Programme Review Report

Bachelor of Arts (Honours) in Film & Broadcasting

TU983

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 Film & Broadcasting
NFQ Level	8
ECTS Credits	240
Mode of delivery	Part-time ☐ Full-time ü
Duration	Part-time: Full-time: 4 Yrs
Modalities of delivery	In-person, On-campus ü Blended ☐
	Online ☐ Hyflex ☐
Classification of award	1st Class Honours; 2nd Class Honours, Upper Division; 2nd Class Honours, Lower Division; Pass
Discipline Programmes Board	Media Arts
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 Film & Broadcasting
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 Film & Broadcasting
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 Film & Broadcasting
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	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 ü	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.
Suzanne Kelly	External assessor	Head of Children's & Young People's Content RTE
Dr. Zélie Asava	External assessor	Film Classifier IFCO
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

8.30 – 9.30	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.	
9.30 – 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*
	Dr. Clare Scully	Stella Downey
	Marina Hughes	Aoife Kelleher
	Dr. Edward Brennan	Dr. Ken Murphy
	Dr. Nora Duggan	Tom Cosgrove
	Pat Hannon	Garreth Cleary
	Dr. Brian Keegan	Kevin Duffy
	Rory Mulligan	Colin Lalor
12.00 – 12.30	Meeting of Panel with current students and graduates.	
	In attendance:	
	Current Students	*Graduates*
	Sam McBride	Siriana Loughran
	Caoimhe Leech	Molly Kiely
	Britney Madondo	Jack Wall O'Reilly
12.30 – 13.00	Private meeting of Panel to discuss its findings.	
13.00 – 13.30	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)

Comparison with other, similar programme offerings
A competitive analysis was conducted through a comprehensive desktop review, focusing on a diverse range of programmes available nationally and in Northern Ireland.

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

Further research informing the programme review included the perspectives of employers, practitioners and the community.

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 #10.

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 #12.

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 encouraged the programme team to explore ways of expanding engagement with the evolving creative industries beyond broadcasting, ensuring that emerging sector trends are reflected in the curriculum. The panel also recommended an enhanced focus on ensuring that students emerge with industry recognised skill levels attained in a variety of practical modules alongside critical theory. Recommendation #2.		
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 ☐
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 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 #6.		
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. The panel noted necessary updates post event and listed same in condition #1 and recommendation #5.		

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 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. Recommendation #1. Also, 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 #11.		
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 #11.		
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 multiple opportunities for students to gain industry experience. ▪ Clear progression and balance of critical theory and practical skills throughout the programme. ▪ Staff's open and frank engagement at all sessions.

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: The programme schedule for 2025/2026 has been submitted to the Faculty Academic Quality Advisor. 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.
	Response: **Mandatory attendance** of 75% on four first year practice-based modules (**MED 1010 Foundation in Photography ; MED 1008 Foundation in Moving Image; MED 1011 Foundation in Screen Writing; MED 1009 Foundation in Audio**). This ensures all first year students have sufficient training in specialized, often valuable and fragile equipment. The derogation has been in place for several iterations of the programme and it has proved extremely useful in inculcating industry expectations of professionalism from day one. In the industries many of our graduates will enter, attendance is always mandatory. The excellent first-year progression rate on the programme is evidence of the success of this strategy. Extenuating circumstances will always be taken into account and students who fail these modules will have an opportunity to retake the in-person component during the Supplemental period before the beginning of Semester 1. **Compensation:** The programme team will 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 **TU983**. 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 **the four Major Project modules (Film Production/Scriptwriting (Major Project); Documentary Production (Major Project); Audio Documentary Production (Major Project); Advanced Directing for Live Studio Television**

	Production (Major Project) 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 module will ***not*** be eligible for compensation: • **Internship (GAME 3005)** involves 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 this module. Permitting compensation for would compromise the integrity of the programme and the standards expected by both academic and industry stakeholders. The programme team has therefore determined that these modules are non-compensable to uphold the academic and professional value of the awards.

Recommendations: 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 programme team welcomes this suggestion and will meet in early September to examine the **programme-wide use of portfolios**, as part of a wider discussion about linked/integrated assessment across the programme. A summary of the implementation arrangements will be included in the action plan.

2.	Interaction and engagement with evolving creative industries The panel encourages the programme team to explore ways of expanding engagement with the evolving creative industries beyond broadcasting, ensuring that emerging sector trends are reflected in the curriculum. In parallel, the introduction of more targeted practical workshops in Years 1 and 2 could help strengthen learners' foundational skills and readiness for work placement. The panel also recommended an enhanced focus on ensuring that students emerge with industry recognised skill levels attained in a variety of practical modules alongside critical theory.
	Response: The programme team reflected extensively on the balance of practical skills as part of the review process and are satisfied that there is adequate opportunity for students to gain industry-ready expertise on the programme, as well as to develop expertise in critical theory. The continuing success of our graduates in industry suggests that the 50/50 strategy that the programme deploys is effective. Staff on the programme are leading practitioners in their respective fields and ensure that emerging trends are reflected in the curriculum, the move to an annual enhancement exercise where modules are reviewed on a yearly basis will allow staff to ensure all modules remain current. However, the suggestion of incorporating master-classes and workshops is very welcome. The programme regularly benefits from input from industry experts, such as the workshops led by DIFF's Grainne Humphrey in 2024 and 2025. While welcome, any expansion of these occasional master-classes would be resource-dependent. The team will continue to monitor the evolving creative industries landscape to ensure that emerging sector trends are reflected in the curriculum.
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, including the programme chair of TU983, 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 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.	Community space Engage with Campus Planning to explore how more community space can be provided on campus for this student cohort.
	Response: The lack of student space in the East Quad and Grangegorman campus more generally is a pressing one. It is beyond the scope of the programme review to address this, but the School continues to advocate with the University in this matter on behalf of students. However, it is anticipated that the opening of the new Academic Hub (Semester 1 2025) will provide a range of learning and social spaces for students on campus.
5.	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: 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. However, the School notes that PMC only permits the selection of a single activity in the Activity Type field. In the absence of more detailed descriptions, the School's modules are an accurate indicative summary. For example, a module, over the course of a semester may include elements of seminar, workshop, studio practice, listening session, and site visits, all of which is covered by "lecture" and "lab". The time allocation on every module aligns with the mandated 100 hours per 5 ECTS and established work practices for theory and practice modules.
6.	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 TU983**.** 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.

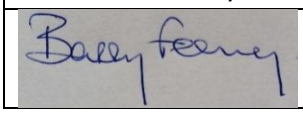
	In Year 3, students in 2025-6 will have the option of a 10-credit Internship module, GAME 3005 Internship. We recognise that this model of one-day per week may not suit some of the industry partners who regularly approach us for student placements/internships— it is unlikely to work for a placement on a film, for example. However we will support those students for whom this is a viable opportunity. 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.
7.	Module title Reflect on the title of the module 'Introduction to World Cinema' to more accurately reflect industry nomenclature with the recommendation being 'Non-Western Cinema' as opposed to 'World Cinema'.
	Response: As noted during the panel visit, this was a welcome recommendation. After some reflection, this has been renamed 'Introduction To Global Cinema Traditions' to avoid any accusations of Western-centrism sometimes levelled at the use of 'non-Western'.
8.	Programme title Reflect on the term 'broadcasting' in the title of the programme with the panel of the opinion that the term is dated and not reflective of the diverse range of multimedia platforms within this evolving industry.
	Response: The programme team will reflect on this comment and review the relevance of the programme title. We are reluctant to change the title at present, the programme title has brand recognition across the industry, with alumni and prospective students. This is important in the context that we are still suffering the impact on name recognition of the change from DIT to TU Dublin and the move from Aungier Street. In addition, the current title maintains a clear distinction from other programmes in the School which deal with a more diverse range of multimedia platforms: Media Production and Digital Arts and Creative Digital Media. It is reassuring, given the popularity of the Film & Broadcasting programme with CAO applicants, that 'broadcasting' does not seem to be a deterrent.
9.	Year 4 – Major Projects Consider making the Year 4 Major Projects year long as opposed to just the final semester.

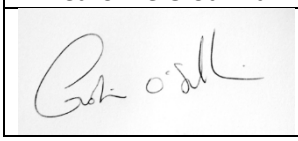
	Response: The programme team will roll out year 3 and 4 of the new programme from September 2026 onward and will use the intermediate period to reflect on this recommendation. It will initially be considered as part of the programme team's review of integrated assessment. The intention was that the Semester 1 production module would effectively begin the research for the Major Project, allowing for a more scaffolded learning experience than the current year-long module. The programme's experience has been that students tend to ignore Major Project in Semester 1 in favour of finishing their Dissertation. By ringfencing a certain number of production credits for Semester 1, the intention is that learners will be supported and incentivised to complete crucial preparatory work alongside the Dissertation.
10.	Modalities The panel encourages the programme team to 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 consider 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 programme team acknowledges the panel's recommendation regarding the diversification of delivery modalities to better support the needs of learners, and we recognise the growing importance of flexibility and accessibility in contemporary higher education. We wish to note, however, that under current agreements, the Teachers' Union of Ireland (TUI) maintains an embargo on the development of online modules and programmes. This presents a constraint that limits our capacity to formally validate or deliver modules in online or hybrid formats at this time. Nevertheless, a number of lecturers on the programme are open to developing alternative modalities for their modules. This would need to be examined in a holistic manner, as in order to inculcate the industry-ready skills mentioned above, and to achieve the programme learning outcomes, the programme foregrounds hands-on-learning and peer collaboration. Based on the recommendations above, the programme team will give consideration first to the possibility of alternative modalities for the third year module Dissertation Preparation. Critical Skills for Media is a School-wide module and is concerned with the development of core, critical soft skills and supports learners in navigating the move to University. The programme team considers that this is best delivered in person as the structured and socially supportive environment of face-to-face teaching contributes significantly to engagement, well-being, and academic success.

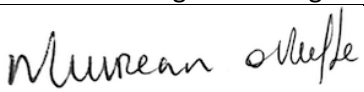
	The programme is committed to reviewing how best to support students facing logistical, personal, or socio-economic challenges, and we will engage in ongoing dialogue with the School, Faculty, and University to explore how enhanced flexibility can be meaningfully and appropriately integrated into future programme iterations.
11.	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. The programme team will continue to build on its commitment to UDL and will strive to make this more evident in its communication to learners. EDI has been an embedded tenant of the programme for many years, this is evident in the range of modules explicitly engaging with principles of equality, diversity and inclusion; in the topics students choose to research and produce; as well as the research interests of many of the staff. This is something that the programme team will commit to promoting more widely within the University and externally, such as via the School's application for Athena Swan recognition.
12.	Operationalising Sustainability at Module Level The panel acknowledge 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.
	Response: We acknowledge the meaningful progress made so far at the programme level, and note that the module Media and the Natural world is an example of good practice in this regard. The programme team commits to review the content of all modules to identify where UN SDG's 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.

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:	19/07/2025
Signed: 	Date: Click or tap to enter a date.