Programme Review Report

Bachelor of Arts (Honours) in Media Production & Digital Arts

TU982

Version of Report	*Author*	*Date*
Draft 1	AQA – Michael Keane	20th 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 Media Production & Digital Arts
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	Tallaght campus
Collaborative Partner (where applicable)	N/A
Date of Commencement of revised programme	Sept 2025

Section B Awards

Award Title	Bachelor of Arts (Honours) in Media Production & Digital Arts
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 Media Production & Digital Arts
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 Media Production & Digital Arts
Specializations	Conducting / Performance
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 review 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	7th 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

Panel Members

Name	Role	Affiliation
Dr. Finbarr Feeney	Chair	Head of School School of Enterprise Computing and Digital Transformation, TU Dublin.
Dr. Rosemary Day	External assessor	Head of Department Media & Communication Studies Mary Immaculate College.
Rose McGrath	External assessor	Head of School Crawford College of Art, and Design Munster Technological University.
Ros Kavanagh	External assessor	Freelance Photographer.
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) ▪ 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

9.00 – 10.30	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.	
10.30 – 12.30	Meeting of Panel with School of Media Management and staff. Presentation from School on the approach taken for the review of programmes, new School wide modules proposed for validation and resulting panel discussion.	
	In attendance:	
	Dr. Caroline O'Sullivan	Dr. Mary Ann Bolger
	Dr. Kevin Hora	Dr. Daniel McSweeney
13.00 – 15.45	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. Kevin Hora *Head of Discipline*
	Alan Fitzpatrick	Garret Daly
	Anna-Maria Mullally	Glenn Doyle
	Brenda O'Brien	Joseph Chalmers
	Caroline Earley	Mary Caulfield
	Ciara Graham	Paul Gormley
	David Bryan	Sinead McDonald
	Deirdre Kennedy	Tom Jenner

16.00 – 16.30	Meeting of Panel with current students and graduates.	
	In attendance:	
	Current Students	*Graduates*
	Ethan Sandes	Kate Durnin
	Laura Maxwell	
	Katherine Wilcoxson	
16.40 – 17.30	Private meeting of Panel to discuss its findings.	
17.30 – 18.00	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:

Environmental Scanning
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 conducted in spring, 2024.

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 #6. 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 #11.		
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 ☐
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. The panel recommended that the programme team reflect on how professional practice is scaffolded across the learner journey and consider a more integrated, programme-wide use of portfolios to support transition to industry, foster reflection, and reduce assessment overload. Recommendation #4.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
A semester long 30 ECTS credit Work Placement module has been introduced as part of the review process as an elective option 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 #8.		
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. 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. Recommendation #10.		

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.		

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 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. Recommendation #10.		

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: ▪ Comprehensive, dynamic, practice-based nature of the programme equipping students with the creative, technical and theoretical skills needed to succeed in the rapidly evolving media and digital arts industries. ▪ Dynamic between staff and students. ▪ 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. ▪ Strong existing use of authentic assessment and encouraged its continued development.

Conditions of Approval	
1.	Programme descriptor Provide a definitive programme schedule clearly outlining the elective choice within each semester of delivery and update the programme descriptor on the Programme and Management Catalogue (PMC) to accurately reflect same.
	Response: 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 transitional schedule for 2025/2026 has been submitted to the Faculty Academic Quality Advisor. 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 which 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 H4029 Digital Media Project: Video (15 ECTS) • MED H4029 Media Arts Project (15 ECTS) • MED H4030 Photographic Possibilities (15 ECTS) • MED H4031 Digital Audio Production and Post-production (15 ECTS) The derogation has been recorded on each module on the 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.	Contact hours Reflect on the contact hours provided to students across the four years of the programme. The panel recommends that the programme team undertake a portfolio-wide review of contact hour patterns to ensure they align with the School's pedagogical commitment to in-person, collaborative learning, while supporting progression toward more self-directed learning in later years.
	Response: The School is deeply conscious of the need to balance contact and self-directed hours. Where possible within the review, modules which had high contact hours were reduced to allow for more self-directed learning. Some existing fourth year modules had an allocation of 6 hours per week and these have been reduced. The third-year module **Project**, which required the completion of a 7,000 word dissertation in third year in preparation for the capstone dissertation has been replaced with **Dissertation Research and Preparation**: this reduces the contact hours from 36 to 24 and significantly reduces the work-load burden. The fourth-year modules **Dissertation 1** (36 contact hours) and **Dissertation 2** have been merged into the single module, **Dissertation**, which is entirely supervisory and self-directed. Of note, the 15 ECTS elective modules in fourth year include studio or lab hours: these

	frequently are used for self-directed learning (usually for the purposes of accessing specialised software or equipment) under the guidance of the lecturer. It is, however, custom and practice on the Tallaght campus that a 5 ECTS module has 36 contact hours per semester, whereas in City a 24-hour allocation is the norm, and this impacts the time available for self-directed learning. In keeping with industry requirements, collaborative learning is a firmly established principle in the programme from first year.
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: The School is keen to act on this recommendation, as it echoes staff and students' observations, and will do so in a measured way to deliver maximum benefit to learners. However, it is unconvinced that peer mentoring is an appropriate mechanism to achieve this ambition. The roll out of Peer mentoring on the Tallaght campus has some legacy issues: The term tends to be associated within the University with pastoral care[1] and student counselling[2] rather than pedagogy or inter-year learning. There are also myriad interpersonal, practical and student wellbeing considerations for both mentors and mentees that urge caution.[3] The School will work with the Faculty to work towards implementing successful peer mentoring, acknowledging the need to invest in resources for training, facilitating and monitoring and that in the current climate such financial and staffing resources may not readily be found.
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. Theory modules that

[1] https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-chaplaincy/peer-mentoring/
[2] https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/peer-support/
[3] Seery, C., Andres, A., Moore-Cherry, N. *et al.* Students as Partners in Peer Mentoring: Expectations, Experiences and Emotions. *Innov High Educ* **46**, 663–681 (2021). https://doi.org/10.1007/s10755-021-09556-8

	require cognitive acumen are scaffolded within the programme, culminating in the 15 ECTS **Dissertation** in fourth year. 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 its positive and negative connotations – that is reshaping media industries, digital workflows, and academic practices. The School of Media 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 will be written at 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 both programme and module levels. The School aims to ensure all students are exposed to AI in a way that builds not only technical understanding but also critical reflection. This includes curriculum updates that reflect evolving practices in industry, and interdisciplinary collaboration, alongside the ethical and legal implications of these changes. • **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, the School is also exploring 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. The School aims 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 also situated within broader institutional frameworks, aligning 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 is scaffolded across the learner journey and consider a more integrated, programme-wide use of portfolios to support transition to industry, foster reflection, and reduce assessment overload. The panel acknowledges the strong existing use of authentic assessment and encourages its continued development.
	Response: The team recognises portfolio assessment as a worthwhile endeavour. With a transitional schedule in place for the 2025/26 academic year only, a full roll-out of portfolio assessment would have limited duration. The team will meet in September to agree an assessment schedule and identify where, for one year, some portfolio assessment may be carried out on a trial basis. This will provide exemplars of good practice, and an evidence-based approach to rolling out further integrated assessment from September 2026.
5.	Formative feedback Consider introducing more opportunities for individual formative feedback into the assessment processes. Forms of assessments in Media Production & Digital Arts are many and varied. Students who are often inexperienced with theses assessment forms can easily score poorly in comparison to their true ability if their first assessment marks are summative feedback marks. Where possible introduce some formative feedback stages where students can receive individualised feedback particularly where new or advanced forms of assessment are introduced. Where individualised feedback is particularly difficult it should be possible to provide samples of assessments answers of varying grades.
	Response: The School considers that the range of assessment types within the programme is a reflection of the professional skills demanded by industry and avoids an over-concentration on a limited range of assessments that, ultimately, may be significantly more challenging for what is an extremely diverse student body. While the School appreciates – and echoes – the recommendation for more individualised formative feedback, and will strive to provide all students with timely and effective

	feedback, it must also balance that with the realities of pedagogical priorities, academic workloads and course delivery structures. The School notes that Recommendation 1 considers a reduction in contact hours, but that formative feedback delivered in person would have the effect of requiring additional hours or encroaching into tuition time, while written formative feedback would increase staff workloads. Nonetheless, the School will continuously review and refine assessment strategies to ensure they support student growth – both creatively and critically – within the resources available. Staged submissions, where work is submitted in sequence such that summative assessment on the first part is also formative assessment for the second and so on, is a useful method. The team will meet in September to agree an assessment schedule and identify where, for one year, staged submissions may be carried out 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 staged assessment permitting formative feedback from September 2026. Sample responses and clear marking rubrics, and, where possible, anonymised examples of previous students' work remain an accessible and effective means of ensuring that students' approach to assessment is supported through timely intervention and focussed guidance.
6.	Modalities Review current delivery modalities in light of ongoing attendance and engagement challenges. This review could begin by re-designing the Year 1 module 'Critical Skills for Media' to support broader access (and reduce barriers to advanced entry), and consider Year 3 modules that may pose challenges for Erasmus/Internship/Work placement participation.
	Response: The School has taken a strategic decision that undergraduate classes should be taught in person. The nature of media production and digital arts outputs, where collaboration is central to professional practice, and the inter-personal and social skills necessary to navigate the professional 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. With respect to Critical Skills for Media, this is a School-wide module delivered to all first-year students, not just on TU982. It will not impact on students who have achieved advanced entry to Year 2 or higher.
7.	Hours per semester Review the hours per semester as stated within the module descriptors on the PMC 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 the 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 for theory and practice modules. 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.[4] 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.
8.	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. 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 will have the option of a 5 ECTS **Students Working with Industry**, which may be done on a project basis, or over a short period, and this will meet many requirements for practical work experience, making industry connections and building expertise. Additionally, from 2026/27, the programme will includes a second 5 ECTS

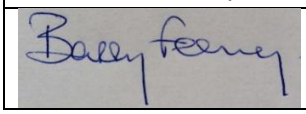
[4] European Commission: Directorate-General for Education, Youth, Sport and Culture, *ECTS users' guide 2015*, Publications Office of the European Union, 2015, https://data.europa.eu/doi/10.2766/87192

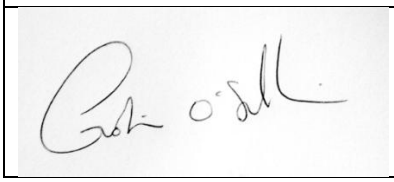
	elective module, **Students working with the University** which also enable students to achieve skills and knowledge from varying forms of work experience. Based on survey knowledge of the part-time work commitments of the student body in the School, the School suggests that the number of students willing 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.
9.	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 student's pedagogical journey towards professional practice. For the 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 created, and appreciation of the attributes L6 and L7 graduates would bring with them 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.
10.	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 welcome 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

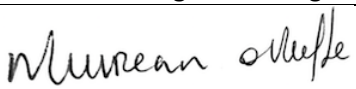
	multiple means of representation, expression and engagement and the team will ensure that teaching and assessment aligns with the university's EDI principles.
11.	Operationalising Sustainability at Module Level The programme team has made meaningful progress in integrating sustainability at programme 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 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 already 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 matters and would welcome specific training in the European Sustainability Competence Framework should it be provided.

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: 24 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:	16 July 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
CSKD 1005	Critical Skills for Media	1	1	5	Mandatory
MED H1077	Introduction to Media Studies	1	1	5	Mandatory
MED H1078	Creative Graphic Arts	1	1	5	Mandatory
MED H1076	Introduction to TV Production	1	1	5	Mandatory
MED H1075	Storycraft: Story Essentials for Media	1	1	5	Mandatory
MED 1074	Advanced Graphic Arts	1	2	5	Mandatory
MED H1079	Film and TV Style and Genre Studies	1	2	5	Mandatory
MED H1080	Intermediate TV Studio Production Techniques	1	2	5	Mandatory
MED H1081	Media Content Management	1	2	5	Mandatory
MSOC H1001	Media and Society	1	2	5	Mandatory
MED H1082	Introduction to Radio Production	1	1 and 2	5	Mandatory
MED H1083	Creative Black and White Photography	1	1 and 2	5	Mandatory
MED H2054	Communication and Cultural Studies	2	1	5	Mandatory
MED H2056	Creative Screenwriting	2	1	5	Mandatory
MULT H2007	Motion Graphics	2	1	5	Mandatory
MED H2055	Location Video Techniques	2	1	5	Mandatory
MED H2057	Media Technologies	2	1	5	Mandatory
MED H2058	Drone Video and Photography	2	2	5	Elective
MED 1044	Equality, Diversity and Inclusion	2	2	5	Elective
MED H2059	Advanced Screenwriting	2	2	5	Mandatory
VDEO H2004	Location Video Production	2	2	5	Mandatory
MEDA H2004	Media Politics	2	2	5	Mandatory

MULT H2008	2D Animation	2	2	5	Mandatory
AUDO H2003	Audio Design and Production	2	1 and 2	5	Mandatory
MED H2060	Digital Colour and Imagination in Photography	2	1 and 2	5	Mandatory
MED 3025 / MED H3025	Semester Away - Semester 1	3	1	30	Elective
MED H3043	Live Audio Broadcasting	3	1	5	Group Elective
MED H3044	The Photographic Studio and Portrait	3	1	5	Group Elective
ENTR H3006	Media Entrepreneurship	3	1	5	Elective
MED 1044	Equality, Diversity and Inclusion	3	1	5	Elective
MED H3045	Media and Technology Law	3	1	5	Mandatory
MED H3047	Screen Craft for Drama Production	3	1	5	Mandatory
DESG H3002	Motion Design and Special Effects	3	1	5	Mandatory
MED H3046	Screen & Social Media Studies	3	1	5	Mandatory
MED 3039 / MED H3039	Semester Away - Semester 2	3	2	30	Elective
MED H3049	The Art of Documentary Photography	3	2	5	Group Elective
MED H3048	Podcast Production	3	2	5	Group Elective
MED H3050	Emerging and Experimental Media Practices	3	2	5	Elective
MEDA H3002	Students Working with Industry	3	2	5	Elective
MED H3053	Storytelling	3	2	5	Mandatory
MED H3052	Creative Narrative Video Production	3	2	5	Mandatory
MED H3051	Digital and Interactive Arts	3	2	5	Mandatory
MED 3024	Dissertation Research and Preparation	3	2	5	Mandatory
MED H4026	Global Politics and Film	4	1	5	Mandatory
MED H4027	Professional and Portfolio Development	4	2	5	Mandatory
TECH H4003	Culture and Technology	4	2	5	Mandatory
MED H4028	Media Arts Project	4	1 and 2	15	Group Elective

MED H4029	Digital Media Project: Video	4	1 and 2	15	Group Elective
MED H4031	Digital Audio Production and Post-production	4	1 and 2	15	Group Elective
MED H4030	Photographic Possibilities	4	1 and 2	15	Group Elective
DISS 4004	Dissertation	4	1 and 2	15	Mandatory