

Part 1 Programme details

Proposed titles	BSc in Business and Management CPD Diploma in Business Communications
Existing titles and codes	BSc in Business and Management DT365A CPD Diploma in Business Communications DT324A
Mode and duration of programme	BSc: 4 Years Full-time. Programme is modular and students can register on individual modules and take the programme over a longer period of time CPD: 1 semester
ECTS	BSc: 240 ECTS CPD: 20 ECTS
TU Dublin Award(s) sought	BSc in Business and Management CPD Diploma in Business Communications
Classifications of award(s)	BSc (Hons): First Class Honours, Second Class Honours, 1st Division, Second Class Honours, 2nd Division and Pass.
School responsible	School of Marketing
National accreditation and relevant dates (where applicable)	Egyptian National Authority for Quality Assurance and Accreditation of Education (NAQAEE), August 2021
External provider type (where applicable)	Collaborative Partner: Pharos University in Alexandria (PUA)
Delivery location	Alexandria, Egypt

Part 2 Programme approval information

Date of initial approval	25 th May 2010
Date of validation/review event	22-23 rd May 2022
Date of approval by Academic Council and Governing Body	
Proposed date of re-commencement	September 2022

Part 3 Programme background/structure

Background

The programme arises from a collaborative agreement between the College of Business, DIT and the Faculty of Financial and Administrative Sciences (FFAS), Pharos University in Alexandria.

Pharos University in Alexandria (PUA) is the first private university in the North of Egypt. It was established according to Presidential Decree No. 252, issued on July 15th, 2006 and was licensed from the Egyptian Supreme Council of Private Universities to operate in the academic year of 2006/2007 in seven faculties including; the Faculty of Pharmacy and Drug Manufacturing, Faculty of Engineering, Faculty of Dentistry, Faculty of Financial and Administrative Sciences, Faculty of Legal Studies and International Relations, Faculty of Tourism and Hotel Management and Faculty of Languages and Translation.

The BSc (Honours) in Business and Management was validated to be delivered in Pharos University in Alexandria in May 2010 with the first cohort commencing in September 2011.

	2017-2018	2018-2019	2019-2020	2020-2021
Students graduating with First Class Honours or Distinction	7	8	17	19
Students graduating with Second Class Honours, Upper Division or Merit, Upper Division	26	20	33	16
Students graduating with Second Class Honours, Lower Division or Merit, Lower Division	26	31	32	24
Students graduating with Pass	20	21	22	22
Total	79	80	104	81

Stated aims and learning outcomes of the programme

The programme aims to:

- Help students understand the social science basis and inter-disciplinary nature of management.
- Develop awareness and understanding of the significant marketing, financial, accounting, human resources, economics and other factors in the business environment.
- Equip module participants with tools and knowledge to enable them to lead the implementation of managerial issues.
- Create an awareness of the continuing developmental nature of practice in managerial fields.
- Provide the appropriate academic foundation for further professional studies.
- Develop the ability to communicate clearly and concisely.
- Develop an appreciation of management issues.
- Provide the necessary skills to work in the industry.
- Develop an informed basis for the selection of future student career paths.
- Provide a high quality education in management in a research-active environment for intellectually able students from a wide range of backgrounds.

Programme Learning Outcomes

Area	Intended learning outcomes
Knowledge: Breadth	Acquire an advanced knowledge of general business subjects such as marketing, financial, accounting, human resources, economics and communication technology and be able to interrelate and integrate this knowledge. Demonstrate an understanding of the theories, concepts and methods related to the different fields of business, and be able to evaluate this in relation to its application to business practice.
Knowledge: Kind	Recognise the limitations of the current knowledge and be familiar with sources of new one and be able to integrate this knowledge to solve problems facing industry today. Analyse and appreciate the relationships between differing aspects of theory and practice.
Know-how and Skill Range	Demonstrate the techniques, skills and knowledge for training in the particular field of business. Develop from the knowledge, the know-how techniques and tools, relevant to the particular field of business Gather, assemble and display data Solve problems Write, present and defend material that articulates ideas using a variety of business Media
Know-how &Skill Selectivity	Demonstrate an awareness of planning, design and innovation issues. Demonstrate the decision-making ability necessary to work as part of a team.
Competence: Context	Analyse, interpret and manipulate data to solve specific business problems. Apply problem solving and creative thinking techniques in the process of business development.
Competence: Role	Participate constructively in a business team. Demonstrate leadership skills, team building and teamworking, in order to develop solutions to specific problems .Accept criticism
Competence: Learning to Learn	Be familiar with the principles of self-directed learning. Enhance learning competencies through case study, discussion groups and/or problem–based learning.
Competence: Insight	Be aware of social and ethical issues in a business context Contribute to continuous professional development

Programme structure

The programme has four stages. The first two stages are general business studies foundation years where students become familiar with foundation material in a wide range of discipline

areas. The latter two stages provide students with the opportunity to engage in a significant level of concentration in particular disciplines.

The programme includes the following streams:

1. Marketing
2. Accounting
3. Finance and Investment

Students may progress through the 4 stages at different paces, depending on the number of modules completed each semester.

Entry Requirements

Students must hold the Egyptian high school certificate or an equivalent certificate accepted by the Supreme Council of Egyptian Universities. Students are nominated for admission to the PUA faculty according to the rules of the Supreme Council of Private Universities. International students are nominated for admission to the PUA faculty according to the general regulations of the Ministry of Higher Education. Students must fulfil all requirements and comply with the rules of the university and the PUA faculty including: Conducting an interview with a panel from TU Dublin, Passing the university's English Language Placement Test, Conducting a medical check-up in the university's clinic.

Students who pass the English Language Placement Test but who do not pass the interview with TU Dublin staff may complete the CPD Diploma in Business Communications and then retake the English Language Placement Test and Interview.

Student assessment

In accordance with the regulations of the University of Pharos in Alexandria.

The minimum pass mark is 50% in all modules. For graduation, students must have a minimum Cumulative Grade Point Average (CGPA) of 2.0. Students with a CGPA less than 2.0 are required to repeat modules in which they have obtained low grades in order to be eligible for graduation.

Part 4 Validation Details and Membership of Panel

Schedule of meetings:

Day	Time	Event	Location
Day 1 Sunday 22-May- 2022	9:00– 9:30 AM	Welcome meeting with PUA President	Admin. Building
	9:30– 10:15 AM	Private Meeting of the Panel – D443	Base Room (D443)
	10.15-11.15 AM	<ul style="list-style-type: none"> ■ Meeting with Program Chair and key program personnel ■ Opening presentation by Program Chair key program personnel to highlight key areas from the Self Study, the Quality Assurance mechanisms in place, how they make improvements to the program, retention and Progression 	D019

	11.15 – 11.45 AM	Meeting with the Quality Assurance Officer(s)	D019
	11.45-12.00 AM	Coffee Break	D443
	12.00 - 12:30 PM	Demonstration of the VLE	D019
	12:30– 1:00 PM	Tour of the Facilities	
	1:00– 1.45 PM	Lunch	Faculty of Tourism Restaurant
	1.45 – 2.15 PM	Meeting with Teaching staff on the CPD Diploma In Business Communications	D019
	2.15.-3.45 PM	Meeting with teaching staff on the Program to discuss module content and the learning, teaching and assessment methods used on the program	D019
Day 2 Monday 23- May- 2022	8:30 - 9:15 AM	Student Research Project Presentation by two student groups	D019
	9.15 – 9.45 AM	Meeting with Senior Management to discuss Resourcing	D019
	9:45 - 10:00 AM	Tea / Coffee Break	D443
	10:00 – 11:00 AM	Meeting with Teaching staff supervising final year research projects	D019
	11:00 – 11:15 AM	Private Meeting of the Panel / Break	D443
	11:15 – 12.00 PM	Meeting with graduates on the program	D019
	12.00 – 12.30 PM	Private Meeting of the Panel / Break	D443
	12.30 – 1.30 PM	Meeting with Students representatives	D019
	1:30 – 2:00 PM	Light Snack and Private Meeting	D443
	2.00 – 3:30 PM	Private meeting of the panel to commence drafting the Report	D443
	3.30 – 4:00 PM	Private meeting of the panel (with program chair & management to be available should any issues require clarification following student session)	D443
	4.00 – 5.00 PM	Lunch hosted by the President of the Board of Trustees	Grand Hall
	5:00 PM – 5:30 PM	Oral report on Panel's findings to the Program Chair	Grand Hall

Panel Membership

External Members

Ms Ursula Quinn Senior Lecturer, Ulster University

Dr Maha Mahgoub CEO, Career Development Organisation, Egypt

Internal Members

Philip Owende (Chair) Assistant Head of Academic Affairs (Quality Framework), TU Dublin

Dr Eoin Langan Dean, Faculty of Business, TU Dublin

Associate Professor Mary Hunt School of Biological and Health Sciences, Faculty of Sciences and Health, TU Dublin

Quality Assurance Office

Nicole O'Neill

Quality Assurance Officer, TU Dublin (Remote Support)

Documentation submitted: A History of the Partnership, Self-Evaluation and Overview, Programme Documentation, Q5 Annual Monitoring Reports, External Examiner Reports, Programme Committee Minutes, NAQAAE Report, Student Feedback results, Applied Research Handbook, Internship Handbook and supporting documents, campus videos, community engagement report, staff curriculum vitae and sample assessments.

Part 5 Summary of Panel findings against key questions

Note: the Panel's findings (ie yes/no) and any additional comments against each of the key questions should be recorded below. Where a 'no' is recorded, an associated condition or recommendation should be included in Part 6, Findings of the Panel.

Is the market demand and need for the programme clear and articulated?	Yes
The panel was informed of the competitive market in which this BSc degree programme operates. It was noted that the Irish accreditation of this award, provides an additional selling point for the programme for applicants and was the primary reason that applicants selected this programme. In addition many Multi-national companies are impressed by the internationalised programme. It was also noted that the internship requirements on this programme make this programme more attractive. PUA have also engaged with local industry stakeholders and added additional specialised modules that meet the industry needs.	
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	Yes
Aims, Objectives and Learning Outcomes are the approved aims, objectives and learning outcomes of the BSc in Business and Management programme delivered in TU Dublin	
Are the entry requirements clear and appropriate?	Yes
There are 2 entry routes to the programmes. The panel and PUA discussed at length the English foundation programme which provides a pre-entry English semester to enhance the English capabilities of students who do not pass the admissions interview with TU Dublin staff.	
Are the arrangements for access, transfer and progression in accordance with University policy and NFQ?	Yes
PUA operates a module credit system and students can progress through the programme at a different pace depending on how many modules they elect to undertake each semester.	
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	Yes
The programme learning outcomes are aligned to the BSc in Business and Management delivered at TU Dublin	
Do the individual modules 'add up' to a coherent programme?	Yes

Are Graduate Attributes embedded within the programme?	Yes
Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?	Yes
Is there appropriate use of student-centred learning, teaching and assessment strategies, which recognise the needs of diverse student groups?	Yes. See additional recommendations
The Panel and PUA staff discussed the learning, teaching and assessment strategies utilised in the programme and has made a number of recommendations to further enhance the strategies used and the information provided to students.	
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	Yes
Are the assessment methods and criteria aligned to the learning outcomes in each module?	Yes
Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed?	Yes
The panel was also informed of the additional investment in University facilities and with the staff development opportunities undertaken by staff since the last review	
Is there parity between off-campus/on-campus delivery (if applicable)?	N/A
Are the roles and responsibilities of each partner clearly specified (if applicable)?	Yes. See additional recommendations
The role of PUA and TU Dublin in the delivery and quality enhancement of the programme are clear. The panel has made a number of recommendations to further expand and enhance the partnership between PUA and TU Dublin	
Do academic standards continue to be maintained on the programme and meet the University's requirements for the relevant award?	Yes
The panel was provided with details on the operation of the quality assurance and enhancement mechanisms used to ensure standards continue to be maintained on this programme and has made a number of recommendations which will further enhance the standards on the programme. There are currently two qualified QA Officers in place, who also lecture on the Programme and therefore have frequent contact with students and gather feedback in real-time	Yes. See additional recommendations
Has the Programme Committee obtained feedback on the programme from students, external examiners, community, industry and the professions and other external peers and to review the content, relevance, curriculum design and delivery of the programme in the light of that feedback;	Yes
PUA has actively sought feedback from these stakeholders and provided the Panel with evidence of the key actions taken over the past 5 years to improve the programme. These actions were initiated from the feedback received. The panel was also provided with the	

detailed results of student feedback process which demonstrated the high satisfaction of students.	
Has cognisance been taken of policies and guidelines related to good practice in learning, teaching and assessment	Yes
The panel and PUA staff discussed the approach taken to enhancing learning, teaching and assessment and in particular the support provided to academic staff to transition to the on-line learning environment during the COVID restrictions and the use of the Blackboard Virtual Learning Environment to support face to face delivery.	
Are resources available for the effective delivery of the programme;	Yes
The panel was provided with details on the qualifications and experience of staff teaching on the programme. The panel viewed the facilities available to the programme and was provided with a demonstration of the Virtual Learning Environment that was utilised for the programme. Available supports for students with special learning needs to enhance access and participation were outlined.	
Are the quality process, including annual monitoring process and implementation of programme's quality action effective	Yes
The panel was provided with the evidence that demonstrated the implemented of the TU Dublin quality processes, including the submission of Q5 annually, and with the report from the NAQAAE.	

Part 6 Recommendations of the Panel

• Overall recommendations of the Panel

The panel recommends continuing approval of the programme with the following awards at Level 8 on the National Framework of Qualifications:

- BSc (Hons) in Business & Management
- CPD Diploma in Business Communications

The panel makes the following commendations and recommendations for the consideration of PUA and TU Dublin.

Commendations:

The panel was impressed with the PUA proactive approach to quality enhancement and improvement and in particular commends PUA for the following:

- 1) The overall student learning experience and the enthusiasm and commitment of academic staff in supporting student learning.
- 2) Significant achievement of being awarded the NAQAAE Accreditation for the Faculty. This is most significant as the Faculty is only one of 3 Business Faculties in Egypt to obtain such accreditation.
- 3) Resources and the processes established to support staff and ensure standards of teaching, learning and assessment when switching to on-line delivery during COVID restrictions especially the implementation of the Blackboard VLE and the rapid adoption of the VLE by academic staff.
- 4) The commitment to continuous professional development and attendance by staff at a session organised by the Education Development Centre (EDC).
- 5) Networking with the University of Alexandria is purposeful and useful for quality enhancement.
- 6) The Academic Advisor System and the support they provide for students.
- 7) The annual job fair to support students obtaining employment post-graduation.
- 8) The development of new module specialisms based on industry feedback.
- 9) Staff profile with PhDs and Masters Qualifications and demonstrates an enthusiasm and commitment to research.
- 10) The pre planning for course delivery especially the communication channels and prior information in week zero.
- 11) Ongoing contribution of TU Dublin academic staff on site in PUA is mature and effective and has contributed to the evolution of the programme over the years.
- 12) Engagement with quality processes of both TU Dublin and PUA

Recommendations

The panel recommends that PUA

- 1) Continue to expand on the mobility opportunities available for staff and students through the Erasmus + programme and/or scholarship programmes.
- 2) Enhance overall staff understanding of mechanisms to ensure academic integrity and consideration of adoption of TU Dublin standard in this area. In this regard TU Dublin can provide copies of its policies.
- 3) The panel notes that whilst the Internship is currently non-credit bearing and does not appear in the programme structure, there is a need to enhance how the associated Learning Outcomes are assessed. Specifically, ensure completion of the student reflective diary and employment supervisor assessment to support the assessment in a more structured manner against set assessment rubrics.
- 4) Ensure that the assessment strategy for modules accommodate requirements of diverse learners.

- 5) Enhance the information provided in week zero to learners to include additional details on the assessment elements of each module.
- 6) Need to enhance the role of peer mentors that are assigned to new students.
- 7) Adopt a peer mentor assignment process for new academics in initial stages of employment with PUA.
- 8) Consider providing for adjunct Faculty roles to enhance industry engagement. Also provide and enhance opportunities for industry participation in programme delivery.
- 9) Develop mechanisms to incorporate Sustainability and the UN SDGs into the curriculum for relevant modules. (TU Dublin will share their experience in this regard).
- 10) Continue to invest in Teaching and Learning resources such as Accounting software to support student learning
- 11) Incorporate the CPD programme module details into the latest TU Dublin module template M1 and provide a student handbook for the CPD Diploma in Business Communications.
- 12) Updates all on campus programme branding to reflect the change of University title to TU Dublin.
- 13) Course admissions process should in addition to the interview with TU Dublin staff, consider examining English language proficiency either by the International English Language Testing System tests (IELTS) or TOEFL Test.
- 14) Enhance the career guidance programme, e.g., by assigning mentors for each of the three specialty pathways who will share their knowledge and skills with students. Also provide opportunities for mock interviews to prepare students for job applications.
- 15) Consider developing relevant postgraduate taught or research programmes to cater for progression opportunities for graduates.
- 16) Develop an exchange program for academic and administrative staff to experience TU Dublin educational and management system.

The Panel recommends that TU Dublin

- 1) Enhance the engagement between academic staff in TU Dublin and PUA via the consideration of linked lectures aligned to the new TU Dublin discipline structure and PUA programme streams.
- 2) Enhance opportunities for collaboration and sharing of learning opportunities between TU Dublin and PUA students, e.g., student mobility to and from PUA and participation in the TU Dublin Global Classroom events.
- 3) Develop additional mechanisms for students based in PUA to feel part of the broader TU Dublin community of learners. For example, to share and/or provide access to online resources that support a range of student training activities such as training for Class Representatives.
- 4) Explore the possibility of extending TU Dublin online teaching and learning resources to academic staff to PUA. For example, TU Dublin's approach to Academic Integrity.
- 5) Link PUA graduates with the TU Dublin alumni.
- 6) Explore opportunities for future students mobility via Erasmus + and scholarships.

Observations

- 1) Consideration of developing a formal Students Union at University level with a remit to extend the range of clubs and societies covering a range of events etc.