



Programme Validation Report

Higher Diploma in Regulatory Risk, and Compliance

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
3	Dr. David Irwin	16/10/2023
		Click or tap to enter a date.
		Click or tap to enter a date.
		Click or tap to enter a date.

<i>Approval</i>	<i>Date</i>
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	Higher Diploma in Regulatory Risk, and Compliance
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	Major Award
Discipline Programmes Board	Business
Faculty Board	Faculty of Business
Schools involved in delivery	Accounting, Economics, and Finance
Delivery location	On-line
Collaborative Partner (where applicable)	Professional Accountancy Training
Date of Commencement	October 2023

Section B - Awards

Award Title	Higher Diploma in in Business in Regulatory Risk, and Compliance
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	Distinction - 3.25 GPA and above Merit Grade 1 - 3.00 to 3.24 GPA Merit Grade 2 - 2.50 to 2.99 Pass - 2 to 2.49
Award (1) Title	1.
Exit/Embedded	Ext <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	
Award Class	Major
ECTS Credits	
Classification of award	
Exit Award (2)	
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)

<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:

Validation Panel <input type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: 16th October 2023	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr. Colin Hughes	Chairperson	TU Dublin
Dr. Therese Moylan	External Member	IADT
Ms. Stephanie Ford	External Member	Regulatory Consultant
Dr. David Irwin	Academic Affairs	TU Dublin

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: Please insert narrative of how this programme maps to the Strategic Plan		
<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"/>

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

<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes ✓	No <input type="checkbox"/>
<i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes ✓	No <input type="checkbox"/>
Comment: It is anticipated that the programme will be submitted for recognition to the Compliance Institute (https://www.compliance.ie/)		

Programme Design		
<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 ✓	No <input type="checkbox"/>
Comment:		
This is facilitated through the university's QA/QE processes.		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
This is facilitated through the university's QA/QE processes.		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
This is facilitated through the university's QA/QE processes.		
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	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 ✓
Comment: Learners are professionals currently in employment. For those not in suitable employment there are alternative opportunities to facilitate the attainment of work-based type projects.		
<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 ✓
Comment:		
N/A as the programme is delivered entirely online.		
<i>Is the required programme and module information provided in the correct format?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		

Learning, Teaching & Assessment		
<i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i>	Yes ✓	No □
<p><i>Comment:</i></p> <p><i>The programme aligns closely with TU Dublin's three strategic pillars of people, planet, and partnership. The innovative approach of this interdisciplinary programme, focused on disruptive ways to contribute to the sustainability agenda, will ignite the imagination of students, supporting them to explore their abilities and reach their potential. The programme will develop responsible global citizens and connect people the world, to share competencies, develop ideas, create synergies and discover new opportunities. Graduates will develop key GreenComp sustainability competencies, applying the tools to work with global partners to design and deliver tangible business solutions.</i></p> <p><i>Planet: As the risk/compliance profession assumes responsibility for sustainability disclosure and assurance, the programme aligns with the TU Dublin's planet pillar of "being a powerhouse for living and breathing sustainability", whose graduates have the necessary sustainability orientation.</i></p> <p><i>People: This programme will provide a strong talent pipeline that combines knowledge, skills, values and employability in the emergent areas of risk and compliance, such as sustainability, fintech and anti-money laundering (AML). The programme seeks to create a strong pipeline for these emerging employee markets and enhance the attractiveness of Ireland as the centre of Europe for risk and compliance and in a fintech environment.</i></p> <p><i>Partnerships: The essence of the programme is built on partnership: In its development, a wide range of industry practitioners and risk and compliance professionals were consulted; it is funded through HCI, a validation to its importance in meeting skills gaps. It will be jointly delivered by PAT and TU Dublin faculty in conjunction with industry experts; its quality assurance is overseen and award given by TU Dublin. graduates can accept a professional designation awarded by the Compliance Institute.</i></p> <p><i>This programme supports the implementation of the University Education Model (UEM) through alignment to the UEM's guiding principles. Whilst constituent modules are designed to be transferrable to other programmes, the programme, itself, completes a portfolio offering across undergraduate and postgraduate NQF levels in the compliance domain. The programme's digital pedagogy is consistent with the framework for learning experiences and a high degree of authentic assessment is embedded to recognise the transformative nature of the learning required.</i></p>		
<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 ✓	No
<p><i>Comment:</i></p> <p><i>There is capacity to look at multiple modes of expression other than the submission of written reports. The panel might consider group work and presentations to further enhance collaboration and peer learning. Given the enterprise-wide character of the programme these additional approaches to learning would be an enhanced feature of the learning experience and would help to engage peer support, networking and connections among learners. Also, this would reflect the</i></p>		

reality of working in a professional regulatory and compliance environment, where teamwork is essential.		
<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 ✓	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 ✓	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 ✓	No <input type="checkbox"/>
Comment:		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <p>Contingency arrangements are in place where work-based learning is not in place such that learners can be marked appropriately.</p> <p>Also, having drop-in clinics is a positive support for learners.</p>		

Student Supports & Learning Environment		
<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"/>
Comment:		
<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>This is facilitated through the university's QA/QE processes.</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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>It is important that learners are made aware of progression pathways to higher awards including the PgDiploma in Fintech offered by the School of Accounting, Economics and Finance.</p>		
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p>		
<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"/>
<p>Comment:</p> <p>The programme team should ensure that the Programme Handbook gives more detailed information of supporting content regarding the modules. In particular, more information is required about the Final Project that students will be expected to undertake.</p> <p>Given the breadth of some of the topics, and to manage expectations, it is recommended that students are given a weekly plan for each module, showing how much time and focus is given to each topic.</p> <p>As the programme is delivered fully on-line the team should consider how they ensure high levels of synchronous attendance, so that learners maximise their on-line participation in a spaced, consistent, and timely manner. It would be important to have in place a mechanism to monitor learner "attendance" with timely interventions to maximise attendance.</p> <p>In line with the TU Dublin QA/QE processes, it would be helpful for the wider Faculty (TU Dublin and those employed by PAT) to meet each semester as a team to share learnings and areas for enhancement and collaboration.</p>		
<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"/>
<p>Comment:</p> <p>N/A</p>		

Collaborative Provision (if applicable)		
<i>Are the roles and responsibilities of each partner clearly defined?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: Due diligence has been completed and approved by the Partnerships Office.		
<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: TU Dublin is the awarding body for this programme.		

Section F - Overall Recommendation

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

Areas for commendation

1.	The degree of innovation in designing and developing the programme in a highly relevant and sought after area.
2.	The programme is a strategic exemplar that reflects the values and positioning of TU Dublin in the area of compliance with technology specialism.
3.	The Board commends the School for its success in securing external funding.

Recommendations

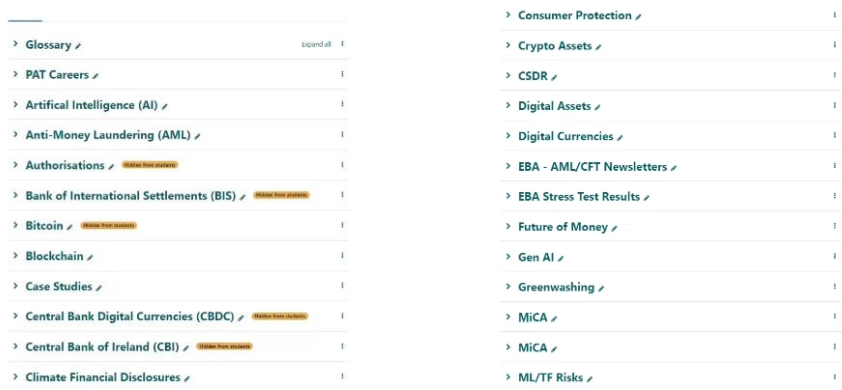
1. The document maps the relevant PLOs and MLOs. The assessments need to be mapped better to present an overall and coherent matrix of assessment. This is important to avoid the pitfalls associated with over-assessment.

Response:

An inventory of assessment across the programme has been compiled and examined for learning outcome coverage and consideration of transferable skills. A copy of the matrix is included below. In line with the recommendations of the validation panel, the programme team have included more group projects, presentations and consolidated deliverables to avoid overassessment.

Module Name	Semester	Week	Assessment Type	Brief Description	Final Exam	Weighting %	Total %	Transferable Skills
Foundations of the Regulatory Risk & Compliance in a Fintech Environment	1	2	Group	Case Study Findings - Group Report & Presentation		20		Problem Solving / Research / Writing
	1	3	Individual	Online Assessment		40		Problem Solving / Research / Writing
	1	4	Group	Group Evaluation of Research Report		40	100	Teamwork / Conflict Resolution / Collaboration
AML Frameworks & Lifecycle Risk Management	1	6	Individual	Work Based Research Report		40		Problem Solving / Research / Writing
	1	January Exam	Individual		Written 2hr Exam	60	100	Problem Solving / Critical Thinking / Writing / Time management /
Operational Regulatory Requirements & Risk Management	2	5	Individual	Work Based Research Report		40		Problem Solving
	2	May Exam	Individual		Written 2hr Exam	60	100	Problem Solving / Critical Thinking / Writing / Time management /
Sustainability Risk Compliance & Disclosure	2	4	Group	Powerpoint presentation		30		Communication / Speech / Computer Literacy
	2	7	Group	Online Discussion Forum		10		Listening / Speech / Interpersonal Communication
	2	12	Group	Group Casestudy Report & Presentation		60	100	Problem Solving / Research / Writing
Project Management for Risk & Compliance Professionals	2	2	Individual	Integrated Assessment - Initial Project Proposal		40		Time Management / Attention to Detail /
	2	8	Individual	Integrated Assessment - Interim Project Report		60	100	Writing / Time management / critical thinking / adaptability
Professional Communications & Financial Services Employability	2	3	Individual	Delivery of CV and Cover Letter suitable for Financial Services		30		Attention to Detail
	2	6	Individual	Mock Interview Performance		30		Interpersonal Communication / Speech / Computer / Listening / Research
	2	3	Individual / Networking	Linked in profile & Networking Activities		20		Attention to Detail / Research / Computer / Adaptability / Collaboration /
	2	10	Individual	Reflective Portfolio		20	100	Emotional Intelligence / Critical Thinking
Applied Project for Risk & Compliance Professionals	2	13	Individual	Final Project Report & Presentation		80		Writing / Problem Solving / Creativity / Research / Attention to Detail
	2	13	Individual	Reflective Portfolio		20	100	Problem Solving / Research / Writing / Critical thinking

2. The Programme Team needs to revise the documentation to ensure that it is accurate, current, and fully updated in terms of what each module is intended to cover.

	<p>Response:</p> <p>The programme development team have subsequently reviewed all modules and updated accordingly for the final submission. These have been submitted for approval on AKARI. A note was added to indicate that the reading lists were not exhaustive. Further we have a Fintech Library page which includes a full suite of relevant current reading materials, updated daily due to the evolving nature of the sector. Below shows snippets of the moodle library of documents available to all students.</p>  <p>The screenshot shows a Moodle library interface with two columns of document links. The left column includes links for Glossary, PAT Careers, Artificial Intelligence (AI), Anti-Money Laundering (AML), Authorisations, Bank of International Settlements (BIS), Bitcoin, Blockchain, Case Studies, Central Bank Digital Currencies (CBDC), Central Bank of Ireland (CBI), and Climate Financial Disclosures. The right column includes links for Consumer Protection, Crypto Assets, CSDR, Digital Assets, Digital Currencies, EBA - AML/CFT Newsletters, EBA Stress Test Results, Future of Money, Gen AI, Greenwashing, MiCA, and ML/TF Risks.</p>
<p>3.</p>	<p>Given the complexity of the area learners should be presented with comprehensive module content that is accurate and specific. This is important to demonstrate a structured understanding of the various aspects of regulatory compliance.</p>
	<p>Response:</p> <p>The programme team acknowledge the importance of a comprehensive module content and have included these within the semesterised student handbooks. A sample of the semester 1 handbook is attached. Semester 2 handbook will be developed in advance of the semester start up at the faculty meeting scheduled for November 24th.</p>
<p>4.</p>	<p>Develop a handbook for the Final Project</p> <p>Response:</p> <p>The programme development team acknowledge the importance of clarity around the final project and will put a final project handbook in place before commencement of semester 2.</p>
<p>5.</p>	<p>It would be helpful that Faculty meet each semester to share learnings and areas for enhancement once the programme has commenced.</p>
	<p>Response:</p> <p>These dates have been scheduled for:</p> <p>October 27th – 9.30-11.30 – Semester 1 (final meeting pre teaching)</p> <p>November 24th – 9.30 to 12.30 – Semester 2 (Workshop – handbook preparation)</p> <p>March 22nd – 9.30 to 11 (Update with focus on project module)</p>

Conditions of Approval	
1.	Response:
2.	
3.	
4.	
5.	

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board	
1.	<p>Formal response to UPB request to remove the word Sustainability from the title.</p> <p>Response:</p> <p>The project team accept the recommendation from UPB and have removed this from the title.</p>
7.	<p>Formal response to with justifications for validation of Higher Diploma, as per the UPB request</p> <p>Response:</p> <p>Both the business and science award standards were considered by the programme team for suitability as it is recognised that Regulatory Risk & Compliance is an interdisciplinary area.</p> <p>Having conducted this analysis, it was felt that the Business Award Standard is the most appropriate. A Special Purpose is considered a one off offering or something more obscure to</p>

	<p>normal programme provision. To achieve a Higher Diploma, a student must usually undergo at least one year's study. To qualify for a Higher Diploma course, most students would already have an Honours Bachelor Degree, which represents the profile of our target cohort (and the applications received).</p> <p>Further for the HCI Pillar 1 Call Document 2023, the award sought was Higher Diploma</p>
8.	<p>Formal response to UPB, as indicated in the programme document that there are not multiple types of awards for different learners.</p> <p>Response:</p> <p>All learners will receive the same award, Higher Diploma in Business in Regulatory Risk and Compliance</p>
9.	<p>Formal response to UPB query on the nature of the collaboration, the enrolment numbers and programme costings.</p> <p>Response:</p> <p>A collaborative MOA has been agreed through the partnership office. For this particular programme the HCI funding was awarded to PAT Business School, with TU Dublin named as the awarding body (subject to validation). This programme is an extension to an existing collaboration with PAT, where 3 other programmes have been validated (with in excess of 100 active students and circa 150 graduates).</p> <p>100+ applications were received for this programme, exceeding the 44 places funded. We hope to request further funding due to the level of interest shown in the programme.</p> <p>This programme is a profit share arrangement (with costings agreed through finance). Funding of €275,000 has been received through HCI funding with estimated costs of €100,000 to run the programme and a €175,000 surplus revenue split 50/50 between the collaborative partners.</p>

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. Colin Hughes	
Signed:	Date: 19 th October 2023

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	
Signed:	Date: 23 rd October 2023

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education: Dr. Sharon Feeney	
Signed:	Date: 23 rd October 2023

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.