

August 29 2022

## TU Dublin School Response to PUA Validation Panel Report

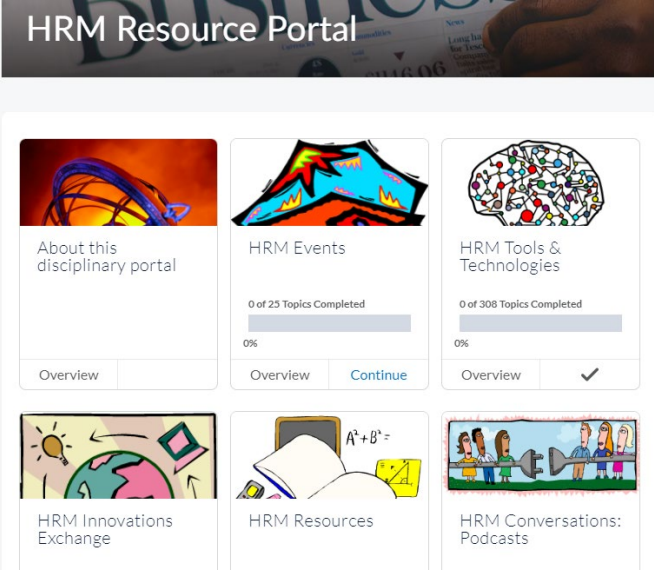

We would like to express our sincere thanks to all members of the validation panel and especially the external representatives from both industry and academia for engaging generously and openly with the programme team. The team thoroughly enjoyed and respected your collegiate manner, and found both the verbal feedback on the day and the written feedback in the report extremely useful. It has prompted a continuation of self-reflection by the programme team as part of the programmatic review process. TU Dublin School of Marketing Entrepreneurship (with current responsibility for programme) and School of Management, People and Organisation (new School where the programme will be situated from 1 September 2022) welcomes the overall recommendations of the Panel of 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

Along with the recommendations made to strengthen these programmes into the future.

We have considered the details of your formal report and our response is outlined below, including exemplars of how your recommendations can be incorporated into the programme development process. The Schools also note the commendations that have been made concerning the ongoing delivery and administration of the programmes.

Recommendation	Response	Exemplars
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	A mapping exercise will be conducted between the PUA and TU Dublin programme (TU903) during the academic year 2022/23 to explore the best fit for linked lecture activity across all levels of both programmes.	Linked lectures can be explored for Marketing, Accounting and Finance.
2) Enhance opportunities for collaboration and sharing of learning opportunities between TU	We will engage with the International Office of PUA for further Erasmus + mobility calls at both staff and student level. On a discipline	There is an MPO Disciplinary Resource Portal established for staff teaching on programmes with disciplines such as HRM shown below; this will include the new HR Podcasts series, entitled 'Ahead of the Curve'.

<p>Dublin and PUA students, e.g., student mobility to and from PUA and participation in the TU Dublin Global Classroom events.</p>	<p>level, we will begin a pilot initiative in the HRM field to share resources with the relevant PUA lecturers; this can include a new podcast series. We will look to develop a platform to communicate common learning resources that can be made available.</p>	 <p>The 'Ahead of the Curve' Podcast series will feature current HRM topics with guest speakers from industry; the topics will be generated by the programme team in relation to Learning Outcomes, but also in discussion with students on topics of particular interest to their areas of study – this initiative can be explored for extension to PUA students.</p>
<p>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</p>	<p>We will open a dialogue with the TU Dublin Student Union about opening their training programme, and adapting if required, for PUA students.</p>	<p>The <a href="#">TU Dublin Students Union site</a> features information on their <a href="#">training programme for class representatives</a> as well as a link to <a href="#">The Class Reps Handbook</a></p> 
<p>4) Explore the possibility of extending TU</p>	<p>We will explore building on the shared learning from</p>	<p>Learning, Teaching and Assessment in TU Dublin have a set of Open Educational Resources (OERs) that can be shared with PUA staff and students; these include</p>

<p>Dublin online teaching and learning resources to academic staff to PUA. For example, TU Dublin's approach to Academic Integrity.</p>	<p>prior Erasmus Staff mobilities to offer continuing access to PUA staff to relevant materials on the LTTC (and its successor in Academic Affairs) repositories.</p>	<p>good practice <a href="#">checklists for assessments and using the VLE</a>, a range of <a href="#">resources based on international best practice on teaching remotely</a>, as well as <a href="#">working with diverse student groups</a>, and <a href="#">supporting student engagement</a> (among many others). <a href="#">Academic Integrity</a> features in these resources with more to follow.</p>
<p>5) Link PUA graduates with the TU Dublin alumni</p>	<p>We will set up a meeting with TU Dublin Alumni Office to explore further links and communication channels between this office and PUA.</p>	<p>TU Dublin Alumni Office: <a href="https://www.tudublin.ie/connect/graduates/">https://www.tudublin.ie/connect/graduates/</a></p> <p>TU Dublin International Network: <a href="https://www.tudublin.ie/connect/graduates/our-international-network/">https://www.tudublin.ie/connect/graduates/our-international-network/</a> <a href="mailto:graduate.network@tudublin">graduate.network@tudublin</a></p> 
<p>6) Explore opportunities for future students mobility via Erasmus + and scholarships</p>	<p>As Point 2.</p>	

## Response to DT365A Programme Review Report

Pharos University in Alexandria (PUA) would like to thank the Technological University Dublin (TU Dublin) Review Panel for their great effort and constructive feedback during the third quinquennial re-validation process of the BSc in Business and Management programme delivered by the PUA Faculty of Financial & Administrative Sciences (FFAS). PUA is delighted by the Panel’s commendations and is committed to the continuous improvement of all aspect of the educational process. Responses to the Panel’s recommendations and observations are listed in the table below:

RECOMMENDATION	RESPONSE
<p><i>1) Continue to expand on the mobility opportunities available for staff and students through the Erasmus+ programme and/or scholarship programmes.</i></p>	<p>PUA and TU Dublin were successfully awarded several Erasmus+ Mobility funds which enabled PUA staff and students to visit TU Dublin and gain valuable learning experiences. While these activities were halted during the Covid-19 pandemic, PUA will actively seek their resumption after most travel restrictions have now been lifted. In this regard, PUA kindly requests the contacts of the TU Dublin office in charge of Erasmus+ applications after the recent restructuring in order to liaise with them.</p>
<p><i>2) Enhance overall staff understanding of mechanisms to ensure academic integrity and consideration of adoption of TU Dublin standard in this area. In this regards TU Dublin can provide copies of its policies.</i></p>	<p>Academic integrity is a key principle of PUA, which is reflected in its policies and procedures. All PUA staff members attend academic integrity workshops delivered by the Education Development Centre (EDC) as part of their continuous development. PUA welcomes the enhancement of its mechanisms based on the TU Dublin standard and looks forward to receiving TU Dublin’s policies on this matter.</p>

RECOMMENDATION	RESPONSE
<p>3) <i>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.</i></p>	<p>As per the programme structure, the internship is indeed non-credit bearing, however, it is a mandatory graduation requirement. Current internship assessment procedures include assessment by both the employer and the training supervisor from the faculty. Students are then required to give a presentation reflecting on their experience in industry on which they are assessed.</p>
<p>4) <i>Ensure that the assessment strategy for modules accommodate requirements of diverse learners.</i></p>	<p>A range of student assessment strategies are employed within the programme. Please refer to the recently updated FFAS Assessment Strategy document (<i>attached</i>). PUA welcomes any recommendations for its enhancement.</p>
<p>5) <i>Enhance the information provided in week zero to learners to include additional details on the assessment elements of each module.</i></p>	<p>Before the start of classes each semester, information in the module descriptor is provided to students during “week zero” via the Blackboard VLE including. It includes: lecturer contacts, lecturer office hours, module objective and ILOs, module contents, required and recommended references, in addition to assessment types, weights, and timings (<i>as shown in the attached example</i>). This process takes place across the university under the supervision of the Vice President for Education whose office monitors the VLE periodically to ensure the necessary information is available to students and communicates with the Dean to address any issues in this regard.</p>
<p>6) <i>Need to enhance the role of peer mentors that are assigned to new students.</i></p>	<p>The faculty does not adopt a peer mentor system, but instead provides each student with an Academic Advisor who is a member of staff. The role and responsibilities of the Academic Advisor were presented to the Panel and includes supporting new students’ transition to university life.</p>

RECOMMENDATION	RESPONSE
<p>7) <i>Adopt a peer mentor assignment process for new academics in initial stages of employment with PUA.</i></p>	<p>As per PUA’s policy, new academics attend a full induction programme at the university’s Educational Development Centre (EDC) at the start of their employment. Moreover, FFAS has three staff members who lead each of three specialities (Marketing, Finance &amp; Accounting). Among their roles, is the mentorship of new academics within their area of speciality.</p>
<p>8) <i>Consider providing for adjunct Faculty roles to enhance industry engagement. Also provide and enhance opportunities for industry participation in programme delivery.</i></p>	<p>Current Industry Engagement practices include:</p> <ul style="list-style-type: none"> <li>• Industry representative members in the Faculty Council.</li> <li>• Guest speakers from industry in selected modules (e.g. Egyptian Central Bank, Carrefour Retail). More emphasis will be placed on this practice.</li> <li>• Industry guest speakers are invited to lecture the students during the internship preparatory week.</li> </ul>
<p>9) <i>Develop mechanisms to incorporate Sustainability and the UN SDGs into the curriculum for relevant modules. (TU Dublin will share their experience in this regard).</i></p>	<p>The FFAS is a member of PUA’s ongoing “Sustainability Transformations in Education” project which aims to mainstream sustainable development concepts into the educational process by introducing the UN SDGs in selected modules. PUA would be glad to learn from TU Dublin’s experience in this practice.</p>
<p>10) <i>Continue to invest in Teaching and Learning resources such as accounting software to support student learning</i></p>	<p>PUA is committed to continuous investment in digital transformation, which started by the Blackboard VLE, the PowerCampus platform, among others. The introduction of an accounting software to support student learning will be included in the procurement plan.</p>

RECOMMENDATION	RESPONSE
<p>11) <i>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.</i></p>	<p>- PUA kindly requests a copy of the latest TU Dublin module template M1.            - A student handbook for the Foundation Programme will be prepared and made available to students.</p>
<p>12) <i>Updates all on campus programme branding to reflect the change of University title to TU Dublin.</i></p>	<p>Update the programme branding from DIT to TU Dublin is underway and will be completed before the start of the 2022/2023 academic year.</p>
<p>13) <i>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.</i></p>	<p>The PUA English Language Centre (ELC), currently delivering the Foundation Programme, is authorised by Cambridge to deliver the Cambridge certificates, and run several Cambridge language tests on campus. The FFAS team will work closely with TU Dublin and the ELC to ensure the English level of applicants is appropriately assessed.</p>
<p>14) <i>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.</i></p>	<ul style="list-style-type: none"> <li>• Before selecting their specialty within the programme, a session is held for students with the coordinators of each specialisation (Marketing, Accounting &amp; Finance) in which the nature of the specialty and potential job opportunities are presented to mentor students as they decide on which pathway to pursue.</li> <li>• Subsequent career guidance is provided by the PUA Career Development &amp; Entrepreneurship Centre (CDEC) whose aim is to support PUA students and graduates in starting successful careers by offering specific training modules, resources, counselling, and entrepreneurship programmes. These include preparing students for job interviews.</li> </ul>

RECOMMENDATION	RESPONSE
15) <i>Consider developing relevant postgraduate taught or research programmes to cater for progression opportunities for graduates.</i>	The PUA FFAS obtained approval from the Egyptian Supreme Council of Universities to offer an Executive Masters in Business Administration (EMBA), a Postgraduate Diploma in Marketing and a Postgraduate Diploma in Human Resources, and seeks to launch these programmes soon.
16) <i>Develop an exchange program for academic and administrative staff to experience TU Dublin educational and management system.</i>	Academic staff are provided the opportunity to experience TU Dublin systems via Erasmus+ Mobility visits. The possibility of providing similar opportunities to administrative staff will be explored.

OBSERVATION	RESPONSE
<i>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.</i>	PUA has a formal Students Union at University level and FFAS students will be encouraged to participate in its activities.

Furthermore, PUA commends the Panel’s recommendations to TU Dublin as they will strengthen the interaction between staff members of both faculties and will empower students on the programme “to feel part of the broader TU Dublin community of learners.”

Finally, the PUA FFAS would like to express its sincere gratitude to all TU Dublin staff for their valuable contributions to the delivery, quality assurance, and assessment on the programme over the years and looks forward to continue working with TU Dublin to continually enhance the programme and take its quality to new heights.