Programme Review Report

Bachelor of Arts (Honours) in Journalism

TU985

Version of Report	*Author*	*Date*
Draft 1	AQA – Michael Keane	26th May 2025
Final	AQA – Michael Keane	23rd June 2025

Approval	*Date*
Documentation for Review approved by Faculty Board	6th March 2025
Report of Programme Review Panel approved by AQAEC	Click or tap to enter a date.
New Programme Title approved by University Programmes Board (if applicable)	N/A

Section A	**Programme Details**
Title	Bachelor of Arts (Honours) in Journalism
NFQ Level	8
ECTS Credits	240
Mode of delivery	Part-time ☐ Full-time ✓
Duration	Part-time: Full-time: 4 Yrs
Modalities of delivery	In-person, On-campus ✓ Blended ☐
	Online ☐ Hyflex ☐
Classification of award	1st Class Honours; 2nd Class Honours, Upper Division; 2nd Class Honours, Lower Division; Pass
Discipline Programmes Board	N/A
Faculty Board	Faculty of Arts & Humanities
Schools involved in delivery	Media
Delivery location	Grangegorman
Collaborative Partner (where applicable)	N/A
Date of Commencement of revised programme	Sept 2025

Section B Awards

Award Title	Bachelor of Arts (Honours) in Journalism
NFQ Level	8
Award Class	Major
ECTS Credits	240
Classification of award	1st Class Honours; 2nd Class Honours, Upper Division; 2nd Class Honours, Lower Division; Pass
Exit Award Title	Bachelor of Arts in Journalism
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Distinction; Merit Grade 1; Merit Grade 2; Pass
Embedded Award Title	Higher Certificate in Arts in Journalism
Exit/Embedded	Exit ☒ Embedded ☐
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)

Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board	
No derogations were sought in advance of this programme validation however, during the module discussions at the review panel meeting it became apparent that certain modules cannot be compensated. A list of same was requested, see condition of validation #2.	
University Programmes Board Approval	Date

Section D Review Process

Date of Programme Review	8th May 2025

Context for Programme Review
How was the programme review process instigated, by whom/via which process?
The review was requested by the School of Media in order to undertake a full review and update of the programme to incorporate new elective opportunities for students in Work Placement, Semester Abroad and align with the University's Education Model, Graduate Attributes and Strategic Intent.

Please tick the type of programme review undertaken:

Full Programme Review ✓	Focused Programme Review ☐

Transitional arrangements
How will changes to revised programme be implemented, i.e. to be implemented with immediate effect in the next academic year of delivery, or phased in on a year-by-year basis.
The School of Media wishes for the revised programme to be implemented with immediate effect for the next academic year of delivery i.e. 2025/26. To facilitate necessary transitional arrangements for existing students an interim programme schedule is required for 2025/26. A definitive programme schedule clearly outlining the elective choice within each semester of delivery to come into effect post transitional arrangements for September 2026 onwards will also be required. Condition #1.

Panel Members

Name	Role	Affiliation
Dr. Finbarr Feeney	Chair	Head of School School of Enterprise Computing and Digital Transformation
Dr. Rosemary Day	External assessor	Head of Department Media & Communication Studies Mary Immaculate College
Suzanne Kelly	External assessor	Head of Children's & Young People's Content RTE
Dr. James Rodgers	External assessor	City St George's, University of London
Shaun Ferns	Internal assessor	University Education Model Lead TU Dublin
Michael Keane	Academic Quality Advisor & Secretary to the Panel	Academic Affairs TU Dublin

Documentation Reviewed by the Programme Review Panel
▪ Overview of the approach taken by the School of Media in Programme Review ▪ Programme Self Evaluation Report (PSER) ▪ Programme Descriptor (Extracted from the Programme and Module Catalogue - PMC) ▪ Book of Modules (Extracted from the Programme and Module Catalogue - PMC) ▪ Annual Programme Enhancement Reports (2020/21, 2021/22, 2022/23) ▪ External Examiner Reports (2020/21, 2021/22, 2022/23) ▪ Exemplar Assessment Materials ▪ Legacy Programme Descriptor and Book of Modules ▪ TU Dublin Strategic Plan 2024-2028 ▪ Overview of the University Education Model

Schedule of Meetings

14.00 – 14.45	Private meeting of panel to discuss/provide initial feedback on the submission documentation and draw up an agenda of matters to be raised at subsequent meetings.	
14.45 – 17.00	Meeting of Panel with Head of School, Head of Discipline and staff teaching on the programme to discuss the PSER, revised programme, module syllabi (existing, revised and new), teaching, learning and assessment methods.	
	In attendance:	
	Dr. Caroline O'Sullivan	Dr. Kevin Hora
	Aoife Kelleher	Niamh Sammon
	Eddie Brennan	Patrick Hannon
	Garr Cleary	Stephanie Costello
	Ken Murphy	Tadhg Peavoy
	Kevin Cunningham	Tim Kovar
17.00 – 17.30	Meeting of Panel with current students and graduates.	
	In attendance:	
	Current Students	*Graduates*
	Liam Murphy	Isabel Colleran
	Jamie Ryan	Rebecca Daly
17.30 – 18.15	Private meeting of Panel to discuss its findings.	
18.15	Oral Presentation of panel summary findings to Head of School of Media, Head of Discipline and Programme Coordinator.	

Section E Programme Evaluation

Programme Review Process		
Was the programme review conducted in accordance with the Programme Review Process, i.e. were current students, graduates, employers, other appropriate stakeholders involved in the review process?	Yes ✓	No ☐

Research informing the programme review included:

The environmental audit, researched and completed by the programme team, used two tools: a political, economic, socio-cultural, technological, legal and environmental analysis (PESTLE) and Porter's Five Forces analysis.

Competitive Analysis
Using Porter's Five Forces (adapted for HE)

Perspectives of Current Students
Data was gathered from existing reporting mechanism, including feedback from student representatives at programme committee meetings and a student survey.

Perspectives of Graduates
A survey was developed to collect data on the current roles of graduates, their professional experiences, and their feedback on the strengths and weaknesses of the programme. This aimed to gather detailed insights into graduates' career trajectories and their opinions on the curriculum, thereby providing a robust basis for enhancing the Programme.

Further research informing the programme review included the perspectives of employers and practitioners and further analysis encompassing socio-economic analysis and socio-cultural and technological analysis.

Governance & Management		
Does the programme align with the University's Strategic Plan and the principles of the University Education Model, and relevant policies?	Yes ✓	No ☐

Engagement with the University Education Model, revised Graduate Attributes, Sustainable Education, EDI policies, and the three pillars of People, Planet and Partnership of the University's Strategic Plan was evident throughout this programme review process.

The panel noted however, that modalities as one of the UEM fundamentals was not considered as part of this process at this time. Recommendation #11.

The panel acknowledged that the programme team has made meaningful progress in integrating sustainability at programme level. The next step should focus on embedding sustainability outcomes more consistently within individual modules, using GreenComp as a guiding framework where appropriate. Explicit integration across teaching, learning, and assessment would support a coherent and measurable approach to sustainability education. Recommendation #13.

Do the Programme Management and Quality Assurance arrangements align to TU Dublin Quality Framework processes?	Yes ✓	No ☐
Has the Annual Monitoring/Academic Quality Enhancement process been used to identify issues and actions that continually enhance the programme and student learning experience?	Yes ✓	No ☐

Student Data		
On consideration of student recruitment data, is there evidence that there continues to be a market demand for the programme and that the programme remains viable?	Yes ✓	No ☐
On consideration of student engagement, performance and progression data, are students engaging with their programme and performing as expected? If not, has this been acknowledged and addressed through the programme review process?	Yes ✓	No ☐
On consideration of graduate destination data, is there evidence that students are securing employment in the field or progressing to further study in the discipline?	Yes ✓	No ☐
Evidenced within the PSER and provided graduate profiles.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology?	Yes ✓	No ☐
Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes ✓	No ☐
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
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 awards.		
Is ongoing programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Does ongoing programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ☐	No ☐
N/A		

Programme Design		
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?	Yes ✓	No ☐
The panel commended the programme design team on their efforts to expand the programme's apparent print focus to emphasise the convergent nature of contemporary journalistic practice in order to produce graduates with the expertise to specialise in one medium or multi-media, mobile journalism practice. While also commending the Proprietary news brands, *CliCNews*, *The Liberty* and *TheCity.ie*, each with a distinctive journalistic style, audience and content, thus providing students the opportunity to experience the challenges and rewards of creating material for public consumption in a safe, supportive and academically/editorially-led environment.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
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 through the programme. It was also clear to the panel how the standards of knowledge, skill and competence evolve throughout each of the individual modules within the revised programme.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
One of the key changes to the revised programme in response to feedback provided by students, graduates and industry is the introduction of a semester long 30 ECTS credit Work Placement elective module and a shorter 10 ECTS credit Internship elective module introduced as part of the review process in Year 3 Semester 2.		
Are work/practice placements appropriate and fit for purpose, having regard to the requirements of professional, regulatory, and associative bodies where applicable, in the context of student achievement of learning outcomes and in the overall student experience?	Yes ☐	No ☐
N/A Just introduced to the programme therefore cannot verify/quantify at this time. The panel did however, recommend that consideration be given to the practicality of introducing a semester long work placement elective and that the programme team avail of the expertise and lessons learned on other programmes within the School. Recommendation #7.		
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ☐	No ☐
N/A		

Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Extracts from the PMC of both programme descriptor and book of modules were provided to the panel.		

Learning, Teaching & Assessment		
Is there an effective student-centred learning and teaching strategy that aligns with the University's strategies and guidelines in this regard?	Yes ✓	No ☐
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?	Yes ✓	No ☐
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. The panel encouraged the programme team to explore how cross-modular integrative assessments could be more widely employed to reduce assessment burden, promote coherence across modules, and support deeper learning. Recommendation #1.		

Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?	Yes ✓	No ☐
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
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.		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐

Student Supports & Learning Environment		
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?	Yes ✓	No ☐
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery?	Yes ✓	No ☐
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Are the access, transfer and progression arrangements including RPL clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
The panel welcomed the stated commitment to UDL and inclusive practice and recommends alignment with TU Dublin's EDI principles to further strengthen inclusive, digital, and equity-focused learning design. Recommendation #12.		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
N/A		

In the case of Joint or Multiple Awards, has due diligence on the capacity of the partner institution to meet the QA/QE requirements for the programme been undertaken?	Yes ☐	No ☐
N/A		

Section F Overall Recommendation of the Panel

1.	**Recommend continuing approval of programme as submitted, without amendment**	☐
2.	**Recommend continuing 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.	☐
3.	**Recommend continuing 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 unless a response to the Review Report is submitted with revised programme documentation.	☒
4.	**Do not recommend continuing approval of programme.**	☐

Areas for commendation	
	The panel commended the: ▪ Introduction of work placement, internship and Erasmus opportunities in Year 3. ▪ Efforts to expand the programme's apparent print focus to emphasise the convergent nature of contemporary journalistic practice in order to produce graduates with the expertise to specialise in one medium or multi-media, mobile journalism practice. ▪ Proprietary news brands, CliCNews, The Liberty and TheCity.ie, providing students opportunities to experience the challenges and rewards of creating material for public consumption in a safe, supportive and academically/editorially-led environment. ▪ Staff's open and frank engagement at all sessions. ▪ Pragmatic and learner-focused approach to elective provision. In particular, the integration of a reliable, accessible free elective reflects a clear commitment to offering meaningful learner choice within the realities of programme delivery. This approach demonstrates thoughtful engagement with the principles and fundamentals of the University Education Model by expanding curricular flexibility and responding to diverse learner needs in a scalable and sustainable way.

Conditions of Approval	
1.	Programme schedules 2025/26 and 2026/27 To facilitate necessary transitional arrangements provide an interim programme schedule clearly outlining the elective choice within each semester of delivery and update the programme descriptor on the PMC to accurately reflect same for 2025/26. Also, provide a definitive programme schedule clearly outlining the elective choice within each semester of delivery to come into effect post transitional arrangements for September 2026 onwards.
	Response: The programme schedule for 2025/2026 has been submitted to the Faculty Academic Quality Advisor. A transitional schedule has been created outlining the elective choice within each semester of delivery and the programme descriptor on the PMC has been updated to accurately reflect this for 2025/26.

	The definitive programme schedule outlining the elective choice within each semester of delivery to come from September 2026 onwards is also on the PMC.
2.	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.
	Response: Derogations are only sought in respect of the following modules that are non-compensable: • MED 3025 / MED H3025 Semester Away - Semester 1 (30 ECTS) • MED 3039 / MED H3039 Semester Away - Semester 2 (30 ECTS) • WKPL 3004 Work Placement (30 £CTS) • DISS 4004 Dissertation (15 ECTS) • MED 4025 Major Intermedia Project (20 ECTS) The derogation has been recorded on each module on PMC.

Recommendations: Overall Response: The School of Media Executive and the programme team welcomes the collegiate and constructive recommendations of the panel. While we have responded to all recommendations in the report, in order to reflect and develop an integrated plan to address them, the programme team will meet in early September 2025. They will review and prioritise the recommendations and develop an action plan to address the key issues arising. The action plan will be shared with AQEC and a report on the implementation of the plan will be presented at the beginning of Semester 2 2025, in time for review before the roll-out of the full revised programme in September 2026.	
1.	Cross modular integrative assessments The panel encourages the programme team to explore how cross-modular integrative assessments could be more widely employed to reduce assessment burden, promote coherence across modules, and support deeper learning. In particular, the use of a programme-wide portfolio approach could provide a meaningful structure for students to synthesise and reflect on learning across modules, while also evidencing graduate attributes and professional readiness.
	Response: The team recognises integrated assessment as a worthwhile endeavour. With a transitional schedule in place for the 2025/26 academic year only, a full roll-out of integrated assessment would have limited duration. The team will meet in September to agree an assessment schedule and identify where, for one year, integrated assessment may be carried as a trial, and report their plans to the School for presentation at Faculty level. This will provide exemplars of good practice, permit for feedback and offer an

	evidence-based approach to rolling out further integrated assessment from September 2026.
2.	Social space, student interaction Explore the possibility of establishing a social space for the journalism students to provide more opportunity to ideate and increase student interaction across the 4 years of the programme.
	Response: The School recognises the lack of student social space on the Grangegorman campus, and, while it welcomes University initiatives to create such spaces in the Academic Hub and elsewhere, it will continue to advocate in this matter. However, it is not permissible for the School to change the purpose of accommodation allocated to it from educational to social and it is outside of the scope of the programme review. The School commits to providing spaces where students may use University facilities freely as it is crucial to their education and social interaction. Rooms reserved for the School's use are purposely not over-timetabled so they may be available for students' self-directed individual and group learning, particularly where the rooms have specialised equipment or software with which students need to develop expertise, or to work on assessments. For example, in Semester 2, 2024/25, EQ316 was timetabled for 25 contact hours from 9am-6pm, Monday-Friday. This left 20 hours free for student access. When East Quad's opening hours of 8am-10pm (70 hours) are added, this resource was accessible for education and social interaction for 45 hours weekly, excluding Saturday opening. EQ-310, the Student Production Office, is a shared space for Media students that is not used for regularly timetabled classes and is available for small groups from all programmes up to 70 hours weekly. The School encourages student use of these and other valuable facilities, and will ensure that the team communicates their availability to all students.
3.	Gen AI Reflect on the Critical literacy, critical practices and ethical use of tools in the area of Gen AI throughout the delivery of the programme. In this regard, the School is referred to the recently approved '*Guidelines on the Responsible use of Generative Artificial Intelligence in Teaching, Learning, Feedback and Assessment in TU Dublin*'.
	Response: Critical literacy and the ability to critique are embedded in the programme, with the first-year module **Critical Skills for 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 first year, students will study **Media Ethics,** leading into second- and third-year law modules **Introducing Justice** and **Media Law** that continue their journey in value-based critical decision-making.

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**.

Furthermore, the School welcomes the recommendation on Generative AI, and acknowledges the need to address it as a disruptive influence – in positive and negative connotations –reshaping media industries, digital workflows, and academic practices.

The School has 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, the School recognises 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 assessment briefs will be written for the appropriate stage of learning.

Rather than viewing Gen AI solely as a technical skillset, our approach is to embed it more broadly across the curriculum, under the following criteria:

- **Industry and Sectoral Change**: The School is examining how AI is transforming journalism, and how this knowledge can be integrated into core and elective modules. This includes promoting awareness of emerging career paths and the social, cultural, and ethical impacts of AI on media production and consumption.

- **Graduate Profiles**: As part of ongoing curriculum development, the School is evaluating whether current graduate attributes remain fit for purpose in an AI-augmented world. This includes considering new literacies (e.g. AI literacy, ethical reasoning) and creating space for students to contribute to shaping their own graduate identities.

- **AI and the Curriculum**: Gen AI is being considered at programme and module levels. The School aims to ensure all students are exposed to AI in a way that builds technical understanding and critical reflection. This includes curriculum updates in evolving practices in ENG, storytelling, data-journalism, and interdisciplinary collaboration, alongside ethical and legal implications of change.

- **Pedagogy and Academic Practice**: The School is actively engaging in discussions around the impact of AI on teaching, learning, and assessment. Beyond concerns around academic integrity, are explorations of how AI changes the dynamics of student engagement and academic identity, and how pedagogy can evolve to support critical thinking, creativity, and independent learning in this context.

- **Critical Perspectives**: The School is committed to embedding critical engagement with AI across the programme. This includes discussions on algorithmic bias, disinformation, surveillance, and creative deskilling in order to foster a culture

	where students can question the implications of the tools they use and develop agency in how they adopt or resist emerging technologies. • **AI and the University**: This programme-level response is situated within broader institutional frameworks and aligns with the University's academic policies and contributing to evolving practices around digital capability, critical AI literacy, and staff support. The School is mindful of the legal and regulatory considerations that shape engagement with AI tools in teaching and assessment. The School has already begun to write modules with a specific AI focus encompassing both theory and practice and, as these and UEM modules from other Schools are approved by the University for delivery, they will be added to the elective options on the programme.
4.	Professional Practice Reflect on how professional practice and the transition to working in the industry is supported throughout the programme.
	Response: The programme team's decision to frontload critical skills in audio, video, digital and photography into Years 1 and 2 ensures that students will have foundations in professional skills that will enable them to identify a preferred medium to specialise in, or to develop well-rounded MoJo skills. The public-facing aspect of students' work begins in Year 2, with **Introduction to Digital Journalism** and **Digital Journalism** (semester one and two respectively) that produce the news website **CLiC News**, a collaborative project with the University's RAP that, through the medium of a news website, builds critical media literacy in DEIS schools. For the first time in their careers students are writing in a tailored style for a public audience, and the modules increase in complexity from writing copy to multimedia skills. In semester 2, students commence work on The Liberty newspaper in **The Liberty 1 – Social Media and Community Journalism**, concluding with the third-year module **The Liberty 2 – Multimedia in the Community**. The Liberty is a printed newspaper (1,500 copies per issue) produced in a simulated newsroom environment. In Year 3, students will have the option of a 10 ECTS **Internship**, which may be done as a project, or over an extended period, and this will meet many requirements for practical work experience, making industry connections and building expertise. Additionally, the programme includes two 5 ECTS elective modules, **Students working with the University** (Year 2) and **Students Working with Industry** (Year 3), which also enable students to blend skills and knowledge from varying forms of work experience into their studies. In Year 4, students work on **The City**, an arts and culture website, in **Advanced Online Journalism**. A new module, **Major Intermedia Project**, will enable them to select one of audio, video and print as a major focus and the other two as minors, with journalistic output created for public consumption. Fourth year work is exhibited in **GradX**, the annual graduate exhibition of the Schools of Media, and Art and Design, and the Conservatoire.

	Also in Year 4, students will have two professional practice modules, **Media Management** and **Media Entrepreneurship** that develop management and entrepreneurial skills. The programme is recognised by the **National Union of Journalists** and students are eligible for student membership which they are strongly encouraged to take for the career benefits it offers in networking, training and peer recognition. Students work throughout all four years of their studies is eligible for entry in the Student Media Awards. Students are encouraged to prepare entries, and receive assistance, and each year achieve an impressive number of category wins and nominations. They are, however, limited in the number and range of entries they can make because of the absence of an independent university newspaper: the School strongly advocates for such a publication, and is willing to advise and assist in the creation of such a news outlet. Every year, the School receives enquiries from within the University and from companies and organisations outside seeking students for specified projects. The School encourages students to avail of real-world learning opportunities and vets the queries to ensure that they contribute to module learning outcomes or that students are paid for their work. In one 2024/25 example, two students were paid by a consulting firm to act as the press corps in crisis communications training for senior executives of a national sporting body.
5.	Languages Reflect upon the demand and opportunities for graduates with a language competency seeking employment within the industry (e.g. Irish for RTÉ & TG4) and consider introducing a language elective/suite of electives to the programme.
	Response: *Tá meas mór ag an Scoil don teanga duchas. Tamaill ó shin, go dtí 2015, bhí rogha leis na mhic léin cursaí staidear i nGaeilge nó an bhFraincis.* However demand for the programmes were very low and students tended to struggle with the demands of language studies, which had a deleterious effect on retention and their grades. Tuition was provided on a service-teaching basis to the School, which presented issues of continuity, and the School reluctantly phased out the language option. As the new University Education Model unfolds, opportunities to take elective modules in Irish and other languages will be afforded to students and promoted by the School.
6.	Hours per semester Review the hours per semester as stated within the module descriptors to ensure that what is stated accurately represents delivery in relation to lectures, tutorials, studio time, self-directed learning etc. such that all stakeholders' expectations can be managed.
	Response: The School notes that PMC only permits the selection of a single activity in the Activity Type field, and acknowledges that this restricts the information that can be provided to users. The School would welcome the inclusion of a facility to accurately detail this information, for example, a sophomore audio module may comprise lecture (core

	knowledge), tutorial (small group learning), studio (learning to use recording equipment) and lab (learning to use editing software). In the absence of detailed descriptions, the School's modules are an accurate indicative summary. The time allocation on every module aligns with the mandated 100 hours per 5 ECTS and established work practices on the City Campus. The School notes that: > The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the typical workload and that for individual students the actual time to achieve the learning outcomes will vary.[1] Irish HEIs are mandated to deliver 60 ECTS at approximately two-thirds of the European average and while this may impact stakeholders' (staff, students, Erasmus students) expectations, it is not within the scope of the School to deviate from national policy.
7.	Work Placement Consider the practicality of introducing a semester long work placement elective and avail of the expertise and lessons learned on other programmes within the School.
	Response: The School acknowledges the consideration given by the panel to the inclusion and operation of a 30 ECTS work placement module. The School is implementing a transitional schedule for the 2025-26 academic year, during which the module will not be offered. The School is using the period before 2026-27 to consider the practical implementation of the module and the experiences of other Schools with similar placements. In Year 3, students will have the option of a 10 ECTS **Internship**, which may be done on a project basis, or over an extended period, and this will meet many requirements for practical work experience, making industry connections and building expertise. Additionally, the programme includes two 5 ECTS elective modules, **Students working with the University** (Year 2) and **Students Working with Industry** (Year 3), which also enable students to achieve skills and knowledge from varying forms of work experience. Based on survey knowledge of the part-time work commitments of students in the School, the School suggests that the number of students willing to give up their existing, regular employment for a semester will be modest. However, the School will facilitate those who choose this from 2026 onwards. The School 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.

[1] European Commission: Directorate-General for Education, Youth, Sport and Culture, *ECTS users' guide 2015*, Publications Office of the European Union, 2015, https://data.europa.eu/doi/10.2766/87192

8.	Legacy modules Review any legacy module descriptors not updated as part of this review process to ensure alignment with the University's strategic intent.
	Response: Only one module, **The Past & Future of Journalism**, was a legacy module, currently delivered on the postgraduate programme TU295 where it was updated in 2020, and still current. Postgraduate programmatic review began after the submission of the TU985 review document, and this module has been updated.
9.	Opportunities to showcase student work Reflect on and explore opportunities to connect and further showcase student work across all available platforms. The programme team is encouraged to further develop the use of portfolios, not only as an assessment tool, but as a key graduate skill that supports reflection, iteration, and the professional showcasing of student work. A structured, programme-wide approach to portfolio development could provide a coherent way to evidence process, support learner progression, and prepare students for external audiences and industry engagement.
	Response: The School appreciates this thoughtful guidance intended to support student showcasing of their endeavours. The School will use information and experiences from the transitional schedule to inform discussions on the integration of portfolio practices more fully into the programme where relevant and feasible. A coherent, programme-wide framework for portfolio development will be explored to support reflective practice, iterative growth and professional presentation of student work. Attention will be given to platform selection and stakeholder engagement to ensure clear evidence of learner progression and readiness for external and industry audiences. The programme is fortunate to be underpinned by several in-house media channels – **CLiC**, **The Liberty** and **TheCity.ie**, alongside video and audio hosting – that integrate convergent multimedia outputs into tangible outputs for academic and professional portfolios. The introduction of the 20 ETCS **Major Intermedia Project** affords an opportunity to develop a portfolio with a strong 'beat' specialisation. The School would welcome the re-emergence of an independent university newspaper and notes its continued absence deprives students of opportunities to publish, build professional portfolios and submit entries to awards competitions. Additionally, final year students exhibit their work in the annual graduate exhibition, GradX. The School commits that students and staff teaching modules that generate work for exhibition will form a preparatory committee in semester 1 and participate fully in the GradX committee proper in semester 2.
10.	Multimedia approach Reflect and consider how a convergent multimedia approach can be thoroughly implemented across the programme.

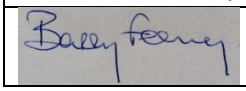
	Response: The School appreciates that this recommendation will continue to guide the development of teaching, learning and assessment strategies across the journalism programme. A structured, programme-wide framework for convergent multimedia integration that delivers coherence and depth can be delivered with inputs from three core areas. **Resource alignment**: the programme team, working with the School's Technicians, have begun an audit of projected hardware and software requirements. They are identifying the range of kit and key points during semesters when cohorts will have particular needs. To this end, they have identified not only assessment submission deadlines but when, in the course of an assessment, students will need equipment, specialised space and software to address potential logjams. The School notes that current financial restrictions impact adversely on both the acquisition of new, and replacement of end-of-life, equipment. **Assessment and evaluation**: the nature of the programme and industry is such that authentic, multimedia-rich assignments have long been and will remain central. **Curriculum mapping**: as part of their deliberations for review, the programme team identified where audio, video, text and interactive elements intersect in existing modules, and where multimedia competencies can better be aligned with learning outcomes. Four modules offer a concrete example: ostensibly, though not in practice, The Liberty 1 and 2, and Online Journalism 1.1 and 1.2 in the previous programme iteration appeared to cover much the same learning experience in sequential semesters. The revised versions (**The Liberty 1 – Social Media and Community Journalism** and **The Liberty 2 – Multimedia in the Community** and **Introduction to Digital Journalism** and **Digital Journalism**) take students along an increasingly complex convergent multimedia journey.
11.	Modalities Review current delivery modalities in light of ongoing attendance and engagement challenges. While the value of in-person learning is strongly acknowledged, the potential for multimodal delivery could be more proactively explored to better meet the needs of learners facing socio-economic or logistical barriers. Particular initial attention could be given to re-designing the shared Year 1 module 'Critical Skills for Media' to support broader access and reduce barriers to advanced entry, and to reviewing Year 3 modules that may pose challenges for Erasmus mobility/Internship/work placement. This approach would enhance both programme flexibility and institutional responsiveness.
	Response: The School has taken a strategic decision that undergraduate classes should be taught in person. The nature of journalism, where collaboration and working in a newsroom are central to professional practice, and the inter-personal and social skills necessary to navigate the reporting environment need to be developed in largely still maturing adults, makes this doubly important. The School believes that the structured dynamic of supportive in-person contact with peers in their programme, other members of the student body (through participation in clubs and societies) and lecturers serves young

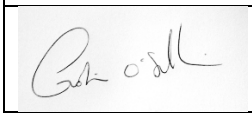
	learners comparably better than multimodal delivery. Students will, however, be able to choose elective modules taught online or hybrid as and when they come on stream. **Critical Skills for Media** is a School-wide module delivered to all first-year students, not only TU985. It will not affect students with advanced entry to Year 2 or higher. The School is unclear from the feedback specifically what Year 3 modules may pose challenges for Erasmus mobility/Internship/work placement. The School notes the contradictory nature of this recommendation relative to Recommendation 2. A repeated theme in the student experience iss that the campus lacks enticements to stay for longer than the duration of classes: removing more students from the campus runs counter to enhanced socialisation opportunities. The School considers that measures to enhance institutional responsiveness is actionable at the University level.
12.	Embedding UDL and Digital Capabilities While there is strong evidence of authentic assessment and portfolio use, the programme team is encouraged to more consistently embed Universal Design for Learning (UDL) principles and digital capabilities across the curriculum. The panel welcomes the stated commitment to UDL and inclusive practice and recommends alignment with TU Dublin's EDI principles to further strengthen inclusive, digital, and equity-focused learning design.
	Response: The School is proud of our commitment to EDI and appreciate the panel's acknowledgement of same. We also welcomes the panel's recognition of the programme's commitment to authentic assessment and portfolio. UDL offers tremendous potential to create learning experiences tailored for, and by, each student that take advantage of multiple means of representation, expression and engagement and the team will ensure that teaching and assessment aligns with the university's EDI principles.
13.	Operationalising Sustainability at Module Level The programme team has made meaningful progress in integrating sustainability at programme level. The next step should focus on embedding sustainability outcomes more consistently within individual modules, using GreenComp as a guiding framework where appropriate. Explicit integration across teaching, learning, and assessment would support a coherent and measurable approach to sustainability education.
	Response: Each programme is built from individual modules with their own learning outcomes, teaching activities and assessments. While sustainability has already been woven into the overall journalism curriculum, this recommendation echoes the School's belief that that this will be an ongoing journey with constant review and renewal. The European Sustainability Competence Framework (GreenComp) has proven to be an invaluable tool in

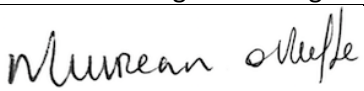
	developing the programme to this stage of its sustainability journey, and the panel's generous recognition of those efforts is appreciated. Staff have been encouraged to consider their teaching and research interests, and this has led to the development of new initiatives such as the Media, Emotion, Security and Society (MESS) research group, the Race Equity Reading Group and the Symposium in Public Relations and Public Affairs which have begun to inform knowledge-sharing teaching and assessment not alone within specific modules but among the broader staff community. The School is committed to the ongoing training and education of its staff in sustainability and would welcome GreenComp training should it be provided.
14.	Graduate Attributes The programme team is encouraged to ensure that TU Dublin's Graduate Attributes are meaningfully embedded and progressively scaffolded across the learner journey. Learners at all exit points (e.g., Levels 6, 7, and 8) should have demonstrable opportunities to engage with and achieve relevant attributes, supported by clear alignment across curriculum, teaching strategies, and assessment methods.
	Response: The School is confident that the programme was written with due regard to the University's graduate attributes, an important cornerstone of a student's journey towards professional practice. For the first time in the programme's history a scaffolded series of exit awards was embedded in the programme architecture, with tailored programme learning outcomes achievable within the limitations and possibilities of modules studied to the exit stage, and appreciation of the attributes L6 and L7 graduates should bring to industry. The professional practice orientation of the programme ensures that the curriculum aligns with industry needs as much as with the academy, and the teaching strategies and assessment methods are appropriate to challenge and stretch students to demonstrate their attainment of the appropriate graduate attributes.

Other matters to be brought to the attention of Faculty Board and/or Academic Quality Assurance & Enhancement Committee
N/A

Section G Approvals

Review Report	
This Review Report has been agreed by the Review Panel and is signed on its behalf by the Panel Chair.	
Dr. Finbarr Feeney	
	Date: 25 6 25

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Dr. Caroline O'Sullivan	
	Date: 11/07/2025

Faculty Board	
The report and response have been approved by Faculty Board	
Faculty Head of Teaching & Learning:	19/07/2025
Signed: 	Date: Click or tap to enter a date.

Appendix 1

Transitional Schedule 2025/26 only

Module Code	Module Name	Year	Semester(s)	ECTS credits	Status Mandatory/Elective
JOUR 1001	Shorthand	1	1	5	Elective
CRIT 9013	The Past & Future of Journalism	1	1	5	Elective
MED 3034	Media Ethics	1	1	5	Mandatory
MED 1068	Introduction to News and Feature Writing	1	1	5	Mandatory
MED 1069	Digital and Design Technology	1	1	5	Mandatory
CSKD 1005	Critical Skills for Media	1	1	5	Mandatory
MED 1070	Advanced News and Feature Writing	1	2	5	Mandatory
MED 1084	Defining Journalism	1	2	5	Mandatory
JOUR 1019	Introduction to Photojournalism	1	2	5	Mandatory
MED 1071	Irish Politics	1	2	5	Mandatory
CRIT 1022	Popular Music: Culture, Texts & Contexts	1	2	5	Mandatory
MED 1072	Introduction to Video Production and Studio Environment	1	1 and 2	5	Mandatory
MED 1009	Foundation in Audio	1	1 and 2	5	Mandatory
MED 2036	Social Media and Society	2	1	5	Elective
MED 2037	Students working with the University	2	1	5	Elective
MED 3038	Media and the Natural World	2	1	5	Elective
JOUR 2010	Introduction to Journalism Studies	2	1	5	Mandatory
MED 2048	Reporting Local News	2	1	5	Mandatory
MED 1084	Television/Video Production and Presentation	2	1	5	Mandatory

MED 2049	News Production and Design	2	1	5	Mandatory
MED 1073	Introduction to Digital Journalism	2	1	5	Mandatory
MED 2038	Arts Reporting and Criticism	2	2	5	Elective
MED 3038	Media and the Natural World	2	2	5	Elective
MED 4032 / MED H4032	AI and Society	2	2	5	Elective
MED 1044	Equality, Diversity and Inclusion	2	2	5	Elective
MED 2050	The Liberty 1 – Social Media and Community Journalism	2	2	5	Mandatory
MED 2052	Digital Journalism	2	2	5	Mandatory
MED 2051	European and International Affairs	2	2	5	Mandatory
MED 2053	Reporting on Economics and Society	2	2	5	Mandatory
MED 3034	Media Ethics	2	2	5	Mandatory
MED 3025 / MED H3025	Semester Away - Semester 1	3	1	30	Elective
MED 3038	Media and the Natural World	3	1	5	Elective
MED 3021	Media Policy: National and International Dimensions	3	1	5	Elective
CRIT 4002	Media Law	3	1	5	Mandatory
CRIT 3005	Journalism in a Globalised World	3	1	5	Mandatory
JOUR 3006	Investigative Journalism	3	1	5	Mandatory
MED 3041	The Liberty 2 – Multimedia in the Community	3	1	5	Mandatory
MED 1085	Audio Podcasting Project	3	1	5	Mandatory
MED 3039 / MED H3039	Semester Away - Semester 2	3	2	30	Elective
MED 3042	Longform Video Reporting and Storytelling	3	2	10	Group Elective
GAME 3005	Internship	3	2	10	Group Elective
CRIT 3004	Studies In Documentary	3	2	5	Mandatory
JOUR 3007	Advanced Journalism Studies	3	2	5	Mandatory

Applied for	Political Communications	3	2	5	Mandatory
MED 2038	Arts Reporting and Criticism	3	2	5	Group Elective
MED 4033 / MED H4033	Students working with Industry	3	2	5	Group Elective
MED 1044	Equality, Diversity and Inclusion	3	2	5	Group Elective
MED 4033 / MED H4033	Students working with Industry	4	1	5	Elective
MED 4032 / MED H4032	AI and Society	4	1	5	Elective
MED 2036	Social Media and Society	4	1	5	Elective
MED 3038	Media and the Natural World	4	1	5	Elective
MED 4023	Advanced Online Journalism	4	1	5	Mandatory
MED 3024	Dissertation Research and Preparation	4	1	5	Mandatory
JOUR 4003	Media Management	4	1	5	Mandatory
MED 4014	Media Entrepreneurship	4	2	5	Mandatory
DISS 4004	Dissertation	4	2	15	Mandatory
MED 4025	Major Intermedia Project	4	1 and 2	20	Mandatory