Report of Validation Panel
for a Special Purpose, Minor or Supplemental Award

Date of Meeting: 26.04.2017

Named Award: Certificate

Programme Title: **TV Production**

Award Type: Special Purpose Award

NFQ Level: 8

Intakes Commencing: 16

ECTS/ACCS Credits: 25*

*Note: Programme proposed as 20 credits however requirement 1.3.4.1 increased credits to 25

PANEL MEMBERS

Name / Function / External Institution OR CIT Academic Unit
Mr Tom O'Mara, Online Learning Project Manager, Office of the Vice-President for Teaching & Learning, UCC
Mr Aidan Mulcahy, CEO, M3 TV Productions Ltd, Cork
Dr Áine Ní Shé – Head, Department of Mathematics, CIT

PROPOSING TEAM MEMBERS

Name / Function / Academic Unit
Ms Catherine Fehily, Head, CIT Crawford College of Art and Design
Ms Rose McGrath, Head, Department of Media Communications, CIT
Ms Anne Marie Green, Lecturer, Department of Media Communications, CIT
Dr Gearóid Ó Súilleabháin, Head, Department of Technology Enhanced Learning

BACKGROUND TO THE PROPOSED PROGRAMME

This special purpose award aims to provide Level 8 graduates of related disciplines such as Media Communications and Journalism with the necessary additional knowledge, skills and competences to work in the TV Production industry, in roles such as freelance researcher, series producer, system producer, VT editor, post-production expert, etc. In putting this proposal forward for validation, the proposers seek to address an industry gap: while it is agreed that graduates from cognate programmes have good basic technical skills, feedback from industry stakeholders indicates that such graduates need more in the line of workplace specific knowledge, skills and competences. These include, *inter alia,* the ability to deal with fast turnaround and live broadcasting, an understanding of what is currently "fashionable" in TV production format programming, awareness of legal liabilities and an appreciation of the differing requirements of freelance vs contract.

In developing this proposed award, the Department of Media Communications has drawn on its own in-house expertise in TV Production, Multimedia, and Journalism with New Media. In addition, it has also drawn on the expertise of various industry partners, most notably RTÉ: indeed, it was RTÉ Cork who approached the Department of Media

Communications in the first instance about the need for such an offering. Thus the proposers have worked with industry to develop a distinctive educational experience which combines academic study with industrial work experience. RTÉ and various independent production companies have already undertaken to provide placement opportunities for the second semester placement module.

The proposers also informed the panel of their plans to assess the feasibility of a taught Master's degree in TV production which would follow from the proposed Certificate.

In relation to the Semester 1 modules, the Department of Media Communications has worked closely with the Department of Technology Enhanced Learning so as to deliver these modules online, thus giving the learner additional flexibility and, furthermore, extending the reach of the programme. This follows on an already successful partnership of these two departments in relation to existent online offerings of the Department of Media Communications, for example, the MA in Journalism with New Media.

The Panel notes that the modules of this proposed award have already been subject to internal scrutiny, having been reviewed by the Module Moderator. In particular, it is noted that the proposed 10 credit placement module for the second semester has been reviewed in the context of the Institute's criteria for large modules.

FINDINGS OF THE PANEL

*NOTE: In this report, the term "**Requirement**" is used to indicate an action or amendment which in the view of the Panel **must** be undertaken prior to validation and commencement of the Programme. The term "**Recommendation**" indicates an item which the Course Board (or other relevant Institute unit) should implement at the earliest stage possible, and appropriate implementation of which should be the subject of ongoing monitoring.*

The Panel commends the proposers on this proposal and on their engagement in the validation meeting. The teamwork between the Department of Media Communications and the Department of Technology Enhanced Learning is clearly evident, as is the intent of the programme department to develop further its links with industry.

On consideration of the documentation provided and discussion of the programme with the proposers, the Panel has arrived at the following Findings, Requirements and Recommendations:

1. Validation Criteria

1.1 Is there a convincing need for the programme with a viable level of applications?
Overall Finding: Yes

Finding(s): The Panel notes the efforts of the programme proposers in relation to the survey of prospective students. Whilst acknowledging that there can be uncertainty in this space, the Panel is of the view that there will be demand for this programme, and that the blended learning format will serve to increase market share.

1.2 Are the level and type of the proposed award appropriate?
Overall Finding: Yes

1.3   Is the learning experience of an appropriate level, standard and quality?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s): The Panel wishes to commend the proposers on their presentations at the meeting. These presentations gave the Panel a most informative insight into the learning experience of the programme, both in relation to course content and CIT's online delivery model.

1.3.1   All Modules

Requirement: Prior to final sign off of modules, the proposers must review module descriptors and edit as necessary in order to ensure that they articulate more effectively the aims and content of the programme, both to the learner and to the external audience.

1.3.2   All Modules

Recommendation: The Panel recommends that, as part of the final review of module descriptors, the proposers would ensure that there is adequate coverage of *content*, and generation of same, across the various platforms, not just television. This is important in the context of how this very dynamic industry is evolving.

1.3.3   Module: *TV Production Careers*

1.3.3.1 Recommendation: The Panel recommends that the assessment process include a first and formative iteration whereby the learner receives feedback from both lecturer and student. This will inform the final proposal which is submitted for grading.

1.3.3.2 Recommendation: The Panel recommends that the assessment process be informed by proven industry expertise, possibly through guest lecturers and/or adjunct faculty.

1.3.4   Module: *TV Industry Environment*

1.3.4.1 Requirement: Re the Semester 1 module *TV Industry Environment* the panel is of the view that an average weekly learner workload of 14 hours per week is more realistic than the currently proposed 7 hours. To this end, the panel requires that this module become a 10 ECTS module, with the full award accruing 25 ECTS as a consequence. This should give the necessary space, across the two Semester 1 modules, for proposal writing, consideration of the current industry landscape (including the increasingly important independent sector), funding models, etc. The Panel was informed of CIT academic policy re large credit modules and is happy to stipulate this requirement in the knowledge of the relevant criteria.

1.3.4.2 Recommendation: The Panel recommends coverage of topics such as government policy, regulation, Media Law in this module. To this end, the panel of guest speakers should not only include speakers from the technical end of the production industry, but also speakers from relevant government department/s, BAI, etc.

1.3.5   Module: *TV Industry Placement*

1.3.5.1 Requirement: The Panel requires that the criteria for the assessment of placement be carefully documented, both in the descriptor and in guidance documents which are provided to industry mentors and students. Pending the

development of specific industry / learner documents for this programme, the Panel shall be happy, at this stage, to consider exemplars currently in use in an appropriate undergraduate programme of the Department of Media Communications. There is also a need for students to produce a piece of work or a report, to be evaluated by an expert panel, which reflects what they have learned during their placement.

1.3.5.2 Recommendation: Whilst commending the proposers on the work which they have done in securing the undertakings of industry stakeholders in relation to placement opportunities, the Panel strongly recommends that further contacts be sought, both nationally and internationally, in order to leverage the full potential of this programme. Such contacts can not only be sought in relation to placement, but also in relation to guest lecturing.

1.3.5.3 Requirement: The Panel is concerned that the currently proposed allocation of 10 ECTS (equivalent to an average weekly learner workload of 14 hours per week) may ultimately prove to be an underestimate of the workload involved in this type of placement, particularly given the nature of this industry. The Panel therefore requires that the module workload be kept under regular review between the commencement of the programme and the next programmatic review.

1.4 Is the programme structure logical and well designed (including procedures for access, transfer and progression)?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

1.4.1 Recommendation: In relation to entry requirements, the Panel is satisfied that the proposers have identified the target market for this programme. However, in any marketing literature or website for this programme, its entry requirements and selection criteria should be stated more clearly than was the case in the proposal document which was submitted to the Panel.

1.5 Are the programme management structures adequate?

Overall Finding: Yes

Finding(s): The Panel commends the proposers on the current systems which are in place with regard to coordination of undergraduate placements and projects. Furthermore, through their work in relation to online offerings to date, there is a very good framework in place for the realisation of the blended learning module envisaged in the current proposal.

1.6 Are the resource requirements reasonable?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s): The Panel was assured on behalf of the President and Head of College that appropriate resources in terms of staffing and facilities will be put in place when the programme is validated.

1.6.1 Recommendation: The Panel recommends that the proposers consider the technical requirements around editing through a virtual desktop solution. Editing to broadcast quality using a video editing package such as Adobe Premiere or Final Cut Pro is processor intensive and requires very highly specified dedicated editing systems. The Panel suggests that the proposal team investigates the practicalities of doing this using a virtual desktop with possibly unreliable or low bandwidth broadband connections. Given the concerns in relation to students editing remotely and whether or not there was sufficient bandwidth, bandwidth speeds and some technical details need to be clarified between CIT's IT Services and the Department of Technology Enhanced Learning.

1.7   Will the impact of the programme on the Institute be positive?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

1.7.1 Recommendation: The Panel acknowledges that there is already a very effective model in place in relation to online learning in CIT – not just in relation to programmes in the Department of Media Communications, but in other departments as well – and that this model provides plenty of opportunity for interaction between students. Notwithstanding this, however, the Panel recommends that a showcase/networking event be organised, at least once per year, so that students would have the opportunity to meet each other in person. Provision should be made for those who are unable to attend in person, so that they, too, can avail of the additional opportunity for networking. The Panel also holds that such an event will showcase the programme to the wider external audience. Given the interest that there is in the broadcast media nationally and internationally, it is most likely that such an event will enhance the positive impact of the programme on the Institute.

2.   **Other Findings** (none)

CONCLUSION

Based on the above findings, the Panel recommends to Academic Council:

That the Programme be validated for five academic years, or until the next programmatic review, whichever is soonest, subject to implementation of the Requirements above, and with due regard to the Recommendations made.

1.3.1 All Modules
Requirement: *Prior to final sign off of modules, the proposers must review module descriptors and edit as necessary in order to ensure that they articulate more effectively the aims and content of the programme, both to the learner and to the external audience.*

The programme team have reviewed and rewritten the module descriptions to better reflect the aims and content of the programme as may be seen in the table below:

TV Industry Environment <u>original</u>: This module revolves around invited speakers from the world of industry. These online talks will give students an insight into the wider broadcasting landscape in which they will be operating. Mergers and ownership has profoundly changed the broadcasting environment and the traditional business model of funding and revenue generation. Students will learn the importance of recognising and tailoring content to target audiences. They will develop practical skills required to create and develop content ideas and production schedules to a media industry standard both as employees and as independent contractors.	*TV Industry Environment <u>updated</u>*: This module will critically explore the current Television industry landscape, its media owners, legislation, trends and evolving funding models. National and international speakers will give students a deep insight into the wider broadcasting milieu in which they will be operating. Students will learn the importance of recognising and tailoring content to target audiences. They will develop practical skills required to create and develop content ideas and production schedules to a media industry standard both as employees and as independent contractors.

TV Production Careers <u>original</u>: This module aims to build professional practice knowledge to enable students to fulfil various roles in television programme production. It will also prepare students for the evolving workplace environment. Students will be required to create an online personal portfolio including branding and social media to a professional media industry standard.	*TV Production Careers <u>updated</u>:* This module will build professional practice knowledge to prepare students to fulfill a range of roles in programme production across different platforms. Participants will, through a closely monitored review process, have an opportunity to develop programme ideas and production concepts which will be pitched to industry leaders. Students will also create an online portfolio including branding and social media to a professional media industry standard.

TV Industry Placement <u>original</u>: This module provides students with both initial on site industry practice within television production as well as specialised training in selected areas. All students will have the opportunity to observe live studio production, directing and camera operation, pre and post-production workflows including research and programme concept	*TV Industry Placement <u>updated</u>:* This module provides students with valuable experience of both initial on site industry practice as well as specialised training. During the first part of the placement period participants will have the opportunity to observe live studio production, directing and camera operation, pre and post-production workflows including research and

development. Students will then identify specific skill areas in which they wish to advance and will receive hands-on experience in those areas.	programme concept development experience. Industry partners will collaborate in identifying appropriate skillsets that students can develop and in which they will receive hands-on experience.

A number of the additional points below – see, e.g., 1.3.2, 1.3.3.1 ,1.3.3.2, 1.3.4.2, 1.3.5.1 – also serve to bring the modules and the overall programme objectives into closer alignment.

1.3.2 All Modules
Recommendation: The Panel recommends that, as part of the final review of module descriptors, the proposers would ensure that there is adequate coverage of *content*, and generation of same, across the various platforms, not just television. This is important in the context of how this very dynamic industry is evolving.

In the *TV Industry Environment* module the programme team have expanded Indicative content to include platforms:

Platforms
The traditional television platform is facing competition from a range of other delivery methods: Internet delivery of content, streaming, subscription-based services such as Netflix and Hulu, transactional-based services like Vimeo On Demand and iTunes

In the *TV Production Careers* module the proposers have changed 'Treatment Writing" in Indicative Content to reflect the evolving nature of the industry

Original: Understanding how to pitch an idea is a key part of successful production. How to write and prepare an effective proposal including moodboards and trailers.	*Updated*: Writing and preparing an effective proposal for a programme, series or production concept including moodboards and trailers. An understanding of genre, format and programme delivery across multiple platforms.

In the *TV Industry Placement* module the proposers have updated "Concept Development and Production' in Indicative Content to reflect evolving delivery platforms:

Original: Develop programme ideas from initial proposal through research to production. Identify multifactorial considerations such as audience, originality, trending formats, schedule and budget.	*Updated*: Develop programme ideas from initial proposal through research to production. Identify multifactorial considerations such as audience, originality, trending formats, delivery on different platforms, schedule and budget.

1.3.3 Module: *TV Production Careers*
1.3.3.1 Recommendation: The Panel recommends that the assessment process include a first and formative iteration whereby the learner receives feedback from both lecturer and student. This will inform the final proposal which is submitted for grading.

The Assessment description for the Presentation assessment has been updated to reflect this recommendation as follows:

Course Work				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Practical/Skills Evaluation	Develop an online portfolio using standards-based web platforms and social media to create a professional brand and hosting site for relevant skills and experience	1,4	60.0	Week 9
Presentation	Create and present a proposal for a programme, series or production concept to pitch to industry player/s employing traditional and rich media. Students will be required to provide early drafts of proposals for discussion.	2,3,4	40.0	Week 13

1.3.3 Module: *TV Production Careers*
1.3.3.2 Recommendation: The Panel recommends that the assessment process be informed by proven industry expertise, possibly through guest lecturers and/or adjunct faculty.

As per response to 1.3.3.1 above it is now indicated that student presentations be made to industry practitioners.

Course Work

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Practical/Skills Evaluation	Develop an online portfolio using standards-based web platforms and social media to create a professional brand and hosting site for relevant skills and experience	1,4	60.0	Week 9
Presentation	Create and present a proposal for a programme, series or production concept to pitch to industry player/s employing traditional and rich media. Students will be required to provide early drafts of proposals for discussion.	2,3,4	40.0	Week 13

1.3.4 Module: *TV Industry Environment*

1.3.4.1 Requirement: Re the Semester 1 module *TV Industry Environment* the panel is of the view that an average weekly learner workload of 14 hours per week is more realistic than the currently proposed 7 hours. To this end, the panel requires that this module become a 10 ECTS module, with the full award accruing 25 ECTS as a consequence. This should give the necessary space, across the two Semester 1 modules, for proposal writing, consideration of the current industry landscape (including the increasingly important independent sector), funding models, etc. The Panel was informed of CIT academic policy re large credit modules and is happy to stipulate this requirement in the knowledge of the relevant criteria.

After reflecting on the advice of the panel, the proposing team have increased the credits for the *TV Industry Environment* module from 5 to 10 credits to ensure adequate coverage of content. This will double the lecturer's contact time on this module and increase the required non context independent and directed learning times for students to 11 hours/wk.

1.3.4.2 Recommendation: The Panel recommends coverage of topics such as government policy, regulation, Media Law in this module. To this end, the panel of guest speakers should not only include speakers from the technical end of the production industry, but also speakers from relevant government department/s, BAI, etc.

CIT will make use of its extensive network of contacts in the industry to ensure full coverage of technical and other key topics including those relating to policy, regulation, legal contexts and will schedule speakers to ensure a comprehensive and meaningful sequencing of topics.

1.3.5 Module: *TV Industry Placement*

1.3.5.1 Requirement: The Panel requires that the criteria for the assessment of placement be carefully documented, both in the descriptor and in guidance documents which are provided to industry mentors and students. Pending the development of specific industry / learner documents for this programme, the Panel shall be happy, at this stage, to consider exemplars currently in use in an appropriate undergraduate programme of the Department of Media Communications. There is also a need for students to produce a piece of work or a report, to be evaluated by an expert panel, which reflects what they have learned during their placement.

Assessments in this module have been changed to a range of related coursework that will better reflect and support the learning process during placement.

Course Work				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Performance Evaluation	Visit by CIT staff to interview learner and workplace mentor.	1,2,3,4	20.0	Week 6
Reflective Journal	Weekly reports, describing the activities, tasks and learning	1,2,3	50.0	Every Week
Presentation	Report and/or oral presentation on work placement.	1,3,4	30.0	Sem End

Relevant work placement documentation is included in Appendix A. This document provides extensive information with regard to the role of the work supervisor, academic supervisor, and student as well as relevant templates and guidelines for, inter alia, end of placement reports, site visit assessment etc.

1.3.5.2 Recommendation: Whilst commending the proposers on the work which they have done in securing the undertakings of industry stakeholders in relation to placement opportunities, the Panel strongly recommends that further contacts be sought, both nationally and internationally, in order to leverage the full potential of this programme. Such contacts can not only be sought in relation to placement, but also in relation to guest lecturing.

Industry experts will assist in the provision of a range of national and international speakers on the programme. CIT's e-learning infrastructure will support this in the first instance by providing speakers with a live-elearning platform to facilitate interactive sessions including but not limited to features such as breakout rooms, class polls and other class response applications.

Work placements will be supported by CIT's e-portfolio service which provides a single online location for learners to present logbooks, report and other learning evidence throughout the placement. This evidence can be submitted against a bespoke framework and viewed and signed off on as required by the academic and work supervisors and other stakeholders in the work placement process. The e-portfolio is particularly suited to richer media, including video. One corollary is the ability for students to build up a shareable portfolio over the course of the work placement which would live beyond the duration of the academic programme. This enables CIT to facilitate work placements taking place outside of the Cork area and even outside of the country.

1.3.5.3 Requirement: The Panel is concerned that the currently proposed allocation of 10 ECTS (equivalent to an average weekly learner workload of 14 hours per week) may ultimately prove to be an underestimate of the workload involved in this type of placement, particularly given the nature of this industry. The Panel therefore requires that the module workload be kept under regular review between the commencement of the programme and the next programmatic review.

The current proposed allocation will be kept under regular review as per the requirement. This will be done in conjunction with industry partners as part of an annual review/assessment/exit questionnaire of the TV Industry Placement module.

1.4	**Is the programme structure logical and well designed (including procedures for access, transfer and progression)?**

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

1.4.1 Recommendation: In relation to entry requirements, the Panel is satisfied that the proposers have identified the target market for this programme. However, in any marketing literature or website for this programme, its entry requirements and selection criteria should be stated more clearly than was the case in the proposal document which was submitted to the Panel.

Application requirements have been set down by the department as follows:

Admission to the Certificate in TV Production (level 8) programme is based on a combination of an online application and a short interview process.

All candidates are required to have already completed a level 7 degree or equivalent in a cognate area (e.g. multimedia, digital media, film production etc). Familiarity with digital media and media sharing platforms and services are necessary, as well as TV/video production knowledge and some cognate research experience.

Recognition of Prior Learning (RPL)/advanced entry will be applicable for candidates with existing prior experiential learning

Applicants are asked to upload documents such as transcripts, CV, other relevant details with their online applications.

Shortlisted candidates will be invited forward for interview. As part of the interview process they will be asked to present a selection of suitable TV production and or digital media project pieces.

1.6 Are the resource requirements reasonable?
Overall Finding: Yes, subject to certain Requirements and/or Recommendations.
1.6.1 Recommendation: The Panel recommends that the proposers consider the technical requirements around editing through a virtual desktop solution. Editing to broadcast quality using a video editing package such as Adobe Premiere or Final Cut Pro is processor intensive and requires very highly specified dedicated editing systems. The Panel suggests that the proposal team investigates the practicalities of doing this using a virtual desktop with possibly unreliable or low bandwidth broadband connections. Given the concerns in relation to students editing remotely and whether or not there was sufficient bandwidth, bandwidth speeds and some technical details need to be clarified between CIT's IT Services and the Department of Technology Enhanced Learning.

The department has successfully piloted an online SaaS-based solution for video editing which works via the browser and overcomes limits relating to using desktop-based software such as Adobe Premiere and Final Cut Pro via vdesktop. The solution allows users to control all of the standard video editing features in addition to motion effects, scene transitions and green screen using this application. Students moreover can share their video projects with others in the course and can collaborate with each other on video projects, an advantage over and above what is typically offered in desktop software. The solution accepts video formats up to and including 4k as well as other multimedia objects. This version allows students to publish video to HD and to share content out to services such as Google Drive (which all CIT students have as part of their student accounts) and to other file sharing services. Bandwidth requirements for the online editor are quite low as this cloud-based application simply requires a stable internet connection with 1 MegaByte/second upstream and downstream speeds. Furthermore, our online video editor pre-processes uploaded video, maximising the amount of time learners can spend in editing and reducing preparation time.

1.7 Will the impact of the programme on the Institute be positive?
Overall Finding: Yes, subject to certain Requirements and/or Recommendations.
1.7.1 Recommendation: The Panel acknowledges that there is already a very effective model in place in relation to online learning in CIT – not just in relation to programmes in the Department of Media Communications, but in other departments as well – and that this model provides plenty of opportunity for interaction between students. Notwithstanding this, however, the Panel recommends that a showcase/networking event be organised, at least once per year, so that students would have the opportunity to meet each other in person. Provision should be made for those who are unable to attend in person, so that they, too, can avail of the additional opportunity for networking. The Panel also holds that such an event will showcase the programme to the wider external audience. Given the interest that there is in the broadcast media nationally and internationally, it is most likely that such an event will enhance the positive impact of the programme on the Institute.

The programme team have considered and feel a live face-to-face showcase and networking event would be a positive addition to the programme. So as not to disadvantage students who cannot travel to CIT live feeds of the event (RTSP/RTMP/HTTP/MMS) will be multicasted from our network providing the online learner with a high fidelity stream of the event. Events will be produced live, using multi-cam and multi-source setups. In all cases, such events will have the facility to be delivered to YouTube, Facebook Live and to Twitter; the latter using the

Twitter/Periscope function. For online viewers, there will be a number of ways of interacting with the live material. This includes live commentary using the comments features and live tweeting. In terms of live video, the producer environment also allows for overlaying live tweets seamlessly over the video content.

APPENDIX A: WORK PLACEMENT MANUAL

Cork Institute of Technology
Institiúid Teicneolaíochta Chorcaí

Certificate in Television Production

WORK PLACEMENT MANUAL

STUDENT NAME: _____

STUDENT ID NUMBER: _____

ACADEMIC SUPERVISOR: _____

Introduction

This document serves as a guide to the content, purpose and procedures for undertaking the work placement and it applies to all of the parties involved - the Student, the Work Supervisor (employer) and the Academic Supervisor (Cork Institute of Technology). For the success of the work placement it is important that there is a partnership between the employer, the student and the Institute. This partnership approach ensures that the placement is properly supervised, evaluated and is academically relevant for the student.

General Information Regarding Placement

Context

The placement is considered an integral part of the course programme and as such is a continuing learning process in which the student learns to apply the knowledge gained in the earlier stages of the programme.

Students are encouraged to avail of all opportunities in their work placement to explore and develop a better insight into all relevant areas and work practices in general.

Furthermore, the placement facilitates the development of practical and communication skills/competencies required to make a meaningful contribution in the workplace. In this context the placement will facilitate this learning/development.

Aims and Structure of the Work Placement

The aim of the work placement is to introduce the student to a structured work environment and to develop an understanding of the organisation, procedures, and practices current in the organisation and the area of activity in which it is involved.

It is important, therefore, that the student be provided with adequate opportunities within the work placement to experience a range of the activities carried out by the host organisation and to contribute in a positive way to those activities.

The essential elements of the work placements will include:
- Appointment of a Work Supervisor.
- Appointment of an Academic Supervisor.
- If possible, a meeting of the academic supervisor and the work supervisor.
- A formal introduction/induction to the workplace by the work supervisor.
- The maintenance of a work logbook by the student, which will be signed by the work supervisor.

A formal assessment by the Institute conducted on the basis outlined in the module descriptor for the placement.

Learning Outcomes

At the end of the work placement the student will be expected to:

1. Demonstrate a broader understanding of the role of the broadcaster/producer within a challenging work environment
2. Take responsibility for performing tasks and project work under the guidance of peers and of an industrial supervisor
3. Communicate in a professional manner within the workplace.
4. Apply knowledge, skills and competencies acquired during the placement to the solution of workplace problems.
5. Regularly report on the activities completed during their work placement

The student will be expected to reflect on these outcomes during the course of the work placement, to gather information that will enable them to analyse the placement and the placement organisation in the context of these outcomes and to produce the reports required for assessment during and at the end of the placement.

Placement Assessment

The following are guidelines regarding the various elements of the assessment:

Student Journal

This should record the activities undertaken on a daily basis in summary form and should be signed by the employer on a weekly basis (or at intervals that are appropriate to the individual workplace arrangements) to attest to its authenticity.

It is the student's responsibility to prepare the daily journal, ensure that they are signed by the Work Supervisor and submitted to their Academic Supervisor when requested. It will also contribute to the student's work-placement report at the end of the placement.

Student Summary Report

This will include an assessment of the placement in the context of the learning outcomes outlined above. The report guidelines will be furnished to the students by the academic supervisor.

The assessment of the final report will include the assessment of its structure and its content, the clarity with which it deals with relevant issues and the manner in which it links the placement to the learning outcomes expected.

After your work placement this report will be held in CIT in the Department of Media Communications and may be used as reference.

Employer Assessment

This will be an assessment by the employer of the quality of work, attitude and commitment of the student.

The employer will be provided with an evaluation report form by the academic supervisor for each student. This will be returned to the academic supervisor who together with the employer will assign the appropriate grade.

<u>**Responsibilities**</u>

For the successful operation of each student placement, it will be necessary to appoint a Work Supervisor and an Academic Supervisor.

Work Supervisor
The *role* of the Work Supervisor is to ensure that the placement process is carried out as planned.

- The work supervisor's *Responsibilities* include the following:
- To meet the student in the first instance
- To ensure that the student undergoes the appropriate induction process
- To ensure the student understands the health and safety and quality policy of the organisation
- To assign work to the student and oversee the performance of the assigned work
- To act as a first reference point for the student in times of difficulty
- To meet with the Academic Supervisor and the student during the placement to discuss the student's work assignment and progress and to deal with any problems that may arise
- To complete an End of Placement Assessment for the student
- To contribute to the assessment process as defined

It is hoped that these would be implemented in the context of regular meetings with the student, a meeting with the academic supervisor during their visit to the work place, and meeting with personnel within the company/organisation as appropriate.

Induction into the Workplace
Each student should be presented with an introduction/induction into the workplace.

Where a formal induction programme is in place within the host organisation it is expected that the student will undertake this.

Academic Supervisor

The *role* of the Academic Supervisor is to liaise with the Work Supervisor to oversee the quality of the learning experience during the placement.

The Academic Supervisor's *responsibilities* include the following:
- To meet with the student to ensure that the student fully understands what is expected from him/her during work placement and to discuss with the student contact arrangements during placement.
- To familiarise the student with the various daily/monthly logbooks/reports that are required and the final written/oral presentation that is expected on completion of the Placement.
- To visit (where possible or by another form of contact where a visit is not feasible) the student during the placement and arrange with the student and the Work Supervisor to discuss progress in relation to achieving learning objectives. Also inspect logbooks where applicable.

- During the site visit, to liaise with the Work Supervisor in relation to:
  - Student Progress
  - The learning aspects of the placement
  - Any other appropriate matter
- To complete Academic Supervisor's Report form and record marks.
- To oversee the assessment process (the completion of the associated
- documentation).
- To correct and mark the student placement summary report.
- To liaise between the work placement and the Institute both for the employer and the student

Role of Student

Each student must demonstrate the highest standards of personal and professional conduct at all times during placement with the host organisation while at the same time carrying out assigned duties to the highest quality.

The student's responsibilities include the following:

- To make him/herself familiar with and comply with the host organisation's policies and procedures.
- To agree a work plan/assignment with the work supervisor.
- To participate in meetings between the work supervisor and academic supervisor as required.
- To take responsibility for achieving optimum results from the placement.
- To strive to achieve the general learning outcomes for the placement programme.
- To complete a Daily Logbook (countersigned on a weekly basis by Work Supervisor or at an appropriate interval depending on the arrangements of the placement).
- To complete a Placement Summary Report.

Difficulties while on Work Placement

If the student is experiencing any concerns with his/her placement, it is their responsibility to contact firstly the Work Supervisor to discuss how the particular situation may be dealt with. If the Work Supervisor is of the opinion that a visit from the Academic Supervisor at this point is necessary, it will be arranged. However, only if the student is unable to satisfactorily solve a problem, will the Academic Supervisor intervene.

Students should keep in mind that open communication between all parties is crucial to solving problems that may arise. Often simple resolutions are made by talking through a problem, whether it be with the Work Supervisor or the Academic Supervisor.

Failure to Complete a Placement

It is the student's responsibility to advise the Academic Supervisor of any change of circumstances during Work Placement.

Students who do not fulfil the conditions of the Work Placement Programme to the satisfaction of the Host Organisation and/or CIT may fail the relevant Work Placement Module of their course of study. In the event of this occurring, the student must source and complete an additional work placement.

Guidelines on Holiday & Sick Leave Students on Placement

Holiday Leave
Total number of days depends on the particular organisation employing the student. Please check the organisation's annual leave policy with your supervisor. However, holidays during the placement are completely at the discretion of the host company.

Sick Leave
Again, this may depend on the organisation. Please check the organisation's sick leave policy with your supervisor. In the event of a student being absent from work due to illness, s/he must contact the company and then the Academic Supervisor first thing on the morning in question.

Insurance

Cork Institute of Technology's Insurance Policy indemnifies Employers involved in the Work Placements on behalf of the Institute. The policy only operates to indemnify the Employer in the event of personal injury to the student. The Indemnity to Employer operates on the basis that the Employer is subject to the terms, conditions and exceptions of the policy. One of the conditions the Employer must meet is to take all reasonable precautions to prevent accidents to students.

Appendix I   Student's Logbook   (for completion by student)

WORK PLACEMENT LOGBOOK	
STUDENT NAME:	
STUDENT ID NUMBER:	
DATE:	
CORK INSTITUTE OF TECHNOLGY DEPARTMENT OF MEDIA COMMUNICATIONS	
ORGANISATION NAME:	
ORANISATION ADDRESS:	
DEPARTMENT:	
WORKPLACE SUPERVISOR:	
ACADEMIC SUPERVISOR:	

Overleaf: Internal page of Logbook
(You may use either this template or any logbook that is in use within the
organisation).

Daily Logbook   (for completion by Student)

Day	Activities	Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Student's signature: _____   Date: _____

Work Supervisor: _____   Date: _____

Appendix II Guidelines for Student's End of Placement Report
(for use by Student)

Guidelines and Suggested Structure for Work Placement Summary Report

- The following is a suggested template for the presentation that you will submit on completion of your work experience.
- The purpose of this template is to assist you in writing an informative, relevant and analytical and reflective report.
- The report should be the student's own work and any information obtained from company or organisation documents should be acknowledged using the conventional referencing system.
- If there are any headings that are not relevant to you, you are encouraged to amend them according to your own needs and the context of your particular work experience.
- If there are relevant issues that you feel should be included and are not referred to in this suggested format, then you are also encouraged to introduce additional headings to accommodate your specific report writing needs.
- Students will be expected to create a presentation that is informative, dynamic and creative.

Advice
It is highly recommended that you continually reflect on your work experience as it progresses and that you build up a daily/weekly profile of significant learning points that will inform the creation of the final presentation. Some sections can be completed before the end of the work experience. By looking at the suggested structure now, you will be in a better position to document the relevant information as you proceed through the placement.

Introduction

Suggested Report/Presentation Structure
- Name/nature of the Organisation (voluntary, state sector, private, other.) Length of placement (start and finish dates)
- Nature of the placement – your working title
- Name of workplace supervisor & name of CIT academic supervisor

Organisational Profile
- Role and function of the organisation
- Brief history of the organisation
- Organisational structure (hierarchy/flat structures/organisational chart/communication flows/decision making strategies
- Position of the organisation within the wider broadcasting environment
- Challenges and changes within the organisation

Account of actual Work Experience
- Description of your Duties
- Main functions you had during placement
- Your initial expectations, the outcomes expected and the outcomes achieved. Critical assessment of achievement of placement learning outcomes.
- Difficulties experienced (try to classify them and then describe…task related, skills related, knowledge related, personnel related, other)
- Lessons learned (about the organisation, about myself, about other aspects of the working environment.

Student profile and relevance to the organisation
- What did I bring to the work placement that might have been of assistance?
- What were the benefits for me of working in this organisation? Why? Could this placement assist my future career planning? Why?

Conclusion
- Any individual thoughts on the overall experience and any recommendations about future placement with this organisation

Appendix III   Placement Information/Contact Details

To be completed by student & returned to Placement Coordinator in CIT.

Placement Information/Contact Details	
Student Name:	
Student Mobile:	
Student Work #	
Student email:	
Student Work email:	
Company Name:	
Company Address:	
Supervisor Name:	
Supervisor Contact #	
Supervisor email:	
Information on your role with Company	

Appendix IV   Workplace Induction Checklist

To be completed by the student in cooperation with the employer at the beginning of placement

Induction Information		
Item	Completed	To be completed
Access and security arrangements		
Confidentiality, intellectual property and non-disclosure policies		
Codes of conduct, housekeeping, dress codes		
Computer usage policies		
Workplace hazards and safe working practices		
Working hours, refreshment facilities and holidays		
Arrangements for sick leave		
Payroll arrangements		
Organisational reporting structures and procedures		

Appendix V   Job and Applicant Specification
To be provided by the employer in cooperation with CIT in advance of placement

Outline Job Specification	
Job title	Pay (if applicable)
Work location	
Description of work to be undertaken by student	
Key responsibilities	
Main learning opportunities	
Hours and days of attendance weekly	

Applicant Specification
Key technical competences required
Key generic competences required

Appendix VI   Site Visit Assessment (Employer)
to be completed by Workplace Supervisor during site visit by Academic Supervisor

Site Visit Assessment (Employer)	
Student:	
Course:	
Company:	
Supervisor(s):	
Visiting Lecturer:	
Date:	

1. Interest in Work

5.   High interest in job, very enthusiastic

4.   More than average amount of interest in the job

3.   Satisfactory interest and enthusiasm in the job

2.   Interest spasmodic, occasionally enthusiastic

1.   Little interest or enthusiasm for the job

2. Enterprise

5.   Self-starter, asks for new jobs, looks for work to do

4.   Acts voluntarily in most matters

3.   Acts voluntarily in routine matters

2.   Relies on others, must be told often what to do

1.   Usually waits to be told what to do next

3. Organisation and Planning

5.   Does an excellent job of organising and planning work

4.   Usually organises work well

3.   Does normal amount of planning and organising

2.   More often than not fails to organise and plan work effectively

1.   More often than not fails to organise and plan work effectively

4. Ability to Learn

5.   Exceptionally quick

4.   Quick to learn

3.   Average

2.   Slow to learn

1.   Very slow to learn

5. Quality of Work

5.   Very thorough in performing work, very few errors if any

4.   Usually thorough, good work, few errors

3.   Work usually passes review, has normal amount of errors

2.   More than average amount of errors for a trainee

1.   Work usually done in careless manner, makes errors often

6. Quantity of Work

5.   Highly productive in relation to other students

4.   More than expected in comparison with other students

3.   Expected amount of productivity for students

2.   Less than expected in comparison with other students

1.   Very low in comparison with other students

7. Judgement

5.   Exceptionally good, decisions based on thorough analysis of problem

4.   Uses good common sense, usually makes good decisions

3.   Judgment usually good in routine situation

2.   Judgment often undependable

1.   Poor judgment, jumps to conclusions without sufficient knowledge

8. Dependability

5.   Can always be depended upon in any situation

4.   Can usually be depended upon in most situations

3.   Can be depended upon in routine situations

2.   Somewhat unreliable, needs checking

1.   Unreliable

9. Relations with Others

5.   Always works in harmony with others, an excellent team worker

4.   Congenial and helpful, works well with associates

3.   Most relations with others are harmonious under normal circumstances

2.   Difficult to work with at times, sometimes antagonises others

1.   Frequently quarrelsome and causes friction

10. Creativity

5.   Continually seeks new & better ways of doing things, is extremely innovative

4.   Frequently suggests new ways of doing things, is very imaginative

3.   Has average amount of imagination, has reasonable amount of new ideas

2.   Occasionally comes up with a new idea

1.   Rarely has a new idea, is not very imaginative

11. Communications Skills – Written Expression

5.   Very Good

4.   Good

3.   Satisfactory

2.   Needs Improvement

1.   Poor

12. Communication Skills – Oral Expression

5.   Very Good

4.   Good

3.   Satisfactory

2.   Needs Improvement

1.   Poor

13. Acceptance of Criticism

5.   Overtly welcomes critique and advice on his/her performance

4.   Accepts criticism willingly

3.   Passive acceptance of criticism

2.   Does not take criticism well

1.   Becomes argumentative on criticism

14. Punctuality

5.   Always early for appointments

4.   Always on time

3.   Occasionally late for appointments

2.   Frequently late for appointments

1.   Disregards appointment times

15. Attendance

5.   Full attendance

4.   Very good attendance

3.   Missed a number of days

2.   Missed a lot of days

1.   Very poor attendance

16.   Has the student improved skills and knowledge since the start of the placement? Please give details and rate out of 10 (10 is the highest).

17.   Would you recommend the student for a position in industry? If so what areas would s/he be best suited for. Please give details and rank out of 10 (10 is the highest)

18.

Work Placement Experience	1 = Poor 2 = Fair 3 = Good 4 = Excellent Please highlight as appropriate
Communications with CIT Comments:	1 2 3 4
Student suitability for placement Comments:	1 2 3 4

How would you describe the administrative and supervisory requirements of the placement on your company/organisation:
 	
   1. Acceptable
   2. Time-consuming
   3. Straightforward
   4. Onerous
   5. Confusing
   6. Excessive
 	
Comments:	

Comments or recommendations on improving the employer experience:	

Signed: _____   Date: _____

Appendix VII   **Site Visit Marking Sheet (Academic Supervisor)**

Site Visit Marking Sheet (Academic Supervisor)					
Student Name:	Workplace Name and Address:			Supervisor's Name:	
Assessment topic	Very poor (<40)	Poor (40-50)	Satisfactory (50-60)	Very Satisfactory (60-70)	Excellent (>70)
Communication/Interpersonal Skills					
Attitude, Application and Motivation					
Quality of Work					
Initiative					
Analytical Skills					
General Remarks/Overall Impression					