief planning, developing a joint student handbook and programme handbook, reviewing commonality of Policies and Procedures across the three collaborating partners. All Programme Team members and students will be made fully aware of what policies and procedures are governing the programme.</p> <p>Following a review of the documentation provided and presentations and discussions with IADT Management, and representatives from the collaborative providers the Panel were satisfied that IADT meets the prerequisites of the Qualifications and Quality Assurance (Education and Training) Act, 2012 and is eligible to apply for validation of the <b>BA (Hons) Immersive Media Production</b> and embedded awards. The Panel were satisfied to recommend this programme for validation with one condition and five recommendations.</p>

## 2.2 Criterion 2

<b>The programme objectives and outcomes are clear and consistent with the awards sought</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>The programme presented resulted from a successfully funded proposal under the HEA/SOLAS Novel Tertiary Projects initiative. Under phase 1 of this initiative, thirteen courses will be developed by Further Education and Higher Education partners across Ireland for codelivery starting in September 2023.</p> <p>The Programme document outlined the overall programme objectives and the Minimum Programme Learning Outcomes (MIPLOS) and Minimum Module Learning Outcomes (MIMLOS).</p> <p>The Programme Validation Panel recognised the short time frame in which this programme was developed and acknowledged that the aforementioned is a testament to the commitment and good working relations across the three partner institutes. They also noted the quality of the programme document.</p> <p>Having considered and discussed the objectives and outcomes of the programme with the programme team, the Programme Validation Panel were satisfied that the aims and objectives are clearly defined in the programme proposal document, and this programme is consistent with the Bachelor of Arts award sought.</p> <p><b>Commendation #1</b> The Programme Validation Panel commend the programme development team for the development of a novel programme in terms of composition and structure.</p> <p><b>Commendation #2</b> The Programme Validation Panel commends the programme development team for the collaborative nature of programme design and development.</p> <p><b>Commendation #3</b> The Programme Validation Panel commends the programme development team for the quality and comprehensiveness of the programme documentation.</p>

### 2.3 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)**

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Team outlined the rationale for the concept of this programme which was informed by research, surveys, focus groups and benchmarked against other similar programmes nationally and internationally. The Programme was developed in line with IADTs Academic and Strategic Plans, the National Skills Strategy, Varied Sectoral policies and the views of core stakeholders (Students, Staff, Alumni, Industry and Professional Partners). The programme's learning outcomes and related module learning outcomes have been mapped against the QQI awards standards for Art &amp; Design.</p> <p>The Programme Validation Panel were satisfied that the programmes met the criteria around the concept, implementation, and interpretation of QQI standards.</p>

## 2.4 Criterion 4

### The programme's access, transfer and progression arrangements are satisfactory

Satisfactory (Yes, No, Partially)	Comment
YES	<p>There is no CAO points requirement for learners on any tertiary programme. Entry requirements for the <b>BA (Hons) Immersive Media Production</b> will include meeting minimum requirements for general learning (L5 or equivalent and passing a portfolio assessment). Offers will be made on a first-come first-served basis in line with the current process of the two FE partners. This information will be made clear to students on application.</p> <p>Prospective learners can access information about the course via the IADT, KWETB and City of Dublin ETB and websites and each Institute's prospectus. Other promotional material will be made available at Open Days and other relevant events. Information will also be available on National systems including the SOLAS FETCH Courses system. The National Tertiary Office (NTO) have also planned an extensive media campaign to promote all Novel Tertiary Programmes. Programme staff are available by email for specific queries.</p> <p>The Programme Validation Panel discussed the general entry requirements and applications process with the Programme Team. The area of portfolio submissions and appeals was further explored with the Programme Team, who noted there are current portfolio submission processes in place and digital platform proposal which can provide audit trail, but the process for handling appeals is not detailed in the programme documentation.</p> <p>The Programme Validation Panel were satisfied that the proposed access, transfer and progression arrangements are satisfactory.</p> <p><b>Recommendation #1</b> The Programme Team should have an agreed appeal process for the management of appeals related to portfolios prior to the commencement of student recruitment.</p>

## 2.5 Criterion 5

The programme's written curriculum is well structured and fit-for-purpose	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel considered the structure of the curriculum and commended the Programme Document. However, they noted some minor inconsistencies within the module descriptors. They accepted these oversights were likely due to the many contributors and short timeframe for programme development but considered it important to ensure the module information is accurate throughout. They also brought to the programme teams' attention some content that should be included in the curriculum.</p> <p>The Programme Validation Panel thoroughly reviewed the programme's written curriculum and discussed different aspects of the modules with the Programme Team. Overall, the members of the Panel were satisfied that the written curriculum is well structured and fit for purpose on condition that some updates are made to the Programme Document and Modules as outlined below.</p> <p><b>Condition #1</b></p> <p>The programme team request that the programme team review all modules in the Programme Document to ensure:</p> <ul style="list-style-type: none"> <li>• NFQ level is appropriate for the programme stage.</li> <li>• MIMLOS are mapped to programme learning outcomes.</li> <li>• Alignment between the number of MIMLOS advanced in the section Minimum intended module learning outcomes in section 6.2.3 and number detailed in section 6.3.13 that details module assessment summative assessment strategy.</li> <li>• Physical resources (e.g. technical specs) are appropriate for module delivery and are available at time of delivery.</li> <li>• The treatment of formative and summative assessment is in line with the agreed definition of the same in IADT learning, Teaching and Assessment Strategy.</li> <li>• Assessment strategy descriptions - type and mode need to clearly detailed in module descriptors.</li> <li>• Reading lists are present.</li> </ul> <p>The Programme Validation Panel also outlined the Programme Teams should refer to certain topics in specific modules in the programme:</p> <ol style="list-style-type: none"> <li>1. Make reference to <b>Generative AI</b> in the following modules: <ul style="list-style-type: none"> <li>• Storytelling through Media</li> <li>• Introduction to Immersive Media Production II</li> <li>• Game Engine and Motion Tracking</li> <li>• 3D Modelling &amp; Asset Creation</li> </ul> </li> <li>2. Make reference to <b>Creative Coding</b> in the following module: <ul style="list-style-type: none"> <li>• Introduction to Immersive Media Production II</li> </ul> </li> <li>3. Make reference to <b>Networking as it relates to connecting</b> in the following module: <ul style="list-style-type: none"> <li>• Virtual Production</li> </ul> </li> </ol>

**Recommendation #2**

The panel experts recommend that the programme team review the proposed content to ensure the following are addressed.

How cameras see light differently from us and how to account for it when it comes to in camera visual effects (ICVFX). This is in particular reference to the use of video walls in virtual production.

Knowledge of colour theory and how LED walls currently produce a colour space less than ACES. (Knowledge of colour spaces).

The virtual production pipeline - for both Greenscreen & LED. The hardware requirements and the trade-offs of each approach.

The importance of storyboarding, pre-visualization (pre-vis) and Technical-visualization (Tech-vis) before principle photography. Virtual production should be approached as if it were animation, nothing is in frame by accident.

The different tracker technologies and how they work.

Photogrammetry for creating assets from real world objects

Differences between broadcasters (fast throughput at a lower quality) and film makers (Slower throughput and high quality)

Understanding the importance of matched lighting in virtual and physical sets.

Engine optimization ( e.g. baking" , "LOD" , "Culling)

- Camera calibration
- Lens mapping and offsetting
- Stage management
- Display set up (led wall workflow)

In year 1, learners should gain key technical skills to produce audio-visual content and tell their own stories in immersive 3D and traditional media formats. In addition, the Programme Team should highlight the similarities and the differences between traditional filmmaking and immersive storytelling/ experience design at an early stage.



## 2.6 Criterion 6

### There are sufficient qualified and capable programme staff available to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel considered the information provided in the Programme Document and the CVs of the staff. They met with a number of the Programme Team members from across the three collaborative partners and enjoyed an engaging discussion about the programme.</p> <p>The Programme Validation Panel was satisfied that sufficient qualified and capable programme staff are available to implement this programme as planned.</p>

## 2.7 Criterion 7

### There are sufficient physical resources to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Many of the Programme Validation Panel were already familiar with the IADT campus, but not the FE facilities. They were advised of the developments of the new Digital Media building on IADT Campus, currently under construction, and the programme document outlined the physical resources of all three partner institutions.</p> <p>The Programme Validation Team discussed the physical resources and technical specifications required across all three partners campus'. The programme will require appropriate hardware and software, which will be very resource intensive. The Programme Team are advised that they should standardise the requirements and ensure resources are appropriate, as referred to in Condition #1 and the recommendation below.</p> <p>The Programme Validation Panel were overall satisfied that sufficient physical resources will be available to implement this programme as planned.</p> <p><b>Recommendation #3</b> The Programme Team should review the collective physical resources of the three institutes to ensure that the required resources are/ or will be available for each stage of the programme.</p>

## 2.8 Criterion 8

### The learning environment is consistent with the needs of the programme's learners

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The learning environments support social, cultural, and intellectual development through engagement with their peers, lecturers and the wider community.</p> <p>The Programme Validation Panel were satisfied the learning environment is consistent with the needs of the programme's learners.</p>

## 2.9 Criterion 9

### There are sound teaching and learning strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Learners are enabled to meet the Learning Outcomes using a diverse and blended set of Teaching Strategies. The Teaching strategies for this programme have been developed giving consideration to the Signature Pedagogies of the Discipline; National Quality Framework; Learner needs; Academic standards; Industry / Professional requirements, and IADT's Teaching and Learning policy and guidelines.</p> <p>The Programme Validation Panel agreed the teaching and learning strategies were sound and fit for purpose.</p> <p><b>Recommendation #4</b> The programme team should consider the pedagogical approach they require to adopt, to ensure students appreciate how the work of traditional filmmaking can contribute to experience-making.</p>

## 2.10 Criterion 10

There are sound assessment strategies	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel discussed and explored the assessment strategies and noted it this programme has 100% Continuous Assessment. The Programme Team clarified there are no terminal examinations, but the formative assessment includes various methods from in-class exams, practical assessment, MCQs etc. The Programme team are cognisant of assessment concerns related to Artificial Intelligence and noted that IADT is currently revising the existing Plagiarism policy to develop an Academic Integrity Policy to help address this area.</p> <p><b>Recommendation #5</b> The Programme Team must consider their definition of examinations in the Programme Document as it was noted that many of the assessments put forward as continuous assessments were in reality proctored examinations. The mode of assessment in terms of type and classification should be detailed for each module.</p>

## 2.11 Criterion 11

Learners enrolled on the programme are well informed, guided and cared for	
Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Formal inductions are provided for all Learners. Such sessions comprise Institute (incl. Student Supports &amp; Services), Faculty, Department and programme-specific induction. Learners are clearly informed of the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.</p> <p>The Programme Validation Panel discussed with the Programme Team the plans to support students. Focus groups carried out with students who have transferred from FE to IADT through the traditional route informed the Team of the importance of ensuring a sense of identity and smooth transition by the time they commence the third year in IADT. Plans include activities for inductions, events and learning activities on campus in IADT for students from first year, as well as the development of shared student handbooks and programme handbooks and access to supports and services.</p> <p>The Panel concurred that there are suitable arrangements in place to ensure learners are well informed, guided and cared for, and as discussed, they were satisfied with the mechanisms in place.</p> <p><b>Commendation #4</b> The Programme Validation Panel commends the Programme Development Team for the plans to support student's transition to IADT, to access specialist knowledge as required to support the core programme teaching team and to have shared programme handbooks etc.</p>

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## 2.12 Criterion 12

<b>The programme is well managed</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
<b>Yes</b>	Following the review of the programme documentation and discussions with the Management, Representatives from the three Partner Institutes, and Programme Team members, the Programme Validation Panel were satisfied that the programme will be professionally managed.

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## Part 3 Overall Recommendation

### 3.1 Principal Programme: BA (Hons) Immersive Media Production [Level 8, 240 ECTS]

Select One	
	<b>Satisfactory</b> (meaning that it recommends that IADT can be satisfied in the context of Unit 2.3 of <a href="#">Core Policies and Criteria for the Validation of Programmes of Education and Training</a> )
<b>X</b>	<b>Satisfactory, subject to proposed special conditions</b> (specified with timescale for compliance for each condition); these may include proposed pre-validation conditions, ie proposed (minor) things to be done to a programme that almost fully meets the validation criteria
	<b>Not satisfactory</b>

### 3.2 Embedded Programmes

#### 3.2.1 BA Immersive Media Production [Level 7 Exit Award]

Select One	
	<b>Satisfactory</b> (as above)
<b>X</b>	<b>Satisfactory, subject to proposed special conditions</b> (as above)
	<b>Not satisfactory</b>

#### 3.2.2 Higher Cert in Immersive Media Production [Level 6 Exit Award]

Select One	
	<b>Satisfactory</b> (as above)
<b>X</b>	<b>Satisfactory, subject to proposed special conditions</b> (as above)
	<b>Not satisfactory</b>

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### 3.3 Reasons for the Overall Recommendation

#### 3.3.1 Summary of Recommended Special Condition(s) of Validation

##### Condition #1

The programme team request that the programme team review all modules in the Programme Document to ensure:

- NFQ level is appropriate for the programme stage.
- MIMLOS are mapped to programme learning outcomes.
- Alignment between the number of MIMLOS advanced in the section Minimum intended module learning outcomes in section 6.2.3 and number detailed in section 6.3.13 that details module assessment summative assessment strategy.
- Physical resources (e.g. technical specs) are appropriate for module delivery and are available at time of delivery.
- The treatment of formative and summative assessment is in line with the agreed definition of the same in IADT learning, Teaching and Assessment Strategy.
- Assessment strategy descriptions - type and mode need to clearly detailed in module descriptors.
- Reading lists are present.

The Programme Validation Panel also outlined the Programme Teams should refer to certain topics in specific modules in the programme:

4. Make reference to **Generative AI** in the following modules:
  - Storytelling through Media
  - Introduction to Immersive Media Production II
  - Game Engine and Motion Tracking
  - 3D Modelling & Asset Creation
5. Make reference to **Creative Coding** in the following module:
  - Introduction to Immersive Media Production II
6. Make reference to **Networking as it relates to connecting** in the following module:
  - Virtual Production

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### 3.3.2 Summary of Recommendation (s) to the Provider

**Recommendation #1** The Programme Team should have an agreed appeal process for the management of appeals related to portfolios prior to the commencement of student recruitment.

#### **Recommendation #2**

The panel experts recommend that the programme team review the proposed content to ensure the following are addressed.

How cameras see light differently from us and how to account for it when it comes to in camera visual effects (ICVFX). This is in particular reference to the use of video walls in virtual production.

Knowledge of colour theory and how LED walls currently produce a colour space less than ACES. (Knowledge of colour spaces).

The virtual production pipeline - for both Greenscreen & LED. The hardware requirements and the trade-offs of each approach.

The importance of storyboarding, pre-visualization (pre-vis) and Technical-visualization (Tech-vis) before principle photography. Virtual production should be approached as if it were animation, nothing is in frame by accident.

The different tracker technologies and how they work.

Photogrammetry for creating assets from real world objects

Differences between broadcasters (fast throughput at a lower quality) and film makers (Slower throughput and high quality)

Understanding the importance of matched lighting in virtual and physical sets.

Engine optimization ( e.g. baking" , "LOD" , "Culling)

- Camera calibration
- Lens mapping and offsetting
- Stage management
- Display set up (led wall workflow)

In year 1, learners should gain key technical skills to produce audio-visual content and tell their own stories in immersive 3D and traditional media formats. In addition, the Programme Team should highlight the similarities and the differences between traditional filmmaking and immersive storytelling/ experience design at an early stage.

**Recommendation #3** The Programme Team should review the collective physical resources of the three institutes to ensure that the required resources are/ or will be available for each stage of the programme.

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**Recommendation #4** The programme team should consider the pedagogical approach they require to adopt, to ensure students appreciate how the work of traditional filmmaking can contribute to experience-making.

**Recommendation #5** The Programme Team must consider their definition of examinations in the Programme Document as it was noted that many of the assessments put forward as continuous assessments were in reality proctored examinations. The mode of assessment in terms of type and classification should be detailed for each module.

### **3.3.3 Summary of Commendation(s) to the Provider**

**Commendation #1** The panel commend the programme development team for the development of a novel programme in terms of composition and structure.

**Commendation #2** The panel commends the programme development team for the collaborative nature of programme design and development.

**Commendation #3** The panel commends the programme development team for the quality and comprehensiveness of the programme documentation.

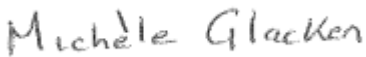
**Commendation #4** The Programme Validation Panel commends the Programme Development Team for the plans to support student's transition to IADT, to access specialist knowledge as required to support core programme teaching team and to have shared programme handbooks etc.



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#### 4 Signature of Chairperson

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

<b>Panel Chairperson Name</b>	Dr Michele Glacken
<b>Panel Chairperson Signature</b>	
<b>Date</b>	4 August 2023

#### 5 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 IADT 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 IADT 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.

# Response to Programme Validation Panel Report

# BA (Hons) Immersive Media Production

5<sup>th</sup> October 2023

**Institute of  
Art, Design +  
Technology  
Dún Laoghaire**



BORD OIDEACHAIS AGUS OILIÚNA  
CHILL DARÁ AGUS CHILL MHANTÁIN  
KILDARE AND WICKLOW  
EDUCATION AND TRAINING BOARD

**CDET B**

Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

## To the Programme Validation Panel,

We thank the evaluators for their July 2023 report following the June 2023 programme validation panel for the proposed BA (Hons) Immersive Media Production programme. We welcome the four commendations of the programme as stated by the evaluators:

**Commendation #1** The panel commend the programme development team for the development of a novel programme in terms of composition and structure.

**Commendation #2** The panel commends the programme development team for the collaborative nature of programme design and development.

**Commendation #3** The panel commends the programme development team for the quality and comprehensiveness of the programme documentation.

**Commendation #4** The Programme Validation Panel commends the Programme Development Team for the plans to support student's transition to IADT, to access specialist knowledge as required to support core programme teaching team and to have shared programme handbooks etc.

We acknowledge the condition and five recommendations set out by the evaluators in their report. The programme team has acted in relation to each of these six areas, as detailed in the sections below.

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### Condition #1

The Programme Validation Panel request that the programme team review all modules in the Programme Document to ensure:

- NFQ level is appropriate for the programme stage.
- MIMLOS are mapped to programme learning outcomes.
- Alignment between the number of MIMLOS advanced in the section Minimum intended module learning outcomes in section 6.2.3 and number detailed in section 6.3.13 that details module assessment summative assessment strategy.
- Physical resources (e.g., technical specs) are appropriate for module delivery and are available at time of delivery.
- The treatment of formative and summative assessment is in line with the agreed definition of the same in IADT learning, Teaching and Assessment Strategy.
- Assessment strategy descriptions - type and mode need to clearly detailed in module descriptors.
- Reading lists are present.

The Programme Validation Panel also outlined the Programme Teams should refer to certain topics in specific modules in the programme:

1. Make reference to Generative AI in the following modules:

- Storytelling through Media
  - Introduction to Immersive Media Production II
  - Game Engine and Motion Tracking
  - 3D Modelling & Asset Creation
2. Make reference to Creative Coding in the following module:
- Introduction to Immersive Media Production II
3. Make reference to Networking as it relates to connecting in the following module:
- Virtual Production

**Response to Condition #1**

Due to the accelerated timeline of the Novel Tertiary Programme pilot phase several minor issues (many typographical), as outlined above, remained in the document presented to the panel. The time following the panel visit, and the guidance offered by the panel, afforded the programme team with an opportunity to address these issues.

The programme document has been thoroughly reviewed, considering the points listed above, and the required bullet-pointed changes have been made. Additionally, references have been made to Generative AI, Creative Coding and Networking in the appropriate modules as requested. A document tracking these changes has been provided separately.

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**Recommendation #1**

The Programme Team should have an agreed appeal process for the management of appeals related to portfolios prior to the commencement of student recruitment.

**Response to Recommendation #1**

An appeal process has been established, as documented in Appendix 1.

**Recommendation #2**

The panel experts recommend that the programme team review the proposed content to ensure the following are addressed.

1. How cameras see light differently from us and how to account for it when it comes to in camera visual effects (ICVFX). This is in particular reference to the use of video walls in virtual production.
2. Knowledge of colour theory and how LED walls currently produce a colour space less than ACES. (Knowledge of colour spaces).
3. The virtual production pipeline - for both Greenscreen & LED. The hardware requirements and the trade-offs of each approach.

4. The importance of storyboarding, pre-visualization (pre-vis) and Technical-visualization (Tech-vis) before principle photography. Virtual production should be approached as if it were animation, nothing is in frame by accident.
5. The different tracker technologies and how they work.
6. Photogrammetry for creating assets from real world objects
7. Differences between broadcasters (fast throughput at a lower quality) and film makers (Slower throughput and high quality)
8. Understanding the importance of matched lighting in virtual and physical sets.
9. Engine optimization ( e.g. baking" , "LOD" , "Culling")
  - Camera calibration
  - Lens mapping and offsetting
  - Stage management
  - Display set up (led wall workflow)
10. In year 1, learners should gain key technical skills to produce audio-visual content and tell their own stories in immersive 3D and traditional media formats. In addition, the Programme Team should highlight the similarities and the differences between traditional filmmaking and immersive storytelling/ experience design at an early stage.

#### **Response to Recommendation #2**

The following module descriptors have been modified to address the above points (indicated in parentheses): Virtual Production (1-3, 5, 8-9), Virtual Pre-production (4), and Broadcast (7).

Re. point 6: this is already addressed in 3D Modelling + Asset Creation.

Re. point 10, the programme has been designed with this in mind ensuring students gain key technical skills early and can apply these in both traditional and immersive mediums. The contrasts between filmmaking/immersive storytelling/experience design will be highlighted from year 1 term 1.

#### **Recommendation #3**

The programme team should review the collective physical resources of the three institutes to ensure that the required resources are/ or will be available for each stage of the programme.

**Response to Recommendation #3**

During programme development, an audit of the collective physical resources of the three institutes was conducted to identify the resources that are available for use on the programme, and those that would need to be procured. This process also aimed to facilitate some alignment of equipment types across the institutes where necessary/feasible. Where there were gaps, items for use in year 1 were prioritised and procured over the summer of 2023.

A similar process will be conducted on an annual basis to ensure suitable physical resources are available to the programme and its students.

**Recommendation #4**

The programme team should consider the pedagogical approach they require to adopt, to ensure students appreciate how the work of traditional filmmaking can contribute to experience-making.

**Response to Recommendation #4**

This is noted and the programme team will be mindful of this as the programme rolls out. The programme has been designed to provide students with an insight into both traditional filmmaking techniques and technologies alongside those of the more emergent immersive media experience-making space, with a progressively increasing focus on the later as the programme advances.

**Recommendation #5**

The programme team must consider their definition of examinations in the Programme Document as it was noted that many of the assessments put forward as continuous assessments were in reality proctored examinations. The mode of assessment in terms of type and classification should be detailed for each module.

**Response to Recommendation #5**

This recommendation overlaps with the penultimate bullet point in Condition #1 and was addressed along with it.

The description of assessments in each module has been reviewed and the language used has been standardised to ensure a greater level of consistency and clarity. It is practice within the Faculty of FACT to classify assessment (incl. tests) that takes place in-class as continuous assessment, and only classify final invigilated written/practical examinations – which happen outside of class in dedicated exam weeks - as proctored examinations.

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## Conclusion

The programme team has addressed the condition and recommendations articulated by the programme validation panel as outlined above. Once again, we thank the panel for their time and useful feedback.



Dr. Andrew Errity  
Senior Lecturer | Head of Department of Technology + Psychology  
Faculty of Film, Art + Creative Technologies  
Dun Laoghaire Institute of Art, Design + Technology (IADT)

## Appendix 1

# Procedures for submitting a Portfolio Appeal for BA (Hons) Immersive Media Production

The Admissions Office in IADT processes portfolio appeal requests; all correspondence relating to these matters should be addressed to the Admissions Office at [admissions@iadt.ie](mailto:admissions@iadt.ie).

The applicant must make the statement outlining the grounds of the appeal themselves. Information from a third party can be considered, but the request must come from the applicant.

Applicants may obtain a portfolio review only where one of the following conditions is met:

1. The applicant can provide evidence that they were adversely affected by an irregularity in how the portfolio process was conducted, i.e. work provided was not viewed
2. The applicant can provide evidence that they were adversely affected by factors which the Portfolio Assessment Team was unaware of when making its decision (for example, personal or medical reasons)

All portfolios submitted for entry to our programmes are considered in accordance with the relevant portfolio review criteria.

We undertake to assess the portfolio against the stated criteria for entry to the programme and through this process to treat all portfolios with equal consideration. Two or more members of the Programme Team, to ensure parity of assessment process and impartiality, assess all portfolios.

If you believe that there may have been an error in any of our processes, and that this has adversely affected the outcome you should consider the above Grounds for a review.

### Some Definitions

#### Re-check:

A portfolio re-check involves the administrative operation of checking the recording and the addition of marks,

and may result in one of the following outcomes:

- Marks remain unchanged
- Mark is increased
- Mark is decreased



When an applicant contacts IADT regarding their portfolio score, this recheck is done automatically. The applicant is issued with a copy of their portfolio assessment page, a Portfolio Review Request Form and a copy of this document.

### **Review:**

This involves the re-consideration in detail of all parts of the existing portfolio material by the Portfolio Assessment Team. The original marks will be re-considered in full by this Team. A Review may result either in (a) scores being amended in a positive or negative direction or (b) in no change to the original score.

### **Procedure for Portfolio Appeals**

1. An appeal must be submitted, **via a completed Portfolio Review Request Form**, not later than **5.00 pm on 17th September 2023** to [admissions@iadt.ie](mailto:admissions@iadt.ie) – please note that this deadline is strictly adhered to.
2. The submission should specify the grounds on which the appeal is being sought and contain all the information that the student requires to have taken into account.
3. All relevant documentary evidence should be provided, for example in the event of the appeal being lodged on medical grounds.
4. In the matter of a Review, the Head of Department will conduct a screening of applications and must be satisfied that the applicant has clearly established the grounds for a review. Where they are satisfied that a review is warranted a suitable date is organised and a review is carried out.

The outcome of the Review is communicated by email to the candidate.

### **Admissions Appeals Procedures**

BA (Hons) Immersive Media Production is a Tertiary programme that is a collaboration between IADT, Kildare Wicklow Education and Training Board (KWETB) and City of Dublin Education and Training Board (City of Dublin ETB). Students will commence their studies in either Bray Institute of Further Education (BIFE) or Ballyfermot College of Further Education (BCFE). As such, the admissions and appeals Policies of each Institution apply to applicants:

- Admission Policy of Bray Institute of Further Education - <https://www.bife.ie/fileupload/BIFE%20Admissions%20Policy.pdf>
- City of Dublin Education and Training Board (CDET) Ballyfermot College of Further Education (BCFE) Admissions Appeals Policy 2023/2024 - [https://www.bcfе.ie/wp-content/uploads/2022/12/BCFE\\_FE\\_Admissions\\_Appeals\\_Policy\\_2023-2024.pdf](https://www.bcfе.ie/wp-content/uploads/2022/12/BCFE_FE_Admissions_Appeals_Policy_2023-2024.pdf)

The Procedure for Portfolio Appeals outlined in this document applies to the portfolio assessment element of the admissions process for this programme.

# Portfolio Review Request Form

## BA (Hons) Immersive Media Production

This form must be completed in full and emailed to the IADT Admissions Office not than the published deadline for portfolio appeals to [admissions@iadt.ie](mailto:admissions@iadt.ie)

<b>Candidate Name</b>	
<b>Candidate Application Number</b>	
<b>Candidate Address</b>	
<b>Candidate Contact Number</b>	
<b>Programme(s) Applied for</b>	
<b>Programme Result that the candidate is appealing</b>	
<b>Grounds for Review</b>	
<b>Candidate Signature</b>	

*The review request must come from the candidate; the candidate must complete this form. Please note that a portfolio review can result in marks being increased or decreased.*