09/04/25

Programme Validation Report

Digital Marketing

Version of Report	*Author*	*Date*
1	Dr. D. Irwin	09/04/2025
		Click or tap to enter a date.
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Approval	*Date*
Programme Proposal approved by Faculty Board	Click or tap to enter a date.
Programme Proposal approved by University Programmes Board	Click or tap to enter a date.
Programme approved by Faculty Board	Click or tap to enter a date.
Programme approved by University Programmes Board	Click or tap to enter a date.

Section A - Programme Details

The report concerns a level 7 and 8 full-time; level 7 part-time; and, level 6 exit award

Title	Bachelor of Arts Digital Marketing
NFQ Level	8
ECTS Credits	240
Mode of delivery	Part-time ☐ Full-time ✓
Duration	Part-time Full-time: ☐
Mode of provision	Face-to-Face ✓ Blended ☐ Online ☐
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Discipline Programmes Board	Digital Marketing
Faculty Board	Faculty of Business

Schools involved in delivery	Marketing and Entrepreneurship
Delivery location	Tallaght, Blanchardstown
Collaborative Partner (where applicable)	
Date of Commencement	September 2026

Title	Bachelor of Arts Digital Marketing
NFQ Level	7
ECTS Credits	180
Mode of delivery	Part-time ✓ Full-time ✓
Duration	Part-time Full-time: ☐
Mode of provision	Face-to-Face ✓ Blended ✓ Online ✓
Classification of award	Pass: 2.0 GPA Pass with merit 2: 2.6 GPA Pass with merit 1: 3.0 GPA Pass with distinction: 3.6 GPA
Discipline Programmes Board	Digital Marketing
Faculty Board	Faculty of Business
Schools involved in delivery	Marketing and Entrepreneurship
Delivery location	Tallaght, Blanchardstown
Collaborative Partner (where applicable)	
Date of Commencement	September 2026

Section B – Awards

Award (1) Title	Higher Certificate in Applied Digital Marketing
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	6
Award Class	Choose an item.
ECTS Credits	120
Classification of award	Pass: 2.0 GPA Pass with merit 2: 2.6 GPA Pass with merit 1: 3.0 GPA Pass with distinction: 3.6 GPA
Exit Award (2)	Bachelor of Arts Digital Marketing
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	7
Award Class	Choose an item.
ECTS Credits	180
Classification of award	Pass: 2.0 GPA Pass with merit 2: 2.6 GPA Pass with merit 1: 3.0 GPA Pass with distinction: 3.6 GPA

Select Level

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board	
None	
Date of University Programmes Board Approval	Click or tap to enter a date.

Section D Validation Process

Please tick the process that was followed:

Validation Panel ✓	AQEC Meeting ☐	AQEC Sub-Group ☐
Date: 9/4/2025	Date:	Date:

Panel Members

Name	Role	Affiliation
Mr. Patrick Flynn	HoLT	Engineering and Built Environment, TU Dublin
Dr. Caroline O'Sullivan	Head of School	TU Dublin
Ms. Moira O'Halloran	Lecturer	School of Accounting, Economics, and Finance, TU Dublin
Dr. Jamie Thompson	Associate Professor of Marketing	Napier University, Edinburgh
Dr. Joe Fitzgerald	Head of Discipline	School of MPO, TU Dublin
Mr. George Filippou	Founder	MarSci
Dr. David Irwin	AQA (Business)	Academic Affairs

Section E - Programme Evaluation

Governance & Management		
Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?	Yes ✓	No ☐
Comment:		
Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?	Yes ✓	No ☐
Comment: The evaluation panel explored issues associated with artificial intelligence in teaching, learning, and assessment of students on the programme. Academics, who deliver modules, discussed various strategies they deploy to ensure that principles of academic integrity inform both practical and ethical practices and supports in the use of artificial intelligence.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐
Comment: In general the LOs were clearly written. However, in a number of instances the development team needs to ensure that the LOs are appropriate and follow university guidelines regarding appropriateness of language.		
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 ☐
Comment:		

Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Comment: There was much discussion in terms of teaching and assessment and how each impacts on the different modes of delivery both part-time/full-time. The evaluation panel was satisfied with the depth of knowledge demonstrated by academic staff to answer questions posed to them on this point.		
Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Comment: Evidence was presented by the School Management Team (cf. Appendix A of the submission documentation).		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Comment: The design of the programme reflects awareness of competitor activity in the area of digital marketing, and it maximise opportunities to enhance popularity among potential students and to improve retention of student numbers on a year-by-year basis on both campuses.		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ☐	No ☐
Comment: 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 ☐
Comment: Evidence was presented by the School Management Team (cf. Appendix A of the submission documentation on Stakeholder Engagement; Appendix G of the submission documentation on Work Placement, and Personal and Professional Development).		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment: Student feedback and input is provided for by the university QA/QE processes as part of annual monitoring. The School Management Team advised the evaluation panel on the traffic light system it proposed to introduce to support the incremental use of artificial intelligence across each year of the programme to anticipate ethical and technical challenges and opportunities therein.		

Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment: The School provided evidence of a panel of an industry specific advisory board to which it consults on a regular basis.		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Comment:		
Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment: Information on this is provided in Appendix G of the submission documentation on Work Placement, and Personal and Professional Development. The School Management Team stated that an experienced marketing mentor is in place in each placement as well as a university supervisor, and that a tripartite process between industry setting, university, and student is in place to support success will be established as part of the placement. Structurally, the School has processes to cover the full life-cycle of the placement process spanning pre-placement and post-placement supports.		
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 ☐
Comment: N/A		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment:		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐
Comment:		
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 ☐
Comment:		
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 ☐
Comment:		
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Comment:		

Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Comment: Information on this was provided to the evaluation panel and is contained in Appendix I.		
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐
Comment:		

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 ☐
Comment: There are sufficient resources to ensure access and support by students to have access to appropriate studio space and technical equipment on both campuses. It is acknowledged that further investment will be required for appropriate space to be made available to students on the Tallaght campus.		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Comment: The evaluation panel explored how to ensure consistency and authenticity of the student learning experience on both campuses. Academics demonstrated how they intend to achieve a good level of synchronicity in this regard.		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Comment: QA/QE student monitoring procedures to ascertain feedback is in place.		
Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment: The panel acknowledges challenges faced by the School in a highly competitive environment. The panel will make a note in its recommendations on this matter.		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment: The School is attuned to have trained staff in terms of neurodiversity, awareness of universal design, and design of inclusive content in terms of class activities, cultural awareness, and authentic assessment, and in the opportunities available to student who undertake diverse placement opportunities (e.g. commercial and not for profit). In particular, EDI is delivered as part of the professional development module for students. The evaluation panel was made aware of Athena Swann planning and developments in the School generally. The evaluation panel also noted that the School had introduced at school-level a sustainability PLO that it intended to introduce into its programme design in a more explicit manner. One example presented was user-generated content in a campaign to highlight SDGs and gender equality as part of a first year assignment.		

Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment: Information is provided through the programme handbook and through the mentoring system in place on a per annum basis to students by School Staff. The university also provides a broad array of student health and well-being supports.		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: N/A		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
Comment: N/A		
In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?	Yes ☐	No ☐
Comment: N/A		

Section F - Overall Recommendation

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

Areas for commendation	
1.	The integration of two marketing teams on both Blanchardstown and Tallaght campuses to ensure coherence in programme design, and programme delivery in terms of teaching, learning, assessment, and enhancing the student experience.
2.	The level of strategic planning and preparation exhibited by the School Management Team to ensure the success of the student experience across each year of the programme in terms of planning, student representation and participation, and resource planning and management.
3.	With regards to Erasmus, the evaluation panel noted that students who avail of this option can derive the 'international' experience through languages as well as pursuing modules delivered in English abroad.
4.	The evaluation panel was impressed with the level of awareness demonstrated by teaching colleagues in their approaches to meet LOs in assessments/exams.
5.	The proposed programmes address challenges posed by historic retention trends.
6.	The use of authentic and the use of client-industry engagement in teaching, learning, and assessment.
7.	The manner in which a traffic light system for artificial intelligence informs teaching, learning, and assessment. There are many varied approaches to dealing with AI across different modules. Importantly, the team also note the importance of "creativity without AI dependency" in Creative Thinking module.
8.	Deeply connected with industry. Significant and enduring industry partnerships, which have supported and informed programme development and underpin the work-based-learning placement.
9.	The panel were impressed by the EDI initiatives that exemplify the awareness and support required from students with disabilities and those from different social and economic backgrounds.

Recommendations	
1.	The School to plan actively for access/apprenticeship opportunities in digital marketing, and to develop strong links with FET institutions locally, regionally, and nationally.
	Response: The School fully welcomes the panel's recommendation to actively plan for access and apprenticeship opportunities in digital marketing and to develop strong links with FET institutions locally, regionally, and nationally. We are proud to already be leading national efforts in this area through our role in delivering the Advertising Associate Apprenticeship, the first of its kind in Ireland, developed in partnership with industry and funded by SOLAS. This apprenticeship reflects our strong commitment to widening participation pathways in the school, and in the future we will look to digital marketing education and careers beyond the existing apprenticeship offering on digital. While we have a relationship with the current level 6 NationalDigital Marketing Apprenticeship, graduates from this route will not be eligible to progress to our programme until 2028. In the

interim, we are proactively establishing access routes such as our Applied Certificate in Digital Marketing, a skills-focused, accessible bridge into the full BA in Digital Marketing for learners transitioning from the apprenticeship.

To support wider participation, the Faculty of Business has established a Marketing and Recruitment Committee, which includes members of the School of Marketing and Entrepreneurship who are actively engaged in frontline outreach to FE institutions. This committee has developed a targeted strategy to build formal relationships with key Further Education colleges and prioritises engagement with those offering relevant marketing and digital courses.

In line with this strategy, we have identified three high-potential FE partners—Crumlin College of Further Education, Ballyfermot College of Further Education, and Whitehall College of Further Education—with whom we will actively pursue Memoranda of Understanding (MOUs). These colleges deliver Level 5 programmes in digital marketing, business, and content development that align closely with our degree outcomes and learner profile. Formal progression pathways from these institutions will provide learners with a seamless transition from FE to HE.

College	**Programme Title**	**NFQ Level**	**Progression Potential**
Crumlin College of Further Education	Business Management & Marketing	Level 5	Strong overlap with Year 1 modules in marketing and business; ideal for progression to BA Digital Marketing
Whitehall College of Further Education	Digital Marketing	Level 5	Focused digital content; students are well-prepared for digital strategy and comms in Year 2
Ballyfermot College of Further Education (BCFE)	Digital Marketing & Content Development	Level 5	Strong emphasis on digital production and storytelling; ideal for content and campaign strategy streams in degree
Dunboyne College of Further Education (DCFE)	Pre-University Marketing and Public Relations (Marketing)	Level 5	Strong digital marketing elements - digital marketing, ebusiness studies, the internet, web authoring.

Through these combined efforts, including the development of formal access routes, strategic FE partnerships, and apprenticeship leadership, the School is determined to expand participation, enhance visibility, and ensure that our programmes remain accessible, inclusive, and closely aligned with the evolving FET landscape in Ireland.

2. The School to update their progression figures based on their current initiatives before the new programme commences. This will allow the team to put in place any required resources.

Response:

The School accepts the panel's recommendation to update our progression figures based on our current initiatives before the commencement of the new programme. We are committed to using the most up-to-date data to inform resource planning and ensure that appropriate supports are in place from the outset. The Faculty of Business has a dedicated Retention and Engagement

	Committee of Faculty Executive, which includes active members from our programme team. This committee monitors retention and progression trends across programmes and will work closely with us to review and act on the updated data. This data is reviewed annually at our academic faculty board also. At School level, we have a practice of reviewing progression and retention figures as soon as they become available. We are currently awaiting the first full set of progression data from our most recent programmes with anticipation, and these figures will be critically analysed to identify any emerging patterns, resource needs, or areas for enhancement. Based on this analysis, we are prepared to put in place targeted supports, academic, pastoral, or technical, as required to ensure the success of the new BA in Digital Marketing and our broader student cohort.
3.	The School to formalise the feedback process of the learners' experience whilst on work placement.
	Response: We will implement a structured feedback mechanism, ensuring that it aligns with best practice both within our School and across TU Dublin. The feedback process will capture students' experiences at key points during their placement, including a mid-placement check-in and a post-placement review, focusing on preparation, learning opportunities, support, and overall satisfaction. The response mechanism will be included in the Placement Handbook, to give students and employers the opportunity to provide feedback directly on an annual basis. While we will develop the system in the immediate term, we recognise that it will need to be fully reviewed and finalised ahead of the first cohort undertaking placements in January 2029. This timeline allows us to refine the process based on evolving practice, ensuring it is fit-for-purpose, student-centred, and integrated into our annual monitoring and enhancement cycle. Capturing and acting on student feedback will be a key element of maintaining high-quality, impactful work-based learning opportunities for all students.

4.	The School should work towards enhancing cross-campus learning in the early years of the programme. There is evidence of this occurring in the latter years.
	Response: The team view cross-campus activities and learning as critical to the success of the programme. This has been the case in the programme's development, and we are keen to continue it in the programme delivery. Some specific initiatives are already planned, such as a 1st and 2nd year colloquium where students from both campuses will be addressed by alumni and industry speakers. Enabling students to identify a part of a larger community and see the career path ahead of them has been shown to impact positively on retention. Students will also attend the International Digital Marketing Week as a community in semester 2 on their studies.
	The School to review on an annual basis the interdisciplinary aspects to the programme.

5.	Response: The process of developing the new programme has involved a high level of interdisciplinary activity. The School is committed to build on this by a sustained focus on ensuring a regular focus on this area. Specifically, his process will involve: 1. **Curriculum Mapping and Analysis** Each year, the course team will systematically map the curriculum to evaluate how effectively it integrates key disciplines such as marketing theory, digital technologies, data analytics, consumer psychology, creative content development, and business strategy. This mapping will highlight the interconnections between modules and identify any areas where interdisciplinary balance needs strengthening. 2. **Industry Advisory Input** We will maintain active engagement with industry comprising representatives from marketing, technology, creative industries, and business sectors. Their annual feedback will specifically address the relevance and integration of interdisciplinary skills and knowledge, ensuring the programme evolves in line with professional expectations and sector developments. 3. **Student Feedback and Outcomes Review** Annual student feedback will be reviewed with particular attention to their experience of interdisciplinary learning. In addition, the student feedback from work placement will help inform the needs of future students. Graduate destination data and employer feedback will also be used to assess how well students are equipped with interdisciplinary skills in practice. The appropriate mechanism for this review to take place will be during the Semester 2 Programme Committee meeting as a standing agenda item. The Head of Discipline will co-ordinate this activity including reporting from external and internal sources outlined above.
6.	The School needs to continue to build the Athena Swan initiative in line with university strategy.
	Response: We appreciate the panel's request for further clarity on our contribution to Athena SWAN principles. The School of Marketing and Entrepreneurship is deeply committed to advancing gender equality and broader equality, diversity, and inclusion (EDI) principles through our Digital Marketing programmes and is currently undertaking a review which has resulted in the development of our EDI policy which we will provide more information on here. Our work aligns directly with the values of the Athena SWAN Charter and contributes meaningfully to institutional compliance in the areas of teaching, learning, research, and organisational culture. EDI is a central pillar of the Digital Marketing programme and not a peripheral consideration. From curriculum design and assessment practices to student engagement and staff development, we integrate inclusive approaches that support diverse learners and perspectives. Key initiatives include Universal Design for Learning across modules, inclusive assessment formats (such as video reflections and peer evaluations), and curriculum content that embeds representation and critical engagement with topics such as race, gender, and identity. Community-building practices, like the “Culture Minute” and “Cultural Potluck Parties” on programmes in our digital marketing discipline, are hallmarks of our commitment to belonging. Outreach activities, such as TY taster workshops with over 480 DEIS students, exemplify our drive to widen participation. Furthermore, the Breakthrough Scholarship, which covers tuition, accommodation, and

	placement, directly supports students from underrepresented backgrounds and exemplifies our values in practice. The School actively supports staff engagement with EDI through professional development, with more than 40 team members having completed training in unconscious bias, anti-racism, and inclusive pedagogy. These activities are formally recognised and incorporated into performance development and promotion pathways. While our current workload allocation model supports staff contributions to EDI on an ad hoc basis, we recognise the need to formalise and consistently reward this work. As we look ahead, we will strengthen mechanisms for staff recognition and expand our curriculum review process to ensure all modules are assessed through an EDI lens. We also aim to build a structured Faculty-level EDI committee to improve governance and reporting, and propose an annual School-led EDI self-assessment exercise to track progress and impact. **Supporting Evidence and Initiatives:** • Integration of Universal Design for Learning and inclusive assessments across programmes • "Culture Minute" and "Cultural Potluck Parties" fostering intercultural awareness and belonging • DEIS school outreach engaging 480+ students in pre-college digital marketing workshops • Breakthrough Scholarship for underrepresented students, covering tuition, accommodation, and placement • Inclusive curriculum embedded in modules such as *Personal and Professional Development*, *Consumer Behaviour*, *Trends in Culture and Society*, and *Sustainable Marketing* • Approx 30% of PhD projects focused on EDI-related topics in the School • Over 40 staff completed training in inclusive pedagogy, anti-racism, neurodiversity, transgender awareness, and bias mitigation • Collaborative projects with organisations like THINKHOUSE and As I Am to promote inclusive career pathways • Regular engagement with ISSE student survey and formal Programme Committee feedback processes • Planned annual EDI review process and proposal for Faculty-level DEI sub-committee to strengthen oversight and management related matters. We are confident that these efforts, embedded within the Digital Marketing programme through our School strategy, demonstrate a robust and evolving commitment to the Athena SWAN Charter, supporting both the University's strategic goals and the broader principles of equality and inclusion in higher education. We also recognise a need for our School and Faculty to be more connected to the work of the University at a high level and will advance this work on the part of our programme team in partnership with the SET and FET.
7.	The programme team to consider the work-load and credit-weighting associated with the Business/Consultancy Project. Further, as proposed, the pre-requisite module in semester 5 ~~as~~ means students are forced to decide by the end of Year 2 whether to pursue the dissertation or consultancy project.

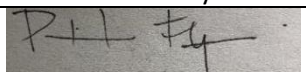
	Response: This module is being updated as part of the ongoing School review, to be completed this academic year. Workload requirements and the credit weighting will be incorporated as part of this.
8.	Where content and material are taught across two campuses, formalize an approach to ensure continuing alignment. Identify how staff will avoid differences in learning style leading to divergences and drift between module LOs over-time (i.e., periodical reflection and/or alignment activities). This will be important for AACSB Business Accreditation Standards approval when the School submits this as part of the Faculty submission to it.
	Response: We appreciate the advice from the panel and agree with the importance of assuring consistency across the two campuses while enabling academic freedom. We propose that the programme teams across the two campuses will hold a joint meeting at the start of each academic year with the following aims: - To align the teaching and assessment plans for the 2 campuses. - To introduce new staff to counterpart colleagues. - To give the module teams opportunities to continue to meet and discuss the curriculum with the aim of ensuring it remains cognoscent of the latest developments in technology, theory and practice. Further, at the end of the academic teaching year, we propose to hold a programme team review meeting, to review what has worked well and what needs to be reconsidered for the next iteration. As we will be delivering the same modules on two campuses, it is likely that there will be modular assessment boards to ensure consistency of assessment across the two campuses. In addition, we propose to have shared programme level exam boards, so that in the round, we can ensure that all graduates are achieving the same PLOs and graduate attributes. The External Examiner is appointed at the programme level and will have oversight of both campuses assessments and will be critical to ensuring both teams are aligned and operating at the same level.
9.	The management team to strive towards putting in place a system of timetable allowances to support the work of module coordinators / lecturers in implementing client-based assessments
	While it is not currently within our authority introduce new timetable allowances, we anticipate that the forthcoming University-wide workload model (likely on emergence from the institutional recovery plan) informed by the recent OECD report on the TU sector workload will provide a more structured framework to support this work. In the interim, the School's management team is fully committed to resourcing staff wherever possible and will actively seek ways to enable the implementation of client-based assessments, including working towards a system of timetable allowances that recognises the additional responsibilities undertaken by module coordinators and lecturers.

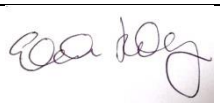
Conditions of Approval	
1.	To review all modules offered by the School specifically to ensure compliance with appropriate LO language, and consistency of learning hours.
	Response: The programme team have reviewed all modules for LO language and consistency of learning hours. Lecturers have been contacted in relation to any issues with the language used or the learning hours and will have their modules updated by the end of the semester.
2.	The programme team within the School to work towards consistency of support for both campus locations with regards to space, equipment, and provision of technical staff by identifying current gaps and how they may be addressed in the future.
	Response: The programme team wholeheartedly welcomes and fully agrees with the panel's condition regarding the need to work towards consistency of support across both campus locations. We are committed to using all our resources and influence to identify current gaps in space, equipment, and technical staff provision, ensuring that students on both campuses receive an equitable and high-quality learning experience. Oversight for this process will be provided by the School Executive Team, with leadership from the Head of Discipline for Digital Marketing, supported by the broader lecturing team and the Programme Coordinator. Through a structured review, proactive engagement, and a clear action plan, we aim to foster a consistently excellent academic environment for all students, aligned with TU Dublin's values of equality, inclusion, and educational excellence. The School Executive Team team has identified the following actions to support us to oversee progress and prioritisation. This action will be led by the Head of the Digital Marketing Discipline with support from our Lead Programme Coordinator. This is to be a responsibility of the discipline and will be an ongoing activity that will build on our current audit and ensure we do not miss important changes, threats or opportunities to our technology infrastructure. 1. Audit: Working with the programme team, we will complete a programme level audit in relation to: a. Current space allocation (specialised and non-specialised) b. Equipment available, including an age profile as replenishing and updating equipment on a regular basis will be vital. c. Technical support – what, if any, support is available or required for the equipment / specialised spaces? 2. Consultation: We will consult with the academic team and our students as follows: a. Staff upskilling – what areas of upskilling are required for ongoing delivery of the new programme? b. Supports needed for the new programme for both students and staff. c. Infrastructure requirements for both campuses. d. Resource/ equipment requirements for both campuses.

	3. Resource Availability: Based on the audit and the consultation outputs, we will identify what are the current and future resource requirements of the programme. The School has provided for significant funds to be used to support the space, equipment and technicians required by the programme. This has been agreed with finance in our costing but will require review on an ongoing basis. 4. Review: Resource requirements, including an updated audit and feedback from staff, will be included as an agenda item in the end of year joint Programme Team Meeting, to review and plan for the years ahead. 5. Escalation: Where necessary, escalate significant resourcing gaps to FET, the Dean and relevant TU Dublin units.
3.	
	Response:

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
No.

Section G - Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Patrick Flynn	
Signed: 	Date: 11/04/2025

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School: Dr. Etain Kidney	
Date: Click or tap to enter a date.	06/05/2025

Faculty Board

The report and response have been approved by Faculty Board	
Vice-Dean for Education: Dr. Margaret Farrell	
Signed:	Date: Click or tap to enter a date.

University Programmes Board (Programmes of 30 ECTS or great)	
The report and response have been approved by the University Programmes Board	
Registrar: Dr. Mary Meaney	
Signed:	Date: Click or tap to enter a date.