Part 1   Programme details

Proposed title/Existing title and code	Postgraduate Diploma in Financial Technology (FinTech)
Mode and duration of programme	1 year part-time
ECTS	60
TU Dublin Award(s) sought	Postgraduate Diploma in Financial Technology (FinTech)
Classifications of award(s)	Distinction, Merit Grade 1, Merit Grade 2, Pass
School responsible	Accounting and Finance
Professional body accreditation and relevant dates (where applicable)	N/A
External provider type (where applicable)	N/A
Delivery location	City Campus – Aungier Street / On-line

Part 2   Programme approval information

Date of initial approval (of Q1A) by ORC	11th November 2020
Date of validation/review event	11th December 2020
Date of approval by Academic Council and Governing Body	
Proposed date of Commencement	January 2021

Part 3   Programme background/structure

Background

This programme is the first Financial Technology (Fin Tech) programme offered by the University and the aim is prove a unique offering that combines the theoretical finance background with an applied technology focus. Hence the merge of Finance and Technology. This programme is a hybrid programmes that aims to provide graduates with a hands-ons knowledge of Technology in areas such as Data Analytics & Financial Modelling and Machine Learning & Artificial Intelligence with core Finance elements such as Governance, Risk and Regulation and Introductory Finance combined with general modules such as Cyber Psychology & Innovation and Business Process Development that are
required for a broader digital transformation agenda.

Stated aims and learning outcomes of the programme

The aim of this programme is to enable students to understand the changing financial landscape and engage with technology that is disrupting the industry. This programme aims to provide learners the opportunity to develop their skillset with a specialised and applied knowledge of the digital transformation that is occurring, both from a technology and application point of view, and how this transformation is currently affecting banking and finance and trends into the future. The core of the programme emphasises the development of critical and systems thinking regarding the extraction of meaning from information in a financial services setting. It aims to highlight recent technological developments in financial services and identify the wide array of their application, e.g. data analytics, blockchain and distributed ledgers, cryptocurrencies, peer-to-peer lending, robo-advising, machine learning and artificial intelligence.

Programme Learning Outcomes

Upon successful completion of this programme the graduate will/should be able to demonstrate:

Knowledge – Breath (PLO 1)

An advanced knowledge of the theoretical underpinnings and applied skills necessary to analyse, critically evaluate and apply the principles and practices of relevant fields of Finance and Technology

Knowledge – Kind (PLO 2)

An advanced knowledge of the theoretical underpinnings and applied skills necessary to analyse, critically evaluate and apply the principles and practices of relevant fields of Finance and Technology.

Know How & Skill – Range (PLO 3)

An ability to select and apply research tools and techniques of inquiry, critical evaluate the broad range of technologies deploy in the Fin Tech field and communicate to a range of audiences in both written and verbal media about new and emerging theories and technologies.

Know How & Skill – Selectivity (PLO 4)

Independently acquire and assess knowledge in novel and emerging technologies, integrate this knowledge of various technologies and practices relevant to the field of Fin Tech

Competence – Context (PLO 5)

A critical awareness of the professional, legal, social, ethical and sustainability considerations to address risks and develop guidelines regarding profession and ethical practices in the exploitation of computer technology in providing products and services in the emerging field of Fin Tech

Competence – Role (PLO 6)

An ability to initiate, plan, lead and manage projects of significant complexity involving peers while effectively communicating and defending findings and conclusions. Participate in peer collaboration and evaluation.

Competence – Learning to Learn (PLO 7)
Adopt a reflective approach to personal development and embrace the philosophy of continual professional progression and life-long learning in the disciplines of Finance and Technology.

Competence – Insight (PLO 8)
An ability to critically reflect on, and develop an ability to convincingly articulate, the legal, ethical, social and sustainability implications of the disciplines of Finance and Technology.

Programme structure
The PgDip programme consists of 1 Core full-year module of 15 ECTS, 2 core full-year modules of 10 ECTS, and 5 core single semester modules of 5 ECTS.

Entry Requirements
The minimum entry criteria is a level 8 degree programme or equivalent. Preference will be given to applicants with a financial / mathematical degree or relevant work experience.

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 a maximum of 4 attempts to pass any module,

Part 4   Validation Details and Membership of Panel

Schedule of meetings: Friday, 11th December 2020

Venue: *MS Teams*

9.30am	Introductions and Brief 10 minutes presentation by programme chair and programme management team
9.50am	Private Meeting of the Panel (Plan for the day)
10.15am	Panel Break
10.30am	Meeting with Programme Management Team and Key teaching staff to discuss the curriculum
12.00am	Panel Break
12.15am	Private meeting of the Panel to discuss outcome and highlight key areas for the report
13.00pm	Panel Break (Draft Panel report to be circulated during this time)
14.00pm	Private Meeting of Panel to finalise report (Head of School to be available should the panel require any clarifications)
14.30pm	Panel presents the report to School Management (This meeting may be brought forward)

Panel Membership

External Panel

David Roche	Director FinTech Services Primarica Services Ireland, Co. Donegal
Professor Mark Cummins	Professor of Finance, DCU Business School

Internal Panel

Dr Lorcan Sirr (Chair)   School of Surveying & Construction Management
                            TU Dublin, City Campus

Dr Linda Moore   School of Physics and Clinical & Optometric Sciences,
                            TU Dublin, City Campus

Dr Lesley Murphy   School of Marketing
                            TU Dublin, City Campus

Quality Assurance Officer   Nicole O'Neill

Documentation submitted: Self Evaluation and Overview, Student Handbook, Q5 Annual Monitoring Reports, External Examiner Report

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?	See recommendation
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 the programme team on developing this programme which will meet an identified market demand within an important and growing Industry.

The panel recommends approval of the programme with the following award:
- Postgraduate Diploma in Financial Technology (FinTech) at level 9 of the NFQ

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

- **Recommendations**

1. Revise the entry criteria, to clearly specify the quantitative background that applicants will need to gain entry to the programme and also to include that applicants should have a minimum 2.2 honours degree or equivalent and specify the minimum equivalent experience in a related industry.

2. Reflect on the role of Governance, Risk and Regulation and consider increasing the ECTS and enhancing the learning outcomes so that there is a stronger focus to the Governance, Risk and Regulation module. (This could be achieved by merging other 5 ECTS modules) The panel is of the view that this is a cross disciplinary module and it has a wide range of applications across a range of fields.

3. The panel strongly recommends that the programme team provides an 0 ECTS introduction prior to the beginning of the programme. Included in this, should be a discussion on the evolution of the FinTech Sector since 2008, along with an introduction to key finance and statistics of relevance for the rest of the course.

4. The programme as presented to the panel is very intensive, the panel would like the programme committee to reflect on the number of assessments per ECTS and the timing of assessments (A mapping approach to fully understand the ECTS and assessment requirements on the programme should be included in the programme document), The panel also recommends that there should be no more than one week within any semester where there is 2 or more assessment deliverables per week. The programme team could consider block teaching approaches for programme delivery

5. Provide greater clarity on the synchronous and asynchronous teaching hours on the weekly timetable.

6. The panel noted, as this programme is a conversion programme, the depth of the material covered and work load must be reflective of this and the panel recommends that the school should review each of the module descriptors to balance the depth and breadth of the areas covered and to consider how the programme content can be reduced to the core requirements of the programme, with a clearer usage of level 9 terminology.

7. The panel recommends mapping the key concepts covered in the modules to the FinTech industry more, so students are aware of why certain concepts are being

covered and what are the FinTech application cases. The module descriptors should be revised appropriately to reflect this mapping.

8. The E-finance and Payments module should include more focus in the module descriptor on open banking. In relation to the Blockchain and DLT module, the team should consider blockchain applications for capital raising, such as through initial coin offerings and security token offerings. More emphasis on asset tokenization may be beneficial. The module descriptor currently reads as if it is heavily focused on the technology side rather than the application side of blockchain.

9. Some of the terminology used with the module descriptors needs to be amended to be match with the Level 9 NFQ Terminology and to tailor the learning and teaching methods for each module.

10. Edit the Student Handbook to include the following:
    a. Revise the paragraph about technical support to provide linkages to the ICT Support that is provided to the student on the programme and instead of the reference to students helping each other (Programme Document, p. 9)
    b. In the student handbook provide details on GDPR compliance aspects of recording synchronous lectures (as other student's may be asking questions are also recorded).   Incorporate Netiquette guidelines into the student document, as the programme is going to be entirely online.
    c. It would be useful to see a mapping of programmes LOs (p.10) to TU Dublin Graduate Attributes (p.18) the way these are presented in the programme document makes it look like these are two separate things.
    d. Include in the handbook a link to (and mention the importance of) the TU Dublin Covid-19 information page for students.
    e. Revise the Ethics and Social Responsibility Programme Learning Outcome, to include Sustainability
11. Remove Editorial Inconsistencies in the Student Handbook and Programme Document.