



Programme Validation Report

Bachelor of Arts (Honours) in Politics, Society & Media

TU480

Version of Report	Author	Date
Draft	AQA _ Michael Keane	20/05/2025
Final	AQA _ Michael Keane	23/05/2025

Approval	Date
Programme Proposal approved by Faculty Board	21/11/2024
Programme Proposal approved by University Programmes Board	10/12/2024
Programme approved by Faculty Board	
Programme approved by University Programmes Board	

Section A - Programme Details

Title	Bachelor of Arts (Honours) in Politics, Society & Media
NFQ Level	8
ECTS Credits	240
Mode of delivery	Part-time <input type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: Full-time: 4 Yrs
Mode of provision	Face-to-Face <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/>
Classification of award	1 st Class Honours; 2 nd Class Honours, Upper Division; 2 nd Class Honours, Lower Division; Pass
Discipline Programmes Board	N/A – School of Media
Faculty Board	Faculty of Arts & Humanities
Schools involved in delivery	School of Media
Delivery location	Years 1 & 2 externally delivered by collaborative partners Years 3 & 4 delivered in Grangegorman
Collaborative Partner (where applicable)	City of Dublin FET College Ballyfermot Blackrock Further Education Institute City of Dublin FET College Rathmines
Date of Commencement	September 2025

Section B - Awards

Award Title	Bachelor of Arts (Honours) in Politics, Society & Media
NFQ Level	8
Award Class	Major
ECTS Credits	240
Classification of award	1 st Class Honours; 2 nd Class Honours, Upper Division; 2 nd Class Honours, Lower Division; Pass
Award (1) Title	Bachelor of Arts in Politics, Society & Media
Exit/Embedded	Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Distinction; Merit Grade 1; Merit Grade 2; Pass
Exit Award (2)	Higher Certificate in Arts in Politics, Society & Media
Exit/Embedded	Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	6
Award Class	Major
ECTS Credits	120
Classification of award	Distinction; Merit Grade 1; Merit Grade 2; Pass

Section C - Programme Derogations (if required)

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
No derogations were sought in advance of this programme validation however, during the module discussions it became apparent that certain modules cannot be compensated. A list of same was requested, see condition of validation #1.	
Date of University Programmes Board Approval	Click or tap to enter a date.

Section D Validation Process

Please tick the process that was followed:

Validation Panel <input checked="" type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: Monday 1 st May 2025	Date:	Date:

Validation Panel Members

Name	Role	Affiliation
Dr. Muireann O'Keeffe	Chair	Faculty Head of Teaching and Learning Faculty of Arts & Humanities, TU Dublin.
Dr. Niamh Kirk	External assessor	School of English, Irish and Communication University of Limerick.
John Gormley	External assessor	Former Minister for Housing, Local Government and Heritage of Ireland.
Dr. Martina Coombes	Internal assessor	School of Social Sciences, Law, and Education TU Dublin.
Dolores McManus	Internal assessor	Learning Teaching & Assessment TU Dublin.
Mr Michael Keane	Academic Quality Advisor & Secretary to the Panel	Academic Affairs, TU Dublin.

In attendance:School of Media

Dr. Caroline O'Sullivan (Head of School)
Dr. Kevin Hora (Head of Discipline)

Dr Clíodhna Pierce
Dr Kevin Cunningham
Aoife Kelleher

FE Partners:

City of Dublin FET College Rathmines, Central Campus

- Anna Morris, Principal
- Bríd Naughton, Deputy Principal
- Paul McDermott, Assistant Principal

City of Dublin FET College Ballyfermot, Ballyfermot Rd,
Southwest Campus

- Cecilia Monroe, Principal
- Dr Dennis Murray, Deputy Principal

Blackrock Further Education Institute

- Sheelah Biggs, Deputy Principal
- Lucy Tierney, Deputy Principal
- Ed Jennings, Assistant Principal

Section E - Programme Evaluation

Governance & Management		
<i>Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i>	Yes ✓	No □
<p>This programme provides an opportunity to engage with key civic society and industry partners, to diversify the student profile, to support life-long learning ('Creating pathways for all'), and produce graduates capable of making a significant contribution to their geographical communities and communities of interest. The programme aligns with the University's strategy, values and mission as outlined in its 2023 statement of strategic intent, 'Realising Infinite Possibilities: Strategic Intent 2030'.</p> <p>This programme contributes specifically to the following strategic goals:</p> <p>'Fostering Individual Talents in an Ever Changing World'; 'Providing and promoting multiple entry points and clear progression pathways for all'; 'Ensuring flexibility in structure, mode & place of delivery to suit an evolving global landscape'; 'Providing our communities, industry and wider society with targeted and relevant lifelong learning opportunities'</p> <p>This programme provides an opportunity for lifelong learning opportunities delivered in an accessible and affordable manner to a variety of learners who may have previously considered academia and the future progression opportunities an honours degree affords to be unattainable goals. Partnership with three FE institutions in two Education and Training Boards broadens the opportunity to attract capable students who may never have considered a TU Dublin honours degree programme.</p> <p>This programme exemplifies the objectives of the University Educational Model (UEM), particularly in its embrace of flexible delivery and strong recognition of the importance of work-based learning, with students participating in a two-week placement in first year, and having the further option of a whole semester 30 ECT work placement in third year. A key aspect of the programme is its commitment to fully embed principles of sustainability, equality, diversity and inclusion into every aspect of the learning experience and to explicitly require learners to reflect on what they can do to make their communities and workplaces more sustainable and inclusive.</p> <p>Sustainability and EDI are embedded in the programme learning outcomes while the programme also offers dedicated electives on aspects of environmentalism, as well as gender and diversity. Practice-based research is well exemplified in modules that require the student to engage with the external environment such as Community Organisation Management, New Media and the Public Sphere and the Dissertation, while elective modules such as 'Volunteering and Community based leadership' and 'Students working with industry' offer potential for individualised learning experiences.</p> <p>This programme builds upon the goal of creating a tightly connected collaborative network of partners increasing the opportunities for lifelong learning, driving collaborative research agendas and supporting the delivery of creative tangible solutions for the real world while also providing opportunity to further build on connections with political and civic society leaders and organisations.</p> <p>As evidenced within the submission documentation the programme design is in accordance with the Quality Framework.</p>		

<i>Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Programme management and quality assurance was evident to the panel through the submission documentation and in discussion with the programme team at the validation panel meeting.		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Programme learning outcomes for the award were clearly mapped to the proposed level of the award on the NFQ in accordance with applicable award standards.		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Having reviewed the syllabi and assessment methods as proposed the panel was of the opinion that learners would be capable of attaining the standards of knowledge, skill or competence relevant for the award.		
<i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A First National Tertiary Office (NTO) offering to address Politics and Society.		
<i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Programme Design		
<i>Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?</i>	Yes ✓	No <input type="checkbox"/>
Evident within the submission documentation and through discussion at the validation panel meeting the panel was informed of how the development process involved a substantial reflection, self-investigation, stakeholder engagement and environmental scanning.		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
The TU Dublin Quality Assurance & Enhancement policies and procedures for all TU Dublin programmes include both a student feedback mechanism for individual modules and a requirement for student representation at all boards and committees governing the programme. Supports are also made available to both staff and students regarding ways in which the Student Voice can be used at all stages of programme design. https://www.tudublin.ie/explore/about-the-university/academic-affairs/our-student-voice/ .		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>
Evident within the module syllabi and through discussion with the programme team the panel was informed of the logical progression of learning and development as a student progresses from module to module. The panel found the programme to have an underlying unifying theme with modules bonded by linkages being either implicit or explicit. It was also clear to the panel how the standards of knowledge, skill and competence evolve throughout each of the individual modules of this programme.		
<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes ✓	No <input type="checkbox"/>
<i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		
<i>Is the required programme and module information provided in the correct format?</i>	Yes ✓	No <input type="checkbox"/>
However, the panel requested that some technical updates be made to the programme and module descriptors on the PMC.		

Learning, Teaching & Assessment		
<i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i>	Yes ✓	No <input type="checkbox"/>
<i>Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?</i>	Yes ✓	No <input type="checkbox"/>
<p>The panel concurred that the mix of assessment types was appropriate and that the assessment criteria and events as described within the submission documentation and through discussion at the panel meeting will enable students to demonstrate that they have met the module and programme learning outcomes. However, the panel recommended that a matrix of the assessment schedule be created for each year of the programme to clearly articulate the various modes of assessment and indicative timings of assessment events to provide a clear, coherent bottleneck free assessment strategy. See recommendation #9.</p>		
<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes ✓	No <input type="checkbox"/>
<p>Evident within the assessment section of the module syllabi and tables mapping the module learning outcomes to the programme learning outcomes as provided within the submission documentation.</p>		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes ✓	No <input type="checkbox"/>
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes ✓	No <input type="checkbox"/>

Student Supports & Learning Environment		
<i>Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?</i>	Yes ✓	No <input type="checkbox"/>

<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i>	Yes ✓	No <input type="checkbox"/>
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
<i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes ✓	No <input type="checkbox"/>
<i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Collaborative Provision (if applicable)		
<i>Are the roles and responsibilities of each partner clearly defined?</i>	Yes ✓	No <input type="checkbox"/>
Evident within the submission documentation and through discussion the panel was informed of how a Memorandum of Agreement (MoA) between the collaborative providers is in the final stages of approval.		
<i>In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Section F - Overall Recommendation

1.	Recommend approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration. Note: recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	<input type="checkbox"/>
3.	Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached. Note: conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.	<input checked="" type="checkbox"/>
4.	Do not recommend approval of programme.	<input type="checkbox"/>

Areas for commendation	
1.	The panel commended the programme design team on their collaborative and collegial efforts in this regard, their energy, synergy, enthusiasm and willingness to engage in deliberations.
2.	Unique pathway supporting non-traditional applicants, offering diverse career opportunities to a variety of learners who may have previously considered academia and the future progression opportunities an honours degree affords to be unattainable goals.
3.	Exemplar Programme both from a Practical and Academic perspective with an underpinning social constructivist approach.
4.	Quality of the submission documentation.
5.	Depth of the stakeholder analysis.

Conditions of Approval	
1.	<p>Derogations Provide a definitive list of any derogations sought as part of this validation, in particular a listing of any modules where compensation does not apply.</p> <p>Response:</p> <p>Only one form of derogation is sought for the programme and it is relation to modules for which, owing to their credit-value, no compensation may apply. These modules are:</p> <ul style="list-style-type: none"> • Erasmus (30 ECTS, Year 3, Semester 2) • Work Placement (30 ECTS, Year 3, Semester 2) • Dissertation (15 ECTS, Year 4, Semester 2) • Major Media Project (15 ECTS, Year 4, Semester 2) <p>The derogation from compensation will be stipulated in all four module descriptors.</p>
2.	<p>Exit awards Resubmit the Exit Award Proposal Forms updated to reflect requirements as discussed in relation to Programme Learning Outcomes, Graduate Attributes and Nomenclature Policy.</p> <p>Response:</p> <p>The forms have been amended as required.</p> <p>On the Level 6 exit award form, Higher Certificate has been changed to Higher Certificate <i>in Arts</i> as the correct nomenclature.</p> <p>On the Level 7 exit award form, the Programme Learning Outcomes have been included in a reformatted textbox.</p>

Recommendations	
1.	<p>Scaffolding of Learning Provide a visual overview of the 3 programme pillars Politics, Society and Media illustrating proposed modules and semester of delivery to provide a clearer representation of the scaffolding of learning throughout the programme.</p> <p>Response:</p> <p>See Appendix 1 below for an outline of the programme pillars showing the scaffolding of learning.</p>
2.	<p>Module Learning Outcomes Revisit and revise the Module Learning Outcomes in relation to terminology and number across years 3 and 4.</p> <p>Response:</p>

	<p>With the exception of Advocacy and Public Affairs, there are no discrete modules written specifically for this programme. The modules for it are drawn from School-wide UEM electives, and other programmes which have recently undergone programmatic review. We acknowledge that revisiting module learning outcomes is a worthwhile exercise and commit to doing that within the 'parent' programmes on receiving the panel reports from programmatic reviews, which took place one week after this programme's validation.</p> <p>The modules Political Marketing and Ethics and Political Process are currently part of the provision for TU322 MA in Public Affairs and Political Communication. A programmatic review for this programme has commenced since TU480 was submitted for validation. We acknowledge the recommendation and submit that revisions to these modules, which will not be delivered on this programme until 2027-28 and 2028-29 respectively be made under that review process scheduled to be completed by December 2025.</p>
3.	<p>EU</p> <p>Consider the inclusion of content / a module to support possible employment opportunities within the EU political realm and EU parliament.</p> <p>Response:</p> <p>EU politics and affairs are delivered consistently throughout all four years of the programme:</p> <ul style="list-style-type: none"> • In Year 1 the mandatory Political Studies module has a full section on EU political institutions and themes, with a corresponding assessment worth 30% of the module. • In Year 2, the indicative content for the mandatory Government, Social and Public Administration module references a non-exhaustive list of European bodies including the European Court of Justice, European Ombudsman, Committee of the Regions and European Court of Human Rights, and the EU content is assessed by way of examination. • In Year 3, students take the mandatory European and International Affairs module which deepens the knowledge acquired in the prior stages. • In Year 4, the mandatory module Advocacy and Public Affairs requires students to plan an election campaign for local, national or EU office. <p>The programme team considers that these modules provide students with the necessary levels of skills and knowledge to perform at an appropriate level of employment in the EU environment.</p> <p>In addition, students have multiple opportunities to obtain work experience through placements, internships or practical modules which may be with EU bodies or public representative in Ireland, including MEPS and councillors appointed to the Committee of the Regions, or civic society organisations engaged in EU-level advocacy and public affairs.</p> <ul style="list-style-type: none"> • In Year 1, all students take part in the mandatory Work Experience module, which requires a two-week placement (or equivalent, as students may pursue the placement with fewer days weekly spread over a longer number of weeks).

	<ul style="list-style-type: none"> In Year 3, students will have the option of pursuing two elective modules, Volunteering and Community Based Leadership (Semester 1) and Students Working with Industry (Semester 2), which, again, provides opportunities for working in EU-related areas. Alternatively, in Semester 2 they will have the opportunity of pursuing a semester-long 30 ECTS Work Placement module that can provide enhanced work-based learning in an EU-related area. <p>Students will be made aware of the option to look to EU-focused opportunities in all of these modules.</p>
4.	<p>Gen AI</p> <p>Consider fostering/embedding Critical literacy, critical practices and ethical use of tools in the area of Gen AI throughout the programme. In this regard the School is referred to the recently approved '<i>Guidelines on the Responsible use of Generative Artificial Intelligence in Teaching, Learning, Feedback and Assessment in TU Dublin</i>'.</p> <p>Response:</p> <p>The School of Media and the partner institutions have a distinctive orientation regarding the use of generative AI in that the media industries have been to the forefront of adopting AI for professional use. In consequence, they recognise the uses and benefits accruing from ethical and considered use of generative AI, and, while sharing universal concerns about academic integrity and unethical practices, approach the evolving arena with openness and adaptability, and the understanding that graduates of the programme will need to be proficient in aspects of generative AI. As such it is recognised that some assessments should require students to use AI and indicate how and why they did so, and these will be written at the appropriate stage of learning.</p> <p>The School of Media has already begun to write modules with a specific AI focus encompassing both theory and practice and, as these are approved by the University for delivery, they will be added to the UEM elective options in third and fourth year.</p> <p>Critical literacy and the ability to critique are embedded in the programme, with the first-year modules Research and Study Skills and Media Analysis developing these skills. In fourth year, students will take a module that allows them to carry out research using the scientific method, and to appreciate the particular critical skills that this engenders, through Statistical, Scientific and Data Journalism. In second year, Media Ethics and Legal Framework introduce learners to ethical constructs that will be further developed in Ethics and Political Process in fourth year, a journey that will take them from foundations in ethics to understanding applied ethics across diverse fields.</p> <p>All students on the programme will be able to avail of courses and seminars provided by the Academic Learning & Writing Centre. A sample of these at the time of writing includes: Key Academic Writing Competencies; Academic Integrity & Plagiarism; Critical Thinking, Reading, and Writing; and Reflective Writing.</p>
	Placement Officer

5.	<p>Pursue possible resourcing opportunities for the appointment of a placement officer.</p> <p>Response:</p> <p>The School of Media will make representations within TU Dublin for the resources necessary to support the appointment of a placement officer but notes that this is not a position agreed in the Organisational Design. The need for resourcing of work placement officers due to the roll out of the UEM is a need across the University and the School will work to ensure that students are supported in their placement opportunities.</p>
6.	<p>Fitness to Practice and Garda Vetting Policies</p> <p>Explore the relevancy and requirements of the TU Dublin Fitness to Practice and Garda Vetting Policies in relation to the Work Placement modules.</p> <p>Response:</p> <p>The programme committee will ensure that any placements that comes under the aegis of the Academic Quality Framework Fitness to Practise Policy as approved by Academic Council will adhere to the relevant policies.</p> <p>We expect that the number, if any, will represent only a very small minority. The Academic Quality Framework Fitness to Practise Policy document codifies the University's approach to 'placements and training that may involve interaction with Service Users' (§1) where the demonstration of competencies has been defined by a professional or regulatory body (§3.2). The operation of this policy 'consistent with the requirements of TU Dublin's Policy on the Protection of Children and Vulnerable Adults' (§3.8) further lessens the likelihood of the policy applying to TU480.</p> <p>There is no professional or regulatory body with the remit to define core competencies or standards of proficiency for this programme.</p> <p>TU480 students engaged in work experience, practices and placements will not engage with service users, children or vulnerable adults as these are understood in CORU-regulated professions. They will not be in a situation where their conduct or behaviour could adversely affect service users or create hazardous situations.</p> <p>Care was taken in naming the programme so that 'society' was chosen as a pillar in preference to 'social'. The context of the programme is, thus, societal rather social care oriented, and students will be active at the mediatised interface of society and politics, demonstrating competencies in communication, policy and advocacy (in the public affairs meaning).</p> <p>Notwithstanding, programme will be bound by the University's Student Disciplinary Procedures, in particular §5.15</p> <p>Where students are studying or working off campus, in a host institution or organisation, or on placement, as part of the programme for which they have registered, they are expected to familiarise themselves, and comply, with the relevant codes and regulations of those institutions or organisations. They are also required to:</p>


	<ul style="list-style-type: none"> • Conduct themselves in such a way as not to bring themselves or TU Dublin into disrepute; and • Respect the staff, property and activities of the host institution or organisation as they would the staff, property, and activities of TU Dublin. <p>and §§5.11-13.</p> <p>Where students must undergo Garda Vetting before commencing a placement (for example in the Houses of the Oireachtas), the School of Media and/or the partner where the student is situated will advise and assist in this process.</p>
7.	<p>TU Dublin Identity</p> <p>Formalise shared events with the collaborative partners for students in years 1 and 2 to embed a sense of TU Dublin identity and further support the transition from Further Education to University life through shared activities.</p> <p>Response:</p> <p>Socialisation</p> <p>There is commitment from all four partners that students embrace their status as ‘dual’ students – members of the student body in their particular FE college and of the School of Media. Each partner has agreed to host a plenary event for all students during the academic year, a total of four events, that will reinforce their sense of belonging to the programme. These may be formal learning opportunities or other organised activities. By the time a student reaches third year they will have taken part in eight such events, and will have met and formed relationships with their future peers in East Quad. They will also receive a TU Dublin orientation, which will include information from the School of Media, library, student services.</p> <p>The partners will agree calendar of activities at the start of each academic year.</p> <p>Learning activities</p> <p>The range of activities at the plenary meetings may include seminars and symposia (for example the Symposium in Public Relations and Public Affairs in the School of Media, or events organised by the Centre for Critical Media Literacy) guest speakers and panels from politics, civic society and relevant industries. A schedule of these activities will be agreed at the start of each academic year. The second-year module Debating and Public Speaking lends itself to assessment in a debating competition.</p> <p>Staff relationships</p> <p>A key element of building TU Dublin identity and enhancing transitions within FE, to HE and within HE will be to develop close relationships among the staff delivering on the programme in all four partners, so that they also have a community built around the programme. This will be facilitated through the student plenary activities, exam boards, visits among the partners and any activities that foster collegiality and collaboration.</p> <p>Already, tutors from the FE partners have begun a process of creating integrated (linked) assessment of modules that will be common in all three centres, and will develop an agreed</p>

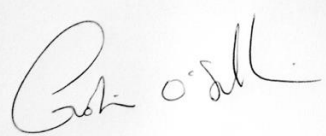
	first year curriculum before the programme commences. This curriculum, while not deviating from the approved modules, will have a pedagogical focus of how best to deliver QQI L5 modules within a HE framework.
8.	<p>Programme Aims and Objectives</p> <p>Reconsider the programme aims and objectives to make the innovative and entrepreneurial graduate attributes more explicit.</p> <p>Response:</p> <p>Three programme learning outcomes have been rewritten:</p> <ul style="list-style-type: none"> • SR3: Use interpersonal and entrepreneurial skills to collaborate with peers on innovative projects and presentations. • SS3: Apply theoretical knowledge to support innovation and entrepreneurial skills in real-world scenarios. • CR3: Build professional networks and relationships to develop entrepreneurial attributes within the political media and civic society sectors.
9.	<p>Assessment</p> <p>Create a matrix of the assessment schedule for each year of the programme to clearly articulate the various modes of assessment and indicative timings of assessment events to provide a clear, coherent bottleneck free assessment strategy.</p> <p>Response:</p> <p>The FE partners started work on creating integrated assessment with a workshop on May 19, and identified where assessments can be linked across several modules. A further meeting will take place in early September with the staff delivering on the programme where the assessment schedule for the upcoming year will be finalised. This approach will continue for each year of the programme.</p>

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
--

N/A

Section G – Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Dr. Muireann O'Keeffe	
Signed: 	Date: 23 May 2025

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School: Dr. Caroline O'Sullivan	
Signed: 	Date: 06/06/2025

Faculty Board	
The report and response have been approved by Faculty Board.	
Faculty Dean: Dr Orla McDonagh	19.06.2025
Signed: 	Date: Click or tap to enter a date.

Appendix 1**Recommendation 1**

Year		Politics Pillar	Society Pillar	Media Pillar	Knowledge and Skills
1	S1	Political Studies	Social Studies	Computer Illustrated Graphics	Research and Study Skills
	S2		Intercultural Studies	Media Analysis Radio Production / Scriptwriting / Desktop Publishing	Communications Work Experience
2	S1	Government, Social, Public Administration	Social Policy Practice Government, Social, Public Administration	Social Media for Digital Marketing	Debating and Public Speaking
	S2	Applied Economics	Conflict Management Community Organisation Management	Media Ethics and Legal Framework Research and Reporting for Digital Media	
3	S1	European and International Affairs Political Marketing	Narratives of Race, Exclusion and Identity Social Media and Society Volunteering and Community based leadership	Telling Tales through the Still Image Social Media and Society	
	S2	Power and Popular Culture	Digital Media in Info. Society Students Working with Industry / Equality, Diversity and Inclusion	Digital Media in Info. Society Media and the Natural World Audio Foundations / Foundation in Moving Image	Dissertation Research and Preparation Work Placement / Semester Away – Semester 2
4	S1	Screening Politics Ethics and Political Process	New Media and the Public Sphere	Screening Politics Statistical, Scientific and Data Journalism Advanced Online Journalism	Dissertation / Media Major Project Identity and Branding Design

				New Media and the Public Sphere	
	S2	Advocacy and Public Affairs	Advocacy and Public Affairs Equality, Diversity and Inclusion	Digital Identities	Dissertation / Media Major Project

Modules that treat two pillars are shown in both, and highlighted.