

# Programme Validation Report

**Programme Validation Report for:**

Erasmus Mundus Joint Master (EMJM)

**MA in European Film Heritage, History  
and Cultures (FilmMemory)**

[Level 9, 120 ECTS]

**Embedded Programmes:**

**N/A**

**Stand-alone Module Leading to a Minor Award**

**N/A**

**Date of Panel: 18 June 2024**

**Date of Report: 1 July 2024**

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## Part 1 Introduction

### 1.1 Evaluators

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
<b>Mr Brendan Ryder</b>	Chairperson	Assistant Registrar, Dundalk Institute of Technology
<b>Dr Barry Monahan</b>	Academic Expert	Senior Lecturer, Department of Film & Screen Media, University College Cork
<b>Ms Elena Trencheva</b>	Academic Expert	Dean of the Screen Arts Faculty at the National Academy of Theatre and Film Arts, Bulgaria
<b>Ms Kasandra O'Connell</b>	Industry Expert	Head of Irish Film Archive

## 1.2 Overall Recommendations

<b>Provider Name</b>	Dun Laoghaire Institute of Art, Design + Technology (IADT)
<b>Date of Panel</b>	18 June 2024
<b>Date of Report</b>	1 July 2024

<b>Principal Programme</b>	<b>Title</b>	Master of Arts in European Film Heritage, History and Cultures (FilmMemory)
	<b>Award</b>	Master of Arts
	<b>Credit</b>	120 ECTS
	<b>ISCED Code</b>	N/A
	<b>Recommendation</b> Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory, subject to two conditions and several recommendations
<b>Embedded Award</b>	<b>Title</b>	N/A
	<b>Award</b>	N/A
	<b>Credit</b>	N/A
	<b>ISCED Code</b>	N/A
	<b>Recommendation</b> Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	N/A

### 1.3 Principal Programme:

#### Title: Master of Arts in European Film Heritage, History and Cultures (FilmMemory)

Names of Centres where the programmes are to be provided	Maximum Number of Learners (per centre)	Minimum Number of Learners
Dun Laoghaire Institute of Art, Design + Technology (IADT)	24	18

<b>Enrolment Interval (normally 5 years)</b>	<b>Date of First Intake</b>	September 2024
	<b>Date of Last Intake</b>	September 2027
<b>Maximum number of annual intakes</b>	1	
<b>Maximum total number of learners per intake</b>	24	
<b>Programme duration (months from start to completion)</b>	60 weeks	
<b>Target learner groups</b>	This programme is intended for learners: Who have at a minimum a primary qualification at Level 8 on the National Framework of Qualifications or an equivalent (See RPL policy).	
<b>Approved countries of provision</b>	Ireland, Portugal, Belgium, and Estonia	
<b>Delivery mode – Full-time/Part-time</b>	Full Time	
<b>The teaching and learning modalities</b>	Classroom, field study, professional mentorship and lab-based learning with additional online supports.	
<b>Brief synopsis of the programme (eg who is it for, what is it for, what is involved for learners, what it leads to)</b>	<p>FilmMemory is an Erasmus Mundus Joint Masters (EMJM) that deals with audio-visual heritage and with the preservation, restoration, recirculation, and utilisation of that heritage in the context of current and evolving screen cultures. The programme partly focuses on working with film stock archives, but also emphasises other contemporary challenges, including the role of digital media, tools, and associated skills, addressing emerging possibilities regarding the scope and dissemination of film heritage material.</p> <p>As a joint master's programme, taught in four countries across Europe, FilmMemory offers a thorough interrogation of the social, political, and industrial diversity of European film cultures. This includes the analysis of historical and contemporary modes of production, distribution and presentation, and the contextualization of filmic material within discourses of reception, critique, and scholarship. Students will explore the ways in which films and documents about film cultures are archived, preserved, restored, recirculated, re-used and re-constructed.</p> <p>In this programme, “film” is understood- in its broad, expanded sense- to include audio-visual creations that are usually viewed on single screens, whether in cinemas, on television sets, or on computers and mobile devices. It is additionally understood to refer to moving image recordings including, but not limited to,</p>	

	<p>feature-length fiction films, animation, documentary, non-fiction, broadcast material, and series.</p> <p>A distinctive feature of our programme is that it is jointly delivered by four HEIs (Higher Education Institutions) involved in the European University Alliance FilmEU, and supported by several relevant non-educational partners (audio-visual archives, film festivals, industry players). The HEIs each have a different profile but complement each other in important ways. The HEIs educate filmmakers and practitioners within a pedagogical domain based on the interrelation between documentary, fiction, and animation. They also train film archivists, preservationists, and curators. In doing so, they offer a theoretical and critical exploration of film and the practice of filmmaking, as well as of researching and valorising film cultures, instilling in graduates a broad sense of the historical value and future potentials of screen media.</p> <p>FilmMemory will play a significant role in providing specialists for audio-visual archives, cinemas, festivals, film funds, journals, museums, digital image processing labs, distribution companies, production companies, publishing/press agencies, and government agencies, where this kind of expertise, and associated skill sets, are in increasingly high demand.</p>											
<p><b>Summary of specifications for teaching staff</b></p>	<table border="1"> <thead> <tr> <th data-bbox="671 1122 821 1160">WTE<sup>1</sup></th> <th data-bbox="821 1122 1358 1160">Qualifications and Experience</th> </tr> </thead> <tbody> <tr> <td data-bbox="671 1160 821 1296">1</td> <td data-bbox="821 1160 1358 1296">Qualified to at least MA level with specialist experience in Film related domains. Industry Mentors will have at a minimum 10yrs relevant and current industry experience.</td> </tr> <tr> <td data-bbox="671 1296 821 1467">Visiting Lecturers up to 1 WTE</td> <td data-bbox="821 1296 1358 1467">Qualified to at least Bachelors of Arts (Hons) in Film practice, theory or screen studies or a cognate discipline relevant the discipline or a person with at least 5 years practical experience of in a professional capacity.</td> </tr> </tbody> </table>	WTE <sup>1</sup>	Qualifications and Experience	1	Qualified to at least MA level with specialist experience in Film related domains. Industry Mentors will have at a minimum 10yrs relevant and current industry experience.	Visiting Lecturers up to 1 WTE	Qualified to at least Bachelors of Arts (Hons) in Film practice, theory or screen studies or a cognate discipline relevant the discipline or a person with at least 5 years practical experience of in a professional capacity.					
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<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.

**1.4 Stand-alone Module(s) Leading to a Minor Award**

N/A

**1.5 Embedded Programme**

N/A

**1.6 Programmes being replaced**

N/A

## Part 2 Evaluation against the Validation Criteria

The Programme Validation meeting was conducted online on Tuesday, 18 June 2024 using Microsoft TEAMS. The Programme Validation Panel met with the Vice President, Academic Affairs + Registrar, Head of Faculty of Film, Art + Creative Technologies, Vice Dean European University, Programme Chairs and members of Faculty from IADT and FilmEU partner institutes.

The Programme Validation Panel members were issued with the proposed Programme Document before the meeting. This document presents a proposal for the validation of a *MA in European Film Heritage, History and Cultures (FilmMemory)*. The Panel considered and responded to the proposal, aligned with twelve Validation Criteria as outlined on the following pages. (Full descriptions of Criteria are available in Appendix 1).

The proposal is for a jointly designed and delivered programme leading to multiple degrees and a single diploma supplement and is presented in the context of IADT's ongoing involvement with the European University, FilmEU, of which IADT is a founding member. This programme document issued to the Panel presents a proposal for an Erasmus Mundus Joint Master (EMJM) Master of Arts in European Film Heritage, History and Culture (FilmMemory) for validation. IADT has been involved in the design and application for funding.

Erasmus Mundus Master's degree is a prestigious, integrated international study program offered by a consortium of universities across Europe and sometimes beyond. This program is part of the Erasmus+ initiative, which aims to enhance the quality of higher education through scholarships and academic cooperation between the European Union (EU) and the rest of the world.

### **Institutions that will deliver MA in European Film Heritage, History and Cultures (FilmMemory)**

1. Lusófona University from Lisbon, Portugal <https://www.ulusofona.pt/en>
2. Tallinn University Baltic Film, Media and Arts School from Tallinn, Estonia (BFM) <https://www.tlu.ee/en/bfm>
3. LUCA School of Arts from Brussels, Belgium <https://www.luca-arts.be/en>
4. Dún Laoghaire Institute of Art Design and Technology from Dublin (IADT), Ireland <https://iadt.ie/>



## 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>Following a review of the documentation provided and presentations and discussions with IADT Management and representatives from the Programme Team, the Programme Validation 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>MA in European Film Heritage, History and Cultures (FilmMemory)</b>.</p> <p>The Panel also noted the Institutional accreditation among the other partners:</p> <ul style="list-style-type: none"><li>• Luca School of Arts receives automatic validation of the programme upon a positive selection from Erasmus+.</li><li>• Lusofona University has validated the programme with its National Agency.</li><li>• BFM has degree awarding powers and has internally validated the elements it will deliver.</li></ul>

## 2.2 Criterion 2

The programme objectives and outcomes are clear and consistent with the QQI awards sought

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The programme document sets out the rationale for this programme being a Level 9 Master of Arts. The core knowledge skills and competencies for Level 9 of the National Framework of Qualifications (NFQ) and Level 7 of the European Qualifications Framework (EQF) and are aligned with the appropriate discipline Award Standards.</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 awards sought.</p> <p><b>Commendation #1:</b> The Panel commended the quality of the programme document and noted it was comprehensive and clear, demonstrating a holistic understanding of film heritage.</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 Document represents the views of all relevant stakeholders, and the Faculty, Department and Programme Team developed the programme and learning outcomes informed by research, surveys, and benchmarking against similar programmes, nationally and internationally. The programme's learning outcomes and related module learning outcomes have been mapped against the QQI awards standards for Art and Design.</p> <p>The Programme Validation Panel discussed with the Programme Team the rationale and demand for this programme. The Panel recognised that developing this programme is ambitious and complex and welcomed the introduction of such a programme across different jurisdictions, to address a gap for this kind of training. The Programme Validation Panel were satisfied that the programmes met the criteria around the concept, implementation, and interpretation of QQI standards.</p> <p><b>Commendation #2:</b> The Panel commended the Programme Team for further enhancing IADT's Level 9 taught provision in the area of Film, Media, Design and Visual Arts, funded by the European Education and Culture Executive Agency (EACEA) (Erasmus Mundus Design Measures Grant; Erasmus Mundus Joint Masters), all of which are aligned with IADT's strategic objectives, particularly internationalisation objectives. The programme provides a postgraduate pathway for students and the international exposure for students will enhance their intercultural understanding and broaden their academic and professional perspectives.</p> <p><b>Commendation #3:</b> The Panel commended the Programme Team for comprehensively addressing a knowledge gap/deficit.</p>

### 2.4 Criterion 4

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel explored the entry requirements with the Programme Team in more detail, which the Team acknowledged is quite complex, especially in light of the scholarship elements. LUCA are the Coordinating Partner, and there is an impartial Coordinator of administration and correspondence with the EU to support the process in terms of scholarship regulations. The Panel made some suggestions to clarify the admissions criteria.</p> <p>The Programme Validation Panel were satisfied overall that the programme's access, transfer and progression arrangements are satisfactory.</p> <p><b>Recommendation #1:</b> The Programme Document refers to admissions criteria marked from 0 to 40. The Panel recommended updating the Programme document to include specific Selection Committee criteria used for admission to the programme</p> <p><b>Recommendation #2:</b> The Panel also recommended the Programme Document is updated to provide the criteria used to evaluate engagement with the creative media industry.</p>

## 2.5 Criterion 5

### The programme's written curriculum is well structured and fit-for-purpose

Satisfactory (Yes, No, Partially)	Comment
Partially	<p>The Programme Validation Panel reviewed the programme's written curriculum and discussed each of the modules with the Programme Team. They commended the quality of the programme document. The Panel discussed the written curriculum and explored the modules across the 4 years with the Programme Team. The Panel noted the Programme Document only included the programme schedule for the stage and modules that will be delivered in IADT. They requested that the programme schedule for all stages are included in the document. They also discussed the indicative timetable, which the Programme Team confirmed was available, but was not specified in the programme document. The Panel suggested the programme document is updated to include this information also. The Panel noted how this is an ambitious programme with different countries working together to provide material and outcomes that are practical versus theoretical.</p> <p>The Panel discussed the modules with the Programme Team and made some suggestions to enhance and clarify the information included in the programme document and shared with students. The Panel also noted that Copyright legislation varies across different jurisdictions, and there should be inclusion of appropriate information.</p> <p>Overall, the members of the Panel were satisfied that the written curriculum is well structured, but outlined a couple of conditions and a recommendation to ensure it is fit for purpose.</p> <p><b>Condition #1:</b> As this programme will incorporate multiple degrees across the partners, the Programme Validation Panel specified that the programme document be updated to provide programme schedules for all stages of the programme, not just those running in IADT.</p> <p><b>Condition #2:</b> The Programme Validation Panel requested that modules be updated as appropriate to incorporate information on Copyright legislation and practice.</p> <p><b>Recommendation #3:</b> Update the programme document to provide an indicative timetable for the programme.</p> <p><b>Recommendation #4:</b> Update details throughout the document to ensure all details are accurate and consistent by reviewing the MLOs for all modules to align with NFQ level 9.</p> <p><b>Recommendation #5:</b> Review all modules in the programme document and ensure the tables in summative assessment strategies are completed and consistent. (Assessment weightings are missing in some cases; ensure all LOs being assessed are specified)</p> <p><b>Recommendations #6:</b> The Panel recommended that the indicative content in each module be reviewed to confirm that students are not overloaded and ensure realistic expectations. This should be monitored on an ongoing basis.</p> <p><b>Recommendation #7: Module: FilmMemory Project</b> The module descriptor indicates that the essay and project components can be 10/20 ECTS or 20/10 ECTS. The Programme Validation Panel recommended the Programme Team review the ECTS weightings for this module, and consider if it would be possible for students to do all ECTS on either an essay or project?</p> <p><b>Recommendation #8: Module: FilmMemory Project</b> The Panel recommended that the document is updated to provide details on the “common schedule and evaluation system” for the 4th semester.</p>

## 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 and they met with a number of the faculty on the Programme Team from all partner institutions.</p> <p>There was a discussion about staffing, and the Panel was interested to know more about the management of resources and assurance that there are sufficient experienced staff and contingency plans if required. The Programme Team discussed existing skilled teaching teams, experience and defined management structure, in addition to engagement with industry partners. The Panel recognised the skillset of staff but noted that the programme document includes information about the staff outlined as a narrative, and suggested a table presentation may be clearer.</p> <p>The Programme Validation Panel was satisfied that sufficient qualified and capable programme staff are available to implement this programme as planned.</p> <p><b>Commendation #4:</b> Staff engagement and interaction with the Panel during the validation event was commended, and the panel noted clear passion and enthusiasm were demonstrated for the programme by all partners.</p> <p><b>Commendation #5:</b> The Programme Team were commended for maximising the staff skillset and competencies across the four collaborating partners, thus enriching the student experience in the discipline.</p> <p><b>Recommendation #9:</b> Ensure there are contingency strategies in place to ensure a high level of partner/industry engagement for applicable aspects of the programme delivery.</p> <p><b>Recommendation #10:</b> The Panel recommended that the programme document be updated to include the details of staff involved in the programme in a table rather than a narrative, and also update the information to ensure staff qualifications are included.</p>

## 2.7 Criterion 7

There are sufficient physical resources to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme document outlines the facilities and physical resources available on the IADT campus. The meeting took place online, so the Panel members did not visit the physical campus, but some were already familiar with the IADT campus, and they were advised of the developments of the new Digital Media building on the IADT Campus, currently under construction (due to open in Academic Year 2024-25).</p> <p>The Programme Validation Panel were satisfied that sufficient physical resources will be available to implement this programme as planned.</p>

<b>2.8 Criterion 8</b>	
<b>The learning environment is consistent with the needs of the programme's learners</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
<b>Yes</b>	<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 that the learning environment is consistent with the needs of the programme's learners.</p>

<b>2.9 Criterion 9</b>	
<b>There are sound teaching and learning strategies</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
<b>Yes</b>	<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 Team referred to the programme's defined management structure and Programme Boards, which include students – this creates a short feedback loop, and any issues are identified and resolved quickly. The Programme Validation Panel agreed that the teaching and learning strategies were sound and fit for purpose.</p> <p><b>Commendation #6:</b> The Panel recognised the student-centred focus in the programme and the considered adoption of integrated teaching, learning and assessment methodologies – both horizontal and vertical (pentagonal educational model). Focus on integrated and iterative learning and a process for closing the feedback loop.</p> <p><b>Commendation #7:</b> The Panel commended the collaboration with industry partners and practitioners.</p> <p><b>Recommendation #11:</b> Ensure group work is managed consistently across the collaborating partners.</p> <p><b>Recommendation #12:</b> Ensure that the teaching and learning methodologies identified at the programme level (Section 5.5) are reflected as appropriate in the module descriptors.</p>

## 2.10 Criterion 10

### There are sound assessment strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The programme document outlines the programme assessment strategy and module assessment strategies. Programme assessment procedures are consistent with IADT's Quality Framework and Learning and Teaching Assessment Strategy, and related policies and procedures.</p> <p>The Programme Validation Panel considered the assessment strategies outlined in the programme documentation and, as discussed with the Programme Team, were satisfied overall. The Panel suggested some recommendations to clarify how the assessment strategies are documented and implemented.</p> <p><b>Recommendation #13:</b> The Assessment schedules are referred to in Section 5.8 of the programme document. The Programme Validation Panel recommended Providing an indicative assessment schedule document too.</p> <p><b>Recommendation #14:</b> Ensure the use of consistent grading practices in the context of individual HEI quality assurance.</p> <p><b>Recommendation #15:</b> Indicate how assessment strategies have been considered in the context of Artificial Intelligence (Generative AI).</p> <p><b>Recommendation #16:</b> Ensure assessment strategies are monitored in terms of balance of assessment types and student workload.</p>

## 2.11 Criterion 11

### Learners enrolled on the programme are well informed, guided and cared for

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Programme Validation Panel discussed various aspects of the student's expected experience and the supports and services available to them. The Programme Team outlined support systems in place and elements of the programme that are designed with a number of elements in mind, including the mature student body, self-learning hours, time management, continuous monitoring and feedback sessions. The Panel were particularly interested in the aspects of cultural intelligence and time management for the students.</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>Recommendation #17:</b> The Panel recommend that the Programme Team ensure information on “cultural intelligence” and time management for students is included in the programme documentation.</p>

## 2.12 Criterion 12

The programme is well-managed

Satisfactory (Yes, No, Partially)	Comment
Yes	Following the review of the programme documentation and discussions with the Management and Programme Team members, the Programme Validation Panel were satisfied that the programme will be professionally managed.

## Part 3 Overall Recommendation

### 3.1 Principal Programme:

**MA in European Film Heritage, History and Cultures (FilmMemory)**

[NFQ Level 9 (EQF Level 7), 120 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> )
X	<b>Satisfactory, subject to proposed special conditions</b> ; these may include proposed pre-validation conditions, i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria
	<b>Not satisfactory</b>

#### 3.1.1 Reasons for the Overall Recommendation (Principal Programme)

The Programme Validation Panel were satisfied that all the criteria were met, as demonstrated in the programme document and information provided by management and the Programme Team. The Panel were satisfied to recommend this programme, **MA in European Film Heritage, History and Cultures (FilmMemory)** for validation with seven commendations, two conditions, and seventeen recommendations as outlined below.



### 3.3 Summary of Recommended Special Conditions of Validation

3.3.1 **Condition #1:** As this programme will incorporate multiple degrees across the partners, the Programme Validation Panel specified that the programme document be updated to provide programme schedules for all stages of the programme, not just those running in IADT.

3.3.2 **Condition #2:** The Programme Validation Panel requested that modules be updated as appropriate to incorporate information on Copyright legislation and practice.

### 3.4 Summary of Recommendations to the Provider

3.4.1 **Recommendation #1:** The Programme Document refers to admissions criteria marked from 0 to 40. The Panel recommended updating the Programme document to include specific Selection Committee criteria used for admission to the programme

3.4.2 **Recommendation #2:** The Panel also recommended the Programme Document is updated to provide the criteria used to evaluate engagement with the creative media industry.

3.4.3 **Recommendation #3:** Update the programme document to provide an indicative timetable for the programme.

3.4.4 **Recommendation #4:** Update details throughout the document to ensure all details are accurate and consistent by reviewing the MLOs for all modules to align with NFQ level 9.

3.4.5 **Recommendation #5:** Review all modules in the programme document and ensure the tables in summative assessment strategies are completed and consistent. (Assessment weightings are missing in some cases; ensure all LOs being assessed are specified)

3.4.6 **Recommendations #6:** The Panel recommended that the indicative content in each module be reviewed to confirm that students are not overloaded and ensure realistic expectations. This should be monitored on an ongoing basis.

3.4.7 **Recommendation #7:** Module: FilmMemory Project

The module descriptor indicates that the essay and project components can be 10/20 ECTS or 20/10 ECTS. The Programme Validation Panel recommended the Programme Team review the ECTS weightings for this module, and consider if it would be possible for students to do all ECTS on either an essay or project?

3.4.8 **Recommendation #8:** Module: FilmMemory Project

The Panel recommended that the document is updated to provide details on the “common schedule and evaluation system” for the 4th semester.

3.4.9 **Recommendation #9:** Ensure there are contingency strategies in place to ensure a high level of partner/industry engagement for applicable aspects of the programme delivery.

3.4.10 **Recommendation #10:** The Panel recommended that the programme document be updated to include the details of staff involved in the programme in a table rather than a narrative, and also update the information to ensure staff qualifications are included.

3.4.11 **Recommendation #11:** Ensure group work is managed consistently across the collaborating partners.

3.4.12 **Recommendation #12:** Ensure that the teaching and learning methodologies identified at the programme level (Section 5.5) are reflected as appropriate in the module descriptors.

3.4.13 **Recommendation #13:** The Assessment schedules are referred to in Section 5.8 of the programme document. The Programme Validation Panel recommended Providing an indicative assessment schedule document too.

3.4.14 **Recommendation #14:** Ensure the use of consistent grading practices in the context of individual HEI quality assurance.

3.4.15 **Recommendation #15:** Indicate how assessment strategies have been considered in the context of Artificial Intelligence (Generative AI).

3.4.16 **Recommendation #16:** Ensure assessment strategies are monitored in terms of balance of assessment types and student workload.

3.4.17 **Recommendation #17:** The Panel recommend that the Programme Team ensure information on “cultural intelligence” and time management for students is included in the programme documentation.

## 3.5 Summary of Commendations to the Provider

3.5.1 **Commendation #1:** The Panel commended the quality of the programme document and noted it was comprehensive and clear, demonstrating a holistic understanding of film heritage.

3.5.2 **Commendation #2:** The Panel commended the Programme Team for further enhancing IADT’s Level 9 taught provision in the area of Film, Media, Design and Visual Arts, funded by the European Education and Culture Executive Agency (EACEA) (Erasmus Mundus Design Measures Grant; Erasmus Mundus Joint Masters), all of which are aligned with IADT’s strategic objectives, particularly internationalisation objectives. The programme provides a postgraduate pathway for students and the international exposure for students will enhance their intercultural understanding and broaden their academic and professional perspectives.

3.5.3 **Commendation #3:** The Panel commended the Programme Team for comprehensively addressing a knowledge gap/deficit

3.5.4 **Commendation #4:** Staff engagement and interaction with the Panel during the validation event was commended, and the panel noted clear passion and enthusiasm were demonstrated for the programme by all partners.


3.5.5 **Commendation #5:** The Programme Team were commended for maximising the staff skillset and competencies across the four collaborating partners, thus enriching the student experience in the discipline.

3.5.6 **Commendation #6:** The Panel recognised the student-centred focus in the programme and the considered adoption of integrated teaching, learning and assessment methodologies – both horizontal and vertical (pentagonal educational model). Focus on integrated and iterative learning and a process for closing the feedback loop.

3.5.7 **Commendation #7:** The Panel commended the collaboration with industry partners and practitioners.

### 3.6 Signature of Chairperson

This report for the validation of *MA in European Film Heritage, History and Cultures (FilmMemory) [Level 9, 120 ECTS]* has been agreed by the evaluation panel and is signed on their behalf by the Chairperson.

Panel Chairperson Name	Dr Brendan Ryder
Panel Chairperson Signature	
Date	Jul 18, 2024

### 3.7 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.

## Appendix 1: IADT Programme Validation Criteria – Full Descriptions

Criterion 1	
<b>The provider is eligible to apply for validation of the programme</b>	
a)	The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the Programme
b)	The application for validation is signed by the provider's Chief Executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed
c)	The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>2</sup>
Criterion 2	
<b>The programme objectives and outcomes are clear and consistent with the QQI awards sought</b>	
a)	The programme aims and objectives are expressed plainly
b)	A QQI award is specified for those who complete the programme
(i)	Where applicable, a QQI award is specified for each embedded programme
c)	There is a satisfactory rationale for the choice of QQI award(s)
d)	The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>
e)	The award title(s) is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements
f)	The programme title and any embedded programme titles are: <ul style="list-style-type: none"> <li>(i) Consistent with the title of the QQI award sought</li> <li>(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders</li> </ul>
g)	For each programme and embedded programme <ul style="list-style-type: none"> <li>(i) The <b>minimum intended programme learning outcomes</b> and any other educational or training objectives of the programme are explicitly specified<sup>3</sup></li> <li>(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are <b>consistent with</b> the relevant QQI awards standards</li> </ul>
h)	Where applicable, the <b>minimum intended module-learning outcomes</b> are explicitly specified for each of the programme's modules.
i)	Any QQI minor awards sought for those who complete the modules are specified, where applicable.
(i)	For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards. <sup>4</sup>

<sup>2</sup> This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

<sup>3</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>4</sup> Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

<b>Criterion 3</b>	
<b>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)</b>	
a)	The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives. <sup>5</sup>
b)	The interpretation of awards standards has been adequately informed and researched. Considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes:
(i)	There is a satisfactory rationale for providing the programme
(ii)	The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find
(iii)	There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies)
(iv)	There is evidence <sup>6</sup> of learner demand for the programme.
(v)	There is evidence of employment opportunities for graduates where relevant <sup>7</sup>
(vi)	The programme meets genuine education and training needs <sup>8</sup>
c)	There are mechanisms to keep the programme updated in consultation with internal and external stakeholders
d)	Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented
e)	The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications

<sup>5</sup> Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

<sup>6</sup> This might be predictive or indirect.

<sup>7</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>8</sup> There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

<b>Criterion 4</b>	
<b>The programme's access, transfer and progression arrangements are satisfactory</b>	
a)	The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in IADT's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied <sup>9</sup>
b)	Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats
c)	If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR <sup>10</sup> ) in order to enable learners to reach the required standard for the QQI award.
d)	The programme specifies the learning (knowledge, skill and competence) that <b>target learners</b> are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
e)	The programme includes suitable procedures and criteria for the <b>recognition of prior learning</b> for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
f)	The programme title (the title used to refer to the programme):
(i)	Reflects the core <i>intended programme learning outcomes</i> , and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es)
(ii)	Is learner focused and meaningful to the learners
(iii)	Has long-lasting significance
g)	The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

<sup>9</sup> Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further, higher education, and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

<sup>10</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

<b>Criterion 5</b>	
<b>The programme's written curriculum is well structured and fit-for-purpose</b>	
a)	The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions
b)	In so far as it is feasible, the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs
c)	Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes
d)	The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff
e)	The programme is structured and scheduled realistically based on sound educational and training principles <sup>11</sup>
f)	The curriculum is comprehensively and systematically documented
g)	The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes
h)	The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes
i)	Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements
j)	The programme <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation <sup>12</sup>

<b>Criterion 6</b>	
<b>There are sufficient qualified and capable programme staff available to implement the programme as planned</b>	
a)	The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion (12(c))
b)	The programme has an identified complement of staff <sup>13</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments
c)	The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
d)	There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development <sup>14</sup> opportunities <sup>15</sup> .
e)	There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
f)	Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

<sup>11</sup> This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

<sup>12</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

<sup>13</sup> Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

<sup>14</sup> Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

<sup>15</sup> Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.



<b>Criterion 7</b>	
<b>There are sufficient physical resources to implement the programme as planned</b>	
a)	The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (criterion 12(d)).
b)	The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
	(i) Suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
	(ii) Suitable information technology and resources (including educational technology and any virtual learning environments provided)
	(iii) Printed and electronic material (including software) for teaching, learning and assessment
	(iv) Suitable specialist equipment (e.g. laboratory, workshop, studio) – if applicable
	(v) Technical support
	(vi) Administrative support
	(vii) Company placements/internships – if applicable
c)	If versions of the programme are provided in parallel, at more than one location, each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment)
d)	There is a five-year plan for the programme. It should address:
	(i) Planned intake (first five years) and
	(ii) The total costs and income over the five years based on the planned intake
e)	The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required

<b>Criterion 8</b>	
<b>The learning environment is consistent with the needs of the programme's learners</b>	
a)	The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes
b)	Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors
c)	The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace

<b>Criterion 9</b>	
<b>There are sound teaching and learning strategies</b>	
a)	The teaching strategies support achievement of the intended programme/module learning outcomes
b)	The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes
c)	The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload)
d)	Learning is monitored/supervised
e)	Individualised guidance, support <sup>16</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme
<b>Criterion 10</b>	
<b>There are sound assessment strategies</b>	
a)	All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards <sup>17</sup>
b)	The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures
c)	The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme <sup>18</sup>
d)	The programme includes formative assessment to support learning
e)	There is a satisfactory written <b>programme assessment strategy</b> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules <sup>19</sup>
f)	Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable
g)	There are sound procedures for the moderation of summative assessment results
h)	The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award <sup>20</sup>

<sup>16</sup> Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

<sup>17</sup> See the section on transitional arrangements.

<sup>18</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>19</sup> The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

<sup>20</sup> If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

<b>Criterion 11</b>	
<b>Learners enrolled on the programme are well informed, guided and cared for</b>	
a)	There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments
b)	Information is provided about learner supports that are available to learners enrolled on the programme
c)	Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures
d)	If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways
e)	The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities
f)	There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it
g)	The programme provides supports for enrolled learners who have special education and training needs
h)	The programme makes reasonable accommodations for learners with disabilities <sup>21</sup>
i)	If the programme aims to enrol international students, it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> <sup>22</sup> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme
j)	The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations)

<b>Criterion 12</b>	
<b>The programme is well managed</b>	
a)	The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
b)	The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
c)	There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
d)	There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
e)	Quality assurance <sup>23</sup> is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
f)	The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
g)	The programme operation and management arrangements are coherently documented and suitable.
h)	There are sound procedures for interface with QQI certification.

<sup>21</sup> For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

<sup>22</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

<sup>23</sup> See also QQI's Policy on Monitoring (QQI, 2014)

Erasmus Mundus Joint Master (EMJM)  
**MA in European Film Heritage, History and  
Cultures (FilmMemory)**  
[Level 9, 120 ECTS]

## **Programme Validation Report: FACULTY RESPONSE**

**Date of Response:**  
**27 September 2024**

## To the Programme Validation Panel,

We thank the evaluators for their July 2024 report following the June 2024 programme validation panel for the proposed MA in European Film Heritage, History and Cultures (FilmMemory) programme. We welcome the seven commendations of the programme as stated by the evaluators:

**Commendation #1:** The Panel commended the Programme Team for further enhancing IADT's NFQ Level 9 taught provision in the area of Film, Media, Design and Visual Arts, funded by the European Education and Culture Executive Agency (EACEA) (Erasmus Mundus Design Measures Grant; Erasmus Mundus Joint Masters), all of which are aligned with IADT's strategic objectives, particularly internationalisation objectives. The programme provides a postgraduate pathway for students and the international exposure for students will enhance their intercultural understanding and broaden their academic and professional perspectives.

**Commendation #2:** The Panel commended the Programme Team for comprehensively addressing a knowledge gap/deficit.

**Commendation #3:** The Panel commended the quality of the Programme Document and noted it was comprehensive and clear, demonstrating a holistic understanding of film heritage.

**Commendation #4:** Staff engagement and interaction with the Panel during the validation event was commended. There was clear passion and enthusiasm demonstrated for the programme by all collaborating partners.

**Commendation #5:** The Programme Team members were commended for maximising the staff skillset and competencies across the four collaborating partners, thus enriching the student experience in the discipline.

**Commendation #6:** The Panel noted the student-centred focus in the programme and the considered adoption of appropriate and integrated teaching, learning and assessment methodologies – both horizontal and vertical (pentagonal educational model). The closing of the feedback loop was particularly commended.

**Commendation #7:** The Panel commended the collaboration with industry partners and practitioners in the discipline.

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

## Recommended Special Conditions of Validation

**Condition #1:** As this programme will involve the awarding of multiple degrees across the collaborative partners, with each partner validating the programme, the Programme Validation Panel specified that the Programme Document should include the Approved Programme Schedules (APSs) for all stages of the programme, not just those running in IADT.

**Faculty Response #1:** This was an error in drafting and has been corrected in the amended Programme Document please see section 10.2

**Condition #2:** The Programme Validation Panel requested that modules be updated as appropriate to incorporate information on “copyright legislation and practice”. IADT will incorporate this into - Methodologies (III) and Archives (III) module – also AB to discuss integrating it further.

**Faculty Response #2:** Copyright legislation and practice has been written in into Archive and Artistic Creation Levels 1-3 Please see sections 6.1.5, 6.2.5, 6.3.5.

## Recommendations to the Provider

**Recommendation #1:** The Programme Document refers to admissions criteria marked from 0 to 40 (pg. 31). The Panel recommended updating the Programme Document to include the specific Selection Committee criteria used for admission to the programme.

**Faculty Response#1:** Programme Document amended to include these criteria please see section 4.2.1.

**Recommendation #2:** The Panel also recommended that the Programme Document is updated to provide the criteria used to evaluate engagement with the creative media industry.

**Faculty Response #2:** Programme Document amended, please see section 4.2.5

**Recommendation #3:** Update the Programme Document to provide an indicative timetable for the programme. It was confirmed during the validation event that an indicative timetable is available, but it was not included in the Programme Documentation.

**Faculty Response #3:** Indicative timetable now included in section 5.3.

**Recommendation #4:** Review Module Learning Outcomes (MLOs) to ensure that they are written at the appropriate NFQ level; in this case Level 9.

**Faculty Response #4:** All the MIMLOs have been reviewed and amended to better reflect NFQ9 / EQF7 standards.

**Recommendation #5:** Review all modules in the Programme Document to ensure that summative assessment strategies are fully completed, specifically assessment weightings and learning outcomes being assessed.

**Faculty Response #5:** The summative assessment strategies have been amended, please see section 6.

**Recommendations #6:** The Panel recommended that the indicative content in each module be reviewed on an ongoing basis to ensure that students are not overloaded. The Panel expressed concerns that some modules had a significant amount of content (see “Module Content, Organisation and Structure” in each module descriptor).

**Faculty Response #6:** The recommendation was raised and noted at the FilmMemory Academic Board in September 2024 and will be monitored on an ongoing basis.

**Recommendation #7: Module: FilmMemory Project**

The Programme Team should further reflect on the alternating of ECTS for the project components (project and essay; 10/20 ECTS or 20/10 ECTS respectively) in the context of the overall Programme Learning Outcomes. A detailed assessment rubric for each of the project components (project and essay) including how marks are allocated for individual and group assessments as appropriate should be provided (related to Recommendation #5). Also, for clarity, combine the two module descriptors “Graduation Project” and “Graduation Essay” into a single module descriptor “FilmMemory Project” (“FilmMemory Project” [30 ECTS credits] is used in the body of the curriculum document, but two module descriptors are presented).

**Faculty Response #7:** The recommendation was raised and agreed at the FilmMemory Academic Board in September 2024 and a working group (including student input) appointed to review and clarify by November 2024.

**Recommendation #8: Module: FilmMemory Project**

The Panel recommended that the Programme Document provide details on the “common schedule and evaluation system” (pg. 35, 37) for the fourth semester.

**Faculty Response #8:** The recommendation was raised and agreed at the FilmMemory Academic Board in September 2024 and a working group (including student input) appointed to review and clarify by November 2024.

**Recommendation #9:** The Programme Team should ensure that there are contingency strategies in place to guarantee a high level of partner/industry engagement should any difficulties arise with programme delivery.

**Faculty Response #9:** The recommendation was raised and noted at the FilmMemory Academic Board in September 2024 and will be reviewed on an ongoing basis including each programme director to monitor industry engagement and report to the FilmMemory Academic Board.

**Recommendation #10:** The Panel recommended that the Programme Document be updated to include the details of staff involved in the programme in table format, and also update the information provided to ensure staff qualifications are included (see Section 7.3 Complement of Staff or Potential Staff).

**Faculty Response #10:** Agreed and amended, please see section 7.3.

**Recommendation #11:** The Panel recommended that group work is managed consistently across the collaborating partners, in accordance with policy and guidelines as appropriate.

**Faculty response #11:** The recommendation was raised and agreed at the FilmMemory Academic Board in September 2024 and will be reviewed on an ongoing basis.

**Recommendation #12:** The Panel recommended that the teaching and learning methodologies identified at the programme level (Section 5.5) are reflected as appropriate in the module descriptors.

**Faculty Response #12:** Agreed and has been updated accordingly, please see section 5.5.1

**Recommendation #13:** The Programme Validation Panel recommended providing an indicative assessment schedule (referred to in Section 5.8 of the Programme Document).

**Faculty Response #13:** Agreed, programme document updated accordingly, please see section 5.8 (completed for semester 1, semesters 2-4 will be agreed by the FilmMemory Academic Board before completion of semester 1).

**Recommendation #14:** Ensure that consistent grading practices are used on the programme, giving due regard to each of the partner institution's quality assurance systems.

**Faculty Response #14:** Noted and agreed by the FilmMemory Academic Board to review on an ongoing basis.

**Recommendation #15:** Indicate, based on current national and international best practice, how assessment strategies have been developed in the context of Artificial Intelligence (Generative AI).

**Faculty Response #15:** Noted and agreed, programme document updated to include IADT's revised [policy](#), see section 5.7. Also, noted by the FilmMemory Academic Board to review and implement best emerging practice across the alliance and beyond.

**Recommendation #16:** Monitor programme assessment strategies to ensure they continue to be effective and that the distribution of workload across programme assessments is appropriate and balanced.

**Faculty Response #16:** Agreed by the FilmMemory Academic Board and will be monitored on an ongoing basis.



**Recommendation #17:** The Panel recommend that the Programme Team ensure information on “cultural intelligence” and time management for students is included in the Programme Documentation as appropriate.

**Faculty Response #17:** All FilmEU Joint MA programmes include elements of “cultural intelligence”, namely during each semester’s induction. IADT will incorporate a specific workshop based on the trainings received during the most recent FilmEU Summit (Bratislava June 2024). The outcome of this pilot will then be written into the programme document.