

The School of Accounting and Finance wishes to record its gratitude to the validation panel and the quality office for their contribution to the TU Dublin approval process and for their in-depth consideration of this Post Graduate Diploma in Financial Technology (FinTech) programme. The below response outlines the views of the School on the recommendations of the panel.

Recommendation 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.

School Response:

The School will implement this recommendation in full. The minimum academic entry criteria of 2.2 aligns to the current post graduate diploma offerings within the School.

Recommendation 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.

School Response:

The School accepts this recommendation and will amend the credit weighting for the Governance, Risk and Regulation to 15 ECTS. To facilitate this amendment the eFinance & Payment module will be merged into two other modules. The payment elements will be incorporated into the Blockchain & DLT module and this module will be renamed Blockchain & DLT & Payments. The eFinance element will be incorporated into the Introduction to Finance module. The revised programme schedule is outlined in [appendix 1](#).

Recommendation 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.

School Response:

The School understand the context of this recommendation and propose meeting this requirement through extending the induction to include the elements outline in the recommendations, in particular, the evolution of the FinTech sector since 2008 and the provision of asynchronous materials via the VLE on key concepts in both finance and statistics. The School is reluctant to introduce a formal 0 ECTS element, as TU Dublin are currently undertaking an organisational design project and a revision of the workload model that may in the future restrict the allocation of teaching hours to 0 ECTS activities. Thus the School wish to avoid a situation whereby in the future it would face challenges resourcing 0 ECTS related activities.

Recommendation 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.

School Response:

The School accepts this recommendation and will review both the overall assessment load and the timing of the assessment and will ensure a situation where 2 or more deliverables are required in any given week will be avoided. The amendment to the programme schedule associated with recommendation 2 removes one module from the programme thus reducing the overall volume of assessment. The School have considered block delivery but are of the view that a weekly delivery model affords the learner more opportunity to assimilate the learning and build their understanding of topics covered.

Recommendation 5:

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

School Response:

The School accepts this recommendation and will provide greater clarity on the breakdown between synchronous and asynchronous hours in the both the programme document and student handbook. The School plan to canvas the views of the learners in terms of the evenings per week that synchronous delivery takes place and following this feedback a finalised schedule of both elements will be provided to learners.

Recommendation 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.

School Response:

The School accepts this recommendation and will review all the modules, in particular, the Financial Data Analytics & Modelling and Machine Learning and Artificial Intelligence modules to ensure that the workload associated with these and all other modules is reflective of a level 9 conversion programme and the balance of depth and breadth is appropriate. Equally the module learning outcomes will be required to ensure usage of level 9 terminology.

Recommendation 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.

School Response:

The School accepts this recommendation and will review all the modules descriptors and attempt to align concepts in the indicative syllabus to FinTech applications.

Recommendation 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.

School Response:

The School accepts this recommendation and in light of amendments associated with recommendation no. 2 the revised Blockchain & DLT & Payments module will include Open Banking and Blockchain application from the recommendation in the indicative syllabus.

Recommendation 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.

School Response:

The School accepts this recommendation and will amend the module descriptor reflect Level 9 NFQ Terminology and tailor the learning and teaching methods on a module basis.

Recommendation 10:

Edit the Student Handbook to include the following:

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)

The School accept this recommendation and will amend accordingly.

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.

The School accept this recommendation and will amend accordingly.

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.

The School accept this recommendation and will amend accordingly.

Include in the handbook a link to (and mention the importance of) the TU Dublin Covid-19 information page for students.

The School accept this recommendation and will amend accordingly.

Revise the Ethics and Social Responsibility Programme Learning Outcome, to include Sustainability
The School accept this recommendation and will amend accordingly.

Recommendation 11:

Remove Editorial Inconsistencies in the Student Handbook and Programme Document.

School Response:

The School accept this recommendation and will amend accordingly.

Appendix 1 - Revised Programme Schedule

Programme Title: Post Graduate Diploma in Financial Technology (FinTech)

Programme Code: TU336

Modules	Credits	Semester	Core Option	Weekly Hours						Assessment		
				SYN	ASYN	Admin / Tut	Total Staff Hrs	SDL	Total Hrs	CA%	Project%	Exam%
Governance, Risk and Regulation for the FinTech	15	Full Year	C	1	1	1	3	6	9	100%		
Financial Data Analytics & Modelling	15	Full Year	C	1	1	1	3	6	9	50%	50%	
Machine Learning & Artificial Intelligence	10	Full Year	C	1	1	1	3	6	9	50%	50%	
Introductory Finance for FinTech	5	S1	C	1	1	1	3	6	9	100%		
Cyber Psychology & Innovation for FinTech	5	S1	C	1	1	1	3	6	9	100%		
Blockchain & Distributed Ledger Technologies (DLT) & Payments	5	S2	C	1	1	1	3	6	9	100%		
Business Process Development	5	S2	C	1	1	1	3	6	9	100%		