



Programme Validation Report

Postgraduate Certificate in Global Sustainability Leadership and Entrepreneurship

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1	Dr. David Irwin	25/04/2023
		Click or tap to enter a date.
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<i>Approval</i>	<i>Date</i>
Programme Proposal approved by Faculty Board	16.06.2023.
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	Postgraduate Certificate in Global Sustainability Leadership and Entrepreneurship
NFQ Level	9
ECTS Credits	30
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/>
Duration	Part-time: Full-time:
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/>
Classification of award	Minor Award
Discipline Programmes Board	Business
Faculty Board	Faculty of Business
Schools involved in delivery	Marketing and Entrepreneurship
Delivery location	Asynchronous delivery
Collaborative Partner (where applicable)	UNITAR
Date of Commencement	September 2023

Section B - Awards

Award Title	Postgraduate Certificate in Global Sustainability Leadership and Entrepreneurship
NFQ Level	9
Award Class	Minor
ECTS Credits	30
Classification of award	
Award (1) Title	
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	Select Level
Award Class	Choose an item.
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>	
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 <input type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: 25 th April 2023	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr Donal O'Brien,	Chairperson	School of MPO
Dr. Brian Gormley,	Head of Sustainability Education,	TU Dublin
Dr. Ciaran O'Connor,	Sustainability Consultant	Change by Degrees, Dublin

Dr. Clare O Mahony,	Internal Academic	Head of Economics, TU Dublin
Dr. David Irwin, Academic	Quality Advisor	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"/>
<p>Comment:</p> <p>Planet</p> <p>The priority SDGs reflected in the programme learning outcomes for development are SDG 4 Quality Education, SDG 8 Decent Work and Economic Growth, SDG 16 Peace, Justice and Strong Institutions, and SDG 17 Partnership for the Goals. This programme is designed to enable the Faculty of Business to become a leader in nurturing Sustainable Development through the promotion of EDI working environments for peace-building and peacemaking. The Faculty of Business is developing its Sustainability portfolio as it aims to become 'A Powerhouse for Living & Breathing Sustainability'. This programme represents the second programme focused on sustainability as the Faculty of Business seeks to empower enterprise to drive societal change from within organisations by providing a voice for sustainability and leadership that champions sustainability issues at local, national and global level to solve some of the world's most pressing problems. The programme will drive discourse on sustainable economic development framed around business practices that align with the principles of SDG 16 and the B4P Compact, to develop business practices that are grounded on social justice and corporate social responsibility for peace and conflict management. The learning portfolio aims to make a significant contribution as it seeks to foster research in the economic and financial domain with a focus on business leadership for peace development and sustainability.</p> <p>People</p> <p>This programme will provide a strong talent pipeline that combines knowledge, skills and employability in the area of Sustainable Development. The programme seeks to create richer opportunities for national and international engagement that contributes to enhancing the learning environment and the student learning experience. The programme is based on a student-centered approach sustained by the principles of knowledge democracy and excellence in engagement paradigms. A pathway for all – flexible design and delivery of the course. This provides a lifelong learning opportunity for professionals looking to take ownership of sustainability at the intersection of societal and business transformation.</p> <p>Partnerships</p> <p>The programme is framed in the context of high-quality learning with a focus on experiential learning of the UN SDGs. The learning, teaching and research strategy will be co-delivered by the United Nations experts with significant field experience and by research active academics within the Faculty of Business. The learning environment will be framed around the co-delivery of modules, workshops and research seminars between the Faculty of Business and the United</p>		

Nations Institute for Teaching and Research (UNITAR) and academic leads are designed to immerse participants in real-world learning for value creation, conflict resolution, sustainability, action and impact. Furthermore, the programme will significantly improve the equality of opportunity through education and training that reflects the diversity of our society and the growing need for diverse multicultural and multi-ethnic working environments.

HEA Compact targets

The programme is strongly aligned with the HEA compact targets and will make a significant contribution to achieving the high-level targets. The programme will provide a strong talent pipeline for both enterprise and research and create opportunities for international engagement through both the UN partnership and the global student base. The fully on-line and part-time nature of the programme will facilitate flexible studying and lifelong learning. Increasing the number of students engaged in these activities will help achieve compact high-level targets 1 to 3.

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:

In addition, mapping of module learning outcomes for modules to programme learning outcomes have been designed with reference to UNESCO sustainability competencies, EU GreenComp competencies, and the UN SDGs is detailed in the Appendices submitted as part of the validation documentation. These frameworks provide a rigorous underpinning and clear alignment with global research and policy in the space of sustainability leadership.

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:

The programme has been designed in partnership with UNITAR which is a dedicated training arm of the United Nations and an established, globally recognised provider of learning, training, and knowledge sharing services. In 2020 they provided these services to 322,410 individuals across the world in developed, developing, and least developed countries. Their model of collaborative provision of postgraduate programmes has proven highly successful, and UNITAR work with numerous highly ranked international Universities worldwide.

This novel programme is unique within the UNITAR portfolio of postgraduate partnership offerings and as such will have a significant competitive advantage. The combination of sustainable leadership and entrepreneurship, together with a focus on Business for Peace at the postgraduate level is not to our knowledge offered at any other universities and is unique in the Irish market. This distinctive feature, together with the focus on conflict management and resolution, and sustainable economic growth, will ensure student demand in a competitive environment.

Additionally, the fully on-line, part-time, flexible nature of the programme broadens the target market, and the programme will attract students of all ages from across the globe. UNITAR will promote the programme across their extensive global network ensuring a broad reach and appeal.

<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Comment:

There are several certificates at post graduate level in the sustainability space. Notably in TCD, DCU, UCC and UCD. These programmes vary in discipline focus, however many address the strictly environmental perspective of sustainability, with just two focused on the business lens. This PG cert will allow students to exit with the award, or continue into the PG diploma and masters offerings which are currently being developed. Additionally, the existing landscape of sustainability programmes is restricted in terms of online delivery, and none offer the rigor and underpinning of a strategic partnership such as our partnership with UNITAR.

Some national sustainability programmes, including the TU Dublin certificate, have attracted Springboard funding and almost exclusively serve the Irish market without an international focus. In addition to this, the current marketplace is focused on upskilling and part-time education for the most part without a focus on building a global cohort.

This programme has several completely unique points of difference; the Entrepreneurship and Leadership discipline focus, the Business for Peace focus, and the partnership with UNITAR. Furthermore, the global platform on which the programme will be promoted and delivered is unique. This position is maintained when considering the competitive landscape internationally, offering a unique and highly innovative approach to sustainability education while leveraging the strengths of the University.

Programme Title	University	Duration	Delivery
MA Global Strategy & Sustainability	University of Edinburgh	1 year	Fulltime, F2F
Msc Business Sustainability	UCD	23 months	Fulltime, F2F

International Masters in Sustainable Business & Innovation	EADA Business School Barcelona	9 months	Fulltime, F2F
Msc Sustainability & Business	University of Leeds	1 year	Fulltime, F2F
Msc Global Business & Sustainability	Erasmus University Rotterdam	1 year	Fulltime, F2F
MSc Sustainable Business: Leadership, Innovation and Management	University of York	1 year	Fulltime, F2F
Msc Business & Sustainability	University College London	1 year	Fulltime, F2F/Online
Business Sustainability – Master of Business Administration	University of New Zealand	1 year	Fulltime, F2F
MSc in International Business and Marketing	NTNU Norwegian University of Science and Technology	2 years	Fulltime, F2F
Master in Environmental Change and Global Sustainability	University of Helsinki	2 years	Fulltime, F2F
Professional Master in Sustainability, Entrepreneurship and Technology	Tomorrow University of Applied Sciences	12-18 months	Part-time, Online
MSc in Global Environment and Sustainability	University of London	2-5 years	Part-time, Online
M.A. International Business and Leadership - General, Trade, Sustainability or Healthcare focus	SRH Berlin University of Applied Sciences	2 years	Fulltime, F2F
<i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Comment:			

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: Extensive research into the international competitive landscape identified a number of competitor programmes offered worldwide. The vast majority of competitor programmes are full time and delivery is face to face. This programme departs from this model. Also, the suite of modules in this programme are unique in including entrepreneurship, leadership, innovation, peace-building, climate activism, and sustainable economic development offerings.		
<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"/>
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 <input checked="" type="checkbox"/>	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 <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: N/A		
<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 checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: The programme is fully online and asynchronous by design. All course materials and teaching will be provided via our Virtual Learning Environment (VLE) Brightspace.		
<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		
<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: A comprehensive chart is presented on p.28 of the Validation document to evidence this.		
<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: This programme will operate within and adhere to the University's QE processes, as detailed in the Handbook for Academic Quality Enhancement which gives voice to QE as "a means of further improving the student experience". These processes include annual monitoring of programmes/quality action plans; programme/module validation; programme management, team, committee functioning structures; programme modification; oversight and external examiner moderation. The School of Marketing and Entrepreneurship collaborates with colleagues at Academic Board, specifically with the College of Business QA committee for module modifications and secondly the Annual Monitoring Committee.. As part of the regular academic quality enhancement and enhancement in the School and in the Faculty of Business, each programme committee prepares an annual monitoring report on the functioning of the programme from the previous academic year. Key inputs to the report include the following: feedback from students on individual modules; feedback from students on programmes; and, external examiner reports.		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: The target student population is national and international and the design and development of modules with UNITAR reflects these constituencies and their diverse learning experiences.		

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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 <input checked="" type="checkbox"/>	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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<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"/>
Comment: Whilst this qualification is a stand-alone award, the School is at an advanced stage in planning for an add-on Graduate Diploma and Masters in Global Sustainability Leadership and Entrepreneurship. Graduates from the Graduate Certificate will be eligible to progress to further programmes in this generic area once approved.		
<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"/>
Comment:		
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: The School submitted as part of the validation documentation a copy of the proposed Student Handbook.		
<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)		
Are the roles and responsibilities of each partner clearly defined?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The roles and responsibilities of UNITAR as outlined in our letter of agreement are as follows:</p> <ul style="list-style-type: none"> • Collaborating with TU Dublin in initiatives developed within the respective fields of expertise, that contribute to the Parties common goals and objectives with regard to high quality learning, research and education solutions; • Supporting the academic coordinator/Programme Chair of the programme and the individual modules; • Designing the individual modules with the assistance of TU Dublin; • Publicising the programme and individual modules; • Providing the material and human resources, including faculty and temporary lecturers, to deliver the courses under its responsibility; • Managing and safeguarding the information provided by TU Dublin about the students; • Confirming to TU Dublin the academic records of the students for the modules within up to one month from the closure of the modules; • Assuring that its personnel, agents, employees, or contractors meet the highest standards of qualification and technical and professional competence necessary for the achievement of the objectives of the partnership. <p>The roles and responsibilities of TU Dublin as outlined in our letter of agreement are as follows:</p> <ul style="list-style-type: none"> • Acting as the academic coordinator/Programme Chair of the programme and the individual modules and perform the associated duties; • Assuring that the academic standards of the award provided under this Agreement are compatible with relevant benchmark by TU Dublin Quality Assurance policies and procedure in line with the Bologna Process, recognized within the European Union; • Assuring the award conferred upon successful completion of the individual modules is equal in academic standard to that conferred on successful completion of the same or comparable internal TU Dublin programmes; • Designing the individual modules with the assistance of UNITAR; • Publicizing the programme and the individual modules; • Providing the material and human resources, including faculty and temporary lecturers, to deliver the courses under its responsibility; • Receiving applications from potential students, screening them according to its requirements and providing a listing of all the students registered on the programme of study. • Managing and safeguarding the information provided by potential students at the moment of application; • Managing the recognition of the academic credits previously obtained by students; • Collecting the fees from the students and transfer to UNITAR the respective share, as per Article IV; • Issuing each student with a receipt to acknowledge the payment; • Granting access to students on the TU Dublin virtual learning environment for the duration of the modules and suspending access when the student has graduated; 		

<ul style="list-style-type: none"> • Updating the modules hosted on the TU Dublin virtual learning environment and uploading new, when agreed as per Annex I; • Transferring the respective documentation (including the list of students per module and the amounts received) to UNITAR up to the beginning of each semester; • Documenting the academic records of the students enrolled in the individual modules; • Issuing and delivering official certificates at the end of the individual modules; • Cooperating in any quality assurance evaluation that may be undertaken by UNITAR; • Ensuring that its personnel, agents, employees, or contractors meet the highest standards of qualification and technical and professional competence necessary for the achievement of the objectives of the partnership; • Ensuring that all relevant national labour laws are observed; • Refraining from any conduct that would adversely reflect on the United Nations and shall not engage in any activity which is incompatible with the aims and objectives of the United Nations or the mandate of UNITAR. 		
<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

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"/>
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Areas for commendation	
1.	The uniqueness in an Irish context of TU Dublin's partnership with the UNITAR.
2.	The degree of innovation in designing and developing the programme with UNITAR.
3.	The sustainable delivery of the programme in an asynchronous format.
4.	
5.	

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

Recommendations	
1.	The document would benefit from a re-clarification of 'leadership' so that it is clear that leadership is not purely confined to a business context.

	<p>Response:</p> <p>The student handbook and programme documentation will be updated to clearly outline the purpose of the programme in respect of leadership. The programme will develop responsible leaders for sustainability, peacebuilding, and conflict resolution, and champions of the United Nations (UN) Sustainable Development Goals (SDGs). The leadership skills developed in the programme will enable students to be leaders in sustainability as individuals, and within organisations and institutions. The emphasis of the programme is on leadership and entrepreneurial solutions to achieve the UN 2030 Agenda and the SDGs, rather than leadership in a purely business context.</p> <p>The sustainability leadership module descriptor will be edited to clarify and reflect the specific applications of the leadership skills developed.</p>
2.	<p>The assessors believe that the programme would benefit from the inclusion of Climate Scenario Analysis and Planning.</p> <p>Response:</p> <p>Welcome week will feature an introduction to the SDGs and we will include an introduction to Climate Scenario Analysis and Planning in the programme. We will also look to include this in more detail in the development of the PG Diploma 30 credit top up programme.</p>
3.	<p>The assessors would like to see a list of stakeholders included to present the range and extent of contributors from both Global North and Global South.</p> <p>Response:</p> <p>In addition to the stakeholders outlined in the validation documents, the academic stakeholders who have contributed to the programme development are listed in the appendices represent both global north and global south leaders who have been included in the process. Additional detail on internal UNITAR stakeholders to be provided.</p>
4.	<p>The assessors would like further clarification written into the document on the manner in which asynchronous learning is structured and managed so that learners across the globe have a shared and similar learning experience.</p>
	<p>Response:</p> <p>UNITAR have considerable experience running online asynchronous programmes with partner institutions across the globe</p> <p>The school of marketing and entrepreneurship also have knowledge and expertise in running programmes of this nature as they currently run the only online asynchronous masters programme in TU Dublin</p> <p>Following best practices and successful innovations on similar programmes, a shared learning experience will be ensured through the following:</p> <ul style="list-style-type: none"> • A welcome week that will include live online (recorded) events including ice breaker events where students will get to know each other and the programme team.


	<ul style="list-style-type: none"> • A minimum of two live seminars delivered in each module. These modules will offer an opportunity for students to interact, and will be recorded for those who cannot attend live. • Moderated discussion forums, a minimum of four per module. These will be facilitated by the lecturers, and in some cases by a group of students, and focused on a particular theme. Facilitators will pose questions, advance the discussion and keep it on topic. Students will be able to connect, share their thoughts and experiences, and deepen their understanding of the material. • Informal coffee mornings will be hosted a minimum of four times throughout the semester. These were introduced by UNITAR on their online programmes during covid to help those feeling isolated by lockdowns. However, based on the popularity of these events and student feedback they have continued to utilise them to help build a community among learners on online programmes. • A group project in each module will facilitate engagement and allow students to build relationships with their peers. The grade for group projects will have an individual element and this will be assessed by the group members themselves. Peer evaluation form will require students to assess the input into the project by all members of the group, including themselves. This element of the group project will ensure that all students engage and will help enforce a balanced work load between members.
5.	The assessors recommend that the University quality assurance details on p. 13 'Learning & Teaching Enhancement' is revised in line with current university QA procedures.
	Response: This will be completed as soon as updated QA procedures are available.
6.	The assessors would like table 4 to be inserted into the validation documentation. Reference is made to it on p. 10 of the Validation document.
	Response: Done.

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

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. Donal O'Brien	
Signed:	Date: 25 th April 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. Etain Kidney	
Signed:	Date: 5 th May 2023

Faculty Board	
The report and response have been approved by Faculty Board 16.06.23	
Vice-Dean for Education: Dr. Lucia Morales	
Signed: 	Date 16.06.2023: 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.