



Programme Validation Report

TU 443 PG Cert in Leadership for Not for Profit

| <i>Version of Report</i> | <i>Author</i> | <i>Date</i> |
|--------------------------|---------------|-------------------------------|
| 1 | Dr. D. Irwin | 20/05/2025 |
| | | Click or tap to enter a date. |
| | | Click or tap to enter a date. |
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| <i>Approval</i> | <i>Date</i> |
|--|-------------------------------|
| Programme Proposal approved by Faculty Board | 31/01/2025 |
| 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**The report concerns a level 9 award**

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| Title | Post-Graduate Certificate in Leadership for Not for Profit |
| NFQ Level | 9 |
| ECTS Credits | 30 |
| Mode of delivery | Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> |
| Duration | Part-time <input checked="" type="checkbox"/> Full-time: <input type="checkbox"/> |
| Mode of provision | Face-to-Face <input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/> |
| Classification of award | Pass: 2.00 GPA 2 nd class honours grade 2: 2.6 GPA 2 nd class honours grade 1: 3.0 GPA 1 st class honours: 3.6 GPA |
| Discipline Programmes Board | Business and 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

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|-------------------------|--|
| Award (1) Title | Post-Graduate Certificate in Leadership for Not for Profit |
| Exit/Embedded | Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/> |
| NFQ Level | 9 |
| Award Class | Minor |
| ECTS Credits | 30 |
| Classification of award | Pass: 2.00 GPA 2 nd class honours grade 2: 2.6 GPA 2 nd class honours grade 1: 3.0 GPA 1 st class honours: 3.6 GPA |

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Section C - Programme Derogations (if required)

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| <i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i> | |
| 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:

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| Validation Panel <input checked="" type="checkbox"/> | AQEC Meeting <input type="checkbox"/> | AQEC Sub-Group <input type="checkbox"/> |
| Date: 20/5/2025 | Date: | Date: |

Panel Members

| Name | Role | Affiliation |
|--------------------|--|---|
| Dr. Maggie Farrell | HoLT | Faculty of Business |
| Dr. Audrey Stenson | Head of Department of Entrepreneurship | IADT |
| Mr. Paul McGuckin | Lecturer | Dept. Of Business, ATU (Donegal) |
| Ms. Helena Doody | Head of Discipline | TU Dublin |
| Mr. Brian Campion | COO | DNA IT Solutions, Blanchardstown Corporate Park, Dublin 15. |
| Dr. David Irwin | AQA (Business) | Academic Affairs |

Section E - Programme Evaluation

| Governance & Management | | |
|--|---|-----------------------------|
| <i>Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: See conditions and recommendations section. | | |
| <i>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?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: The evaluation panel explored issues associated with artificial intelligence in teaching, learning, and assessment of students on the programme. See conditions and recommendations sections for specific actions. | | |

| Awards Standards | | |
|---|------------------------------|-----------------------------|
| <i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Comment: See conditions and recommendations section. | | |

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| <i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>See conditions and recommendations section.</p> | | |
| <i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>There was much discussion in terms of teaching and assessment and how each impact on the part-time mode of delivery. The evaluation panel was satisfied with the depth of knowledge demonstrated by academic staff to answer questions posed to them on this point.</p> | | |
| <i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>Evidence was presented by the School Management Team and in the submission document.</p> | | |
| <i>Has the programme been benchmarked against similar programmes nationally and internationally?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> | | |
| <i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>N/A</p> | | |

| Programme Design | | |
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| <i>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?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> | | |
| <i>Will there be opportunities for students to input into curriculum design decisions in the future?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>Student feedback and input is provided for by the university QA/QE processes as part of annual monitoring.</p> | | |

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| <i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: The School provided evidence of regular engagement with the not-for-profit sector. | | |
| <i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |
| <i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |
| <i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Comment: N/A | | |
| <i>Is the required programme and module information provided in the correct format?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |

| Learning, Teaching & Assessment | | |
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| <i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |
| <i>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?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |
| <i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |
| <i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |
| <i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: | | |

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| <i>Do the teaching and assessment methods consider the diversity of the student cohort?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: | | |

| Student Supports & Learning Environment | | |
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| <i>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?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: | | |
| <i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i> | Yes ✓ | No <input type="checkbox"/> |
| <p>Comment:</p> <p>The evaluation panel explored how to ensure consistency and authenticity of the student learning experience in an on-line context. This was also reflected in the teaching, learning, and assessment strategies to deliver the programme successfully.</p> | | |
| <i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i> | Yes ✓ | No <input type="checkbox"/> |
| <p>Comment:</p> <p>QA/QE student monitoring procedures to ascertain feedback is in place.</p> | | |
| <i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: | | |
| <i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i> | Yes ✓ | No <input type="checkbox"/> |
| <p>Comment:</p> <p>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.</p> | | |

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| <i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Comment: Information is provided through the on-line programme handbook and through regular student 'check-ins'. | | |
| <i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Comment: N/A | | |

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

Section F - Overall Recommendation

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| 1. | Recommend approval of programme as submitted, without amendment | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> |
| 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 | <input checked="" type="checkbox"/> |

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| | 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. | <input type="checkbox"/> |

Areas for commendation

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| 1. | The rationale and singularity of the programme design and development. |
| 2. | The level of strategic planning and preparation exhibited by the School Management Team to ensure the success of the student experience across each year of the programme. |
| 3. | The positive evidence of cross-faculty collaboration. |

Conditions of Approval

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| 1. | To review all modules offered on the programme to ensure compliance with appropriate LO language, QQI level 9, and consistency of learning hours. This is particularly important where modules have been taken from other programmes offered at different levels. Response: The programme team welcome the attention the panel placed on this as it is key for the delivery and for the student experience ensuring the PLOs achieve the required level 9 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 9 integrated awards standards for business as published in June 2024 has been completed and is attached. |
| 2. | The submission is to be given a full revision to ensure that spellings, and any grammatical errors are corrected. Also, a full check needs to be undertaken so that %s in modules is consistent and adds up to the anticipated total. Response: The programme team appreciate that such errors should not have appeared in the submission document. The PSER submission document has been updated to correct any such errors and the revised document is also attached. |
| 3. | The School should consult with the discipline experts within the Faculty and/or in the Faculty of Computing, Digital and Data regarding the inclusion of Artificial Intelligence, risk management, and cybersecurity in a more explicit manner in relation to the Governance module. This will ensure that the module permits 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. At this stage, the Head of Discipline |

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| | and the Module Owner have liaised with the Faculty of Computing, Digital and Data, and amended the Governance, Risk and Compliance module to include essential elements of these explicitly in the module. They are also working together to identify how best to maximise the opportunity afforded through this multidisciplinary theme within the programme. |
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| Recommendations | |
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| 1. | <p>To review the necessity for the volume assessments proposed for the programme. In particular, the programme team should increase the use of integrated assessments that address multiple LOs without creating excessive assessments and sessional exams.</p> <p><u>Response:</u></p> <p>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.</p> <p>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.</p> |
| 2. | <p>The programme team should publish in its programme handbook (on-line) as assessment schedule that is balanced across the academic year.</p> <p><u>Response:</u></p> <p>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.</p> <p>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. The Head of Discipline and Programme Coordinator will ensure that the assessment schedule is balanced throughout the year.</p> |
| 3. | <p>The programme team should review modules to ensure that there is no excessive content, however laudable, in any one module such that there is a balance of content on offer across the range of modules offered.</p> |

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| | <p><u>Response:</u></p> <p>Following the panel meeting the module coordinators have reviewed the content based on this recommendation, acknowledging that while it is important to ensure students are aware of the indicative content to be covered in the module, it is also important not to cause overwhelm for the student on the amount of material to be covered. The module coordinators have reviewed the content to ensure that unnecessary overlap or repetition is removed and that the workload is balanced correctly within and across the modules. The updated Book of Modules (which is attached) shows a balance of workload and content across the modules, with the larger 10 ECTS year-long modules having more content appropriate to a module of this credit weighting and duration compared to the one semester 5 ECTS modules.</p> |
| 3b | <p>The role of genAi in Learning, teaching and Assessment needs to be recognised and incorporated in both the student handbook and the validation document.</p> |
| | <p><u>Response:</u></p> <p>The programme team appreciated the panel facilitating the discussion on genAi during the meeting and agree inclusion of genAi is important in the programme, as it is for all students who are working in a business environment which has access to AI tools. The PSER validation document has been updated to include AI, specifically:</p> <ul style="list-style-type: none"> • Section 4.7 describes the importance of AI in the workplace today and • Section 5.3 describes how AI will be included within the programme and in the students learning journey. <p>This will also be included in the Student Handbook, and TU Dublin resources and links will be included in the handbook to ensure a consistent University wide approach</p> |
| 4. | <p>The School should state clearly the modes of entry to the programme and include any relevant IELTS scores for non-native English speakers.</p> |
| | <p><u>Response:</u></p> <p>The programme team welcome this recommendation and have updated the section 3.2 in the PSER validation document to reflect this recommendation</p> <p>Specifically, the information added advises:</p> <p><i>"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."</i></p> <p>This information is also included in the Book of Modules in Akari.</p> |
| 5. | <p>The School needs to have a facility in place such that participants on the programme can have their identities verified, given that the programme is to be delivered on-line and remotely.</p> |
| | <p><u>Response:</u></p> <p>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.</p> <p>The School is liaising with the relevant Office to ensure identity verification meets the required TU Dublin standard.</p> |

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| 6. | Given the virtual delivery of the programme, staff should put in place processes that accommodate differences in learning style through the deliberate use of period reflective learner diaries and the alignment of individual and group assignments. |
| | Response: The programme team appreciated the insight brought to this area by the panel and are working with the UEM team and the LTA Centre on UDL approaches that can be used to enable the support of students. The student handbook will provide links specifically for student supports available through the Academic Writing Centre. |
| 7. | In s.5.2 LOs and continuous assessment (last paragraph) needs to be rewritten in a manner that reflects that actual intentions of the programme development team. |
| | Response: The programme team have noted the confusion in this section and have re-written the section to remove ambiguity. |

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

N/A

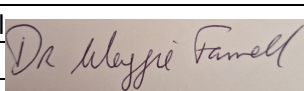
Section G - Approvals

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:



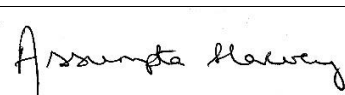
Date: __/05/2025

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

Signed:



Date: 16/06/2025

Faculty Board

The report and response have been approved by Faculty Board

Vice-Dean for Education: Dr. Margaret Farrell

Signed:

Date: Click or tap to enter 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:

Date: Click or tap to enter a date.