OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH

DUBLIN

TECHNOLOGICAL
UNIVERSITY DUBLIN

Programme Validation Report

Masters in International Strategic Accountancy

Version of Report	Author	Date
1	Dr. D. Irwin	Click or tap to enter a date.
		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	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	MSc. In International Strategic Accountancy
NFQ Level	9
ECTS Credits	30 credit (add-on from 60-credit Postgraduate Diploma in Professional Accountancy)
Mode of delivery	Part-time ✓ Full-time ☐
Duration	Part-time: Full-time:
Mode of provision	Face-to-Face ☐ Blended ☐ Online ✓
Classification of award	
Discipline Programmes Board	
Faculty Board	Faculty of Business
Schools involved in delivery	Accounting, Economics, and Finance
Delivery location	Aungier St.
Collaborative Partner (where applicable)	
Date of Commencement	January 2026

Section B - Awards

Award Title	
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	
Award (1) Title	
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	
Exit Award (2)	
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board
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: 26th May 2025	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr. Maggie Farrell	HoLT	Faculty of Business, TU Dublin
William Townsend	Accountant	AZETs Chartered Accountants
Gerard Long	HoD, Accounting and Economics	SETU
Dr. Paul Stacey	H of Discipline, Mechatronics	TU Dublin
Roger Sherlock	H of Discipline, Marketing	TU Dublin
Dr. Fardus Sultan	Lecturer & Prog Co-ordinator	TU Dublin
Dr. David Irwin	AQA	TU Dublin

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: Students will complete the PG Dip in Accountancy (TU243) and will then progress to the 30-credit thesis add-on. The research component will be delivered over a period of an intensive 6 weeks. If they don't commence in September, then they could register in the Spring semester. Students can complete studies with the PG Dip only and can come back and take the thesis up to a period of 2-3 years.		

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: TU 243 PG Dip. is the route students will come from the undertake the 30 credit and this needs to be clearly articulated in the entry criteria.		
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:		

Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ✓	No ☐
Comment: The Round Table discussions involve employers and staff wherein real-world issues and challenges can be identified with a view to establishing short to medium term collaborative potential. There is also the possibility of securing funding from employers in proposing solutions arising from work undertaken on this 30-credit add-on. Such an approach meets both an academic threshold for a level 9 award as well as fostering employment-ready solutions in response to real-world challenges.		

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 programme team has plans to develop a parallel MSc. In doing so the School should ensure that the learning experience is equivalent to those who have undertaken the PG Dip and are continuing to complete the 30-credit thesis component.		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment: Students will participate in student feedback mechanisms as part of QA/QE.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment: The Strategic Round Table is the forum through which the university engages with external stakeholders in the ongoing development of topics that will provide the basis for many of the theses to be undertaken by students.		
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 focus of the programme is delivery to part-time learners who are in employment. Therefore, any research undertaken within the module has a tangible application to and benefit from shared academic-industry collaboration.		
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: The School to ensure that the appropriate AKARI module of booklets is accurate and up-to-date.		

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 School to ensure compliance with the UAR in programme documentation		
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:		
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 will have to be aware of critical ways in which dissertations are supervised and examined in the context of proliferating artificial intelligence use among third level students. Reputationally, this is critical on a level 9 programme given that the 30-credit programme is delivered on-line.		
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Comment:		

The Research Methods module is to be delivered over 6-weeks, and the student then undertakes the completion of a research proposal. The School intends that supervisors will participate before the end of the module in guiding students in the selection of their topics.

Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐

Comment:

In line with the existing level 9 theses provided elsewhere in the School there is a pre-requisite number of hours re supervision. A poster session might assist in reducing student isolation and in order to meet benchmarks set by the supervisor and act as a formative feedback mechanism.

Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐

Comment:

As the students are taking the module on-line there is a challenge as to building a sense of coherence as a group. It is intended for students to present to one another in terms of critical reviews of thesis proposals and early work on the research component. There is also the possibility of students hosting a poster session and other 'touch points' to avoid an obvious sense of isolation.

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:

There is 21-weeks (i.e. 600 learning hours) for completion of the thesis component.

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:

The university UAR will apply.

Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment: Students will be drawn from TU 243.		

Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ☐	No ☐
Comment: At present there are 78 on the Grad Dip (TU 243) in three cohorts. As there is a maximum no. of students (20) who can be accommodated within existing resources it would be important that admission criteria be published in advance where numbers exceed the number of places available. On a positive note, students with a disability can avail, as can all students, of on-line access to materials.		

Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment: All information to be provided to learners through the Programme Handbook.		

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: This is a TU Dublin award.		

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 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.	☐
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 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 aims to focus on strategic decision making with an ability to evaluate critically on the identification of innovative and practical solutions, and innovative thinkers.
2.	The round table panel discussions to be provided to enable learners to explore SME as well as PLC opportunities.
3.	The programme will be recognised, if approved by TU Dublin, by ACCA as a 30-credit add-on embedded masters. A unique feature in European HEIs.
4.	The sustainability and strategic focus of the programme.
5.	

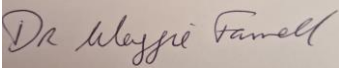| Conditions of Approval	
1.	The paperwork must reflect that it is a 30-credit add-on. This is not a Masters programme.
	Response: Validation documents are now updated to reflect 30-credits add-on. Akari has also been updated to reflect a 30-credit add-on.
2.	The quantum of students that can be supervised (up to a maximum of 20 currently) needs to be clear and that the School must provide selection criteria.

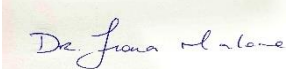|	
	Response: Added to validation document as follows: The proposed maximum intake for the 2025/26 academic year is 20 students. In the event demand exceeds available places priority for admission will be given to applicants with the highest GPAs achieved in the Postgraduate Diploma in Professional Accountancy **Refer to P31**
3.	The language requirement (IELTS) needs to be stated clearly.

	Response:
	Expanded within validation document as follows:
	
	All applicants whose first language is not English must demonstrate sufficient competence in English to meet the demands of their chosen programme of study.
	
	To satisfy the English language requirement, applicants must provide evidence of achieving the following minimum standard in an approved English language test:
	
	• IELTS (International English Language Testing System) Academic
	    o Overall band score: 6.5
	    o Minimum score per component (Listening, Reading, Writing, Speaking): 6.5 in each
	
	Alternative equivalent English language qualifications may also be accepted, with equivalent scores to IELTS, subject to approval by the University. All test results must be achieved within two years of the intended start date of the programme.
	
	Please note that meeting the minimum English language requirement does not guarantee admission, as applicants must also satisfy all other academic and programme-specific entry requirements.
	
	It is the applicant's responsibility to ensure that valid proof of English language proficiency is submitted as part of their application.
	
	Refer to 32

4.	Cognisant of the proliferation of artificial intelligence/GenAI tools available to students, the School should consider a variety of creative ways to including a *viva voce,* and/or terminal presentation to verify as far as is practical the authenticity of the student's research endeavour. This approach should be clearly stated in the programme documentation that is to be made available to students.
	See appendage to student handbook **(Section 11 Responsible Use of AI.)**

	Recommendations
1.	The panel recommends that the research methods be run either in September and/or January for one or two cohorts to benefit from this 5-credit module concurrently
	Response: Noted the school will make use of the multiple deliveries of this module which is common across the faculty.
2.	The School should explore further its relationship with ACCA in promoting embedded masters recognition.
	Response: Noted – an employer information session is scheduled for June 26th
3.	TU 243 PG Dip. is to be the route students will come from the undertake the 30-credit add-on and this needs to be clearly articulated in the entry criteria.
	Response: Noted – **see P31 of Validation document** clearly articulates entry through PG Dip (TU243)
4.	A thesis handbook needs to be produced within which all supports are made stated and to be made available to students undertaking the 30-credit add-on.
	See extensions to handbook which includes: **(1) Comprehensive** — the handbook covers all expected elements of the dissertation pathway, including programme structure, learning outcomes, supervision, submission, viva voce, assessment criteria, resubmission, and support services. **(2) Aligned with Policy** — it explicitly references and aligns with **TU Dublin Academic Regulations** and **Faculty of Business Assessment Regulations**, ensuring regulatory compliance and clarity for students and external examiners. **(3) Clear expectations on academic standards** — includes detailed **marking criteria**, **grade descriptors**, word count policy (including tolerance and penalties), and late submission penalties, ensuring fairness and transparency. **(4) Robust Academic Integrity Framework** — embeds clear requirements around **referencing**, **use of AI**, **plagiarism detection**, and **viva voce**, with checkpoints that support validation of student authorship. **(5) Responsible AI** — provides **progressive, transparent guidance** on the ethical and responsible use of AI/GenAI in research, with verification steps (AI declaration, mid-term presentation, supervision logs, viva) that align with **national and European best practice**. **(6) Explicit on Research Ethics** — clearly communicates **student responsibility for research ethics** and links to TU Dublin's formal ethics policy and code of conduct — critical for internal QA and external examiner review. **(7) Student-friendly and supportive** — written in clear, accessible language; well signposted; includes comprehensive links to student support services (academic, wellbeing, career, disability, international).

(8) **Consistent with PG expectations** — structure, assessment approach, and academic integrity checks are fully consistent with expectations for **Level 9 (Masters) dissertations** in Irish and European Higher Education.

(9) **Extern-friendly** — provides external examiners with a clear framework for assessment and assurance of academic standards.

(10)   **Future-proofed** — addresses key **emerging risks and opportunities** (AI use, digital integrity), positioning the programme strongly within TU Dublin's strategic goals and the European higher education context.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
None.

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. Margaret Farrell	
Signed: *Dr Maggie Farrell*	Date: Click or tap to enter a date.

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. Fiona Malone	6/6/25
Signed: *Dr. Fiona Malone*	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: *Dr Maggie Farrell*	Date: 20/06/2025

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: Click or tap to enter a date.