



Programme Validation Report

B.Sc. (Hons) Fashion and Retail Business

| Version of Report | Author | Date |
|-------------------|-----------------|-------------------------------|
| 1 | Dr. David Irwin | 9/12/2024 |
| | | |
| | | Click or tap to enter a date. |
| | | Click or tap to enter a date. |

| Approval | Date |
|--|-------------------------------|
| Programme Proposal approved by Faculty Board | Click or tap to enter a date. |
| Programme Proposal approved by University Programmes Board | Click or tap to enter a date. |
| Programme approved by Faculty Board | Click or tap to enter a date. |
| Programme approved by University Programmes Board | Click or tap to enter a date. |

Section A - Programme Details

| | |
|--|---|
| Title | B.Sc. (Hons) Fashion and Retail Business |
| NFQ Level | 8 |
| ECTS Credits | 240 |
| Mode of delivery | Part-time Full-time • • |
| Duration | Part-time: Full-time: |
| Mode of provision | Face-to-Face Blended Online |
| Classification of award | Major Award |
| Discipline Programmes Board | Business |
| Faculty Board | Faculty of Business |
| Schools involved in delivery | School of Business Technology, Retail, & Supply Chain (BTRSC) |
| Delivery location | Aungier Street |
| Collaborative Partner (where applicable) | |
| Date of Commencement | September 2025 |

Section B - Awards

| | | | |
|-------------------------|---|-----|--------|
| Award Title | B.Sc. (Hons) Fashion and Retail Business | | |
| NFQ Level | 8 | | |
| Award Class | See table below. | | |
| ECTS Credits | 240 | | |
| Classification of award | Award Classification | GPA | Grade |
| | First Class Honours/Distinction | 4 | >70 |
| | Second Class Honours Grade 1/Merit Grade 1 | 3 | 57-69% |
| | Second Class Honours Grade 2/ Merit Grade 2 | 2.5 | 50-57% |
| | Pass | 1.5 | 40-49% |
| | | | |
| Award (1) Title | Higher Certificate in Fashion and Retail Business | | |
| Exit/Embedded | Ext Level 6 Embedded ✓ | | |

Section C - Programme Derogations (if required)

| | |
|---|-------------------------------|
| Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board | |
| None | |
| Date of University Programmes Board Approval | Click or tap to enter a date. |

Section D Validation Process

Please tick the process that was followed:

| | | |
|----------------------|---------------------------------------|---|
| Validation Panel • | AQEC Meeting <input type="checkbox"/> | AQEC Sub-Group <input type="checkbox"/> |
| Date: 9.12 2024 | Date: | Date: |

Panel Members

| Name | Role | Affiliation |
|--------------------|----------------------------------|-------------------|
| Dr. Maggie Farrell | HoLD Faculty of Business (Chair) | TU Dublin |
| Prof. Barry Quinn | External Member | Ulster University |
| Mr. Dan Ryan | External Member | |

| | | |
|-------------------|--------------------|---------------------------|
| Dr. Neville Knott | Non-Faculty Member | TU Dublin |
| Ann Masterson | Internal Member | TU Dublin |
| Bairbre Brennan | Internal Member | TU Dublin |
| Dr. David Irwin | Academic Affairs | TU Dublin (in attendance) |

Section E - Programme Evaluation

| Governance & Management | | |
|---|-----|------|
| Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework? | Yes | No X |
| <p>Comment: Consideration needs to be given by the team to the creation of core and common modules pan-Faculty.</p> <p>Response: <i>The programme is designed in accordance with the University's Strategic Plan 2024-2028, which is based on three Pillars:</i> People: <i>we intend to ignite the imagination of students, staff and partners and support people to explore their abilities and reach their full potential</i> Planet: <i>we intend to address the challenges facing the world and impact positively on the planet and people, with 'education' as the engine.</i> Partnership: <i>we intend to develop the most connected university; cultivating a network of discoverers, creators, and entrepreneurs; engaging with people that make things happen.</i> <i>The UEM quality framework is built on three interconnected threads: Authentic, Inclusive, and Digital experiences. Each thread is grounded in established pedagogical approaches and extends across the learner's journey, offering both formal and informal learning experiences.</i> <i>The modules listed below in Appendix 3 encapsulate the University's Strategic Plan, and the UEM Quality Framework offering learner support, choice, and experience.</i></p> <p><i>Core and common modules are still a work-in-progress in the Faculty and are expected to be on stream for September 2026.</i> <i>As soon as Faculty agree fundamental first year Common/Core modules they will be considered and adopted as relevant. It should be noted that is envisioned that the currently proposed Year One module PDEV 2044 Professional Development will become the Core module Personal and Professional Development when ratified. The WOPL 3100 Work Placement 1 and WOPL 3200 Work Placement 2 modules in Year Three will be superseded by the Work-in Progress Common Faculty of Business wide Work Placement module upon its validation</i> <i>Students will be prepared for the Common Work Placement module by undertaking the Work-in-Progress Faculty wide License to Work module in Year Two, Semester Two.</i></p> | | |

Year One – there are mandatory modules, therefore supplying a strong base on which students can choose different pathways.

Year Two – there are Elective modules – a choice of two in each semester

Year Three – there are options of work placement/Erasmus

Year Four – there are Elective modules – a choice of two in semester two

The choice of electives allows students to identify pathways they wish to follow, namely retail, fashion, sustainability, technological, and analysis. Please see **Appendix 4**

Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?

Yes ☒

No ☐

Comment:

General Assessment Regulations provide for this.

Awards Standards

Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)

Yes ☐

No ☒

Comment:

Response

Programme Learning Outcomes

The programme learning outcomes are statements of what the learner is expected to know, understand or be able to do upon successful completion of the entire programme.

The programme offers a Higher Certificate Exit Award at Level 6. This is on completion of two years and 120 ECTS. Entry to these programmes is generally for school leavers and those with equivalent qualifications. Therefore, the Programme Learning Outcomes (PLOs) at this level should include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding.

The Level 6 PLOs are:

On completion of this programme the Graduate will be able to:

1. * Evaluate the economic, demographic, technological and social environment for fashion and retail enterprises.
2. * Demonstrate proficiency in digital marketing, e-commerce platforms, and an understanding of consumer behaviour in online retail environments.
3. * Illustrate soft skills such as communication, leadership, teamwork, collaboration, networking, empathy, cultural awareness, and have a growth mindset.

4. * *Demonstrate a knowledge of data analytics, AI, blockchain, and the ability to generate retail and fashion insights using applied technology.*

The programme aims to make students sufficiently informed reflective and critical thinkers on a wide range of issues in the business environment and about business processes to enable them to take a holistic view of decisions arising in the planning and operation of fashion and retail business activities.

The B.Sc. in Fashion and Retail Business is a level eight honours degree programme framed around TU Dublin's three pillars of TU Dublin graduate student attributes: People, Planet, and Partnerships, and the Faculty of Business's student attribute application.

Innovation is a key feature of learning outcomes at Level 8.

Learning outcomes at this level relate to being at the forefront of a field of learning in terms of knowledge and understanding. The outcomes include an awareness of the boundaries of learning in the field and the preparation required to push back those boundaries through further learning.

Level 8 Programme Learning Outcomes are listed below:

On completion of this programme the Graduate will be able to:

5. *Interpret knowledge relating to the management of fashion and retail enterprises, which is informed by industry developments and academic research.*
6. *Cultivate critical thinking and problem-solving techniques to resolve issues, and the ability to generate key insights using design thinking.*
7. *Prescribe social and sustainability responsibilities within the fashion and retail business sector and will have the ability to recognise and address dilemmas that arise.*

*Higher Cert PLOs are highlighted on TU925 BSc Fashion and Retail Business on Akari, Table 3 p.49 in the Programme Document. See **Appendix 1** at the bottom of this document.*

| | | |
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| Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards? | Yes | No X |
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Comment:

PLOs for level 6 need to be defined and distinct from the level 8 award.

Response:

The Higher Certificate is normally awarded after completion of an accredited programme of two years during (120 ECTS) in a recognised higher education provider.

The Learning Outcomes listed in the previous section at Level 6 include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. Therefore, the Level 6 PLOs have been highlighted as above.

*Please see **Appendix 1** and Table 3 p. 49 of the Programme Document.*

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| Will the curricula, teaching, learning, and assessment methods enable students to reach the appropriate standard to qualify for the award(s)? | Yes | No X |
| <p>Comment: The panel is to consider the development of an appropriate assessment matrix as discussed by the Board with the programme team.</p> <p>Response: <i>Marking matrix have been devised for all four years of the Programme and are included in the Programme Document, please see Table 4 pp. 53-56, in the Student Handbook pp. 31-32. They are also available at the bottom of this document Appendix 2.</i></p> | | |
| Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)? | Yes | No X |
| <p>Comment: This needs to be made more explicit. It would be important to have the input of potential employers and a wider stakeholder engagement and environmental scan both in Ireland and the UK, in particular.</p> <p>Response: <i>This information previously gathered by the Programme Team has been enhanced and inserted into the Programme Document pp 40-43.</i></p> <p>Section 3 (ii) Environmental Scan <i>The retail and wholesale sector plays a critical role in the economy, contributing to 11% of the EU's GDP and employing one in four private-sector workers across its 5 million businesses, of which over 99% are SMEs. As the largest private employer in the EU, it provides approximately 26 million jobs—on par with the entire manufacturing sector—and serves as a vital entry point for 1 in 5 Europeans starting their careers in commerce. This sector's low barriers to entry, such as minimal skill and time requirements, make it accessible while catering to the needs of all EU citizens.</i></p> <p><i>However, the sector is facing significant challenges in preparing for the future. Over 40% of employers report difficulties in finding the right skills, and by 2030, the demand for talent is expected to grow significantly. Retailers and wholesalers will need to hire between 800,000 to 1.5 million new employees annually and upskill 10 to 13 million workers, representing 40 to 50%</i></p> | | |

of the workforce. To meet these demands, significant investments are required—30% more from large companies and 100% more from SMEs—amounting to an additional €75 to €105 billion.

This urgency is compounded by the sector’s evolving skill requirements, particularly for front-end roles where general ICT skills are in high demand. Employers are increasingly seeking candidates with digital literacy, technical and analytical skills for product and revenue analysis, soft skills for customer engagement, and green skills to meet sustainability goals. These competencies are essential for navigating the sector’s transition to a more digital, sustainable, and customer-focused future.

By addressing these challenges, the retail and wholesale sector can continue to thrive as a cornerstone of the economy, offering diverse career opportunities while driving innovation and sustainability in a rapidly changing marketplace.

(iv) Impact of stakeholder feedback

The course content of the Fashion and Retail Business degree encompasses the essential constructs for the development of a contemporary graduate with excellent prospects for employment. The Programme Team actively engage with our industry partners. The programme development process began with a targeted stakeholder engagement event that sought feedback from all relevant stakeholders on programme structure, modular content, delivery method, workload, and other important considerations. To inform the Programme Team a stakeholder engagement events were held in Aungier Street, TU Dublin in June 2023 and January 2024. The event included in-person attendees representing the retail industry. Attendees and the Programme Team participated in large group discussions about the mode of delivery as well as more focused smaller group discussions of core and specialist modules. The objectives of this event were summarised, and this valuable feedback informed many decisions that were made during the programme review process influencing the revised module focus and content, delivery format and programme structure.

The rationale for the course is evident from the data that demonstrate the scale and dimension of the retail sector both in Ireland and the EU.

Irish retail is the largest employer in the country with 320,000 employees; contributing over €7 billion in tax revenue per annum (twice as large as any other sector); accounts for 12% of Ireland’s GDP with a wage bill exceeding € 9 billion which is part of the local multiplier effect. Over 85% of Retail Businesses in Ireland are classified as SMEs and are crucial to the local communities by supporting local sports clubs for generations. (Retail Ireland, Ibec report)

In the EU, the data demonstrate the importance of the Retail Sector.

- *Retail annual turnover is €3.2 trillion – 20% of European GDP and 33% of household consumption.*

- There are 3.5 million retail businesses across Europe; 99% are SMEs and account for 60% of employment and 50% of turnover; **but they** also account for global leaders including Tesco, Carrefour, Metro, IKEA and Inditex.
- Retail employs 20 million people and 62% are women, 15% are under 25, and in 95% of European regions, retail is number 1, 2 or 3 employer.

The Fashion and Retail business is a dynamic sector, and the course modules are significantly influenced by the input from industry. If retail did not exist, what would we miss?

- Many products in one place
- Broad range of products and services
- Immediate availability
- Efficient supply chains
- E-commerce allows time saving
- Fun and excitement and experience
- Trust and assurance
- Affordable prices
- Inspiration and social interaction
- Contributes to vibrant cities and communities
- Provides jobs!!

*The team discussed at length the analysis of the two industry meetings where we had a panel of approximately twelve retail experts from the industry. The panel's commentary was instrumental to the final design of modules and overall course content. The graduate was the focus of the discussion. What skill set would the graduate of the future (first cohort will finish in 2029) possess? One compelling argument surrounded the work placement module. The panel agreed that a 1-year work placement would be hugely beneficial to the student's development of key skills including analytic and strategic thinking. Students would learn to assess market trends, interpret reports, and become curators, rather than creators, of data. The TU925 Validation Panel (06/12/2024) specified a condition that rather than a one-year work placement for 50 ECTS that the placement take place in two sections – one placement (20 ECTS) in Semester One and another placement in Semester Two (20 ECTS). This change has been made by the Programme Team, please see Table 1 in the Programme Document **pp. 19-20**, Student Handbook pp. 34-35. See **Appendix 3** at the bottom of this document.*

Customer service was a second area for consideration; students need to comprehend the psychological and cultural factors driving consumer decisions. This is reflected in several of the 4th year modules.

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| Has the programme been benchmarked against similar | Yes | No X |
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| programmes nationally and internationally? | | |
| <p>Comment: There is only mention of HEIs in the State- it would be better to evaluate the programme against exemplars across a wider national and international context given the theme of the programme.</p> <p>Response: <i>This has been looked at by the programme team and a more detailed account of national and international programmes has been provided. Exemplar programmes and their contents have also been researched. Please see the Programme Document pp.38-39.</i></p> <p>(ii) Competition in the market <i>According to Study Portals (Bachelors) there are 77 degrees in Fashion Management in Europe (including UK) and seventeen Bachelor's degrees in Retail Management. The USA offers 37 Bachelor's degrees in Fashion Management and 53 in Retail Management. On examination of the EU courses, the Fashion Management degrees are highly concentrated in the UK with 70 degrees. Of the 77 degrees in Fashion Management (EU) the focus is on</i> <ol style="list-style-type: none"> <i>1. Fashion Marketing and Merchandising</i> <i>2. Fashion buying and NPD</i> <i>On examination of the Retail Management degrees (EU) there are 19 offerings with eight being offered in the UK. After completing a comprehensive data search, we can conclude there are no other degree courses with the name Fashion and Retail Business available. The course team reviewed the content and modules of the 77 Fashion degrees and the seventeen Retail Management degrees (where permissible), captured the essence of these courses, and developed a unique, relevant, and industry-based degree.</i></p> <p><i>Nationally, various programmes offer opportunities to develop skills in fashion management, buying, and retail. Portobello Institute in Dublin provides a BA (Hons) in Fashion Management, focusing on preparing students for leadership roles in the fashion industry. However, the Portobello programme offering does not include a work placement module. Southeastern Technological University (SETU) in Waterford offers a Level 8 BA in Fashion Buying & Retail Management, equipping students with expertise in retail operations and purchasing strategies. As regards the SETU programme the BSc in Fashion and Retail Business is a Level 8 and has a more business focus. Rather than placement of a few weeks the extended work placement in Year 3 allows students to gain authentic experience working in a retail environment. Crumlin College in Dublin delivers Level 5 and 6 diplomas in Fashion Buying & Merchandising and Fashion Management, providing foundational skills for entry-level positions in the fashion sector. Additionally, Retail Ireland Skillnet offers an Apprenticeship in Retail Supervision, focusing on practical and managerial skills for retail professionals.</i></p> | | |

Internationally, several renowned institutions offer undergraduate programmes that focus on fashion marketing, management, and related fields, providing a broad range of career opportunities in the industry. The University of the Arts London (UAL) - College of Fashion delivers multiple Level 8 courses, including BA (Hons) in Fashion Marketing, Fashion Management, Fashion Buying & Merchandising, Fashion Marketing & Consumer Behaviour, and Fashion Visual Merchandising & Branding. London Metropolitan University provides a BA (Hons) in Fashion Marketing & Business Management, preparing students for roles at the intersection of fashion and commerce. Nottingham Trent University offers programmes such as BA (Hons) in Fashion Marketing & Branding and Fashion Management and Marketing, emphasizing creativity and strategic thinking. Similarly, the University of Manchester and the University of Westminster provide specialised courses, including Fashion Marketing, Fashion Business Management, Fashion Retail Management, and Fashion Buying and Merchandising, equipping students with the skills to thrive in a rapidly evolving industry.

New Specialised programmes focusing on blockchain and Web3 technologies offer innovative insights into the intersection of fashion, technology, and digital innovation. Instituto Marangoni provides a dedicated course on Metaverse and Web3 Fashion Design, equipping students with skills to navigate virtual worlds, create immersive brand experiences, and explore the potential of AI & decentralised systems. Similarly, the University of the Arts London (UAL) offers a short course on Blockchain Art and NFTs, introducing participants to the strategic and creative applications of blockchain technology, digital collectables, and non-fungible tokens (NFTs) in the fashion and art industries. These programmes enable students to harness emerging technologies to drive innovation, redefine consumer engagement, and contribute to the evolving digital economy.

Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?

Yes ☐

No ☐

Comment:

N/A

Programme Design

| | | |
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| Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis? | Yes | No X |
| <p>Comment:</p> <p>This needs to be explicitly stated in the programme documentation.</p> <p>Response:</p> <p><i>To inform the Programme Team two meetings were held with industry stakeholders, in June 2023 and January 2024. An engagement event was held in Aungier Street, TU Dublin in January 2024. The event included in-person attendees representing the retail industry. Attendees and the Programme Team participated in large group discussions regarding the mode of delivery. More focused smaller groups discussed core and specialist modules. Stakeholders were of the view that graduates of this programme should have the skillset to develop rapid, practical, data-based solutions to the types of real-world problems with which organisations are dealing. This means that graduates of the programme need to understand the real-world of the fashion and retail industry. Students should fully understand their responsibilities to be ethical in their practice and to be compliant with legislation, with regulators and companies' own policies and culture. The following list is a sample of those who attended this event and is not exhaustive but provided as an illustration of the types of stakeholders that inputted to these discussions.</i></p> <p><i>A) A sample list of external industry stakeholders & experts, in attendance:</i></p> <ul style="list-style-type: none"> <i>Dan Ryan, Retail Consultant, formerly Group Head of Commercial Trading at Selfridges Group, Trading Director at Lifestyle Sports, Director of Merchandising at Primark & more</i> <i>Ann Marie Cregan, Trading Director at Primark</i> <i>Mairead Divilly, Inward Business Specialist, Mazars (International Accounting Firm)</i> <i>Graham Merriman, Senior Sales Manager at GreyScout, formerly Philips, formerly Lecturer in eCommerce at Michael Smurfit Graduate School of Business UCD</i> <i>Tommy Drummond, Chief Revenue Officer at GreyScout.</i> <i>Aileen Carville, CEO & Co-founder, COLONII (a character IP platform with Avatars), profile includes Luxury Fashion, John Rocha, Commercial, Wholesale & PR; Web3, AR, mixed reality, avatars in industry</i> <i>Tomas Sercovich, CEO, Business in the Community Ireland</i> <i>Paschal Naylor, Non-Executive Director & Commercial Advisor, NED & Presidio, ex Memorex</i> <i>Meadhbh Cronin, Department of Enterprise, Trade & Employment</i> <i>Cathal Deavy, Board Member, CMO, CCO, ex Customer Director Tesco Ireland, ex Unilever</i> <i>Adrian Byrne, EMEA Logistics & Operations Manager, Amazon Web Services</i> <i>Pat Neill, Head of Mobility & Security at Dundrum Town Centre</i> <i>Conor McDaid, Retail Business Manager at Dundrum Town Centre</i> | | |

- *Owen McFeely, Director, Advisory Services, Retail & Consumer Practice at PWC Ireland, formerly of Musgrave, Dunnes Stores, Sainsbury's & more*
 - *Aidan Flynn, CEO, Freight Transport Association Ireland*
 - *Dermot McGilloway, National Retail Development Officer, SVP.*
- B) Sample list of expert academic stakeholders, in attendance*
- *Dr. Bharat Rathore, Lecturer AI Blockchain Metaverse Fashion Retail, Birmingham University*
 - *Joe Molumby, Lecturer Accounting & Finance at TUD with retail direction incl. Business Analytics*
 - *Damien Smyth, Lecturer in eCommerce & Retail at TUD, formerly digital consultant/Lead working with McDonald's & Boylesports amongst others, with particular focus on research, analytics, and business intelligence*
 - *Damian O'Reilly, Senior Lecturer in Retail Management at TUD*
 - *Paula Marie Kilgariff, Lecturer in Fashion Business & Digital Transformation at TUD*
 - *Dr. Kevin Byrne, Head of School of Business Technology, Retail & Supply Chain, TU Dublin.*
- C) Objectives of the session*
- *To canvas & listen carefully to external industry stakeholders & experts on the requirements they have for emerging graduates in the retail space*
 - *To assess what is currently available across various third-level institutions in terms of relevant, up-to-date, and forward-thinking retail education*
 - *To assess significant changes in context, practices, and requirements due to technological innovation*
 - *To embed sustainability & ESG in all we do, for example considering the impacts on product design, product development, and consumer behaviour in the circular economy.*
 - *To prepare graduates with multiple skills & knowledge to work in various roles across fashion and retail given the fluid nature of careers in retail, opportunities for career advancement, and the ever-changing nature of consumer demands and retail best practices to match those demands.*
 - *To encourage and generate mutually beneficial connections with relevant organisations supporting growth and innovation in retail (e.g., Retail Ireland Skillnet, Retail Excellence Ireland)*
 - *To support retailers of all sizes, including small businesses, and to generate the graduates needed by the retail industry.*
 - *To clearly position the TU925 BSc in Fashion and Retail Business in terms of what types of graduates it helps to create, and the types of businesses and roles it benefits.*

*This information is included in Section 1 (h) **Feedback from employers and other external stakeholders** in the Programme Document.*

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| | | |
| Will there be opportunities for students to input into curriculum design decisions in the future? | Yes X | No <input type="checkbox"/> |
| <p>Comment:</p> <p>This is facilitated through the university's QA/QE processes.</p> | | |
| Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme? | Yes X | No <input type="checkbox"/> |
| <p>Comment:</p> <p>This is facilitated through the university's QA/QE processes.</p> | | |
| Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages? | Yes | No X |
| <p>Comment: This is not explicit nor discussed in the documentation and needs to be</p> <p>Response:</p> <p><i>The Bachelor of Science in Fashion and Retail Business is a fully modularised programme offered on a four-year full-time basis. On completion of 120 ECTS in the first two years there will be a Level 6 Exit Award a Higher Certificate in Fashion & Retail Business available.</i></p> <p><i>The programme curriculum is well-structured with a logical progression of pathways and scaffolding to learning and development across the modules and stages.</i></p> <p><i>A Pathways and Scaffolding and pathways matrix has been drawn up and inserted into the Programme Document Figure 6 p.60 and into the Student Handbook p. 40. See Appendix 4 at the bottom of this document.</i></p> <p><i>The programme consists of taught modules, work placement and a research project. The modules are founded on core topics designed to scaffold knowledge and understanding in the fashion and retail business retail sector. Core modules will also equip graduates with essential transferable skills for professional development within a fashion and retail business setting. The remaining taught modules will be selected from a panel of specialist elective modules: Applied Retail and Fashion Finance, Introduction to Economics, Luxury Brand Management and Marketing, Social Enterprise, and the Circular Economy. Students will select three optional modules in their own specialist discipline area.</i></p> <p><i>In the third year of the programme students will undertake work placement-based projects in Semester 1 and Semester 2, these may be undertaken in Ireland or abroad as a one or two</i></p> | | |

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| <p><i>Semester ERASMUS placement. The work placements are a critical part of the programme and each accumulates 20 ECTS.</i></p> <p><i>In addition, in fourth year students will be required to undertake a research project in a specialist discipline of their choice.</i></p> | | |
| Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| N/A | | |
| Is the required programme and module information provided in the correct format? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |

| Learning, Teaching & Assessment | | |
|---|---|-----------------------------|
| Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>All students who gain access to the university VLE must agree to undertake Epigeum training on Academic Integrity.</p> | | |

| | | |
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| Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes? | Yes | No <input checked="" type="checkbox"/> |
| <p>Comment: The School needs to develop a proper PLO/MLO matrix, and an MLO assessment matrix for each year of the programme.</p> <p>Response: <i>Diagrams explaining the mapping of PLOs and MLOs have been inserted into the Programme Document pp. 61-64. Please see Appendix 5 at the bottom of this document.</i></p> | | |
| Are there opportunities in the module to provide students with timely and constructive feedback on their learning and development? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>Response: <i>The Appendix 2 Programme Level Assessment Schedule shows the timing of assessments, which allow for timely feedback throughout the semester.</i></p> | | |
| Do the teaching and assessment methods consider the diversity of the student cohort? | Yes | No <input checked="" type="checkbox"/> |
| <p>Response: <i>Section 2 (b) of the Programme Document contains information on the EDI policy of the Programme.</i> <i>EDI Assessment Recommendations used in the programme include:</i></p> <ol style="list-style-type: none"> <i>1. Balance of summative and formative assessments</i> <i>2. Exploration of alternative assessment methods</i> <i>3. Ensured alignment with Learning Outcomes</i> <i>4. Variety of assessments</i> <i>5. Preparation of students for assessments</i> <i>6. Avoidance of assessment deadline clustering</i> <i>7. Use of staged assessment for coursework</i> <i>8. Inclusion of ongoing formative feedback</i> <i>9. Maintained assessment transparency</i> <i>10. Offer choice in assessment</i> <i>11. Enhance feedback engagement</i> <i>12. Advise students on feedback utilisation</i> <p><i>These are reflected in the Programme Level Assessment Schedule devised by the Programme Team. The Programme Level Assessment Schedule sets out the weeks students will be assessed and the assessment type.</i></p> | | |

*This is included in the Programme Document **Table 4** pp. 52-55, in the Student Handbook, and in **Appendix 2** at the bottom of this document.*

The assessment methodologies for the programme are varied and include:

- *Artefact*
- *Blog*
- *Case Study*
- *Class Participation*
- *Community Based Project*
- *Competency Tests*
- *Data Interpretation /Analysis*
- *Essay*
- *Employers Work Assessment*
- *Group Work*
- *In-class Test*
- *Lab Activities*
- *Multiple Choice Questions*
- *Online Quiz*
- *Plan*
- *Portfolio*
- *Practical Assignment*
- *Presentation*
- *Problem-Based Assignment*
- *Problem Statement/Project Proposal*
- *Project*
- *Reflective Journal*
- *Report*
- *Research Paper*
- *Review*
- *Written Examination*

Section 2 (c) of the Programme Document sets out strategies to ensure inclusivity of all students. TU Dublin has a stated goal to become an exemplar in Equality Diversity and Inclusion and has developed action plans around Race Equity, Athena Swan, and Ending Sexual Violence and Harassment. The details of these plans are available on the Building an Inclusive University website here: <https://www.tudublin.ie/intranet/equality-and-diversity/building-an-inclusive-university/> The School of Business Technology, Retail and Supply Chain has taken active steps to foster an inclusive and welcoming environment for students from all backgrounds. Additionally, the School works with the TU Dublin Disability Support Service and ensures that any student with a disability does not experience an educational disadvantage and that all students can access and equally participate in and benefit from educational opportunities. Members of the Programme Team have

completed digital badge in Universal Design for Learning (UDL) from National Forum for the Enhancement of Teaching & Learning. The revised programme includes online lectures that are delivered live but also recorded which aligns with one of the UDL principles of multiple means of engagement.

Lecturing staff have access to the NTUTORR Compendium of Assessment Methods compiled in early 2024.

<https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/ntutorr/media/Compendium-of-Assessment-Methods---from-Students'-Perspectives.pdf>

The TU Dublin Compendium of Assessment Methods is designed to accompany our new Assessment Handbook and to provide the student voice within the assessment design process. Authored by NTUTORR student champions and edited by Dr. Jen Harvey, the resource includes a rich variety of valid alternatives to more traditional forms of assessment such as unseen examinations, essays and reports that can be used to support and evidence students' learning across our disciplinary programmes. The strength of this publication is that it has been written by students who have researched each method and are presenting their perspective on the assessment process. Each method is described in turn, what it assesses, the benefits and the disadvantages from both the teaching and student perspectives as well as student opinions about the use of these techniques in practice. The TU Dublin methods were shortlisted by the student writing team who also decided it was important to include Universal Design for Learning, Equality Diversity and Inclusion, Academic Integrity and Employability ratings and implications of such with the assessment design process.

2 (d) in the Programme Document sets out the programmes internationalisation strategies and supports.

Deeply embedded in our region, TU Dublin has campuses in Dublin City Centre, in Blanchardstown and in Tallaght, and, through our major infrastructural development plan, we are currently investing over €500 million in new, state-of-the-art, technology-enabled facilities to enhance our students' experience. A leader in STEM disciplines, TU Dublin also supports the largest cohorts of students of business, media, culinary arts, and the creative and performing arts. We are passionate about life-long learning, and as the largest provider of part-time education, we make an important contribution to the economic life of Ireland, enabling capacity building for the future. Our distinguished researchers and innovators are pioneers in science and technology discovery, play active roles in informing policy and standards, and contribute to the creative life of Ireland. Our award-winning technology transfer and business incubation activity has delivered over 400 new sustainable businesses with an economic value of almost €700 million. With an international outlook, we welcome students and staff from around the world, while our strong international partnerships provide opportunities for student and staff exchange programmes, major cross-collaboration research projects, and employment opportunities. We are immensely proud of our network of 100,000+ TU Dublin graduates who are making their careers here in Ireland and in 70 countries worldwide. Joining the ranks of exceptional technological universities around the world, TU Dublin is planning an exciting future.

| Student Supports & Learning Environment | | |
|---|-------|-----------------------------|
| Are there sufficient and appropriate resources (e.g. human, financial, and physical) to support the proposed programme aims and objectives, to deliver the programme as specified? | Yes X | No <input type="checkbox"/> |
| Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives? | Yes X | No <input type="checkbox"/> |
| Are there appropriate arrangements in place to support the student experience and to monitor student performance? | Yes ✓ | No <input type="checkbox"/> |
| <p>Comment:</p> <p><i>This is facilitated through the university's QA/QE processes. Please see Appendix 2 Programme Level Assessment Schedule at the end of this document.</i></p> | | |
| Are the access, transfer, and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard? | Yes X | No <input type="checkbox"/> |
| Does the student support and learning environment cater for equality, diversity, and inclusivity of students? | Yes X | No <input type="checkbox"/> |
| Is the relevant programme information clearly communicated to the students to ensure they are informed, guided, and cared for? | Yes X | No <input type="checkbox"/> |
| Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel? | Yes X | No <input type="checkbox"/> |

| Collaborative Provision (if applicable) | | |
|---|-----|-----------------------------|
| Are the roles and responsibilities of each partner clearly defined? | Yes | No <input type="checkbox"/> |

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| Comment: | | |
| N/A | | |
| In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |
| TU Dublin is the awarding body for this programme. | | |

Section F - Overall Recommendation

| | | |
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| 1. | Recommend approval of programme as submitted, without amendment | <input type="checkbox"/> |
| 2. | <p>Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.</p> <p>Note: recommendations are attached where it is considered that the programme would benefit from changes, or from a review of certain aspects of the programme over a period, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.</p> | <input type="checkbox"/> |
| 3. | <p>Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.</p> <p>Note: conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required to meet the conditions.</p> <p>A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.</p> | X |
| 4. | Do not recommend approval of programme. | <input type="checkbox"/> |

| Areas for commendation | |
|------------------------|---|
| 1. | The Evaluation Panel commends the enthusiasm of staff for this programme and acknowledges the valuable industry and subject knowledge that members of the team have brought to the development of it. |
| 2. | The Evaluation Panel commends the development team's innovative approach to the use of authentic assessments. |
| 3. | |
| 4. | |

| Recommendations | |
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| 1. | <p>The School to explain further how students customise their learning in fourth year.</p> <p>Response: <i>The Pathways and Scaffolding have been explained in a diagram, see Figure 6 in the Programme Document. See also Appendix 4 at the bottom of this document.</i> <i>The Pathways will allow students to customise their learning in fourth year to fashion, retail, retail sustainability, retail technology and innovation, or analytics.</i> <i>Along with work placement customer service was a second area for deemed necessary from the stakeholder feedback for consideration; students need to comprehend the psychological and cultural factors driving consumer decisions. This is reflected in several of the 4th year modules.</i> <i>Sustainable demand driven SCM</i> <i>Luxury Brand Management and Marketing</i> <i>Social Enterprise and the Circular Economy</i></p> |
| 2. | <p>The School to provide an overview of the programme visually/using on-line media for prospective learners. Any representation should clearly show the interconnections between each of the incremental strands of the programme. The School should also consider advertising the types of organisation (by name) where students can gain their placement/or be placed.</p> <p>Response: <i>A Pathways and Scaffolding Matrix has been devised. See Figure 6 of the Programme Document. See also Appendix 4 at the bottom of this document.</i> <i>As regards advertising the programme by using industry partner names may prove difficult with the fast-paced nature of the industry. As retail has 37,500 employers in the sector, students can go to any of these providers.</i> <i>Currently work placements with retail providers are constantly under review. The Programme Team will compile a database of industry providers which will be constantly updated. The first tranche of potential new providers will be gathered at the Retail Excellence Ireland Symposium in TU Dublin in April 2025. Between forty to sixty members of the retail industry are expected to attend. Members of the programme team will promote the programme and its third-year placements and aim to gather the contact details of interested parties. The database will contain the name of the provider, the address, the contact person, the contact persons email address, the contact persons mobile/phone number, a link to the industry providers website.</i></p> |
| 3. | <p>The School should consider how placements are sought and if any MOA/Placement Agreement is/are in place/planned to be in place.</p> |

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| | <p><u>Response:</u></p> <p><i>Work Placements in suitable providers are sought by students in the months before placement is due to commence. For the September Semester 1 Y3 work placement, students will attend a meeting towards the end of Semester 2 Y2 where they will be given access to an online database of work placement providers.</i></p> <p><i>Currently work placements with retail providers are constantly under review. The Programme Team will compile a database of industry providers which will be constantly updated. The database will contain the name of the provider, the address, the contact person, the contact persons email address, the contact persons mobile/phone number, a link to the industry providers website.</i></p> <p><i>Students will be encouraged to contact work placement providers from this database. Once a work placement is gained by the student, they must update the database with the information that they have that placement. There is a placement document that operates as an MOA that will be provided to all current and new industry providers.</i></p> <p><i>Work Placement is referred to in section 4j of the Programme Document. The Work Placement Procedure Document is in Appendix A of the Programme Document. Please also see Appendix 6 at the bottom of this document.</i></p> <p><i>The Work Placement Handbook for students is in Appendix B of the Programme Document.</i></p> |
| | <p>The School to reconsider the importance of content such as Branding, international issues & culture, legal (e.g., labelling) on the programme, supported by a justifying rationale. This might be considered in terms of the creation of specific module(s) or by thematic incorporation across a number of existing modules.</p> <p><u>Response:</u></p> <p><i>Branding is included in the content of modules such as:</i></p> <p><i>Intro to Fashion</i></p> <p><i>Intro to Retail</i></p> <p><i>Marketing and Content Creation</i></p> <p><i>Retail and Fashion Sustainability</i></p> <p><i>Enterprise Development</i></p> <p><i>Consumer Behaviour</i></p> <p><i>Fashion and Retail Cases</i></p> <p><i>Luxury Brand Management and Marketing</i></p> |
| 5. | <p>The School to reconsider the core importance of Entrepreneurship & Innovation on the programme supported by a justifying rationale. This might be considered in terms of the creation of specific module(s) or by thematic incorporation across a number of existing modules.</p> <p><u>Response:</u></p> <p><i>The Programme Team recognises the importance of the above request. Therefore, the current Year 2 Enterprise Development module (10 ECTS) has been inserted into the new programme. This module will replace Professional Development (5 ECTS) in Y2 which has been moved to Y1 (replacing Fashion Retailing 1) and Fashion Retailing 2 Y2. The Programme Team believe the</i></p> |

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| | <i>subjects covered in Fashion Retailing 1 & 2 are covered within other modules. These updates have been input into the Programme Module Catalogue on Akari, in the Programme Document (Table 1, p. 19 & 20) and in the Student Handbook. Please see Appendix 3 at the bottom of this document.</i> |
| 6. | <p>The School to ensure that the number of taught hours equates with the appropriate number of credits.</p> <p><u>Response:</u> The Programme Team have checked their modules to make sure they align with 100 hours per 5 credits</p> |
| 6. | <p>The School to state the explicit processes that are in place to deal with situations where the placement breaks down, or where there are difficulties encountered in placement.</p> <p><u>Response:</u> <i>The processes in place to deal with situations where the work placement break down are:</i></p> <ol style="list-style-type: none"> <i>1. Students are first advised to discuss the issue with their Work Placement Mentor, while informing their Academic mentor they are doing so.</i> <i>2. If the issue is unresolved the Academic Mentor will meet with the Work Placement Supervisor and the student.</i> <i>3. If there are Extenuating Circumstances, why the Work Placement cannot be continued/completed the student will be asked to submit an Extenuating Circumstances Form.</i> <p><i>The following information is contained in the Student Placement Logbook: If any issues are experienced during placement, it is first advised that you take this up with your Work Placement Supervisor, while informing your Academic Mentor you are doing so. If you and your Academic Mentor believe the issue is not resolved the Academic Mentor will meet with the Work Placement Supervisor and the student to resolve the issue. If there are any personal circumstances during the placement that requires you to miss work, you must alert the Work Placement Supervisor and the Academic Mentor as soon as possible. You will be required to fill in an Extenuating Circumstances Form and a Professional Services Form https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/extenuating-circumstances/</i></p> <p><i>In the event that suitable Work Placements cannot be found for all students, an alternative to Work Placement will be provided. Students will only be permitted to undertake an alternative to Work Placement at the discretion of the Programme Team in exceptional cases or if all reasonable Placement Company vacancies have been exhausted. The alternative to Work Placement will be specified by the Programme Team. In accordance with normal employment practices each student engaged in an alternative to Work Placement will be allocated a supervisor. They will be informed of assessment procedures and required to submit weekly logs. Attendance will be mandatory and failure to attend may lead to failure of the Work Placement. Due to various circumstances that may arise for students, work placement</i></p> |

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| | <p><i>providers, and events outside the Universities control, such as Covid-19, there needs to be work placement alternatives in place.</i></p> <p><i>Suggested Alternatives to Work Placement:</i></p> <ol style="list-style-type: none"><i>1. The writing of an academic paper to the requirements of a peer reviewed journal and a presentation.</i><i>2. A Community Based Project</i><i>3. A Start-Up- Lab</i> <p><i>More details on the work placement alternatives have been input into the Programme Document. These are contained in the Appendix I of the Work Placement Procedures Document Appendix A in the Programme Document. They are also included in Appendix 6 in this document.</i></p> |
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| Conditions of Approval | |
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| 1. | <p>The School to reconsider the number of “elective” choices to be made to learners in a manner that supports programme and timetable coherence.</p> <p><u>Response:</u> <i>The Programme Team have considered the use of Electives in first year and have made the module Marketing and Content Creation (incorporating branding within the content) and Merchandising Maths mandatory. The 10 ECTS electives per semester are not notionally adopted yet, however electives will be reinstalled in first year when required. There will also be the need to input fundamental first year Core/Common modules when adopted by Faculty.</i></p> <p><i>Second year Electives are:</i> <i>Semester One</i> <i>RETL 2050 Applied Retail and Fashion Finance (5 ECTS)</i> <i>PDEP 2002 Professional Development 2 (5 ECTS)</i> <i>Semester Two</i> <i>ECON 1035 Introduction to Economics (5 ECTS)</i> <i>TECH 2009 Introduction to Technology and User Experience for Retail (5 ECTS)</i></p> <p><i>In third year, students can opt to undertake Work Placement in Semester One and Semester Two OR do a 1 Year Erasmus placement/OR Semester One Placement/Semester Two ERASMUS.</i></p> <p><i>Third year Electives are:</i> <i>Semester Two</i> <i>LLBM 4002 Luxury Brand Management & Marketing (5 ECTS)</i> <i>SOEN Social Enterprise and the Circular Economy (5 ECTS)</i></p> |
| 2. | <p>The placement year is to be re-considered in terms of the credit breakdown to ensure consistency of credit allocation capable of addressing potential placement alternatives.</p> <p><u>Response:</u> <i>The team discussed at length the analysis of the two industry meetings where a panel of approximately twelve retail experts from the industry. The panel’s commentary was instrumental to the final design of modules and overall course content. The graduate was the focus of the discussion. What skill set would the graduate of the future (first cohort will finish in 2029) possess? One compelling argument surrounded the work placement module. The panel agreed that a 1-year work placement would be hugely beneficial to the student’s development of key skills including analytic and strategic thinking. Students would learn to assess market trends, interpret reports, and become curators, rather than creators, of data. However, the TU925 Validation Panel (06/12/2024) specified a condition that rather than a one-year work placement for 50 ECTS that the placement take place in two sections – one</i></p> |

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| | <p>placement (20 ECTS) in Semester One and another placement in Semester Two (20 ECTS). This change has been considered and made by the Programme Team, please see the Programme Document (Table 1, p. 19 & 20) and in the Student Handbook. Please see Appendix 3 at the bottom of this document.</p> <p>The Programme Team have amended Y3 to include two placements, one in Sem 1 and one in Sem 2 (20 ECTS each semester). This allows the student to avail of one placement throughout the academic year, or they may undertake placement for two different industry partners.</p> <p>It also allows for the student to undertake a full academic year placement through ERASMUS, or a Semester 1 work placement with a Semester 2 ERASMUS placement. Two modules have been created for Work Placement (CPWP 3100 for Semester 1 and CPWP for Semester 2) on Akari these updates have been input into the Programme Module Catalogue on Akari, in the Programme Document (Table 1, p. 19 & 20) and in the Student Handbook. Please see Appendix 3 at the bottom of this document.</p> <p>The Work Placement Procedures Document includes an Appendix which suggests alternative should a work placement position not be found. Please see Appendix A in the Programme Document and Appendix 6 in this document.</p> |
| 3. | <p>The School to review the PLOs and MLOs to ensure that the first two years of the programme of the exit award are consistent with the first two years of the level 8 ab initio programme</p> <p>Response: <i>Bachelor of Science in Fashion and Retail Business is a fully modularised programme offered on a four-year full-time basis. On completion of 120 ECTS in the first two years there will be a Level 6 Exit Award a Higher Certificate in Fashion & Retail Business available.</i> <i>The programme curriculum is well-structured with a logical progression of pathways and scaffolding to learning and development across the modules and stages. Please see the Figure showing the Pathways and Scaffolding Appendix 4 at the bottom of this document. This is in the Programme Document p. 59 and in the Student Handbook.</i> <i>The Programme Team reviewed the PLOs and MLOs to ensure the first two years are consistent with a Level 6 Higher Certificate. Please see Appendix 1 for the PLOs including those of the Higher Certificate.</i></p> |
| 4. | <p>The School to reassess module content to avoid unnecessary duplication and to ensure that there is a clear progression and advancement of knowledge and learning as students proceed through the programme.</p> <p>Response: <i>Module content was reassessed and discussed at a programme meeting on 6/01/2025. As a result, Fashion Retail 1 and 2 were replaced by Professional Development (transferred from Y2 to Y1) and Enterprise Development (Y2). Professional Development will become a Core module, Person, and Professional Development.</i></p> |

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| | <p><i>This module change has been input into the Programme Module Catalogue on Akari, in the Programme Document (Table 1, p. 19 & 20) and in the Student Handbook. Please see Appendix 3 at the bottom of this document.</i></p> <p><i>The Pathways and Scaffolding figure Appendix 4 at the bottom of this document indicates how the programme curriculum is well-structured with a logical progression of pathways and scaffolding to learning and development across the modules and stages.</i></p> <p><i>The programme consists of taught modules, work placement and a research project. The modules are founded on core topics designed to scaffold knowledge and understanding in the fashion and retail business retail sector. Core modules will also equip graduates with essential transferable skills for professional development within a fashion and retail business setting. The remaining taught modules will be selected from a panel of specialist elective modules, outlined below. Students will select three optional modules in their own specialist discipline area.</i></p> <p><i>Second year Electives are:</i></p> <p><i>Semester One</i></p> <p><i>RETL 2050 Applied Retail and Fashion Finance (5 ECTS)</i></p> <p><i>PDEP 2002 Professional Development 2 (5 ECTS)</i></p> <p><i>Semester Two</i></p> <p><i>ECON 1035 Introduction to Economics (5 ECTS)</i></p> <p><i>TECH 2009 Introduction to Technology and User Experience for Retail (5 ECTS)</i></p> <p><i>In third year, students can opt to undertake Work Placement in Semester One and Semester Two OR do a 1 Year Erasmus placement/OR Semester One Placement/Semester Two ERASMUS.</i></p> <p><i>Third year Electives are:</i></p> <p><i>Semester Two</i></p> <p><i>LLBM 4002 Luxury Brand Management & Marketing (5 ECTS)</i></p> <p><i>SOEN Social Enterprise and the Circular Economy (5 ECTS)</i></p> <p><i>In the third year of the programme students will undertake work placement-based projects in Semester 1 and Semester 2, these may be undertaken in Ireland or abroad as a one or two Semester ERASMUS placement. The work placements are a critical part of the programme and each accumulates 20 ECTS.</i></p> <p><i>In addition, in fourth year students will be required to undertake a research project in a specialist discipline of their choice.</i></p> |
| 5. | <p>The School to develop an assessment matrix to reduce the volume and potential of over assessment. Such an approach would also permit a thematic alignment of assessments as</p> |

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| | <p>well as an alignment of assessments and MLOs. The School should also consider a proportionate distribution of assessments (incl. Cross-modular assessment) across each semester.</p> <p><u>Response:</u> <i>Assessment strategies have been designed to evaluate the modular learning outcomes and to strengthen and further develop transferable skills and competencies by using a combination of assessment modalities such as assignments, presentations, and examinations. This approach is intended to reinforce core skill development by providing the students with opportunities to apply these skills in new contexts throughout the programme and by permitting student feedback to be incorporated in learning. The multimodal nature and constructive alignment of this assessment strategy will strengthen and support the Programme Learning Outcomes (PLOs) for both the Exit Award at Level 6 and the full degree Award at Level 8. These have been devised based on Bloom's Taxonomy. See Table 3 p. 49 of the Programme Document and Appendix 1 at the bottom of this document.</i></p> <p><i>A Programme Level Assessment Schedule was devised by the Programme Team. The Programme Level Assessment Schedule sets out the weeks students will be assessed and the assessment type.</i></p> <p><i>This is included in the Programme Document Table 4 pp. 52-55, in the Student Handbook, and in Appendix 2 at the bottom of this document.</i></p> <p><i>The assessment methodologies for the programme are varied and include:</i></p> <ul style="list-style-type: none"> • <i>Artefact</i> • <i>Blog</i> • <i>Case Study</i> • <i>Class Participation</i> • <i>Community Based Project</i> • <i>Competency Tests</i> • <i>Data Interpretation /Analysis</i> • <i>Essay</i> • <i>Employers Work Assessment</i> • <i>Group Work</i> • <i>In-class Test</i> • <i>Lab Activities</i> • <i>Multiple Choice Questions</i> • <i>Online Quiz</i> • <i>Plan</i> • <i>Portfolio</i> • <i>Practical Assignment</i> • <i>Presentation</i> • <i>Problem-Based Assignment</i> |
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| | <ul style="list-style-type: none"> • <i>Problem Statement/Project Proposal</i> • <i>Project</i> • <i>Reflective Journal</i> • <i>Report</i> • <i>Research Paper</i> • <i>Review</i> • <i>Written Examination</i> <p><i>The minimum pass mark for the various forms of student assessment shall normally be 40% of the maximum marks available. Any module specific requirements, such as component weightings and thresholds, shall be specified in the module descriptor and Student Handbook. The University employs, where feasible, a process of anonymous marking of examination scripts. Planning, organising, setting of examination papers, determining academic standards and results, and the conduct and monitoring of assessments shall be the responsibility of the University. All assessment materials set and prepared on behalf of the University shall be the property and copyright of the University. All materials submitted by a candidate for assessment (except in circumstances where an industry-based project is involved) shall be the property and copyright of the University. All written and online assessments shall be preserved for a period of thirteen months following the Progression / Award Board date.</i></p> |
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| Other matters to be brought to the attention of Faculty Board and/or University Programmes Board |
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Section G - Approvals

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| Validation Report | |
| This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson. | |
| Chairperson: Dr. Maggie Farrell | |
| Signed: <i>Maggie Farrell</i> | Date: 11/12/2024 |

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| School Response | |
| The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School. | |
| Head of School: Dr. Kevin Byrne | |
| Signed: <i>Dr. Kevin Byrne</i> | Date: 13 /1/ 2025 |

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| Faculty Board | |
| The report and response have been approved by Faculty Board on 20 th March 2025 | |
| Vice-Dean for Education: Dr. Margaret Farrell | |
| Signed: <i>Maggie Farrell</i> | Date: 31/03/2025 |

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| University Programmes Board (Programmes of 30 ECTS or greater) | |
| The report and response have been approved by the University Programmes Board | |
| Registrar: Dr. Mary Meaney | |
| Signed: | Date: Click or tap to enter a date. |

Appendix 1 PLOs including those of the Higher Certificate

Programme Learning Outcomes

| On completion of this programme the Graduate will be able to | | Programme Outcome Types |
|--|--|-------------------------|
| 1 | * Evaluate the economic, demographic, technological and social environment for fashion and retail enterprises. | CI CC CLL KB KK |
| 2 | * Demonstrate proficiency in digital marketing, e-commerce platforms, and an understanding of consumer behaviour in online retail environments | CI CLL KK |
| 3 | * Illustrate soft skills such as communication, leadership, teamwork, collaboration, networking, empathy, cultural awareness, and have a growth mindset | CI CLL |
| 4 | * Demonstrate a knowledge of data analytics, AI, blockchain, and the ability to generate retail and fashion insights using applied technology | CI CC SS CR SR |
| 5 | Interpret knowledge relating to the management of fashion and retail enterprises, which is informed by industry developments and academic research | CI CC KB KK |
| 6 | Cultivate critical thinking and problem solving techniques to resolve issues, and be able to generate key insights using design thinking | CI CC CR KB |
| 7 | Prescribe social and sustainability responsibilities within the fashion and retail business sector, and will have the ability to recognise and address dilemmas that arise | CI CC CR KB SR |

A Level 6 Exit Award is available on completion of Y1 and Y2 and 120 ECTS. See Year 1 and year 2 Programme Learning Outcomes marked with an *

CC – Competence – Context

CI – Competence – Insight

CLL – Competence – Learning to Learn

CR – Competence – Role

KB – Knowledge – Breadth

KK – Knowledge – Kind

SR – Skill – Range

SS – Skill - Selectivity

Appendix 2 Programme Level Assessment Schedule

[illegible]

[illegible]

Appendix 3 BSc in Fashion and Retail Business modules

| Module Code and Title | ECTS | Mandatory/Elective |
|---|------|--------------------|
| Year 1 Semester 1 | | |
| ITGA 1001 Intro to IT & Gen AI Applications | 5 | Mandatory |
| RETL 1001 Introduction to Retail | 5 | Mandatory |
| STOR 1000 Store Environment & User Experience 1 | 5 | Mandatory |
| FASH 2000 Intro to Fashion | 5 | Mandatory |
| ADDM 1000 Accounting for Decision Making – Retail and Fashion Sem 1 & 2 | | Mandatory |
| IMCC 1001 Marketing and content creation | 5 | Mandatory |

| | | |
|---|----|-----------|
| Year 1 Semester 2 | | |
| QMR 1000 Qualitative & Quantitative Analysis in Research | 5 | Mandatory |
| SUST 2025 Introduction to Sustainability | 5 | Mandatory |
| ITWT 1001 Intro to Web Technologies | 5 | Mandatory |
| PDEV 2044 Professional Development | 5 | Mandatory |
| ACDM 1000 Accounting for Decision Making – Retail and Fashion Sem 1 & 2 | 10 | Mandatory |
| MM 1000 Merchandising Maths | 5 | Mandatory |

| | | |
|---|---|-----------|
| Year 2 Semester 1 | | |
| STOR 2000 Store Environment & User Experience 2 | 5 | Mandatory |
| BMST 2000 Enterprise Development | | Mandatory |
| FMAF 2000 Fashion Material & Fabrics - Digital and Physical | 5 | Mandatory |
| FASU 1001 Fashion and Retail Sustainability | 5 | Mandatory |
| RETL 2025 Retail Operations and the Supply Chain | 5 | Mandatory |
| RETL 2050 Applied Retail and Fashion Finance | 5 | Elective |
| PDEP 2002 Professional Development 2 | 5 | Elective |

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| Year 2 Semester 2 | | |
| DAAS 2000 Data Analytics, Data Visualisation, And Storytelling | 5 | Mandatory |
| BMST 2000 Enterprise Development | 10 | Mandatory |
| CONB 2208 Consumer Behaviour | 5 | Mandatory |
| MGMT 3012 Managing People in a Global Context | 5 | Mandatory |
| RETL 6000 Omnichannel Operations | 5 | Mandatory |
| ECON 1035 Intro to Economics | 5 | Elective |
| TECH 2009 Intro to Tech and User Exp for Retail | 5 | Elective |

| Year 3 Semester 1 | | |
|--|----|-----------|
| PROJ 2000 Project Management | 5 | Mandatory |
| RETL 3134 Research methods | 5 | Mandatory |
| WOPL 3100 Work Placement 1 | 20 | Mandatory |
| OR 1 Year ERASMUS Placement OR 1 Sem Placement/1 Sem ERASMUS | | |

| Year 3 Semester 2 | | |
|----------------------------|----|-----------|
| COMP 3000 Company Project | 10 | Mandatory |
| WOPL 3200 Work Placement 2 | 20 | Mandatory |

| Year 4 Semester 1 | | |
|--|----|-----------|
| CIFR 4001 Contemporary Issues in Retail & Fashion | 5 | Mandatory |
| RETL 4100 Retail and Fashion Cases Sem 1 & 2 | | Mandatory |
| LAW 1024 Business and Consumer Law | 5 | Mandatory |
| STRA 3000 Strategic Management for Retail & Fashion Contexts | 5 | Mandatory |
| RETL 4100 FMCG Shopper Insights | 5 | Mandatory |
| FTAI 4003 Fashion Technology & Innovation | 5 | Mandatory |
| Year 4 Semester 2 | | |
| RETL 4100 Retail and Fashion Cases Sem 1 & 2 | 10 | Mandatory |
| LOGT 4006 Sustainable demand driven SCM | 5 | Mandatory |
| LLBM 4001 Luxury Brand Management & Marketing | 5 | Elective |
| SOEN 2024 Social Enterprise and the Circular Economy | 5 | Elective |
| RETL 2413 Dissertation/Research Project | 15 | Mandatory |

Appendix 4 Pathways and Scaffolding

| TU925 BSc Fashion and Retail Business Pathways and Scaffolding | | | | | |
|--|--|-----------------------------|--|---|--|
| | Retail | Fashion | Sustainability | Technology | Analytics |
| Y1 | Intro to Retail Store Environment & User Experience 1 | Intro to Fashion | Intro to Sustainability | Intro to IT and Gen AI Intro to Web Tech | Accounting for Decision Making (Sem 1 & 2) Merchandising Maths Qualitative and Quantitative |
| | Professional Development | | Marketing and Content Creation | | |
| Y2 | Store Environment & User Experience 2 Retail Ops and the Supply Chain Consumer Behaviour Managing Diversity in a Retail Environment | Fashion Materials & Fabrics | Fashion and Retail Sustainability | Omnichannel Operations Intro to Technology and User Exp (Sem 2 Elective) | Applied Retail and Fashion Finance (Sem 1 Elective) Intro to Economics (Sem 2 Elective) Data Analytics, Visualisation & Storytelling |
| | Enterprise Development (Semester 1 and 2) | | Professional Development 2 (Sem 1 Elective) | | |
| Y3 | Work Placement 1 (Sem 1) Work Placement 2 (Sem @) OR 1 Year Erasmus OR WOPL X 1 Sem + 1 Sem Erasmus | | | | Project Management Research Methods Company Project |
| Y4 | Contemporary Issues in Retail & Fashion Retail and Fashion Case Studies (Sem 1 & 2) Business and Consumer Law Strategic Management for Retail & Fashion Contexts FMCG Shopper Insights Luxury Brand Management and Marketing (Sem 2 Elective) | | Sustainable demand driven SCM Social Enterprise and the Circular Economy (Sem 2 Elective) | Fashion Technology & Innovation | |
| | Dissertation/Research Project | | | | |

Appendix 5 Diagrams showing mapping of PLOs and MLOs

| BSc in Fashion & Retail Business | | | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 |
|----------------------------------|------|------------|--|------|------|------|------|------|------|------|
| Year | Sem. | Module CRN | Module | | | | | | | |
| 1 | 1 | ITGA 1001 | Introduction Information Technology and Generative AI | | | 1 | | | 1 | 1 |
| | 1 | RETL 1001 | Introduction to Retail | | 1 | 1 | | 1 | | 1 |
| | 1 | STOR 1000 | Store Environment and User Experience 1 STOR 1000 | | | 1 | | | 1 | 1 |
| | 1 | FASH 2000 | Introduction to Fashion | | 1 | | | 1 | 1 | 1 |
| | 1 | ACDM 1000 | Accounting for Decision Making - Retail and Fashion | | 1 | | 1 | 1 | 1 | 1 |
| | 1 | IMCC 1001 | Marketing and content creation | | 1 | 1 | 1 | | 1 | 1 |
| | 2 | QMR 1000 | Qualitative and quantitative analysis in research / business | | | 1 | | | 1 | |
| | 2 | SUST 2025 | Introduction to Sustainability | | 1 | | 1 | 1 | 1 | 1 |
| | 2 | ITWT 1001 | Introduction to Web Technologies | | 1 | 1 | 1 | 1 | | |
| | 2 | PDEV 2044 | Professional Development | | 1 | 1 | | | 1 | 1 |
| | 2 | ACDM 1000 | Accounting for Decision Making - Retail and Fashion | 1 | 1 | | 1 | 1 | 1 | 1 |
| | 2 | MM 1000 | Merchandising Maths | | 1 | | 1 | | 1 | |
| 2 | 1 | STOR 2000 | Store Environment and User Experience 2 | 1 | | 1 | | | 1 | 1 |
| | 1 | BSMT 2000 | Enterprise Development | 1 | 1 | | | 1 | 1 | 1 |
| | 1 | FMAF 2000 | Fashion Material and Fabrics - Digital and Physical | 1 | 1 | 1 | | 1 | 1 | 1 |
| | 1 | FASU 1001 | Fashion and Retail Sustainability | 1 | 1 | | 1 | 1 | 1 | 1 |
| | 1 | RETL 2050 | Retail Operations and the Supply Chain | 1 | 1 | | | 1 | | 1 |
| | 1 | RETL 2050 | Applied Retail and Fashion Finance (Elective) | 1 | 1 | | 1 | 1 | 1 | |
| | 1 | PDEP 2002 | Professional Development 2 (Elective) | 1 | 1 | 1 | | 1 | 1 | 1 |
| | 2 | BMST 2000 | Enterprise Development | | 1 | | | 1 | 1 | 1 |
| | 2 | DAAS 2000 | Data analytics, data visualisation and storytelling | | 1 | | 1 | 1 | 1 | |
| | 2 | CONB 2208 | Consumer Behaviour | 1 | | 1 | | 1 | | 1 |
| | 2 | MGMT 3012 | Managing Diversity in a Retailing Environment | 1 | | | | 1 | 1 | 1 |
| | 2 | RETL 6000 | Omnichannel Operations | 1 | 1 | 1 | | 1 | 1 | 1 |
| 3 | 1 | PROJ 2000 | Project Management module (delivered online) | | 1 | | 1 | 1 | 1 | |
| | 1 | RETL 3142 | Business Research methods (delivered online) | | 1 | | 1 | 1 | | |
| | 1 | WOPL 3100 | Work Placement 1 | 1 | 1 | | | 1 | 1 | 1 |
| | 2 | WOPL 3200 | Work Placement 2 | 1 | 1 | | | 1 | 1 | 1 |
| | 2 | COMP 3000 | Company Project | 1 | | | | 1 | 1 | |
| | | | OR 1 Year ERASMUS Placement | | | | | | | |
| | | | OR Sem 1/2 Work Placement and Sem 2/2 ERASMUS | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 4 | 1 | CIFR 4001 | Contemporary Issues in Retail & Fashion | 1 | 1 | | 1 | | 1 | 1 |
| | 1 | RETL 4101 | Retail and Fashion Cases 1/2* | 1 | 1 | | | 1 | 1 | 1 |
| | 1 | LAW 1024 | Business and Consumer Law | | 1 | | | | 1 | 1 |
| | 1 | STRA 3000 | Strategic Management for Retail & Fashion Contexts | 1 | 1 | | 1 | 1 | 1 | 1 |
| | 1 | RETL 4100 | FMCG Shopper Insights | 1 | 1 | | 1 | 1 | 1 | 1 |
| | 1 | FTAI 4003 | Fashion Technology & Innovation | 1 | 1 | | 1 | 1 | 1 | 1 |
| | 2 | RETL 4101 | Retail and Fashion Cases 2/2* | 1 | 1 | | 1 | 1 | 1 | 1 |
| | 2 | LOGT 4006 | Sustainable demand-driven SCM | 1 | | | | 1 | 1 | 1 |
| | 2 | LLBM 4002 | Luxury Brand Management & Marketing (Elective) | 1 | 1 | 1 | 1 | | 1 | 1 |
| | 2 | SOEN 2024 | Social Enterprise and the Circular Economy (Elective) | 1 | 1 | 1 | | 1 | 1 | 1 |
| | 2 | RETL 2413 | Dissertation / Research project | 1 | 1 | | | 1 | 1 | 1 |
| | | | | | | | | | | |
| | | | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 |

PLO 1
Formulate innovative and imaginative solutions for fashion and retail business issues

PLO 2
Implement fundamental business in fashion and business knowledge

PLO 3
Demonstrate proficiency in digital marketing, e-commerce platforms, and an understanding of consumer behaviour in online retail environments

PLO 4
Demonstrate a knowledge of data analytics/AI/blockchain and the ability to generate fashion/retail insights using design thinking

PLO 5
Cultivate critical thinking and problem solving techniques to resolve issues such as Communication, Leadership, Teamwork, Collaboration, Networking, Empathy, Cultural Awareness and a Growth Mindset

PLO 6
Illustrate soft skills such as Communication, Leadership, Teamwork, Collaboration, Networking, Empathy, Cultural Awareness, and a Growth Mindset

PLO 7
Prescribe social and sustainability issues within the fashion and retail sector and have the ability to recognise and address dilemmas that arise

Mapping of TU925 Programme Learning Outcomes to AACSB Faculty Learning outcomes' for undergrads

| Programme Learning Outcome | Communication | Critical Thinking/ Problem Solving/ Entrepreneurial Decision Making | Teamwork | Using Information Technology | Ethics and Corporate Social Responsibility | Cross Disciplinary Knowledge | Discipline-Specific Knowledge |
|----------------------------|---------------|---|----------|------------------------------|--|------------------------------|-------------------------------|
| PLO 1 | √ | | | | √ | | √ |
| PLO 2 | √ | | | | | √ | √ |
| PLO 3 | | | | | | √ | √ |
| PLO 4 | | | | √ | | | √ |
| PLO 5 | | √ | | √ | √ | | √ |
| PLO 6 | | √ | √ | | √ | | √ |
| PLO 7 | √ | √ | √ | | √ | | √ |

AACSB Faculty Learning outcomes' for undergrads

- 1 Communication: Students will be able to research, organise, present, deliver and write an effective document in a professional manner **PLO 1 PLO 2 PLO 7**
- 2 Critical Thinking/ Problem Solving/ Entrepreneurial Decision Making: The student will be able to identify and analyse problems and devise appropriate solutions **PLO 5 PLO 6 PLO 7**
- 3 Teamwork: The student will be able to participate effectively in teams **PLO 5 PLO 6**
- 4 Using Information Technology: The student will be able to use existing technology effectively and have the skills necessary to adapt and apply new technologies **PLO 4 PLO 5**
- 5 Ethics and Corporate Social Responsibility: The student will be able to identify aspects of ethical dilemmas from multiple stakeholders' perspectives and offer viable alternative solutions **PLO 1 PLO 5 PLO 6 PLO 7**
- 6 Cross-Disciplinary Knowledge: The student will demonstrate the general/ core supporting knowledge relevant to the field of study (e.g. business modules such as foundation level marketing, accounting, management, economics, etc.) **PLO 2 PLO 3**
- 7 Discipline-Specific Knowledge: The student will demonstrate the knowledge required to obtain an entry-level position in the discipline (i.e. profession) **PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6 PLO 7**

Mapping of Programme Learning Outcomes to Module Learning Outcomes TU925 Year 1

| Programme Learning Outcome | Intro to Information Technology | Intro to Retail | Store Environment and User Exp | Intro to Fashion | Acct for Decision making | Marketing & Content Creation | Qual & Quant analysis in Research | Intro to Sustainability | Intro to Web Tech | Prof Development | Acct for Decision Making Sem 1 & 2 | Merchandising Maths |
|----------------------------|---------------------------------|-----------------|--------------------------------|------------------|--------------------------|------------------------------|-----------------------------------|-------------------------|-------------------|------------------|------------------------------------|---------------------|
| PLO 1 | | | | | | | | | | | MLO 1-5 | |
| PLO 2 | | MLO 2-5 | | MLO-2 | MLO 1-6 | | | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-5 | MLO 1-3 |
| PLO 3 | MLO 1-3 | MLO 3 | MLO 1-4 | | | MLO-3 | MLO 1-4 | | | | | |
| PLO 4 | | | | MLO 1-4 | MLO 1-6 | | | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-5 | |
| PLO 5 | | MLO 1-5 | | MLO 1-4 | MLO 1-6 | MLO-2 | | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO-3 | MLO 1-3 |
| PLO 6 | | | MLO 1-4 | MLO 1-4 | MLO 1-6 | MLO 1-5 | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-6 | |
| PLO 7 | MLO-4 | MLO-1 | MLO 1-4 | MLO-3 | MLO 1-6 | MLO-5 | | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO-5 | |

Mapping of Programme Learning Outcomes to Module Learning Outcomes TU925 Year 2

| Programme Learning Outcome | Fashion Material & Fabrics | Enterprise Development Sem 1 & 2 | Store Environment and User Exper 2 | Retail Ops & Supply Chain | Fashion and Retail Sustainability | Applied Retail & Fashion Finance (Elective) | Professional Development 2 (Elective) | Data Analytics, Visualisation & Storytelling | Consumer Behaviour | Managing Diversity in a Retail Environment | Omni-Channel Operations | Introduction to Economics (Elective) | Intro to Tech & User Exp for Retail (Elective) |
|----------------------------|----------------------------|----------------------------------|------------------------------------|---------------------------|-----------------------------------|---|---------------------------------------|--|--------------------|--|-------------------------|--------------------------------------|--|
| PLO 1 | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-3 | MLO 1-4 | MLO 1-4 | MLO 1-4 | | MLO 1 | MLO 1 | MLO 1 | | MLO 1-4 |
| PLO 2 | MLO 1-4 | MLO 1-4 | | MLO 1-2 | MLO 2-4 | MLO 1-4 | MLO 1-4 | MLO 1-4 | | | MLO 2-4 | MLO 1-7 | |
| PLO 3 | MLO 1-4 | | MLO 1-4 | | | | MLO 1-4 | | MLO 2-3 | | MLO 2-3 | | MLO 2-4 |
| PLO 4 | | | | MLO 1-4 | | MLO 1-4 | | MLO 3 | | | | | MLO 1-4 |
| PLO 5 | MLO 1-4 | MLO 2-3 | | MLO 1-4 | MLO 3-4 | MLO 1-3 | MLO 1-4 | MLO 1-4 | MLO 5 | MLO 2-3 | MLO 2-4 | MLO 4-7 | |
| PLO 6 | MLO 1-4 | MLO 2-4 | MLO 1-4 | MLO 1-4 | | MLO 1-4 | MLO 1-4 | MLO 1-4 | | MLO 2-3 | MLO 3 | | |
| PLO 7 | MLO 3 | MLO 2-4 | MLO 4 | | MLO 1-4 | | MLO 1-4 | | MLO 1-4 | MLO 4 | MLO 2-3 | | MLO 5 |

Mapping of Programme Learning Outcomes to Module Learning Outcomes **TU925 Year 3**

| Programme Learning Outcome | Project Management | Business Research Methods | Work Placement 1 | Work Placement 2 | Consultancy/ Company Project |
|----------------------------|--------------------|---------------------------|------------------|------------------|------------------------------|
| PLO 1 | | | MLO 1-4 | MLO 1 -4 | MLO 1-3 |
| PLO 2 | MLO 1-2 | MLO 1-5 | MLO 1-4 | MLO 1-2 | |
| PLO 3 | | | | | |
| PLO 4 | MLO 1-2 | MLO 5-8 | | | |
| PLO 5 | MLO 3 | MLO 8 | MLO 1-4 | MLO 1-4 | MLO 1-3 |
| PLO 6 | MLO 3 | | MLO 6 | MLO 6 | MLO 1-3 |
| PLO 7 | | | MLO 1-3 | MLO 1-3 | |

Mapping of Programme Learning Outcomes to Module Learning Outcomes **TU925 Year 4**

| Programme Learning Outcome | Contemporary Issues in Retail & Fashion | Retail & Fashion Cases Sem 1 & 2 | Business & Consumer Law | Strat Mgmt. for Retail & Fashion Contexts | FMCG Shopper Insights | Fashion Technology & innovation | Sustainable Demand—driven SCM | Dissertation/ Research Project | Luxury Brand Mgt & Mktg (Elective) | Social Enterprise & the Circular Economy (Elective) |
|----------------------------|---|----------------------------------|-------------------------|---|-----------------------|---------------------------------|-------------------------------|--------------------------------|------------------------------------|---|
| PLO 1 | MLO 1-4 | MLO 1-5 | | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-7 | MLO 1-4 | MLO 2-4 |
| PLO 2 | MLO 2 | MLO 1-5 | MLO 1-4 | MLO 1-4 | MLO 2-4 | MLO 3 | | MLO 2-7 | MLO 1-4 | MLO 2-4 |
| PLO 3 | | | | | | | | | MLO 1-4 | |
| PLO 4 | MLO 2-4 | | | | MLO 3 | MLO 4 | | | MLO 1-4 | |
| PLO 5 | | MLO 4 | MLO 2-4 | MLO 2-4 | MLO 3-4 | MLO 1-3 | MLO 1-4 | MLO 2-7 | | MLO 2-3 |
| PLO 6 | MLO 2-4 | MLO 4-5 | | | MLO 1-4 | MLO 1-4 | MLO 4 | MLO 2-7 | MLO 1-4 | MLO 1-4 |
| PLO 7 | MLO 2-3 | MLO 4 | MLO 1 | MLO 3 | MLO 1-4 | MLO 1-4 | MLO 1-4 | MLO 1-7 | MLO 2 | MLO 2-3 |

Appendix 6 Work Placement Procedures Document

TU925 Work Placement Procedures

Introduction

This document describes the set of guidelines for students, staff and organisations who are involved in the Work Placement element. Work Placement plays an important role in the students' overall course of study. It is also crucial that everyone involved understand their roles and responsibilities. The host employer(s) for the student placement will normally be from the commercial retail sector and is referred to as the Placement Company. A Work Placement Coordinator (WPC) within TU Dublin will also be appointed by the programme to oversee the Work Placement element and act as a liaison between the programme, the student, and the Placement Company.

Students are also assigned an Academic Mentor, normally a member of the academic staff of the School, who is required to visit the student in the workplace during the course of placement. Where the approved period of work placement is taking place abroad, the School may make alternative arrangements for Academic Monitoring to be carried out either by a member of academic staff of the School of Business Technology, Retail and Supply Chain or by staff of a partner institution in the country where the work placement is being undertaken or such other arrangements as are deemed appropriate to ensure that students are adequately monitored in accordance with the spirit of this module descriptor. The purpose of the mentoring visits is to establish how the work placement is progressing and to assess the quality of the work being undertaken from the perspective of the three parties the process: the Institute, the student, and the employer. A key role of the visits is the implicit reminder to the employer that the employee is a third-level student undertaking a structured learning experience. The visits also serve to remind the student that the experience is part of an academic process which requires not just performing work at a satisfactory level but logging of the work, reflecting on its learning content, and later drafting a report. This report and the work placement on which it is based must be carried out in a manner deemed satisfactory before the student will be allowed to proceed to final year of the course.

Work placements in suitable providers are sought by students in the months before placement is due to commence. For the September Sem 1 Year 3 work placement, students will attend a meeting towards the end of Semester 2 Year Two during which they will be introduced and given access to an online programme database of work placement providers. This list will contain the details and contact

information of current providers which will be regularly updated. Students will be encouraged to contact the listed work placement providers to arrange interviews for placement to commence in September. Once a work placement is offered the student must update the database with the information they have that placement. There is a placement document that operates as a Memorandum of Agreement that will be provided to all current and new work placement providers.

All reasonable efforts will be made to provide an appropriate Work Placement for each student. However, if this is not possible an alternative will be provided. Details of the alternative procedures are given below in Appendix i.

Benefits of Work Placement

The Work Placement enables students to experience the culture and ethos of a working environment and formal employment. They will benefit from seeing how the skills and knowledge they have acquired are applied in a practical setting. Some specific objectives and benefits to all stakeholders are given below.

Objectives

The objectives of the Work Placement can be summarised as follows. Students will:

Semester 1

- use their knowledge and skills from the taught programme to dare to deal with work-based problems;
- act effectively under guidance in a peer relationship with working managers and where appropriate or necessary play a leadership role within multiple, complex, and heterogenous work groups;
- reflect on the practical application of the students' learning to date in the placement company;
- reflect on their personal learning within the placement organisation.

Semester 2

- analyse the methodologies, and organisational structures of a fashion and retail sector work environment;
- apply their fashion and retail business knowledge to commercial applications;
- develop knowledge of the fashion and retail business culture;

- further develop and enhance their problem-solving skills;
- assume responsibility for completing assigned tasks.

Benefits for Students

Students will benefit from:

- work experience that will be of significant advantage in post-graduation employment;
- improved self-confidence;
- enhanced teamwork and communications skills;
- the opportunity to explore career options.

Benefits to Employers

The benefits for the Placement Company of engaging in the Work Placement element of the programme are numerous and include

- a source of highly motivated, highly skilled employees;
- greater awareness of the company amongst graduates;
- ability to feed back into the educational system and ensure the production of industry-ready graduates;
- alternative and cost-effective means of recruitment;
- access to specific student expertise and knowledge of modelling and problem-solving techniques and technology;
- availability of additional skilled staff during peak periods;
- establish liaisons with the School of Business Technology, Retail, and Supply Chain, and third-level education in Ireland.

Duration and Commencement Dates

The Work Placement element will normally be a minimum of twelve weeks in duration in both Semester One and Semester Two. The student will be entitled to annual leave during this time as agreed with the Placement Company. The Semester One placement will commence in September and should be completed by mid-December. The Semester Two placement will commence in January and should be completed by the last week in April.

In exceptional circumstances, a placement may commence after the usual start date but only if the late commencement date has been pre-approved by the Work Placement Coordinator and facilitates the monitoring and assessment of

the placement by the Work Placement Co-ordinator and Academic Mentor/Programme Team. Students may extend their work placement with the Placement Company in Semester One to Semester Two, however all module criteria must be met for both modules. Students may extend their work placement in Semester Two beyond a minimum of twelve weeks but will only be assessed on the first twelve weeks of their Work Placement.

Alternative to Work Placement

In the event that suitable Work Placements cannot be found for all students, an alternative to Work Placement will be provided. Students will only be permitted to undertake an alternative to Work Placement at the discretion of the Programme Team in exceptional cases or if all reasonable Placement Company vacancies have been exhausted.

The alternative to Work Placement will be specified by the Academic Mentor/Programme Team. In accordance with normal employment practices each student engaged in an alternative to Work Placement will be allocated a supervisor. They will be informed of assessment procedures and required to submit weekly logs. Attendance will be mandatory and failure to attend may lead to failure of the Work Placement. See Appendix i for examples of potential work placement alternatives.

The Placement Allocation Process

Sourcing Vacancies

The Work Placement Co-ordinator will establish contact with suitable companies based mainly in the greater Dublin area but also more widely throughout the country. Details of the curriculum will be given to potential placement companies to enable them to identify suitable vacancies. Companies will be requested to provide job specifications to assist the Work Placement Co-ordinator in matching students for available positions. Students may put forward potential Placement Companies (in Ireland or abroad) with which they have developed links and have offers of employment under the terms of the Work Placement. However, in all cases TU Dublin procedures for Work Placement will be applied and acceptance of the nominated Placement Company is entirely at the discretion of the programme.

Allocation of Students to Vacancies

The students are required to provide the Placement Co-ordinator with an electronic copy of their curriculum vitae by a specified date during the second semester of Year 2. The matching of students to placements will be undertaken by the Work

Placement Co-ordinator with regard to the following considerations:

- companies may request curricula vitae of suitable candidates based on specific requirements and select their own students for interview;
- companies may provide job specifications and only accept a small number of applicants. In such cases, students will be selected by the Work Placement Co-ordinator;
- as enthusiasm and motivation are key factors in a successful Work Placement, the Work Placement Co-ordinator will provide the students with a list of vacancies as they become available, and students will be asked to indicate their preferences. The Work Placement Co-ordinator will endeavour to match student profiles and preferences with each vacancy;
- job offers will be sent to the Work Placement Co-ordinator, who will have the final decision on assigning students to job offers. Once a student is offered a placement they are expected to accept that placement.

Roles and Responsibilities

Student

For the duration of the placement, the student is an employee of the Placement Company and is expected to conform to all rules and regulations of that company. These include timekeeping, holiday policies, and dress code. The student must comply with all professional and ethical requirements regarding confidentiality, intellectual property, security, and copyright. In addition, the student must adhere to Health and Safety regulations.

After an initial familiarisation period, the student will be expected to perform all assigned duties as a normal employee. It is of prime importance that students use their initiative to gain the widest possible experience of the working environment including use of technology, and work protocols. The student should remember that their work placement company may become a source of a personal reference for their future employers, and they should make every effort to perform to the best of their ability during their placement.

The student will be required to complete a Placement Contact Form within two weeks of commencing employment. In addition, the student must complete weekly logs of their employment detailing the activities they performed during that week and send these to the Work Placement Co-ordinator. Each task should be detailed in terms of content and duration. The Placement Company Supervisor should authenticate the log entries on a monthly basis and forward comments to the Work Placement Co-ordinator. The logs should be included as an appendix in the final

placement report.

As part of the final assessment of the Work Placement element students will also write a final Placement Report. This is a professional document describing the placement work and student's experiences. The purpose of the report is to enable the School to assess the work undertaken and the student's ability to communicate this information. Any suitable documentation produced by the student in the course of their work may also be included. A suggested format for the Placement Report is as follows:

- an overview of the company and the specific department or section in which the student was employed;
- a description of each project that was undertaken;
- a detailed description of the tasks that the student accomplished;
- conclusions on the overall placement.

The student is representing TU Dublin and their programme and should make every effort to

positively promote these to the work placement company who is a potential future employer.

Placement Company

The student will be allocated a Supervisor within the Placement Company for the duration of the placement. This person will work closely with the student and with the TU Dublin Work Placement Co-ordinator. The company will facilitate visits by the Work Placement Co-ordinator (or his/her representative) to review the students' performance and other issues relevant to the company and TU Dublin.

As part of the continual monitoring of student progress, Supervisors will be requested to submit monthly logs of the student's employment to the Work Placement Co-ordinator and verify student's weekly logs.

The Supervisor should complete a short questionnaire appraising the student's work, at the end of the placement. This questionnaire will contribute to the overall assessment of the student's work placement. The following is an example of the feedback sought:

| Please rate the following attributes | Unacceptable | Weak | Acceptable | Good | Excellent |
|---|--------------|------|------------|------|-----------|
| Punctuality | | | | | |
| Attendance | | | | | |
| Time Management | | | | | |
| Communication Skills | | | | | |
| Technical Writing | | | | | |
| Productivity | | | | | |
| Willingness to Learn | | | | | |
| Ability to Learn | | | | | |
| Initiative | | | | | |
| Attention to Detail | | | | | |
| Creativity | | | | | |
| Technical Ability | | | | | |
| Teamwork Attributes | | | | | |
| Willingness to Help | | | | | |
| Adaptability | | | | | |
| Other: | | | | | |
| Overall comments on student: | | | | | |
| Signed: | | | | | |
| <div style="text-align: center;">Placement Company Supervisor</div> | | | | | |

Work Placement Co-ordinator

The Work Placement Co-ordinator is appointed to oversee all aspects of the Work Placement element, acting as a liaison between the Programme Team, the student, and the Placement Company. The duties of the Work Placement Co-ordinator include:

- establishing communications with potential placement companies;
- allocating students to placements;
- liaising with the student and their Supervisor including co-ordinating visits to the Placement Company and regular contact to ensure that the placement is progressing satisfactorily for both the student and the Placement Company;
- acting as overall co-ordinator for student assessment;
- ensuring that the student completes the Placement Contact Form within two weeks of commencing employment;
- collecting weekly logs from the students and make any necessary comments which are related back to the student;
- collecting monthly logs from the Placement Company Supervisor and verifying student's weekly logs;
- assisting the student in writing their Placement Report;
- collecting the Student Appraisal Form from the Placement Company Supervisor;
- requesting an appraisal of the Work Placement Report from the Placement Company Supervisor;

Progress Monitoring

The Supervisor will complete the Student Placement Contact Form within two weeks of the commencement of the placement and send this directly to the Work Placement Co-ordinator. The Supervisor will be requested to meet with the Work Placement Co-ordinator after four weeks of the placement. This initial visit is to establish contact and discuss the schedule of future visits.

Subsequent visits may involve separate meetings between the Work Placement Co-ordinator and the Supervisor and the Work Placement Co-ordinator and the student and will focus on the progress of the placement from both the employer's and student's point of view.

The Work Placement Co-ordinator and Programme Team will be responsible for the satisfactory resolution of any difficulties that may arise with any aspect of the Work Placement element.

Assessment of Placement Programme

The student is assessed on their performance in the work placement by the following means:

- Weekly Placement Logs. These logs are sent directly to the Work Placement Co-ordinator on a weekly basis and are to be reproduced in an appendix of the Placement Report. The logs are sent by the student on a monthly basis to their Placement Company Supervisor for authentication;
- Formal Placement Report;
- a short appraisal of the Placement Report completed by the Placement Company Supervisor;
- a short questionnaire completed by their Placement Company Supervisor based on the performance of the student in the placement;
- delivery of a 15-minute presentation

The assessment criteria are:

- i. Diary of Logs
- ii. Report quality
- iii. Placement Company Supervisor's Student Appraisal Questionnaire Form
- iv. Presentation
 - i. Quality and performance of placement work and conduct of the student as determined by components 1 to 4.

Based on the above criteria the student is awarded an overall pass or fail.

A student who is not successful in the work placement or an alternative must repeat the placement the following academic year and is normally permitted only one further attempt for this unless otherwise decided by the University.

The Placement Presentation

The student will be required to make a formal presentation of 15 minutes duration, which will be scheduled to take place after the work placements are completed and prior to the examination boards required for progression to Year 4. The presentation should include a short summary of the report and its conclusions using visual aids. The student will also be required to answer questions from the examination panel.

Appendix i

After discussion with other programmes in the School of Business Technology, Retail, and Supply Chain on alternatives they have trialed when work placement is not an option or unavailable include:

1. The writing of an academic paper.

The writing an academic paper to the requirements of a peer reviewed journal in their field and a presentation on same. Students will be required to investigate journals for which to write. Adhering to the journals submission policy, students will author a paper which will be submitted for peer review. As the peer review process may take an extended period, students will also present their research findings.

Suggested journals include:

Journal of Retailing

Journal of Business and Retail Management Research

Journal of Fashion Management and Marketing

Journal of Global Fashion Marketing

➤ 2. A TU Dublin Learning with Communities Project

<https://www.tudublin.ie/connect/communities/slwc/community-engaged-research-and-learning/>

Students Learning with Communities coordinates Community Engaged Research and Learning (CERL) within TU Dublin city campus, in response to questions and concerns from underserved community groups and organisations. Interested students can carry out this research, in collaboration with the community partner who suggested the topic, as part of their accredited studies. This is usually a final year self-directed project or thesis, or a postgraduate research project. However, this could be adapted to be suitable for an alternative 20 credit work placement.

3. Start Up Lab model

A project based on the GrowthHub Start Up Lab model. Start Up Lab was designed as an alternative to Y3 student work placements on Level 8 programmes. It was designed to facilitate TU Dublin students to work on and develop their own new enterprise initiative. Please note that it is NOT a paid placement. With the 10-credit module Enterprise Development offered in Year 2, the Start Up Lab is an excellent initiative to offer TU925 students an alternative to work placement. It is envisaged that this option would also be available to other programme cohorts. The TU925 version would consist of 20 ects and is offered in both Sem 1 and Sem 2.

Start –Up Lab

Start Up Lab is an experiential learning module designed to equip students with the entrepreneurial knowledge and skills to research, formulate, and design an enterprise of cultural, economic, environmental, or social value.

Start Up Lab was designed to develop students' ability to discover, evaluate and develop ideas into commercially viable concepts and build those concepts into promotable venture propositions. It is important to note that they do not have to launch the enterprise or commence trading, but over the course of the semester they will simply research and design a viable enterprise.

The module focuses on experiential learning where students will put into practice the underlying theories of entrepreneurship and apply the tested processes and tools involved in new venture creation. This is implemented in a self-directed mode but within a structured programme of learning and support.

Start Up Lab is based on the premise that there is a clearly identifiable process involved in developing and testing new venture ideas. A central learning outcome for the module is to provide learners with the tools and processes to address each of the stages of new venture planning, including

- (i) ideation;
- (ii) business model development;
- (iii) testing the market; (iv) finalising the business plan;
- (v) pitching and promoting the new venture proposition.

A structured programme of workshops will guide students through this process and a programme coordinator will be available to provide access to other supports.

Learning Outcomes

On completion of Start Up Lab, students will be able to:

1. Demonstrate independent thinking and critical reasoning skills in assessing the attractiveness, feasibility, and viability of new venture ideas.
2. Analyse a target market for a new venture product/service offering.
3. Evaluate and exercise judgement in the development of a viable business model for a new venture.
4. Design and deliver an effective presentation of a pitch and portfolio for a new venture.

5. Appraise your own abilities, competences and skills to design and start-up an enterprise.
6. Communicate practical learning experiences.

Start Up Lab Programme and Delivery Approach

Start Up Lab commences in week 1 of Semester 1 or/and Semester 2 with a boot camp on the new venture design process. Students will then work across the semester on the development of their enterprise idea in a self-directed mode, taking part in a weekly facilitated open forum and discussion workshops where they will discuss their progress with peers and be expected to bring forward development issues and contribute to the discussion on issues raised by others.

Programme content includes:

Introduction to entrepreneurship and entrepreneurship competences.

Creative thinking and ideation.

Problem/solution fit – developing your value proposition.

Business model generation and creating revenue models.

Market research – customer discovery approaches.

Growth marketing.

Sales – Getting traction/growth hacking for a new venture - planning, negotiations, and execution.

Finance and funding for start-ups.

Developing networks and building teams.

Entrepreneurial resilience.

Planning, pitching, and presenting your enterprise proposition.

Reflective learning.

Throughout the programme progress will be monitored, including a mid-term evaluation report and meeting with the module coordinator.

Students also have access to a Brightspace platform with additional recorded lectures and workbooks, and a business simulation software tool to assist them in the research and design process. Students will be required to submit a weekly report on your progress.

Start Up Lab is also supported by guest speakers including entrepreneurs, one-to-one access to entrepreneurs, access to enterprise development experts, and ad hoc workshops on areas of emerging development requirement for the cohort.

Start Up Lab Assessment*Mid-Semester Evaluation – 10%*

Mid-semester evaluation report and meeting with programme coordinator.

New Venture Plan and Portfolio – 50%

Final new venture plan and business model (and supporting information portfolio including market research, customer value proposition, financial analysis, and projections, etc.).

Weekly Open Forum Participation – 10%

Students' active participation in the weekly open forum will be evaluated.

Presentation – 15%

An end of programme pitch presentation of business plan.

Individual Reflection – 15%

Students will be required to maintain a weekly learning diary and prepare a reflective report on your learning during the module. This encourages them to reflect on their entrepreneurship learning in relation to their venture project and identify future preparation requirements.

Programme Schedule

Start Up Lab commences with an orientation and bootcamp during the first of the semester. After this, there will be weekly workshops for three hours.

In total there will be twelve weekly workshops. Attendance is mandatory and a requirement for submission of the final New Venture Plan and Portfolio.

Programme Application Requirements

Eligible applicants must be in year 3 of a level 8 programme and have a requirement to complete a 20 ECTS work placement as part of their programme. Applicants will only be accepted on to the programme with the approval of their programme's work placement coordinator and if they have no work placement alternative.