

## Part 1 Programme details

<b>Proposed title</b>	PgCert in Digital Entrepreneurship PgCert in Design Thinking and Innovation PgCert in Entrepreneurship and Innovation for Women
<b>Mode and duration of programme</b>	1 year part-time each
<b>ECTS</b>	30
<b>TU Dublin Award(s) sought</b>	Postgraduate Certificate in Digital Entrepreneurship Postgraduate Certificate in Design Thinking and Innovation Postgraduate Certificate in Entrepreneurship and Innovation
<b>Classifications of award(s)</b>	Distinction, Merit Grade 1, Merit Grade 2, Pass
<b>School responsible</b>	Graduate Business School
<b>Professional body accreditation and relevant dates (where applicable)</b>	N/A
<b>External provider type (where applicable)</b>	N/A
<b>Delivery location</b>	On-line and City Campus –Aungier Street

## Part 2 Programme approval information

<b>Date of initial approval of (Q1A) by Faculty Executive</b>	11 <sup>th</sup> November 2021
<b>Date of validation/review event</b>	20 <sup>th</sup> December 2021
<b>Date of approval by Academic Council and Governing Body</b>	
<b>Proposed date of commencement</b>	January 2022

## **Part 3 Programme background/structure**

### ***Background***

This programmes are designed for graduates wishing to embrace ebusiness through an entrepreneurial approach. The programmes are supported by the Growth Hub and have received Springboard funding for their 1<sup>st</sup> cohorts.

### ***Stated aims and learning outcomes of the programme***

#### **PgCert in Digital Entrepreneurship**

The programme develops the learner's essential digital knowledge and give them the skills to set up and succeed as an entrepreneur in the online environment. In this context entrepreneurship can mean start-ups and the creation of new ventures, as well as the development of innovative projects within large companies.

#### ***Programme Learning Outcomes***

On successful completion of this programme learners will be able to

- Demonstrate a critical awareness of the complex, multidimensional process of digital enterprise creation.
- Select and apply creativity, problem solving, and design thinking approaches and tools to approach problems, opportunities, and idea development.
- Develop self-awareness of their own personal entrepreneurial capital and develop a personal development action plan.
- Select and apply agile management and collaboration tools.
- Leverage digital tools, content, and data informed strategies to optimise growth via relevant digital marketing channels.
- Be empowered to progress a digital entrepreneurship concept in a startup or other organisation context.

#### **PgCert in Design Thinking and Innovation**

The Postgraduate Certificate in Design Thinking and Innovation looks at how individuals and organisations use creativity and design thinking skills to identify and choose opportunities that enable innovation. Creative problem-solving skills are developed and enhanced through a range of real-world activities.

On successful completion of this programme learners will be able to:

- Demonstrate a systematic understanding of design thinking process using user involvement, problem framing and understanding, problem solving, experimentation, and visualisation in the context of startup and innovation projects.
- Examine innovation from the perspective of company strategy through the lens of products, services, business models, processes, experiences, and organisation.
- Select and apply agile management and collaboration tools.
- Be able to scope, plan, and execute a market research project for a new product, service, or market.
- Have a systematic understanding and be competent in developing the business model for a new venture.

## **Postgraduate Certificate in Entrepreneurship and Innovation for women**

This is a person-focused programme supporting the development of entrepreneurial growth mindsets that enable learners to be continuously entrepreneurial and focused on changing opportunities to grow and scale. The programme aims to enable learners to identify, analyse, and select actions to take with respect to specific opportunities for entrepreneurial ventures, be they start-ups or new propositions in established organisations, and to understand and articulate a venture's value proposition through the identification of articulated and unarticulated needs.

On successful completion of this programme learners will be able to

- Demonstrate a systematic understanding of design thinking process using user involvement, problem framing and understanding, problem solving, experimentation, and visualisation in the context of startup and innovation projects.
- Develop self-awareness of their own personal entrepreneurial capital and develop a personal development action plan.
- Examine innovation from the perspective of company strategy through the lens of products, services, business models, processes, experiences, and organisation.
- Have a systematic understanding and be competent in developing a strategy and business model for a new venture.
- Be empowered to progress an entrepreneurship concept in a startup or other organisation context.

### ***Programme structure***

Each programme is 30 ECTS delivered over 2 semesters consisting of either 10 ECTS modules and 4 ECTS modules or 6 5 ECTS Modules.

### ***Entry Requirements***

An honours degree (2.2) in a level 8 Hons Undergraduate Programme or equivalent.

### ***Student assessment***

In accordance with TU Dublin City Campus General Assessment Regulations

### ***Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:***

Students have up to 4 attempts to complete each assessment

## **Part 4 Validation Details and Membership of Panel**

**Schedule of meetings:** Monday 20<sup>th</sup> December 2021

### ***Venue: MS Teams***

9.30am: Introductory Meeting with programme team (Short Presentation)

9.45am: Private Meeting of the Panel to agree questions for the programme team

10.00am: Meeting with the programme Team.

12.00pm: Private meeting of the panel to finalise the report

12.45pm: Report back to school on panel's report

## **Panel Membership**

### ***External Member***

Prof James Cunningham      Strategic Management, Newcastle University

**Internal Members**

Dr Sharon Feeney (Chair)      Head of Learning Development, College of Business

John Jameson      Head of School of Retail and Services Management, College of Business

**Officer**

Nicole O'Neill      Quality Assurance Officer

**Documentation submitted:** Self Evaluation and Overview, Student Handbook

**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
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	Yes,
Are the entry requirements clear and appropriate?	Yes,
Are the arrangements for access, transfer and progression in accordance with Institute policy and NFQ?	Yes
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	Yes
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, including the First Year Framework for Success checklist, which recognise the needs of diverse student groups?	Yes
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
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)?	N/A

## **Part 6 Recommendations of the Panel**

### **• Overall recommendations of the Panel**

The panel commends school on the success of obtaining Springboard for these programmes. The panel was impressed by the achievements of the Growth Hub and the added benefit their support will give to students on these programmes.

The panel recommends approval at NFQ level 9 on the National Framework of Qualifications of the following awards:

- Postgraduate Certificate in Digital Entrepreneurship
- Postgraduate Certificate in Design Thinking and Innovation
- Postgraduate Certificate in Entrepreneurship and Innovation

The panel also recommends that approval be given to deliver each of the modules as stand alone CPD Modules.

The panel makes the following recommendations for the consideration of the programme team

### **Recommendations**

Provide more details in the documentation on how the Growth Hub is integrating the programmes together to provide a cohesive educational experience.

Review the programme and module learning outcomes to ensure that they are all active and measureable and improve alignment with NFQ Level 9.

Review the reading lists to ensure they are reflective of seminal and contemporary contributions and are all e-accessible.

The table of modules has Digital Entrepreneurship as a 5 ECTS module and it should be 10.

### **Observation**

The panel notes that the Growth Hub adds a distinct and advantageous differentiation to students in a nationally and internationally competitive market and the panel encourage the Faculty to consider how the Growth Hub could be utilised as an entity and the long term sustainability of the programmes and activities of the Growth Hub.

The long term resourcing and management of these programmes will need to be further considered in the context of the 4 year funding timeline of the Growth Hub project which is supporting the development and implementation of these programmes.

It was important for the success of the programme, that the appropriate lecturing staff can be assigned by the Faculty to the Growth Hub designed modules.

**Postgraduate Certificate in Digital Entrepreneurship  
Postgraduate Certificate in Entrepreneurship & Innovation (for women)  
Postgraduate Certificate in Design Thinking & Innovation**

**Graduate Business School, TU Dublin**

**Response to the Validation Panel**

22.12.21

The School would like to thank the validation panel and Quality Assurance office for a very constructive validation event and for their valuable insights.

**Recommendations**

**Recommendation 1**

Provide more details in the documentation on how the Growth Hub is integrating the programmes together to provide a cohesive educational experience.

**School Response:**

This has been included in each of the student handbooks. Handbooks also include an invitation for the students to use the Growth Hub space and participate in Growth Hub activities. This will be reinforced to students throughout their studies.

**Recommendation 2**

Review the programme and module learning outcomes to ensure that they are all active and measureable and improve alignment with NFQ Level 9.

**School Response:**

The programme learning outcomes in the modules identified have been addressed in each of the student handbooks with improved alignment with NFQ Level 9 and presented as outcomes rather than objectives.

**Recommendation 3**

Review the reading lists to ensure they are reflective of seminal and contemporary contributions and are all e-accessible.

**School Response:**

Each of the modules have been reviewed to ensure they are reflective of seminal and contemporary contributions and there is maximum e-accessible access. Some materials are not e-accessible however.

#### **Recommendation 4**

The table of modules has Digital Entrepreneurship as a 5 ECTS module and it should be 10.

#### **School Response:**

This has been corrected in the PG Cert Digital Entrepreneurship student handbook.

#### **Observations**

##### **Observation 1**

The panel notes that the Growth Hub adds a distinct and advantageous differentiation to students in a nationally and internationally competitive market and the panel encourage the Faculty to consider how the Growth Hub could be utilised as an entity and the long term sustainability of the programmes and activities of the Growth Hub.

#### **School Response:**

The Graduate Business School (GBS) sees the Growth Hub as an important enabler to providing an innovative and engaging postgraduate and executive education offering. The GBS will fully support the continuation of the Growth Hub into the future, beyond the current HCI funding round.

The Growth Hub project is funded until 2024. Sustainability and support of relevant teaching resources can be achieved by generating revenue through initiatives such as Springboard. Development of revenue generating programmes is a key part of the Growth Hub sustainability plan.

##### **Observation 2**

The long-term resourcing and management of these programmes will need to be further considered in the context of the 4-year funding timeline of the Growth Hub project which is supporting the development and implementation of these programmes.

#### **School Response:**

These programmes strengthen the GBS portfolio and offer exciting long term growth potential. As part of the Portfolio Review in 2022, the GBS will examine how these programmes, and their individual modules, can be further integrated into the wider portfolio and how they will be resourced into the future.

The Growth Hub project will deliver a sustainability plan, including revenue generating activities such as these programmes. The University will also have to make

considerations regarding the longer-term sustainability of Growth Hub post HEA funding, particularly given that student entrepreneurship education has been identified as a cross university priority.

### **Observation 3**

It was important for the success of the programme, that the appropriate lecturing staff can be assigned by the Faculty to the Growth Hub designed modules.

#### **School Response:**

The newly designed GBS will be a fully virtual School and will draw upon other Schools for disciplinary expertise. The School will ensure that these programmes, as part of the GBS portfolio, will be appropriately resourced. Successful programme delivery will require participation of those lecturers who have developed specialized modules, including with the support of the Growth Hub entrepreneurship education bursaries.