Programme Review Report

Bachelor of Arts (Honours) in Photography
TU976

Version of Report	*Author*	*Date*
Draft 1	AQA – Michael Keane	29th 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 Photography
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 Photography
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 Photography
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 Photography
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	9th 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 ☐
If a focused programme review, what is/are the area(s) of focus? N/A	

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 TU Dublin
Rose McGrath	External assessor	Crawford College of Art, and Design Munster Technological University
Ros Kavanagh	External assessor	Freelance Photographer
Ailbhe Greaney	External assessor	Ulster University
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

08.30 – 09.30	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.	
09.30 – 12.00	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 *Head of School*	Dr. Mary Ann Bolger *Head of Discipline*
	Martin McCabe	Ann Curran
	Dr Anthony Haughey	Valerie Connor
	Evin McCarthy	Dr Nora Duggan
	Kate O'Brien	
12.00 – 12.30	Meeting of Panel with current students and graduates.	
	In attendance:	
	Current Students	*Graduates*
	Darragh Hickey	Daniel Holfeld
	Sophia Mangan	Mary Furlong
	Suzanne Butler	Izabela Szczutkowska
12.30 – 13.00	Private meeting of Panel to discuss its findings.	
13.00	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, notably the annual monitoring and enhancement reports and the annual student feedback 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 #10.

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 the inclusion of the moving image as a designated module topic with the introduction of a new module 'Video Production for Photographers', recognising the need for proficiency in both still and moving image capture, providing further opportunity for collaboration presented by the colocation of Photography and the BA (Hons) in Film & Broadcasting in the East Quad of Grangegorman. The panel recognise the team's significant industry experience and commitment to the evolution of the medium, alongside relevant cultural and socio-technological transformations and the acceleration of AI.		
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. However, the panel recommended that the programme team reflect on how professional practice is scaffolded across the learner journey and consider how a more integrated, programme-wide use of portfolios could support the transition to industry, foster reflection, and reduce assessment overload. Recommendation #1.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Evident from stakeholder feedback the lack of real-world work-based learning was identified as a necessary key change to the programme. This has been addressed by providing students with multiple opportunities to gain industry experience. In third year, students may opt to take a 30 ECTS credit semester long work placement. Alternatively, students may opt to take a shorter 10 ECTS credit internship/placement in third year. Furthermore, students will also have the opportunity to choose from real world electives such as 'Students working with industry' and 'Students working with University' enabling students to gain valuable experience working on live, public facing projects, working on real world briefs, thereby increasing their industry awareness, professional skillset and further supporting their graduate prospects.		
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 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 #5.		
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 noted the team's commitment to the need for innovative evaluation methods, viva voces, oral assessments, and collaborative projects as a response to GEN AI and ChatGPT which has led to an overhaul of assessment strategies, emphasising in-class assessments and incremental submissions. It has also informed the development of a new fourth year module, Practice-based research. This module, along with the Portfolio module, allow for regular work-in-progress presentations on major-project research to allow for live feedback and to ensure the originality of research.		
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 ☐
The panel acknowledged the strong existing use of authentic assessment and encouraged its continued development as a vehicle for professional preparation.		
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 ☐
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: ▪ Expansion of industry opportunities, internships, workshops, and hands-on projects to better prepare students for real-world challenges. ▪ Inclusion of the moving image as a designated module topic with the introduction of a new module 'Video Production for Photographers', recognising the need for

	proficiency in both still and moving image capture. ▪ Staff's open and frank engagement at all sessions. ▪ Proactive efforts of the programme team to create formal interdisciplinary learning opportunities in collaboration with other student groups. This approach not only enriches the learner experience but also reflects a strong commitment to collaborative, practice-based education that mirrors the complexity of real-world creative and media environments. ▪ Attention paid by staff to student feedback, competitor analysis and socio economic, technical and cultural factors that have directly and practically influenced the programme revisions. ▪ Commitment to creativity and critical thinking, a central tenant of the programme. ▪ Industry recognised graduates having excellent skills in critical thinking and practice, who have over the years, developed and benefited the culture of working in photography in Ireland and further abroad.

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.
	Transitional programme schedule for 2025/2026 attached as an appendix. Final programme schedule effective September 2026 updated on Akari. All module descriptors have been submitted for final approval on TU Dublin systems.
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.
	Compensation: Prior to the present programme review, the BA (Hons) in Photography did not allow compensation and a derogation applied in all years. However, in keeping with the programme's commitment to supporting student progression, the programme team have decided to follow the new Unitary Assessment Regulations. This means that in most cases,

	compensation is allowed but only up to 15 ECTS. Thus, in keeping with UAR guidelines, the following modules over 15 credits must be passed on their own merits: • **Work Placement (WKPL 3004).** This module involves substantial engagement with external employers and reflects the student's ability to perform effectively in a real-world, professional context. The module is positioned at an *exit award stage* for students exiting early from **TU976**. As such, student performance in this module is directly linked to the attainment of programme-level outcomes and the classification of the qualification awarded. Compensation in this 30 ECTS credit module risks undermining the assurance of graduate readiness and professional competence. • **Dissertation in Media Arts (CRIT 4000)** and **Photo Practice: Major Project (PHOT 4006)** are major academic endeavours that serve as the culmination of the student's programme. These demand independent research, critical analysis, application of skills, and a synthesis of knowledge acquired throughout the programme. Given their central role in evidencing academic achievement and intellectual development, these capstone modules must be passed without compensation. Additionally, it has been decided that the following modules will ***not*** be eligible for compensation: • **Archiving in Context: Internship (PHOT 3024)** and **Internship (GAME 3005)** involve substantial engagement with external employers and reflects the student's ability to perform effectively in a real-world, professional context. The programme team does not consider that compensation is appropriate for these modules. Permitting compensation for either of these modules would compromise the integrity of the programme and the standards expected by both academic and industry stakeholders. The Programme Board has therefore determined that these modules are non-compensatable to uphold the academic and professional value of the awards.

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.	Professional Practice Reflect on how professional practice is scaffolded across the learner journey and consider how a more integrated, programme-wide use of portfolios could support the transition to industry, foster reflection, and reduce assessment overload. In parallel, the programme team is encouraged to enhance the professional orientation of the curriculum by: ▪ Increasing emphasis on commercial practice, thereby broadening engagement with creative media industries (e.g. fashion, advertising, design). ▪ Incorporating business planning, budgeting, and client brief scenarios into project deliverables. ▪ Offering dedicated workshops on grant and funding applications. ▪ Strengthening curriculum content on core business practices such as costings, invoicing, contracts, and intellectual property. These measures would deepen alignment with TU Dublin's strategic focus on authentic learning, employability, and the development of graduate attributes.
	Response: The programme team welcomes the suggestion to examine the **programme-wide use of portfolios**, building on the regular use in Photography of the portfolio for assessment of individual modules and across practice in year 4. This will be considered as part of a wider discussion about **linked/integrated assessment** across the programme. Preparation for **professional practice** was a central concern in developing the revised programme. The new first year, semester 1 module, PHOT 1011 Photo Practice: Introduction to Professional Practice, was designed to introduce the concept from the very beginning of the learners' journey. Lecturers ensure that the real-world context is to the fore in all modules, but this is explicit in the kind of 'live' projects students engage in in Year 2, such as PHOT 2007 Photo Practice: Narrative and PHOT 2010 Photo Practice: Studio to Street. In year 3, PHOT 3023 Photo Practice: The Photobook and PHOT 3013 Photo Practice: Self-Directed Project integrate inculcation of professional skills, including preparing for freelance experience. PHOT 3025 Photo Practice: Professional Skills and Advanced Printing explicitly deal with professional skills. However, the programme team will work to make this scaffolding more apparent by including a narrative in handbooks and by reviewing indicative content of individual modules. The team will take on board the **key components of professional practice** itemized above (i.e. integrating business planning, budgeting, and client brief scenarios into project deliverables; Offering dedicated workshops on grant and funding applications; Strengthening curriculum content on core business practices such as costings, invoicing,

	contracts, and intellectual property) and identify ways these can be incorporated into syllabi and assessment where appropriate and/or identify and make evident where they are already part of module content. Likewise, the point about **commercial practice** needs to be reviewed by the team as a whole to see where this is integrated into the curriculum, what might be added, and again to highlight this for students.
2.	Student interaction Explore ways to increase student interaction and collaboration across programme stages, including the introduction of a structured peer mentoring initiative and the deliberate scaffolding of group and collaborative work from foundational participation in Year 1 to more autonomous, professionally aligned collaboration in later years.
	Response: Given the small class-sizes in Photography, it has long been the practice of the programme to **encourage inter-year interaction and collaboration**. Up to now, this has largely been done via organising group study visits, facilitating intra- and extra-curricular guest lecturers, and encouraging cross-cohort attendance at crits and presentations. This last introduces students in earlier years to what will be expected of them as they progress and allows staff to model best practice in collegiate, respectful and constructive feedback. The main impediment to expanding this has been the challenge of timetabling all cohorts, to allow flexibility to collaborate, given limited room availability. This year, as part of extended orientation, we established **peer mentors** for the incoming first year. This was moderately successful, but it can be improved for this coming year and will encompass advanced entry students to years 2 and 3. Our first-year tutor is a member of Student Experience & Success Committee and brings insights from that role to the **ongoing orientation** experience on the programme. As part of our review of integrated assessment, we will examine the question of **scaffolding of group and collaborative** work across years. This may tie into discussion about the elective modules, such as MED 2037 Students Learning with the University, which foster inter-year and inter-programme collaboration on real world projects.
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: Lecturers in the Discipline of Media Arts have been proactive in addressing the challenge of AI. In January 2025, staff from TU983 and TU976 led an investigation into AI use among students in continuous assessment submission for Semester 1 boards. Working with the head of teaching and learning, they led a faculty-wide seminar to collect best-practice and kick-start an Arts & Humanities-based response in advance of the publication of the University Guidelines noted above. In June 2025, several staff completed the

	Digital Badge in GenAI for Teaching and Learning. The ethical and environmental impact of AI is a key consideration of the new module MED 4032 AI in Society, and this informs much of the programmatic approach to AI. In tandem to developing strategies for teaching and learning in light of Gen. AI, we will continue to monitor the use of AI as a tool within the creative industries to ensure that the curriculum reflects latest developments in production practice.
4.	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. Also, review the contact hours to ensure consistency particularly in years 1 and 2.
	Response: School of Media executive has committed to reviewing overall resource allocation to the programme, including staffing and space requirements, to ensure that learners are appropriately supported and scaffolded in achieving learning outcomes in a studio and practice-based learning experience that is core to its ethos. The School has recently committed to an update of the core teaching labs which will allow for better use of this space. The School executive will include the review of hours in the School action plan.
5.	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 to students on TU976**.** The School is using the intervening period before the 2026-27 academic year to consider the practical implementation of such a module and the experiences of other Schools with similar placements. In Year 3, students in 2025-6 will have the option of two 10-credit Internship modules, GAME 3005 Internship or PHOT 3024 Archiving in Context: Internship. Archiving in Context builds on the previous success of a 5 ECTS elective internship which has run for several years on the programme. This collaboration with The Library Project has been expanded to a 10 credit module from 2025. The programme team will monitor the experience of students and industry partners on the new iteration of this internship to inform the roll-out of the WKPL 3004 Work Placement module for the Photography programme.

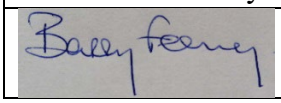
	Based on survey knowledge of the part-time work commitments of the student body in the School, the School suggests that the number of students willing to give up their existing, regular employment for a semester will be modest. However, the School will facilitate those who choose this from 2026 onwards. 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.
6.	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: This has been done as part of the updated content on Akari.
7.	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 students have a number of formal and informal opportunities to showcase and publish their work this includes Metaphor the first year photography student magazine, The Liberty the School newspaper distributed to the local community, years 2-4 have formal and informal exhibitions of their work. As noted in recommendation 1 above the programme team will investigate in September the portfolio as a structured tool for learning and assessment. Having a final year module (portfolio) signals the team's commitment to this kind of learning mode. Also allows for the opportunity to explore (shared assessment) The programme has a history of long success in Grad X and a popular and active social media presence.
8.	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.

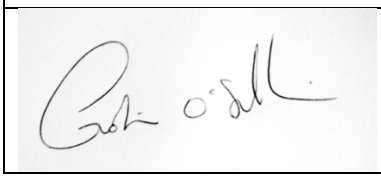
	Response: The programme team is confident that TU Dublin's Graduate Attributes are meaningfully embedded in the programme. As part of ongoing quality enhancement, the team will evaluate how these are scaffolded across the learner journey. The programme review offered a welcome opportunity to integrate exit awards at additional stages of the programme, to support struggling students.
9.	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 panels acknowledgement of same. We also welcome the panel's recognition of the programme's commitment to authentic assessment and portfolios. The programme team has a proven track record in research and professional practice around EDI in Photography and will ensure that teaching and assessment aligns with the University's EDI principles.
10.	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: The programme team commits to review the content of all modules to identify where UN SDGs are embedded in the modules and where there are opportunities to implement enhancements, using GreenComp as a guiding framework. The final mapping can be included as a graphic in the handbook of the revised programme.
11.	Modalities The panel encourages the programme team to reflect on how delivery modalities might be diversified in future iterations of the programme to better support the diverse needs of learners. While maintaining the value of in-person engagement, the team is invited to consider validating modules in more than one delivery format where appropriate. This would offer greater flexibility for learners facing logistical or socio-economic barriers, while enhancing the programme's adaptability and resilience.
	Response:

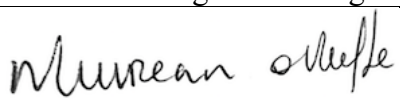
	While recognising the importance of building in flexibility and supporting learners facing socio-economic barriers, the Photography programme team is committed to predominantly in-person, hands-on and small group-based learning. This is part of the programme's USP and ensures students are fully prepared for the rigours of professional practice. However, the team will reflect on the possibilities for validating modules in more than one delivery format where appropriate. This is likely to be possible for some of the elective modules.

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:	19th July 2025
Signed: 	Date: Click or tap to enter a date.