



a

Programme Validation Report

Post Graduate Diploma in Professional Accountancy

| <i>Version of Report</i> | <i>Author</i> | <i>Date</i> |
|--------------------------|-----------------|-------------------------------|
| 1 | Dr. David Irwin | 29/01/2024 |
| | | 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 | 9 |
| 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 | March 2024 |

Section B - Awards

| | |
|-------------------------|--|
| Award Title | Post Graduate Diploma in Professional Accountancy |
| NFQ Level | 9 |
| 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"/> |

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 checked="" type="checkbox"/> | AQEC Meeting <input type="checkbox"/> | AQEC Sub-Group <input type="checkbox"/> |
| Date: 29 th January 2024 | Date: | Date: |

Panel Members

| Name | Role | Affiliation |
|------------------------|------------------|-------------------------------|
| Assumpta Harvey | Chairperson | TU Dublin |
| John Gaynor | External Member | ATU (Sligo) |
| Adam Leahy | External Member | Microsoft, EMEA Ireland |
| Siobhán Maher | External Member | Cronin & Co. Terenure, Dublin |
| 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 ✓ | No <input type="checkbox"/> |
| <p>Comment:</p> <p>Linkage should be to all 10 and not just 6 of the UEM in the Programme Documentation;</p> <p>Graduate Attributes should be amended to encompass the latest attributes approved by Academic Council (July 2023).</p> | | |
| <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 ✓ | No <input type="checkbox"/> |
| <p>Comment:</p> <p>The document needs to reflect in greater detail the management responsibilities between PAT and TU Dublin.</p> <p>Programme team response: Noted and added into document -See Section 2.5, P13.</p> | | |

| Awards Standards | | |
|--|-------|-----------------------------|
| <i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i> | Yes ✓ | 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 ✓ | 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 ✓ | 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 ✓ | No <input type="checkbox"/> |
| <p>Comment:</p> <p>The documentation should include relevant feedback of endorsement from ACCA and ACCA Network. This should be included in an appendix.</p> | | |

| | | |
|---|-------|-----------------------------|
| <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"/> |
| | | |

| 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"/> |
| | | |
| <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"/> |
| | | |
| <i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i> | Yes ✓ | No <input type="checkbox"/> |
| | | |
| <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 ✓ | 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 <input type="checkbox"/> |
| <p>Comment:</p> <p>Note comments raised above regarding inclusion of the 10 features of the university UEM;</p> <p>Programme team response: Noted and added – see Section 2.6, P 15 and P16</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 <input type="checkbox"/> |
| <p>Comment:</p> <p>The assessment of transversal skills should be clear in the programme documentation through the inclusion of a matrix table.</p> <p>Programme team response: Noted and added to documentation – see Section 3.5, P24-26.</p> | | |
| <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"/> |
| <p>Comment:</p> | | |
| <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"/> |
| <p>Comment:</p> <p>The programme should (preferably in the proposed Student Handbook) include a comprehensive mapping of assessments against module learning outcomes;</p> <p>The PLOs should be mapped to the school objectives (see table 4).</p> <p>Programme Team Response: Noted and added to document, see Table 4, P9.</p> | | |
| <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"/> |
| <i>Do the teaching and assessment methods consider the diversity of the student cohort?</i> | Yes ✓ | No <input type="checkbox"/> |

| 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"/> |
| <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"/> |
| <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"/> |
| <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>While access arrangements for those with a disability, exceptional entry applications and RPL applications are described, transfer arrangements are not discussed. Therefore, the documentation should make explicit comment and provision for this.</p> <p>Programme team Response: Noted and added to document, see Section 4.8. page 32</p> | | |
| <i>Do the student support and learning environment cater for equality, diversity and inclusivity of students?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <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>The Programme Handbook needs to include such information, when produced.</p> <p>Programme team response: The student handbook has been created and is now included as an addendum to the programme document.</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"/> |
| <p>Comment:</p> <p>Due diligence has been completed and approved by the Partnerships Office. This also includes PEL and other legal requirements.</p> <p>However, the roles and responsibilities of PAT and TU Dublin needs to be included in the programme documentation in a clear and succinct manner.</p> <p>Programme team response: Noted and included more clearly at the outset of the document (see section 2.5 replacing section 8.2 to give greater clarity on roles and responsibilities).</p> | | |
| <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"/> |
| <p>Comment:</p> <p>TU Dublin is the awarding body for this programme.</p> | | |

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 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.</p> | X |
| 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 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 level of support and tuition provided to students through the partnership between PAT and TU Dublin. |
| 2. | The proposed programme, in terms of its design and delivery, will enhance the opportunity for learners to qualify in an accelerated manner. |
| 3. | There was excellent evidence of teamwork in terms of sharing roles and responsibilities whilst engaging with the Validation Panel. |

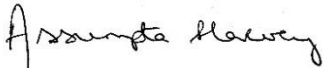
| Recommendations | |
|-----------------|--|
| 1. | <p>The Programme Team should prepare a revised programme handbook containing the following:</p> <ul style="list-style-type: none"> • An indicative timetable of what a 'typical' learner week should be. |
| | <p>Response:</p> <p>Noted, these are now included as an appendix to the programme document – see Appendix 3 which provides an overview of semester 1 and 2 timetables.</p> |
| 2. | <p>The Programme Team should revise their primary documentation to include the following:</p> <ul style="list-style-type: none"> • An explanation as to how the delivery and assessment of transversal skills are mapped across the modules; • A more comprehensive piece on the division of management of roles and responsibilities between PAT and TU Dublin, as presented at the meeting; • Evidence of endorsement from ACCA and ACCA Global to be provided as an appendix. |
| | <p>Response:</p> <p>Noted – see transversal skills mapping at section 3.5 with specific requirements considered in table 10 and table 11, pages 23-26</p> <p>Noted – see discussion on respective responsibilities in Section 2.5 pages 13-14</p> <p>See appendix 4 email from ACCA. The endorsement from ACCA Global was received as part of a meeting with Lucia Real Martin on November 23rd. I have an email that I can show on request, but it contains other information so probably not appropriate to append. I will however request a dedicated email re same.</p> |
| 3. | <p>The Programme Team should consider in due course the design and development of an additional 30 credit module to provide a level 9 master's degree award.</p> |
| | <p>Response:</p> <p>The programme acknowledges the value of a 30-credit research add-on, and this is included in their pipeline plans. As the 60 credit is specifically what is funded by HCI, the programme team felt it appropriate to firstly validate this element and then separately validate the add-one, for which TU Dublin will take the lead. Separating the two allows for cleaner a partnership agreement.</p> |

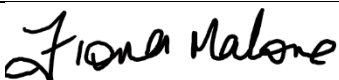
| | |
|----|---|
| 4. | <p>It is recommended that that programme validation document is updated to include:</p> <ul style="list-style-type: none"> • Specific information about the resources and support that will be provided for the student from TU Dublin and PAT • Information on how this programme links directly to ACCA content and exams. |
| | <p>Response:</p> <p>Information on unique programme supports is included at Section 3.6</p> <p>A note has been included at the outset of section 2.2 indicating that the Module Learning Outcomes are based on the ACCA Strategic Paper Syllabus. This is reiterated under section 3.3.</p> |
| 5. | <p>There are some errors in the document that should be corrected:</p> <p>Pg. 9 'School of Objectives' should read 'School Objectives'</p> <p>Pg. 10 Sustainability module listed as 5 ECTS credits and 10 everywhere</p> <p>Pg. 12 Colour of text in table is difficult to read</p> <p>Pg. 14 Has accounting emerged as a professional response to co-evolution of technology etc. or has the accounting profession provided a professional response to the co-evolution to technology etc?</p> <p>Pg. 19 Non-credit bearing listing of 'professional communications and work placement preparation' may suggest to applicants that there is option of work placement – may be best to consider changing name to manage expectations e.g. 'professional communications and work preparation'</p> <p>Pg. 22 Review wording in table re open book assessment</p> <p>Pg. 26 Suggests PC (TU Dublin) receives applications; however, this contradicts with pg. 35/36</p> <p>Pg. 30 Under 6.2. PAT provided with market data not by market data?</p> <p>Pg. 30 Section 6.2 would expect this also should include target cohort numbers for the programme over the next 5 years</p> <p>Pg. 34 Sections includes reference to old DIT structures – collage action plan, college leadership team, QE leaders</p> |
| | <p>Response:</p> <p>The programme team thanks the panel for their rigorous review and confirms the correction / updating and rewording of the above.</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 |
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Section G - Approvals

| Validation Report | |
|---|------------------|
| This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson. | |
| Chairperson: Assumpta Harvey | |
| Signed:  | Date: 30/01/2024 |

| 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: 30/1/ 2024 |

| Faculty Board | |
|--|-----------------|
| The report and response have been approved by Faculty Board Chair's Action :- | |
|  | |
| Dr. Eoin Langan Dean, Faculty of Business Chair, Faculty of Business Board Date: 31.01.24 | |
| Signed: Dean, Faculty of Business | Date: 31/1/2024 |

| University Programmes Board (Programmes of 30 ECTS or greater) | |
|---|-------------------------------------|
| 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. |