Programme Validation Report

[SCHOOL OF GLOBAL BUSINESS]

BACHELOR OF BUSINESS STUDIES

[TU 901, TU 926, TU771 TU784, TU 670]

BACHELOR OF BUSINESS STUDIES IN INTERNATIONAL BUSINESS

[TU 915, TU 778, TU 786, TU 928]

DATE OF PANEL VISIT: [13/05/2025]

Approved by Academic Council on 01/12/2021

The following programmes were considered concurrently within this review:

TU 778 Bachelor of Business in International Business, level 7;
TU 786 Bachelor of Business in International Business, level 7 (add-on);
TU 915 Bachelor of Business in International Business (Hons), level 8;
TU 928 Bachelor of Business in International Business (Hons), level 8 (add-on).

TU 670 Higher Certificate in Business, level 6;
TU 771 Bachelor of Business Studies, level 7;
TU 784 Bachelor of Business Studies, level 7 (add-on);
TU 901 Bachelor of Business Studies, level 8;
TU 926 Bachelor of Business Studies, level 8 (add-on).

Methodology

The Programme Self-Evaluation Report was considered by the Programme Review Panel alongside updated programme information (downloaded from the Programme & Module Catalogue) and the relevant Student Handbook(s).

In addition, the following information was made available to the Programme Review Panel:

1. Statistical Analysis of student data covering Student Enrolment Data, Student Profile, Engagement Data, Progression Rates, and Graduate Destinations.

2. Aims and objectives of the programmes forming part of the PSER and its alignment to School, Faculty and University Strategic Plans. The analysis evaluated the how the programmes address KPIs in the context of the University Strategic Plan, how they are aligned with the University Education Model, how the programmes achieve the University Graduate Attributes through industry, professional, community and societal engagement. The documentation referenced the standing of the programmes in relation to external accreditation by professional bodies, as well as evidence presented in relation to feedback from employers and how it has been reflected in terms of programme development in response to the market demand and expectations.

3. Evidence was presented on access, transfer and progression in terms of admission requirements, internationalisation strategies and available supports, initiatives to support equality, diversity, and inclusivity among the students on the programmes the subject of the PSER.

4. Evidence was presented on the impact of stakeholder feedback on programme development as well as in-depth analysis of student engagement and enhancements being made to the School's approach to learning and teaching, assessment scheduling, the First Year Experience, and general and continuing orienting interventions. The School also presented evidence on how feedback is given to students, as well as examples of how students can gain 'international experiences' both domestically and abroad.

5. The School also provided examples of how it promotes international student exchange, placement workload and expectations, as well as the introduction of a trans-Atlantic global classroom initiative.

6. As part of its review of both programmes, the School provided evidence of the student voice, the role of of tutors and overall programme co-ordination, and learnings from the annual quality enhancement review process.

7. Evidence was also presented of the proposed changes to the programmes under review which were in turn supported by relevant appendices, including programme and work placement handbooks.

Section A - Programme Details

Title	TU 915 Bachelor of Business in International Business (Hons), level 8; TU 901 Bachelor of Business Studies, level 8
NFQ Level	8
ECTS Credits	240
Mode of delivery	Part-time ☐ Full-time ✓
Duration	Part-time ☐ Full-time: 4 years
Mode of provision	Face-to-Face ✓ Blended ✓ Online ☐
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA

	1st class hons: 3.6 GPA
Discipline Programmes Board	TU915 International Business: Global Business TU901 Business: Business & Society
Faculty Board	Faculty of Business
Schools involved in delivery	Global Business
Delivery location	Blanchardstown
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2025

Title	TU 778 Bachelor of Business in International Business, level 7; TU 771 Bachelor of Business Studies, level 7;
NFQ Level	7
ECTS Credits	180
Mode of delivery	Part-time ☐ Full-time ✓
Duration	Part-time ☐ Full-time: 3 years
Mode of provision	Face-to-Face ✓ Blended ✓ Online ☐
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Discipline Programmes Board	TU778 International Business: Global Business TU771 Business: Business & Society
Faculty Board	Faculty of Business
Schools involved in delivery	Global Business
Delivery location	Blanchardstown
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2025

Title	TU 928 Bachelor of Business in International Business (Hons), level 8 (add-on). TU 926 Bachelor of Business Studies, level 8 (add-on).
NFQ Level	8
ECTS Credits	60
Mode of delivery	Part-time ✓ Full-time ✓
Duration	Part-time ☐ Full-time: 1 year
Mode of provision	Face-to-Face ✓ Blended ✓ Online ☐
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Discipline Programmes Board	TU928 International Business: Global Business TU926 Business: Business & Society
Faculty Board	Faculty of Business
Schools involved in delivery	Global Business
Delivery location	Blanchardstown
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2025

Title	TU786 Bachelor of Business in International Business, level 7 (add-on); TU784 Bachelor of Business Studies, level 7 (add-on);
NFQ Level	7
ECTS Credits	60
Mode of delivery	Part-time ✓ Full-time ✓
Duration	Part-time ✓ Full-time: 1 year
Mode of provision	Face-to-Face ✓ Blended ✓ Online ☐
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Discipline Programmes Board	TU786 International Business: Global Business TU784 Business: Business & Society
Faculty Board	Faculty of Business
Schools involved in delivery	Global Business
Delivery location	Blanchardstown
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2025

Title	TU 670 Higher Certificate in Business, Level 6

NFQ Level	6
ECTS Credits	120
Mode of delivery	Part-time ✓ Full-time ✓
Duration	Part-time ☐ Full-time: 2 years
Mode of provision	Face-to-Face ✓ Blended ✓ Online ☐
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Discipline Programmes Board	TU784 Business: Business & Society
Faculty Board	Faculty of Business
Schools involved in delivery	Global Business
Delivery location	Blanchardstown
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2025

Section B – Awards
Discipline: Business & Society

Award (1) Title	TU 670 Higher Certificate in Business, Level 6;
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	6
Award Class	Major
ECTS Credits	120
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Exit Award (2)	TU 771 Bachelor of Business Studies, Level 7;
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Exit Award (3)	TU784 Bachelor of Business Studies, Level 7 (add-on);
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	7
Award Class	Major
ECTS Credits	60
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA

Exit Award (4)	TU 901 Bachelor of Business Studies, Level 8
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	8
Award Class	Major
ECTS Credits	240
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Exit Award (5)	TU 926 Bachelor of Business Studies, Level 8 (add-on).
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA

Select Level

Discipline: Global Business

Award (1) Title	BN018 Higher Certificate in International Business, Level 6;
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	6
Award Class	Major
ECTS Credits	120
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Exit Award (2)	TU778 Bachelor of Business in International Business, Level 7;
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Exit Award (3)	TU786 Bachelor of Business Studies in International Business, Level 7 (add-on);
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	7

Award Class	Major
ECTS Credits	60
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Exit Award (4)	TU 915 Bachelor of Business Studies in International Business, Level 8
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	8
Award Class	Major
ECTS Credits	240
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Exit Award (5)	TU 928 Bachelor of Business Studies in International Business, Level 8 (add-on).
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA

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:

Review Panel ✓	AQEC Meeting ☐	AQEC Sub-Group ☐
Date: 13/5/2025	Date:	Date:

Panel Members:

Name	Role	Affiliation
Dr. Pat O'Connor	Head of School	Arts and Humanities, TU Dublin
Dr. Breda Kenny	Head of School	School of Business, MTU
Mr. Patrick Devitt	Associate Director Technical Research and Development	Novartis Ireland Ltd.
Dr. James Collins	Head of Department, Business and Finance	TUS
Dr. Christina Thorpe	Head of Discipline	Cybersecurity, TU Dublin
Dr. David Irwin	AQA (Business)	Academic Affairs

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 ☐
Comment:		
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: The evaluation panel explored issues associated with artificial intelligence in teaching, learning, and assessment of students on the programme. Academics, who deliver modules, discussed various strategies they deploy to ensure that principles of academic integrity inform both practical and ethical practices and supports in the use of artificial intelligence.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐
Comment:		
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 ☐
Comment:		
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Comment: There was much discussion in terms of teaching, learning and assessment. The PSER Panel was satisfied with the depth of knowledge demonstrated by academic staff to answer questions posed to them on this point.		

Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Comment: Evidence was presented by the School Management Team.		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Comment: The design of the programme reflects awareness of competitor activity, and it maximise opportunities to enhance popularity among potential students and to improve retention of student numbers on a year-by-year basis on both campuses.		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ü	No ☐
Comment: The School's stated aim and in line with other schools within the Faculty of Business is to seek triple accreditation from the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), and the EFMD Quality Improvement System (EQUIS). Aside from these faculty goals there is also the possibility for School management to seek Project Management accreditation at associate level for the programme. Also, Lean Six Sigma offer Yellow Belt accreditation to students. Such initial accreditation would provide students with a competitive advantage when seeking their first position post graduation.		

Programme Design		
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 ☐
Comment: As the programmes, the subject to the PSER, have a significant overlap between them, the Panel enquired as to why the School did not consider merging them instead of presenting two separate programmes. The School replied that the earliest it could run with a common entry point is 2027 and that there are two more years of first year intake as a consequence. The School stated that this is a two-stage process and that entry into a new programme will be 2027. Recruitment for both programmes is planned to cease in 2026 but remain on the books until 2030, with a new programme planned to be validated for intake in September 2027.		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment: Student feedback and input is provided for by the university QA/QE processes as part of annual monitoring. Students who participated on the interview process conducted by the PSER Panel were impressed with the students' experiences from the time they were on the programme (graduates) or as current students. The students cited the benefits of pre-work for group assignments, and on-going mentoring by School staff in imparting skills for students to acquire self-motivation and personal responsibility for their own learning. They stated that they found the opportunity to study a		

continental language to be a positive feature on the programme. Finally, they stated that an historic weakness of the programme was the absence of opportunities to undertake formal work placement.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment: The School has an industry specific advisory board to which it will be consulting with on a regular basis.		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Comment: The School should review the position of the 'operations' modules and consider relocating the some of the operations' modules into earlier years in order for students to contextualise their learning in other modules in part preparation of their placement and the realities of the 'world of work'.		
Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment: The Panel recognises that the inclusion of work placement on both programmes will commence *ab initio* but is cognisant that the School can draw from the experiences of running placement in the International Business programme which is run on the Tallaght campus. The Panel examined the relevant modules i.e. Professional Communication and Preparation (sem 1) [5 credit] with placement (sem 2) **or** continuing with the semester at home with taught modules **or** Erasmus on the International Business programme. It is noted that there are 30 credits for a 4-month placement, which in some instances the student can extend their time with the company to 8 mths which is not part of the placement experience which is accredited. It noted that the assessment is pass/fail and the panel queried why the placement cannot be graded given the extensive on-going monitoring and communication involved in each placement. The Panel noted the counter argument presented by the School that they are using the accredited placement from another programme (specifically International Business on the TA campus) and a graded approach might work against the student given the diversity of placements that may be available where comparisons are not possible in any meaningful manner. Despite this the Panel is of the view that the School should consider this. It also noted that students who do not undertake a placement can avail of 6 university-based modules. As the School is commencing work placement *ab initio* the School should consider how to scale up the necessary supports for students, particularly where a placement, for whatever reason, continues over the Summer Months. The panel notes that students must achieve the necessary competencies through regular reflection by keeping a reflective diary, and through evaluation and communication (School, student, and placement organisation).		

If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: N/A		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment:		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐
Comment: The PSER Panel noted that there is little staff time flexibility in years 3 and 4 on both programmes due to the volume of lectures, tutorial and practicals. The PSER Panel noted that attendance in modules nationally can range from 40% to 70% and suggested that School Management might revisit the deployment of staff in order to ensure a balance between the requirements to deliver the programme together with the necessity to ensure that students attend in higher numbers. It noted the approach taken in the Law module where learning supports include weekly practical activities and the building of a portfolio which culminates in a Moot Court later in the semester. On a general point the PSER Panel noted that the School organises field-trips and provides pastoral supports (including mindful drumming activity and escape rooms) to equip students with skills necessary to reinforce personal reliance as a means of improving retention.		
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 ✓	No ☐
Comment: The School demonstrated how integrated assessments are managed. In one instance it cited how the student in first year undertakes a practise assessment for which they receive coaching via feedback before they undertake the assessment more formally (and for which they receive additional feedback). It was noted that students have access to detailed feedback as well as access to a detailed rubric/assessment plan. It was also noted that assessment briefs are detailed. The School should adopt a strategy that assesses multiple modules together so as to reduce the volume of assessments. As well as providing a ladder-approach to the acquisition of skills developed in one area it will permit a more integrated approach to learning with the concurrent attainment of LOs from other modules.		

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 ✓	No ☐
Comment: The School should ensure that the number of MLO's are proportionate as they can have an impact of the number of assignments required to meet them.		
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Comment: To avoid over assessment, the School should promote more the use of integrated assessments and have these clearly set out in respective programme handbooks.		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Comment: Information on this was provided to the PSER panel.		
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐
Comment: Evidence was presented that the School is acutely aware of the diverse demographic that constitutes its student cohort. Appropriate supports in terms of English language, Maths support, Academic Integrity training, and other personal development supports such as mindfulness are in place within the School and/or University.		

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 ✓	No ☐
Comment:		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Comment: The PSER panel explored how to ensure consistency and authenticity of the student learning experience. Academics demonstrated how they achieve a good level of synchronicity in this regard. Whilst accepting this, the PSER Panel suggested that there is an agreed School plan to ensure staff participate in on-going CPD type activities in teaching, learning, and assessment.		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Comment: QA/QE student monitoring procedures to ascertain feedback is in place.		

Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment:		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment: The School is attuned to have trained staff in terms of neurodiversity, awareness of universal design, and design of inclusive content in terms of class activities, cultural awareness, and authentic assessment, and in the anticipated benefits to be made available to students who undertake placement opportunities. In particular, the Panel noted that EDI is delivered as part of the professional development module for students. It questioned whether the 'E' stands for equity or equality and asks that the School adopt a position in line with the university's understanding of same.		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment: Information is provided through the programme handbook and through the mentoring system in place on a per annum basis to students by School Staff. The university also provides a broad array of student health and well-being supports.		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: N/A		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
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 ☐	No ☐
Comment: N/A		

Section F - Overall Recommendation

1.	**Recommend approval of programme as submitted, without amendment**	☐
2.	**Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.** **Note:** recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, 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.	☐
3.	**Recommend approval of programmes subject to the fulfillment of conditions. Recommendations for consideration may also be attached.** **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 in order to meet the conditions. 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.	☒
4.	**Do not recommend approval of programme.**	☐

Areas for commendation	
1.	The use by the School of the Global classroom, bringing in industry speakers, and the School's management approach to engagement with colleges in the US and Canada.
2.	The introduction of the student "post-card" to permit students to check-in on a periodic basis over the course of the academic year on the motivation, progress in learning, the general student experience, and mindfulness.
3.	Efforts by the School to consider ways in which student part-time work can be accredited and acknowledged as part of their student experience.
4.	The PSER panel was impressed with the level of awareness demonstrated by teaching colleagues in their approaches to meet LOs in assessments/exams.
5.	The proposed programme changes are aimed to address challenges posed by historic retention trends.
6.	The use of authentic and the use of client-industry engagement in teaching, learning, and assessment.
7.	The PSER Panel was impressed by the School's endeavours to develop significant and enduring industry partnerships.
8.	The Panel were impressed by the EDI initiatives that exemplify the awareness and support required from students with disabilities and those from different social and economic backgrounds.
9.	The Panel was impressed with the establishment of communities of practise in transformative learning, and authentic assessment. It was also impressed with engagement by School Management at dedicated times each week wherein there are opportunities for staff to engage with management.

Conditions of Approval	
1.	To review all modules offered on all programmes the subject of this PSER by the School to ensure compliance with appropriate Programme Learning Outcomes (PLO) and Module Learning Outcomes (MLO) as appropriate and as set out in relevant Quality and Qualifications Ireland (QQI) guidelines for Business programmes.
	Response: A full mapping of the PLOs has been completed to the QQi Integrated Award Standards for Business as published in June 2024 and is attached in addition to the report. The document is called **'PLO Mapping to QQI IAS for Business June 2024'**
2.	The School is to set out its plans in greater detail to source and support the proposed work place on the programmes the subject of the PSER. In particular, the School should look at the title used to describe "work placement", and the also operational models used in other Schools across the University to support this activity.
	Response: The naming convention has been reevaluated with the programmes in question and indeed as a School overall. The School has decided to ensure the term "Work Placement" is used consistently and as the standard across the School. As such, the following actions have been taken. • PRPL H3000 Professional Placement has been renamed to PRPL H3000 Work Placement. • All resources have been updated to reflect the term Work Placement.
3.	All Staff CVs to be included in School documentation in connection with the programmes the subject of the PSER.
	Response: The PSER provided the summary of the experience of the staff and this is backed up with the attached document which includes the CV information which is used on the web for the Staff. The document is called **'Staff CV for Web Publication'.**

Recommendations	
1.	The School to re-examine whether the placement should be pass/fail or graded in the "work placement" module. Also, the School should consider the appointment of a separate external examiner for "work placement". This initiative may also inform the Faculty's approach to consistency of such a module across schools within the Faculty.
	Response: The insight provided by the panel is very welcome and the programme team welcomed the opportunity to discuss this with the panel. Existing models of work placement across Schools within the Faculty of Business were reviewed specifically: • TU920 Digital Marketing • TU933 Accounting & Finance • TU903 Business and Management • TU931 Business Studies. These programmes operate a Pass/Fail Assessment strategy. The intention is that across the faculty those working with work placement, including coordinators and supervisors, will take the opportunity review practices and assessment strategies to identify best practice. The intention is to introduce a new programme which will replace these programmes in September 2027, as discussed with the Panel. Work Placement will be a key element of the new programme and the intention is to take the learning from this review and also from the community for work placement in the Faculty to enhance work placement based on experience and on best practice. As part of this process the assessment strategy will continue to be monitored and changed as appropriate. Based on the current Faculty approach, the move to a new programme and the opportunity to have a community for work placement across the faculty the School will remain with the current assessment strategy. This will continuously be monitored and adapted based on best practice and experience. At present, within the Faculty, the External Examiner for Work Placement is the External Examiner for the relevant programme within the year of delivery, that is there is no specific Work Placement External Examiner. For example on the International Business programme in Tallaght, the External Examiner for the programme also is the examiner for the Work Placement. However the School see the merit of a wider discussion of such an approach so this will be raised through the faculty working group on Work Placement. The School will also consult with academic affairs regarding the appointment of an external examiner for work placement in line with existing policies.
2.	In order to promote the Erasmus+ experience the School should consider student participation on the short BIPS (Blended Intensive Programmes) and COIL (Collaborative online international learning) initiatives.
	Response: The School welcome this recommendation and have already begun looking at these opportunities and how they could be facilitated for students. Some projects are in discussion re COIL, specifically in the area of the Global Classroom.

3.	To review the necessity for the volume assessments proposed for the programmes the subject of this PSER.
	Response: The school and programme teams agree this requires continuous review and recognize the importance of this discussion in Higher Education. The programme team undertake a review in June of the assessment strategy for the past academic year and to identify ways to improve the strategy for the next academic year to ensure this recommendation is taken on board. This process is now underway reviewing the academic year 24/25 and initiating the enhancement for 25/26.
4.	The School should consult with the discipline experts in School of Informatics and Cybersecurity, or those in the discipline of AI and Data Science in the School of Computer Science regarding the inclusion of Artificial Intelligence, risk management, and cybersecurity for business (not just the security of AI systems) in a more explicit manner on relevant IT modules on each of the programmes the subject of the PSER. This will ensure that the IT modules permit students to develop good security consciousness of the artificial intelligence landscape as part of their programme of study and in anticipation for life in employment once they graduate.
	Response: The programme team agree that the involvement of the relevant discipline teams is very beneficial for the development of these areas for students. The Heads of Discipline have been in contact with the relevant Heads of Discipline and Programme Coordinators in these areas to identify how best to maximise the opportunity afforded through such multidisciplinary themes within programmes.
5.	The School to review the potential to expand the number of modules that meet external accreditation requirements by professional bodies.
	Response: The school and programme teams welcome this recommendation and have already initiated the review of external accreditation in the areas of project management, operations management and other IT accreditation beyond MOS which is offered today through GMetrix.
6.	The School to develop an incremental development plan for staff to attain further qualifications in teaching, learning, and assessment.
	Response: The School team agree on the importance of enabling staff to attain further qualifications in teaching, learning and assessment. Currently while 30% of staff hold a postgraduate teaching qualification, staff continuously engage in CPD that takes place through the Learning, Teaching, Assessment (LTA) Centre within the University. All new staff in the University undertake the Postgraduate Certificate in Teaching and Learning available through the LTA Centre within their first three years in TU Dublin and many existing staff who have no teaching qualification are undertaking this qualification. This recommendation is welcomed and we will continue to work with the LTA Centre to identify new ways of supporting staff in this area.
7.	The School is encouraged to explore the use of artificial intelligence in the provision of language learning as it embarks on introducing new university-wide common language modules. The School should ensure that the focus of language teaching is relevant to the communication skills necessary to undertake business in a non-native language and then promote the idea that if they need more specialist training that they seek that while in country. While the panel was presented with exemplars that focused on social topics from

	the 1960s, it felt that the focus instead should be on the acquisition of functional (business-related) language skills and competence in line with the primary focus of the degree programme on which they have enrolled.
	Response: The programme team agree that artificial intelligence is widely available for all areas within the programme including language learning and recognise the importance of ensuring that students reflect on both the uses and limitations of AI for language learning, and that teaching is relevant. The team will continue to encourage students to avail of opportunities to build on classroom-based learning in earlier years of programme, and to immerse themselves in the linguistic, educational and professional environments they may experience while abroad. The team also note the panels' recommendation on the importance of language skills and competence development relevant for the primary focus of the degree programme. All language modules will be benchmarked against the CEFR, the international standard for describing language proficiency which uses a 6-point scale (A1 to C2) to describe what language learners can do at different stages of their language development. Benchmarking against this framework makes it easier to compare language abilities across different contexts and in different domains. Indicative syllabus items include relevant areas of interest, focus and competence appropriate for students from a variety of programmes and at different levels of learning. Focus in language modules is/will be to develop communicative competence and all skills - reading, writing, speaking, listening & mediation - in an integrated manner, so that students are aware and active in progression of linguistic proficiency and socio-cultural awareness, and so that students can perform in the educational and professional contexts they experience.
8.	In order to ensure a work-learning balance for students (some of who may be travelling significant distances), the School should ensure that the timetabling of modules is clustered in a coherent manner on a weekly basis.
	Response: The School management agree with the panel on the importance of trying to maximise the time students have on campus and enabling the appropriate balance based on resources available and will continue to ensure timetabling is efficient and coherent.
9.	The School should look at the sequencing of modules again to ensure that they are coherent and not randomly assigned to any particular year. For instance, Sustainability Reporting may need to be factored in as it'll impact SME's especially where students will gain employment. There is an elective module in 'CRS and Business Ethics' on the International Programme, which is mandatory on the Business programme. Operations and Project Management are essential skills – they should be brought forward in the curriculum – due to the attrition rates, would significant value additions to their future employability.
	Response: The programme team welcome these observations from the panel. While it has not been possible to implement the changes of bringing these modules forward for the review, this recommendation will be brought forward for consideration in the design of the new programme.
10.	Both programmes would benefit from a more coherent presence of sustainability given the anticipated reporting requirements. The elective module 'CSR and Business Ethics' might be reclassified as a core and not an elective module to establish a meaningful presence of

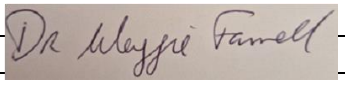
	sustainability on each programme.
	Response: The programme team agree that anticipated reporting requirements around sustainability need to ensure a meaningful presence of sustainability within the programme. 'CSR and Business Ethics' is mandatory on the Business programme and elective on the International Business programme due to the mandatory nature of the core languages curriculum. This will be reviewed in the new programme being developed for September 2027. The programme team also recognise that it is important to ensure that story on development of competence in sustainability is important from year 1 to year 4 through the programme and will develop this story so that for the new programme this is obvious to all stakeholders. We appreciate that while ethical mapping was completed (Appendix 17), European Green Competence Framework (GreenComp) mapping was completed (Appendix 16) and UN Sustainable Development Goals mapping was completed (Appendix 15), this does not create the story in a coherent way.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
N/A

Section G - Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Dr. Pat O'Connor	
Signed:	Date: __/05/2025

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: Assumpta Harvey	
Signed:	Date: Click or tap to enter a date.

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education: Dr. Margaret Farrell	
Signed: 23/06/2025	Date: 

University Programmes Board (Programmes of 30 ECTS or great)	
The report and response have been approved by the University Programmes Board	
Registrar: Dr. Mary Meaney	
Signed:	Date: 02/07/2025

Programme Validation Report

[SCHOOL OF GLOBAL BUSINESS]

TU 301 HIGHER DIPLOMA IN BUSINESS

DATE OF PANEL VISIT: [20/05/2025]

The following programmes were considered concurrently within this review:

TU 301 HIGHER DIPLOMA IN BUSINESS

Methodology

The Programme Self-Evaluation Report was considered by the Programme Review Panel alongside updated programme information (downloaded from the Programme & Module Catalogue) and the relevant Student Handbook(s).

In addition, the following information was made available to the Programme Review Panel:

1. Statistical Analysis of student data covering Student Enrolment Data, Student Profile, Engagement Data, Progression Rates, and Graduate Destinations.

2. Aims and objectives of the programmes forming part of the PSER and its alignment to School, Faculty and University Strategic Plans. The analysis evaluated the how the programmes address KPIs in the context of the University Strategic Plan, how they are aligned with the University Education Model, how the programmes achieve the University Graduate Attributes through industry, professional, community and societal engagement. The documentation referenced evidence presented in relation to feedback from employers and how it has been reflected in terms of programme development in response to the market demand and expectations.

3. Evidence was presented on access, transfer and progression in terms of admission requirements, initiatives to support equality, diversity, and inclusivity among the students on the programme.

4. Evidence was presented on the impact of stakeholder feedback on programme development as well as in-depth analysis of student engagement and enhancements being made to the School's approach to learning and teaching, assessment scheduling, and general and continuing orienting interventions.

Section A - Programme Details

Title	TU 301 HIGHER DIPLOMA IN BUSINESS
NFQ Level	8
ECTS Credits	60
Mode of delivery	Part-time ✓ Full-time ☐
Duration	Part-time ☐ Full-time:
Mode of provision	Face-to-Face ☐ Blended ☐ Online ✓
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Discipline Programmes Board	Business & Society
Faculty Board	Faculty of Business
Schools involved in delivery	Global Business
Delivery location	Blanchardstown, Aungier St., Tallaght
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2025

Section B – Awards

Award (1) Title	Higher Diploma in Business
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA

8

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:

Review Panel ✓	AQEC Meeting ☐	AQEC Sub-Group ☐
Date: 20/5/2025	Date:	Date:

Panel Members:

Name	Role	Affiliation
Dr. Maggie Farrell	HoLT	Business, TU Dublin
Dr. Audrey Stenson	Head of Department of Entrepreneurship	IADT
Mr. Paul McGuckin	Lecturer	ATU (Donegal)
Mr.Brian Campion	Chief Operating Officer	DNA IT Solutions, Dublin 15
Ms. Helena Doody	Head of Discipline	Arts and Humanities, TU Dublin
Dr. David Irwin	AQA (Business)	Academic Affairs

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 ☐
Comment:		
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: The evaluation panel explored issues associated with artificial intelligence in teaching, learning, and assessment of students on the programme. Academics, who deliver modules, discussed various strategies they deploy to ensure that principles of academic integrity inform both practical and ethical practices and supports in the use of artificial intelligence.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐
Comment:		
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 ☐
Comment: See Conditions 1 and 2.		

Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Comment: There was much discussion in terms of teaching, learning and assessment. The PSER Panel was satisfied with the depth of knowledge demonstrated by academic staff to answer questions posed to them on this point.		
Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Comment: Evidence was presented by the School Management Team.		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Comment: The design of the programme reflects awareness of competitor activity. In particular, the School's USP for this programme is that it enables those from a non-business/technical background to take up study of this programme. The School also cited the readily available access to specialists from within the university community as well as the potential to participate in learning exercises/team building and 'wrapper-events' for those learners who are pursuing the programme in a p/t offering and not in a Springboard context. However, while validation of the programme also includes a part-time (with on-line capability) offering, the primary focus of the programme will be to participants through the Springboard programme.		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ✓	No ☐
Comment: The School's stated aim and in line with other schools within the Faculty of Business is to seek triple accreditation from the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), and the EFMD Quality Improvement System (EQUIS).		

Programme Design		
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 ☐
Comment: The School has access to modules from the School of Marketing and Entrepreneurship with potential for further collaboration with other schools within the Faculty. Nonetheless, the panel formed the view that any unilateral adoption of 'common' modules should be consistent with the overall PLOs it is setting for this programme.		

Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment: Student feedback and input is provided for by the university QA/QE processes as part of annual monitoring.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment: The School should consider the appointment of an industry specific advisory board to which it consults on a regular basis. Note: this exists for the School		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Comment:		
Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment: See Condition 3.		
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: N/A		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment:		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐
Comment:		
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 ✓	No ☐
Comment: See Recommendations 2 and 5.		

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 ✓	No ☐
Comment: The School should ensure that the number of MLO's are reasonable as they can have an impact of the number of assignments required to meet them.		
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Comment: To avoid over assessment, the School should promote more the use of integrated assessments and have these clearly set out in respective programme handbooks.		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Comment: Information on this was provided to the PSER panel.		
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐
Comment: Evidence was presented that the School is acutely aware of the potentially diverse demographic that constitutes its student cohort for this progamme. Appropriate university-wide supports in terms of English language, Maths support, Academic Integrity training, and other personal development supports should be promoted to students on this programme		

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 ✓	No ☐
Comment:		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Comment:		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Comment: QA/QE student monitoring procedures to ascertain feedback is in place.		

Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment:		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment: The School is attuned to have trained staff in terms of neurodiversity, awareness of universal design, and design of inclusive content in terms of class activities, cultural awareness, and authentic assessment.		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment: See Recommendation 1		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: N/A		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
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 ☐	No ☐
Comment: N/A		

Section F - Overall Recommendation

1.	**Recommend approval of programme as submitted, without amendment**	☐
2.	**Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.** **Note:** recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, 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.	☐
3.	**Recommend approval of programmes subject to the fulfilment of conditions. Recommendations for consideration may also be attached.** **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 in order to meet the conditions. 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.	☒
4.	**Do not recommend approval of programme.**	☐

Areas for commendation	
1.	The module 'AI for Business' seeks to locate practise and ethics in the general workplace.
2.	The PSER panel was impressed with the level of awareness demonstrated by teaching colleagues in their approaches to meet LOs in assessments/exams.
3.	Efforts by the School to consider ways in which student part-time work can be accredited and acknowledged as part of their student experience.
4.	The Panel was impressed with the establishment of communities of practise in transformative learning, and authentic assessment.
5.	The proposed programme changes are aimed to make the programme more competitive in terms of relevance, flexibility, skills-based, and mode of delivery (on-line for Springboard).
6.	The use of authentic and the use of client-industry-informed teaching, learning, and assessment.

Conditions of Approval	
1.	To review all modules offered on the programme to ensure compliance with appropriate Programme Learning Outcomes (PLO) and Module Learning Outcomes (MLO) as appropriate and as set out in relevant Quality and Qualifications Ireland (QQI) guidelines for Business programmes.
	Response: The programme team appreciated the discussion with the panel on this as it is key for the delivery and for the student experience ensuring the PLOs achieve the required level 8 standard and the module descriptors and programme outline is clear on what it should be achieved. The Book of Modules has been updated to ensure such corrections have been and is attached for the panel. In addition, the mapping to the QQI level 8 integrated awards standards for business as published in June 2024 has been completed and is attached.
2.	To review the PLOs to ensure that they are at the appropriate level (I.e. level 8). The programme needs to present clearly the relationship between the QQI standards, the three Faculty PLOs and the university Graduate Attributes, to include the additional 'practice-based' attribute.
	Response: The document attached 'PLO Mapping to QQI IAS for Business June 2024' shows the mapping the University Graduate Attributes and the PLOS to the QQI Integrates Award Standards for Business (June 2024).
3.	With regard to the Work-based project, the School is to ensure that learners on the programme who are not in employment are assisted to secure opportunities from within the university so that they have a reasonable prospect of gaining comparable experience as those participant who are in employment. In achieving this it is important that the School clearly informs learners of how their work-based project is supported by the School in terms of meeting with mentors, weekly reflective blogs, tri-partite meeting, peer mentoring, and overcoming obstacles that might impede successful completion of the work-based project.
	Response: The programme team welcomed the discussion on work-based learning with the panel, recognizing the importance of linking the theory with practice. Students who undertake this module will be appointed a supervisor who will help them identify the experience they will reflect on in this module either through existing part-time/ full-time work, charity or volunteering work. Students, who have no direct experience to reflect on, will have the option to link in with start-up companies working with TU Dublin to support their learning and reflect on the link between the theory and practice or will have the ability to link the GROWTHhub and the ivenTUre lab to look at ways they could investigate their own business. ivenTUre is the student entrepreneurs accelerator in TU Dublin located as part of the GROWTHhub in TU Dublin

4.	The School is to ensure consistency of mode of delivery and to correct any misstatement e.g. the status of the work-based project as elective when it is, in fact, mandatory.
	Response: The programme team welcomed the detail which the panel went through on the document and note that such errors should have been corrected prior to the submission of the PSER documentation. All misstatements have now been corrected within the document and the document is now updated correctly.

Recommendations	
1.	The Handbook is to be redesigned and to be available to students as a fully interactive document [with embedded links].
	Response: The programme team appreciate that the panel acknowledged the importance of the student handbook as the point of information for students. The student handbook is an interactive handbook for students which provides links to University policies and University calendars ensuring that students have always access to the current information from the University and also provides direct links to the Virtual Learning Environment, Brightspace, which holds all information related to the programme including delivery materials. The student handbook is prepared in June of each year, finalised in early September, and shared electronically with students in advance of the formal orientation at the start of each academic year. At orientation, the Programme Coordinator will outline all elements of the handbook with a particular focus on the assessment schedule.
2.	The School should consider reducing a number of assessments in a more sustainable manner. The School should review the balance and spread across the two semesters of sessional exams.
	Response: The school and programme team agree this requires continuous review and recognize the importance of this discussion in Higher Education. Through normal programme processes, the programme team undertake a review in June of the assessment strategy for the past academic year and to identify ways to improve the strategy for the next academic year. The programme team welcome this recommendation and led by the Head of Discipline and Programme Coordinator, the Programme Team will work together to ensure a fair and balanced workload of assessments throughout the year, by employing integrated assessments where appropriate between the modules running each semester to reduce student workload and to effectively assess module LOs without over assessing or duplicating assessment of LOs. As described above a planning meeting will take place at the end of the academic year to review the past year and plan for the following September. The student handbook will be updated with the detail of the assessment schedule to ensure the schedule is clear, fair and balanced for the year of the programme. This will be finalised and updated as required in September each year before sharing with each new intake of students before orientation takes place.

3.	The School to state clearly entry requirements, and IELTS scores required for entry to the programme. Given that the programme will be delivered on-line it is important that the identity of learners is verified so as to avoid potential instances of personation.
	Response: *Entry Requirements:* The programme team welcome this recommendation and have reviewed section 4,1 in the PSER validation document to reflect this recommendation and include information to reflect the University policy. Specifically, the information added advises: *"If English is not a first language, applicants will need to provide evidence of their English language proficiency as detailed on our website at this link. Applicants for this course should have a minimum IELTS (Academic Version) English Proficiency of 6.5 overall (or equivalent) with nothing less than 6 in each component."* This information is also included in the Book of Modules in Akari. *Verification of Identify:* This is a really valuable insight added from the panel. As TU Dublin already deliver many online programmes there are processes in place through the admissions office for registration of students and through the exams processes for examining students. The School is liaising with the relevant Office to ensure identify verification meets the required TU Dublin standard.
4.	The School should consult with the discipline experts within the Faculty and /or in School of Informatics and Cybersecurity, or those in the discipline of AI and Data Science in the School of Computer Science regarding the inclusion of Artificial Intelligence, risk management, and cybersecurity in a more explicit manner on relevant IT modules on each of the programmes the subject of the PSER. This will ensure that the IT modules permit students to develop good security consciousness of the artificial intelligence landscape as part of their programme of study and in anticipation for life in employment once they graduate.
	Response: The programme team agree that the involvement of the relevant discipline teams is very beneficial for the development of the IT modules for students. At this stage, the Head of Discipline and the Module Owner have liaised with staff in the Faculty of Computing, Digital and Data, and also continue to liaise with academic staff in the School of Business Technology, Retail and Supply Chain who will be also be involved in the delivery of these IT modules. They will continue to work together to identify how best to maximise the opportunity afforded through this multidisciplinary theme within the programme.
5.	The School is to pursue actively the provision of proctoring for exams/assessments given the on-line delivery of the programme.
	Response: The programme team agree with this recommendation and welcome the focus placed on this area at the panel meeting. As online programmes are already delivered in the University

processes and tools have been identified to support proctored exams were required. Due to the nature of this programme many of the assessments will be continuous assessments and processes around academic integrity to ensure that students are delivering their own work are key. The School management team will work with the programme team with support from academic affairs and the exams office, as appropriate to ensure the processes and tools of the University are supported and implemented to maintain academic integrity.

6. The School should clearly state the number of modules and associated credit together with the required number of hours weekly. Given that Spring Board requires up to 17hrs per week this may translate to three full evenings per week.

Response:

A timetable has been designed for the programme to allow 2 hours lecture time for each module and 1-hour tutorial every second week for each module which will equate to 15 hours per week for the students as seen in Table 1 below if delivered during the day for returners or in Table 2 if delivered in the evening time:

Table 1: Daytime delivery option

Day	Module	Activity	# Hours
1	1	Lecture / Workshop	2
	2	Lecture / Workshop	2
	3	Lecture / Workshop	2
2	4	Lecture / Workshop	2
	5	Lecture / Workshop	2
	6	Lecture / Workshop	2
3	1 or 4	Tutorial / Clinic	1
	2 or 5	Tutorial/ Clinic	1
	3 or 6	Tutorial/ Clinic	1

Table 2: Evening delivery option (5pm – 10pm)

Day	Module	Activity	# Hours
1	1	Lecture / Workshop	2
	2	Lecture / Workshop	2
	5 or 6	Tutorial	1
2	3	Lecture / Workshop	2
	4	Lecture / Workshop	2
	1 or 2	Tutorial	1
3	5	Lecture / Workshop	2
	6	Lecture / Workshop	2
	3 or 4	Tutorial	1

7. The School should ensure that there is adequate monitoring of learner effort and participation as well as access to on-line materials. To this end it is important that the Orientation and Induction should clearly set out the School's expectations of learners in terms of their commitment to the programme.

Response:

The programme team appreciate the panel understanding the importance of ensuring

	student have clear understanding of what they need to do to ensure their success on the programme and to enhance their learning experience. Orientation and an information handbook that is easy to access will be key here. Using Brightspace and the MS Office tools it is possible to keep engaged with students outside of the classroom. To support students in this endeavour a year tutor will be appointed who will be a member of the teaching team and will support students by ensuring they are aware of the University supports available to them, as described in Section 7.2. of the PSER document. The students will also be asked to appoint a class representative who will be invited to programme boards to discuss support students may need. The class rep will also be encouraged to connect frequently with the year tutor and the Head of Discipline as required. The teaching team will be able to see through the VLE what engagement students are having with the learning material and reach out to students where engagement is low. The Head of Discipline will also have check-in points with the students to identify any points of concerns that may need to be addressed. To enable the students to engage with each they can do so through the VLE discussion forum and also will be encouraged to use the University tools such as MS team or the VLE to set up informal meetings among themselves.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
N/A

Section G - Approvals

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:	Date: __/05/2025

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: Assumpta Harvey	Assumpta Harvey
Signed:	Date: 16/06/2025

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education: Dr. Maggie Farrell	
Signed: 23/06/2025	Date: Dr Maggie Farrell r a date.

University Programmes Board (Programmes of 30 ECTS or great)	
The report and response have been approved by the University Programmes Board	
Registrar: Dr. Mary Meaney	
Signed: Mary Meaney	Date: 02/07/2025

Programme Validation Report

Bachelor of Arts (Honours) in Sports Management & Coaching

Version of Report	***Author***	***Date***
1.0	Geraldine Gray	12/05/2025
		Click or tap to enter a date.
		Click or tap to enter a date.
		Click or tap to enter a date.

Approval	***Date***
Programme Proposal approved by Faculty Board	14/02/2025
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	Bachelor of Arts (Honours) in Sports Management & Coaching (TU935)
NFQ Level	8
ECTS Credits	240
Mode of delivery	Part-time ☐ Full-time ✓
Duration	Part-time: Full-time: 4 years
Mode of provision	Face-to-Face ✓ Blended ✓ Online ☐
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Discipline Programmes Board	Sport, Business, & Society
Faculty Board	Faculty of Business
Schools involved in delivery	School of Global Business
Delivery location	Blanchardstown Campus
Collaborative Partner (where applicable)	
Date of Commencement	September 2025

Section B - Awards

Award Title	Bachelor of Arts (Honours) in Sports Management & Coaching
NFQ Level	8
Award Class	Major
ECTS Credits	240
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Award (1) Title	Bachelor of Arts in Sports Management & Coaching
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA
Exit Award (2)	Bachelor of Arts (Honours) in Sports Management & Coaching
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	Pass: 2.00 GPA 2nd class hons grade 2: 2.6 GPA 2nd class hons grade 1: 3.0 GPA 1st class hons: 3.6 GPA
Exit Award (3)	Higher Certificate in Sports Coaching & Administration
Exit/Embedded	Exit ☒ Embedded ☒
NFQ Level	6
Award Class	Major
ECTS Credits	120
Classification of award	Pass: 2.0 GPA Pass with Merit 2: 2.6 GPA Pass with Merit 1: 3.0 GPA Pass with Distinction: 3.6 GPA

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board	
N/A	
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 ☐	AQEC Sub-Group ☐
Date: May 7th 2025	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr Geraldine Gray	Chair – non faculty	Head of School, TU Dublin
Dr. James Doody	Academic – non faculty	Head of Discipline, TU Dublin
Shane Califf	External industry	Director of Organisational Development Sport Ireland
Dr Mairead Cantwell	External academic	Lecturer & Course Coordinator TU Shannon
Dr Jonathon Bradley	External academic	Lecturer SETU

Apologies:

Name	Role	Affiliation
Dr David Irwin	Academic Quality Advisor	Academic Affairs

Lavinnia Munday, School Operations Lead for School of Global Business, agreed to minute the meeting to support the panel in Dr Irwin's absence.

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 ☐
Comment: The panel recommends re-examining elective choices at a future date in line with progress on operationalising the Educational Model.		
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:		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐
Comment:		
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 ☐
Comment:		
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Comment:		

Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Comment:		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Comment: Scope to explore international benchmarks and candidate institutions for student placements / exchange.		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ✓	No ☐
Comment: This was point of special commendation. The documentation evidenced very good alignment with current industry trends and regulations.		

Programme Design		
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 ☐
Comment:		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment:		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment:		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Comment:		
Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment: The panel welcome the addition of work placement.		
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment:		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment:		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐
Comment:		
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 ✓	No ☐
Comment: The panel commended the range of assessment methods used.		
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 ✓	No ☐
Comment:		
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Comment: assessments at higher risk of plagiarism, such as reports, will be accompanied by Vivas		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Comment:		
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐
Comment:		

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 ✓	No ☐
Comment: The panel commends the introduction of a mandatory 4th year project and would encourage the team to submit project work to research conferences.		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Comment: Yes, although the team should consider increasing the pool of staff available for 4th year project supervision.		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Comment:		

Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment:		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment: This was well done in practice, but could be better reflected in programme aims and learning outcomes.		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment:		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: The panel were particularly impressed with the high quality of student handbook.		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
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 ☐	No ☐
Comment: N/A		

Section F - Overall Recommendation

1.	**Recommend approval of programme as submitted, without amendment**	☐
2.	**Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.** **Note:** recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, 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.	☒
3.	**Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.** **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 in order to meet the conditions. 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.	
4.	**Do not recommend approval of programme.**	☐

Areas for commendation	
1.	The programme content was well rounded and aligned with public policy and the live environment.
2.	The panel complimented enabling students complete REPs Accreditation earlier in the programme.
3.	The documentation provided was very comprehensive, and represented very good balance between theory and practice, and a very good balance between sport and business. The SCOT analysis was also done well.
4.	The student voice was very positive about the programme.
5.	The student handbook was excellent.
6.	The STLR programme was a commendable component.

Conditions of Approval	
1.	None
	Response:
2.	
	Response:
3.	
	Response:

Recommendations	
1.	Flesh out more details on the transition plan from the previous version of the programme.
	Response: The school and programme team appreciated the understanding of the panel around the importance of the transition plan and scheduling to allow rollout as appropriate to support students. A draft of this has been completed and brought to the School Executive. It is planned to begin with the rollout of Year 1 in September 2025. This can be shared with the panel if deemed appropriate.

2.	Consider ways to reduce workload and number of assessments, particularly in year 4 when students also need time for their fourth-year project. Consider including guidelines on the scope of 4th year projects in their project handbook such as max. numbers of participants for qualitative and quantitative data collection methodologies.
	Response: The programme team agree with the panel that it is important to reflect on the assessment strategy, monitor and review as appropriate to support student learning. The programme team meet in June to review the appropriateness of the assessment strategy for the last academic year, plan the assessment schedule and type for the next year. Additionally, the programme coordinator and tutors meet at the start of each semester to finalise this and update the student handbook as appropriate. The programme team found the discussion on 4th year projects with the panel very beneficial and will ensure that the project handbook has all the necessary information included to allow for different methodologies. As part of the curriculum of research methods, best practice and theory cover such guidelines, however the team recognize it is important to keep monitoring and refreshing such areas.
3.	Review how often each module learning outcomes (MLO) is assessed, and if that is appropriate in each case.
	Response: The school and programme teams agree this requires continuous review and recognize the importance of this discussion in Higher Education. The programme team have initiated a process which begins with a review in June of the assessment strategy for the past academic year and to identify ways to improve the strategy for the next academic year to ensure this recommendation is taken on board. Assessment of MLOs is identified and mapped by lecturers and approved through the process of approval through Akari PMC. The programme team will ensure that there is appropriate mapping of the assessments to the relevant MLOs when submitting the modules and the relevant detail into Akari PMC. The detail of which MLOs are being assessed is also provided in the assessment briefs provided for students.
4.	Review the level of consistency in module descriptors. In particular, some modules have good detail in their indicative content and others do not; some reading lists need to be updated, particularly modules that did not change as part of this programme review; ensure there is sufficient assessment details on all modules so it's clear that module learning outcomes are being assessed (e.g. Introduction to Adapted Physical Activity).
	Response: The programme team recognize the importance of ensuring that information in the module descriptor entered in Akari needs to be continuously updated and accurate. This detail has been updated in Akari including for example, updated and up-to-date reading lists, clarity on assessment of MLOs and learning hours. The book of modules is currently being approved through the Head o School and Academic Affairs. A draft book of module is available also for review.

	The programme team have received training to ensure there is consistency in the level of detail, updated reading lists, and on the mapping of assessments to MLOs. Academic Affairs approve this submission based on the accuracy of information and up-to-date information.
5.	Discussions with staff and students highlighted good emphasis on inclusion and females in sport. The panel recommended including this specifically in programme learning outcomes and/or programme aims, e.g. extending PLO3 to include gender equality.
	Response: The Programme Team welcomed the opportunity to discuss this with the panel and appreciated the lens the panel brought to this. The programme team note that this is included in the society element of ESG Sustainability, and aligned to PLOs 3 (Planet) & 4 (Practice). They will continue to monitor this to ensure that in the activities through modules leading to these PLOs, there is a clear emphasis on gender equality.
6.	Consider if Physical Activity, Health & Well-being could be scheduled before Introduction to Adapted Physical Activity and Applied Adapted Physical Activity, although the panel recognise ensuring REPs Accreditation by end of Year 2 limits what else can be covered in that year.
	Response: Another very interesting perspective raised by the panel. Due to the constraints of the programme having a number of modules in years 1,2,and 3 with regards to the REPs accreditation in both Fitness Instruction and Personal Training, and the required development of knowledge in Sports Management field, there is currently no clear space within the programme to move this new module to an earlier point in the programme. In addition, with the development of the students over the previous years of learning on the programme students will have a greater ability to develop their knowledge in the area of Physical Activity, Health and Wellbeing (PA, H & W) module. With this knowledge development this will allow students to develop clear and appropriate applied recommendations on PA, H & W that would not be previously possible within the programme schedule. The team agree however, it is important to continue to monitor the sequence for the development of the student and will monitor this through the delivery in the coming programmes in case this should be re-visited.
7.	Consider providing research questions for 4th year projects that enhance the research component of their work and better support pathways to level 9; and promote project topics on equal gender representation.
	Response: The discussion on the development of the research project in year 4 for the students was welcomed by the team. They agree that enhancing the research component of the work and creating better support pathways to level 9 is important and see this research project as supporting this need. The Programme Team welcome this recommendation to develop a bank of research topics that may be drawn upon by the students and believe this will enhance this research component. In particular, core themes such as sustainability in in sport and sports business e.g. gender equality will be included in the forthcoming 4th year project theme suggestions for students.

8.	Consider introducing 10 credit modules in future reviews of the programme
	Response: The programme team agree that it is important to continue to review the modules, demand for year-long modules with 10 ECTS credits and how this could enable a student's learning. With the move across the faculty to the introduction of core modules this discussion is ongoing. While at this time the team have not introduced 10 ECTS credit modules they will monitor and review where such modules could either be combined or extended to provide this learning opportunity for students with the intention of consideration for the next review, if such a change does not take place before the next review.
9.	There was emphasis throughout the documentation about the need to improve the course identity and optimise student enrolment, attendance in class and progression, but strategies on how this could be achieved were not as clear. We recommend the programme team consider, but recognise there are university level initiatives looking at this also.
	Response: The programme team agree that improving the course identity will support retention on the programme. The team consistently provide ideas on how retention can be improved. At a school level a sub-group is being et up for the next academic year to look at what initiatives can be taken to support programme identify, branding and marketing for the school programme portfolio. To further support this recommendation a particular emphasis will be placed on this programme with input from the lecturers, current students, alumni, career guidance counsellors, perspective students, industry and community stakeholders. The School Advisory Panel is expected to provide interesting insight to this sub-group.
10.	Monitor the uptake of work placement in Year 3, in particular, consider how comparable learning outcomes are achieved if sizeable proportions of students do not opt for work placement.
	Response: With the introduction of work placement, the programme team agree that the student experience in year 3 needs to be monitored closely, evaluating that PLOs are being met no matter which experience students are undertaking during this year of the programme. This will include monitoring and evaluating work placement, the option of Erasmus that students may undertake and also the option of undertaking other modules. Monitoring and evaluation will be undertaken across year 3 on all the programmes in the School as other programmes are also introducing work placement as an option in year 3. Recommendations from the evaluation will be brought through the Programme Teams to the School Executive Team on an annual basis to identify enhancements that can be made to support the student learning experience.
11.	Given the strategic focus on deepening research integration and enhancing the level of research in all academic programmes in TU Dublin (as was stated in the documentation) greater consideration should be given to how capacity in this area can be built. The documentation stated that this wasn't attainable currently but planning for this, even if in the medium term (3-5 years), should get underway now where possible, to support staff with research interests and support achievement of this strategic priority in the medium to longer term.

	Response: Developing research capability and capacity in the School is part of the School Strategic Plan and the School team welcome this recommendation as part of this plan. Initiatives including the appointment of the research Champion in the School, the Head of Research in the Faculty and the Faculty Research Sub-committee is already providing opportunities for staff to increase their capability in this area through the support of the wider Faculty and University research supports, including mentorship. A key area that has been identified that can limit research in programme is in process for the approval of research ethics. For that reason, a new research ethics process is being piloted through this programme with other programmes in the Faculty. It is hoped that implementation of this will be evidenced through the School Review, supported by the Faculty Head of Research and the School Research Champion. This recommendation will ensure that the focus will remain in the School.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
N/A

Section G - Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Geraldine Gray	
Signed: Geraldine Gray	Date: 16/05/2025

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:	Assumpta Hackey
Signed:	Date: 16/06/2025

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education:	
Signed: Dr Maggie Farrell	Date: 23/06/2025 ate.

University Programmes Board (Programmes of 30 ECTS or great)	
The report and response have been approved by the University Programmes Board	
Registrar: Mary Meaney	
Signed: Mary Meaney	Date: 02/07/2025