Programme Validation Report

TU345 Postgraduate Diploma in Science in Sports Analytics and Technology

Version of Report	*Author*	*Date*
1.0	Dr. Linda Moore	06/12/2023
2.0	Dr. Linda Moore	24/01/2024
		Click or tap to enter a date.
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Approval	*Date*
Programme Proposal approved by Faculty Board	20/06/2023
Programme Proposal approved by University Programmes Board	27/06/2023
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 Diploma in Science in Sports Analytics and Technology **(new proposed title Postgraduate Diploma in Science in Sports Analytics, Technology and Innovation).**
NFQ Level	9
ECTS Credits	60
Mode of delivery	Part-time ✓ Full-time ☐
Duration	Part-time: 1 year Full-time: NA
Mode of provision	Face-to-Face ☐ Blended ✓ Online ☐
Classification of award	Pass - GPA 2.0 2nd class honours - Grade 2 - GPA 2.5 2nd class honours - Grade 1 - GPA 3.0 1st class honours - GPA 3.25
Discipline Programmes Board	Sports Science (Head of Discipline for Sports Science, Dietetics, Nutrition and Sports Science)
Faculty Board	Faculty of Sciences & Health
Schools involved in delivery	School of Biological, Health & Sports Sciences (4 modules) School of Management, People & Organisations (2 modules) School of Enterprise, Computing & Digital Transformation (1 module)
Delivery location	Tallaght Campus
Collaborative Partner (where applicable)	NA
Date of Commencement	January 2024

Section B - Awards

Award Title	Postgraduate Diploma in Science in Sports Analytics, Technology and Innovation
NFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	Pass - GPA 2.0 2nd class honours - Grade 2 - GPA 2.5 2nd class honours - Grade 1 - GPA 3.0 1st class honours - GPA 3.25
Award (1) Title	No exit/embedded award
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	

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

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board	
No programme derogations were sought as part of the PPF submission for approval by the UPB. The UPB therefore did not approve any derogations.	
Date of University Programmes Board Approval	Click or tap to enter a date.

Section D Validation Process

Please tick the process that was followed:

Validation Panel ✓	AQEC Meeting ☐	AQEC Sub-Group ☐
Date: 1st December 2023	Date:	Date:

Validation Panel Membership

Name	Role	Affiliation
Dr. Julie Dunne	Chair	Head, School of Food Science & Environmental Health, Faculty of Sciences & Health, TU Dublin; TU Dublin Faculty of Sciences & Health AQEC member
Dr. Fiona Chambers	External Panel Member (Academic)	Co-director of PG Dip in Innovation and Design Thinking, School of Education, University College Cork
Dr. Tiago Malaquias	External Panel Member (Industry)	Senior Data Scientist at STATSports
Dr. Adrienne Fleming	Internal panel member	School of Chemical and BioPharmaceutical Sciences, Faculty of Sciences & Health, TU Dublin
Dr. Michael Moore	Internal Panel Member	School of Physics, Clinical & Optometric Sciences, Faculty of Sciences & Health, TU Dublin
Dr. Omar Portillo	Internal Panel Member	School of Business Technology, Retail & Supply Chain, Faculty of Business, TU Dublin

Dr. Linda Moore	Academic Affairs Representative	Quality Framework Team, Academic Affairs, TU Dublin; TU Dublin Faculty of Sciences & Health AQEC member

Documentation Reviewed by Panel

- Validation Document
- Programme Document (as downloaded from Akari-PMC)
- Student Handbook

Section E - Programme Evaluation

Governance & Management		
Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?	Yes ✓	No ☐
Comment: The programme has been designed in accordance with the University's Strategic Plan, Educational Model (see Learning, Teaching & Assessment Section below) and the Quality Framework.		
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: • The proposed management of the programme aligns with the TU Dublin's Quality Framework, as confirmed verbally during the validation event. • A stated validation condition (C7, below) is that the roles and responsibilities with respect to programme QA be included in the Validation Document, with particular reference to examination processes, incl. external examiner recruitment, liaison and feedback.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐
Comment:		
Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes ✓	No ☐
Comment:		
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Comment:		

Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Comment: Extensive internal and external stakeholder engagement and input is evident in the development of this programme. External stakeholder engagement was supported by TU Dublin's Enterprise Academy under the HCI Convene project.		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Comment:		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ☐	No ☐
Comment: NA		

Programme Design		
Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?	Yes ✓	No ☐
Comment: Rigorous market analysis and stakeholder engagement, as supported by TU Dublin's Enterprise Academy, was used to inform the programme design. Technology Ireland DIGITAL Skillnet awarded funding to TU Dublin in response to a competitive tender to develop TU345 and planned adjacent offerings, due to the identification of this programme as a key element of the talent strategy to enable the growth and development of SportsTech companies in Ireland. The SportsTech Ireland cluster, which supports the needs of indigenous and FDI companies is partnering with DIGITAL Skillnet and TU Dublin with respect to needs analysis, enterprise/guest faculty and recruitment.		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment: Student input into curriculum design will be captured via: (1) The online survey system, Evasys (for first year student survey in 24/25) (2) Student participation in the TU345 Programme Board.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓ No	☐
Comment: The programme team have outlined their intention that the development and delivery of the TU345 programme is part of a broader plan to foster the growth of sports analytics, technology and innovation at TU Dublin. This has included the signalling of the intention to continue engaging with external stakeholders via TU Dublin's Enterprise Academy in the further development of programme offerings and other related initiatives.		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐

Comment: • Although not clearly demonstrated in the documentation, panel discussions with the programme team demonstrated a stated intention for a logical progression of learning and development throughout the programme. • A stated condition for validation (C13, see below) is evidencing of this logical progression through the identification of core relevant technologies and evidencing of the scaffolding of learning of these technologies as the student transitions from one semester of the programme to the next in the Validation Document and Programme Document.		
Are there appropriate opportunities for students to undertake workbased learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment: The programme has been designed to facilitate students in integration of programme learnings and workplace learning, as per the employment context of the student. This is also demonstrated by some of the assignment descriptions, with a range of authentic assessments incorporated into the programme. The programme team have confirmed that alternative arrangements to complete work-based assignments are in place for students who are not able to complete these within their existing employment contexts.		
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: • As the Digital Education Policy and associated Academic Quality Assurance procedures and processes are still under development, specific use of a Blended Learning Checklist was not requested from the programme team. • A stated validation condition (C8, see below) is that the terminology and approaches to blended, onsite and Hyflex learning be described in the Validation Document and Student Handbook in alignment with the terminology and descriptions of modes of learning as per the TU Dublin's Digital Education Policy.		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment: • The Validation Document omitted to include a number of items required on the Checklist. The panel has stated as a condition (C6, see later) of validation that the omitted items be included in the Validation Document. • All programme and module descriptor information has been provided through the TU Dublin's Programme and Module Catalogue (Akari). • The Student Handbook adopted the correct format, although some of the information needs to be enhanced as conditions (C17-C25, see below) of validation.		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐

Comment:

- The inter-disciplinary, intra- and inter-Faculty and cross-campus nature of this programme aligns with the UEM Guiding Principle 2, in that it demonstrates a connected and engaged curriculum. This is underpinned by a strong emphasis in the programme design on the application of knowledge and experiential learning, which also aligns to UEM Guiding Principle 5.
- Extensive stakeholder engagement and support from industry, via both the TU Dublin's Enterprise Academy, in the development of this programme aligns strongly with the UEM Guiding Principle 6, of embedded engagement with industry and community partners.
- There is evidence of reuse of relevant modules from the University Programme Module Catalogue to avoid any unnecessary duplication of modules.

Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?	Yes ✓	No ☐

Comment:

There is a mix of assessment types, including authentic assessments.
The panel has proposed (R4, R5, see below) that some of the proposed individual module assessments be replaced with group and linked assessments across modules to enhance the authenticity of some of the assessments, while also aligning with the programme's stated aims, objectives and learning outcomes that emphasis constructivist learning, collaboration and communication.

Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?	Yes ✓	No ☐

Comment:

- The authentic nature of many of the assessments mitigates against students potentially engaging in actions to compromise the academic integrity of their work. Breaches of academic integrity will be further minimised through an increased emphasis on group assignments, as have been recommended by the panel (R4, R5, see below).
- A stated condition (C6, see below) of validation is the inclusion of Academic Integrity Guidelines in the Validation Document.
- A further stated condition (C25, see below) is the inclusion of this information in the Student Handbook.

Is there a comprehensive mapping of assessment methods and module learning outcomes (MLOs) and between module learning outcomes and programme learning outcomes (PLOs)?	Yes ☐	No ✓

Comment:

While the relationship between the assessment methods, MLOs and some of the PLOs were apparent in the submission of the original documentation, the panel has stated as a validation condition (C1, C12, see below) that the PLOs be revisited to increase the alignment between the assessments, MLOs, PLOs and programme title. The evidencing of this through a comprehensive mapping document is also a stated condition of the validation, once some of the PLOs have been revisited.

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

Comment:

The student feedback mechanism is not clearly or comprehensively described in the documentation submitted. The panel have stated that it is a condition of validation (C6, see below) that this information be supplied in greater detail, as per the required information for a Validation Document.

Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ☐	No ✓
Comment: Consideration of the teaching and assessment methods with regards to student diversity is not clearly described in the documentation submitted. The panel have stated that it is a condition of validation (C6, see below) that this information be supplied in greater detail, as per the required information for a Validation Document.		

Student Supports & Learning Environment		
Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?	Yes ✓	No ☐
Financial resources: Resourcing of the programme is supported through the success in securing funding for the programme through Technology Ireland DIGITAL Skillnet.		

Physical resources:
Available at TU Dublin's Tallaght campus.

IT/Digital resources:

- Brightspace (as licensed to TU Dublin) will be used as the VLE for the programme.
- The Schools involved in the delivery of the programme have confirmed that TU Dublin holds the necessary licences for the software that will be used, where a licence is required, while other software is open-source.

Human resources (see below)

Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
• The programme will be delivered by three Schools, from three Faculties. The School of Biological, Health & Sports Sciences have confirmed that the resources are in place to deliver the programme as stated in the programme documentation. Evidence was also furnished as to the extensive network that the School of Biological, Health and Sports Sciences have in the discipline of sports and sports analytics/technology/innovation. This network provides access to a pool of guest lecturers to further enrich the programme delivery and the student experience. • The panel recommends (R1, see below) that a written resourcing plan be submitted as part of the Validation Document, clearly outlining resourcing commitments for the delivery of all modules submitted for validation as part of the TU345 programme, from the Schools associated with each module.		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐

Comment: • Verbal confirmation of this was given by the programme team and leadership. This was supported by the proposed use of the Evasys system to gather student feedback on the programme. • A stated condition of validation (C6, below) is the submission of this information as part of the Validation Document.		
Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment: Access arrangements: While the access arrangements are clearly verbalised by the programme team during the validation event, a condition of validation (C10, see below) is that these need to be clarified to a greater extent in both the Validation and Programme Documents, to capture how the provisions of TU Dublin's Recognition of Prior Learning (RPL) policy will be applied to criteria and decision-making for entry into the programme through a non-standard pathway. Transfer and progression arrangements: There are currently no provisions made for a direct progression or transfer of successful TU345 graduates into other programmes in TU Dublin within the same discipline domain, due to the nonexistence of such programmes at the time of TU345 validation. However, it is acknowledged by the panel that the School proposing the TU345 programme intends to deliver TU345 as part of an expanded suite of programmes in the Sports analytics, technology and innovation domain into the future, and that these other programmes will be developed in due course.		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment: • Wider TU Dublin supports are in place to support a learning environment that is diverse and inclusive. • A condition of validation (C6, see below) is that the Validation Document include a description of the programme-specific supports available to students. The inclusion of this information in the Student Handbook are also stated conditions (C18, 19, see below) of validation.		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment: While the Student Handbook provides information on general programme information, a number of stated conditions (C17-C25, see below) of validation that more detailed programme information be included in the Student Handbook regarding indicative timetable, programme staff roles and contact information, academic integrity.		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: NA		

Collaborative Provision (if applicable) NA		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
Comment: NA		

In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?	Yes ☐	No ☐
Comment: NA		

Section F - Overall Recommendation

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

Areas for Commendation	
1.	The TU345 programme team are to be commended in proposing a programme of an interdisciplinary nature, involving both intra- and inter-Faculty involvement, as well as cross-campus participation.
2.	The field of data analytics is increasing in relevance in the Sciences. The proposed TU345 programme is at the forefront of incorporating data analytics into a scientific discipline.
3.	The TU345 programme could be used as a platform to facilitate cross-sectoral opportunities in the field of data analytics, in that it can be used as a transitional programme to allow those already working in the field of data analytics to transition into the sports analytics and innovation field.
4.	The extensive network that the School of Biological, Health & Sports Sciences has in the discipline of sport and related analytics, technology and innovation allows for access to industry-based expertise that can be harnessed to promote the student experience in the development of contextual and industry-relevant knowledge, thereby serving to enrich the programme.
5.	The support of the extended Faculty through the TU Dublin's Convene and Enterprise Academy, and their engagement with external stakeholder networks, has facilitated the development of an industry-relevant TU345 programme in an area of skills demand. Continued Convene and Enterprise Academy support will facilitate the programme in maintaining and strengthening its industry-relevance as the programme evolves over time.

Conditions of Approval

Programme Documentation	
C1	As per the Learning, Teaching & Assessment section of the report above, a stated condition of validation of the TU345 programme is the submission of a comprehensive mapping of the assessment methods, MLOs and PLOs. This should be included in the Validation Document. Consideration should also be given to including it in the Student Handbook.
	School Response: A mapping of the assessment methods, MLOs and PLOs are attached. These are now included in the Validation document (section 6.5) and in the student handbook.
C2	All programme documentation [1] must be consistent and aligned regarding the stated programme duration, stages, and ECTS credits.
	School Response: All programme documentation has been updated with the relevant information.
C3	Reference to progression to MSc in this field must be removed from all programme documentation (as there is currently no validated MSc in Sports Analytics and Technology).
	School Response: All references to progression to the Masters have been removed from the Programme Validation Document, student handbook and Akari. We have retained the reference to future development of the Masters (section 3.9 and 5.1) in the Programme Validation document as the original tender included the development of a Masters track and it is the intention of the Schools involved to validate a Masters in this area.
C4	All references to a PG Cert must be removed from documentation, as it has neither been put forward for validation, nor has it been proposed as an exit award.
	School Response: All references to a PG Certificate have been removed from the documentation.
C5	The programme title must be used consistently across all documentation.
	School Response: The new proposed title **'Postgraduate Diploma in Science in Sports Analytics, Technology and Innovation'** is now included in all documentation.

[1] Validation Document, Programme Document, Student Handbook

C6	The following information must be included in the Validation Document, as per the TU Dublin's Quality Framework *Documentation Required for Programme Validation*, which is part of the TU Dublin's *Programme Validation* Policy): • "Approaches to supporting Student Engagement and Success, with consideration of EDI matters" • "Method(s) of providing feedback to students on their assessed work – what students should expect". This should be expanded beyond stating only that "formative feedback" will be given via the VLE. • Sample of draft marking rubrics – as per "Assessment guidelines including marking rubrics". • Draft assessment startegy for the programme which includes2 sample r"Guidelines on the submission of assessments, including academic writing and referencing guidelines, and academic authentication / academic integrity guidelines" • "Information on penalties that may apply for the late submission of assessments, and arrangements for absence from assessments" No"Programme-specific student supports that may apply, e.g. peer mentoring."??

School Response:

The School has included the following information in the Programme Validation document or the student handbook as indicated.

"Approaches to supporting Student Engagement and Success, with consideration of EDI matters"

The following text has been included in the Programme validation document section 6.7.

Strategies to ensure inclusivity of all students.

TU Dublin has a stated goal to become an exemplar in Equality Diversity and Inclusion and has developed action plans around Race Equity, Athena Swan, and Ending Sexual Violence and Harassment. The details of these plans are available on the Building an Inclusive University website here: https://www.tudublin.ie/intranet/equality-anddiversity/building-an-inclusive-university/ The School of Biological, Health and Sports Sciences has taken active steps to foster an inclusive and welcoming environment for students from all backgrounds. Additionally, the School works with the TU Dublin Disability Support Service and ensures that any student with a disability does not experience an educational disadvantage and that all students can access and equally participate in and benefit from educational opportunities.

"Method(s) of providing feedback to students on their assessed work – what students should expect". This should be expanded beyond stating only that "formative feedback" will be given via the VLE.

RESPONSE: The following information has been added to the Programme Validation document (page 40/41).

Students will receive both summative and formative feedback for each module. As continuous assessment is the primary assessment methodology, formative feedback will be issued after each assignment. The feedback will be adapted depending on the assignment type and will reference the assignment rubric.

The following approaches will be used:

- *The Evaluation and Feedback option for Brightspace assignments will be used to give immediate quantitative feedback. This feedback will be based on the assignment rubric.*
- *Written Feedback. Individual written feedback will be provided via the Brightspace Discussion forums. Students get an automatic email for feedback issued via the Forums.*
- *Feedback Sessions: These will be timetabled (30 minutes to 1 hour) for the week following the assessment. It will consist of a group session and optional one-on-one feedback sessions to discuss assessment results. The group session will provide feedback to the entire class on common trends or areas for improvement observed in their submissions. This collective feedback can benefit the entire cohort and promote a sense of shared learning goals. The individual sessions will allow for a more personalized interaction, giving students the opportunity to ask questions and seek clarification on specific feedback points.*

Feedback Guidelines

- *Provide feedback within a reasonable timeframe, we are aiming to deliver feedback to students within 10 working days after the submission or completion of an assessment.*
- *Feedback should include the breakdown of the student's individual grade as per the marking scheme (uploaded to Brightspace on the VLE – Brightspace, as per regulation).*
- *The feedback modality is at the discretion of the lecturer but at a minimum must include opportunities for individual feedback for all students.*
- *Ensure that feedback is constructive and specific, highlighting both strengths and areas for improvement. Avoid general comments and provide actionable suggestions for growth and development.*

Sample of draft marking rubrics – as per "Assessment guidelines including marking rubrics".

RESPONE: Samples of marking rubrics are included in the Assessment Strategy document and the Student Handbook.

"Guidelines on the submission of assessments, including academic writing and referencing guidelines, and academic authentication / academic integrity guidelines"
"Information on penalties that may apply for the late submission of assessments, and arrangements for absence from assessments"

RESPONSE: the following has been added to the Student Handbook (page 22).

Details of the assessment components for each module will be made available via the programme assessment calendar. Lecturers will inform students of the dates of any continuous assessments or submission deadlines. All assignments will be posted on Brightspace along with an assignment brief.
All assignments are due no later than 22.00pm on the due date. By written agreement with the Programme Manager, two deferrals will be permitted over the course of the programme. The deadline for submission of deferrals is the due date of the next assignment.
Penalties are applied for lateness and will be applied unless an extension has been sought and granted by the lecturer in writing. Continuous assessment submitted up to one week late will lose 10% of marks awarded. Work submitted up to two weeks late will lose 20% of marks awarded. After two weeks, the maximum mark available will be 40%. No work will be accepted after four weeks.

All submitted work, whether it be an essay, poster, presentation or other, must be submitted with all due consideration for academic referencing standards. In-text citations and end document references must be included wherever an external source of information is mentioned or due credit. Please refer to the School reference guidelines document, no other reference format will be accepted. The programme team will follow the university's Academic Integrity guidelines
https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-qualityassurance-and-enhancement/academic-integrity/
All students must adhere to the regulations of the University in respect of examinations as described in the General Assessment Regulation or otherwise communicated by invigilators or by the University. Further information on assessment is available in the attached programme Assessment Strategy document.

	"Programme-specific student supports that may apply, e.g. peer mentoring."?? RESPONSE: The following information has been added to the Student Handbook (page 30). *Students will be provided with access to the TU Dublin Academic Writing & Learning Centre. Technology Supports: Relevant online materials will be made available with tutor support to the address shortcomings identified. Bootcamps at the start of module delivery in the relevant technologies may also be provided so as to ensure a baseline level of competence in the technology is achieved before further development of the competences during the module* *In tandem with programme delivery, Skillnet will be using an appropriate online platform to facilitate the learners, creating a SportsTech Talent Development Community where individuals can connect, learn, share, and innovate.* *LinkedIn Learning will be made available to students courtesy of the Enterprise Academy. Students can self-register using their @mytudublin.ie email address. With over 16,000 online video-based courses in business, technology, software, creativity and personal development, LinkedIn Learning provides a learning platform to independently develop additional programme related skills.*
C7	The Validation Document must include an overview of the QA roles and responsibilities for the programme, i.e. which role/School is responsible for which function. This must include responsibility for examination boards and external examiner recruitment, reporting and liaison.
	School Response: This information was included in the original Programme Validation Document (section 5.6, pg 35). The following additional text has been added in Section 5.6 of the Programme Validation document. The School of Biological, Health and Sports Sciences will be responsible for the QA on the programme, including preparation/completion/submission of the Q5, appointment of External Examiner(s), Award Boards and reviewing learning feedback. Each School responsible for the delivery of a relevant module will conduct their own Module Board as per the University QA processes. Additional information has been added to the Student Handbook in relation to the Programme Committee (page 32).
C8	The reference to on-site, blended, Hyflex learning in the programme documentation must be aligned with the terminology of the TU Dublin's Digital Education Policy and be used consistently across all programme documentation.

	School Response: The programme will be delivered using a blended approach – the programme documentation will not refer to other modes of delivery. These will consist of sequenced, synchronous and asynchronous, teaching, learning and assessment experiences, that occur through a preplanned mix of in-person on campus, and online, contexts over the duration of the

	programme. Depending on the module and delivery requirements, there will be varying degrees of in-person on-campus and online learning. The programme will be developed and delivered in accordance with the university's Digital Education Policy, v1.
Programme Entry Requirements	
C9	The use of Excel must be removed as an entry requirement. A broader statement encompassing a number of potential data manipulation, coding and data visualization programmes should be included instead as prerequisites for a potential student of TU345 to demonstrate their data literacy and competency entering the programme.
	School Response: The use of Excel has been removed. The following has been added to the Student Handbook (page 38). *Data manipulation and data visualisation tools are the foundation of modern data analysis, enabling students to efficiently clean, process, and extract meaningful insights from complex datasets. Students entering the programme should demonstrate a fundamental competence in using modern spreadsheet and data visualisation tools to an intermediate level. Typical examples may be Excel, Tableau, Power BI, SQL.*
C10	All programme documentation must be aligned in their specification of the student eligibility for entry and the specification of procedures for non-standard application pathways. This must include a clear specification of how the TU Dublin's Recognition of Prior Learning (RPL) policy is applied to the consideration of non-standard entry applications into the programme.

	School Response https://www.tudublin.ie/study/part-time/how-to-apply/recognition-of-prior-learning/ The following text has been added to the Akari Programme document. Applicants who for the purposes of this programme do not qualify as standard applicants will be assessed on a case by case basis. The University takes the capacity to succeed and alignment to overall graduate profile as the context in which non-standard admission decisions are taken. The primary consideration is that it will be essential for applicants to demonstrate strong potential in mathematics, including statistics, and a good level of data literacy competency. These requirements will form the basis of assessments of applicants for suitability with respect to entry to the programme. RPL applicants will be asked to complete a portfolio outlining their relevant experience to date in line with the programme structure. Such applicants will be interviewed by an assessment panel comprised of members of the programme team in order to determine their suitability for entry. Students for whom English is not their first language must satisfy the English language competency requirements for level 9 programmes in the University. **Industry Experienced Non-Standard Applicants (Experiental Learning)** As part of this programme, the University has engaged with companies with strong industry links across the sports technology sector. As such it is in a position to contact industry professionals who have been working in the industry for a number of years. The sports tech sector has a long experience in training people to undertake advanced and complex roles over a number of years. Because the sports tech sector has had a graduate shortage over a number of years there are a significant number of professionals operating at graduate and higher levels who may not actually have a full level 8 qualification in sports technology or a

	cognate area. These highly valued professionals have instead achieved their positions through training, experience and often a record of high-quality delivery. While it is possible to deal with such candidates using the exceptional mechanisms mentioned already, the University also has the capacity to provide bridging programmes in the semester prior to joining the full programme. Such bridging programmes would be composed of appropriate modules from the University's existing offerings. A sub-committee of the programme board will liaise with potential non-standard candidates guiding them through the process and advising them on how to prepare an application. Candidate who don't meet the requirements for entry will be advised of this in a timely fashion and given advice on how they might make a successful application for a future intake.
C11	Minimum English Requirement – to be recorded as 6.0 in alignment with TU Dublin's stated English Language Requirements[2].
	School Response: Akari and the Student Handbook have been updated to reflect alignment with the University English Language requirements (6.0)
Curriculum Design	

[2] https://www.tudublin.ie/study/international-students/entry-requirements/english-language-requirements/

C12	The PLOs must be reviewed - with the revision of some of these where necessary - with consideration of the following: - To evidence stronger alignment with the programme title. - To be made more discipline-specific. - To evidence the design-thinking and innovation threads of the programme. - To evidence the embedding of sustainability within the programme. - To increase alignment with the MLOs.
	School Response: The Programme learning outcomes have been reconsidered by the Programme Team, giving consideration to the points raised by the Panel above. The new Programme Learning Outcomes are below and have been updated in the Student Handbook and in Akari. • Engage in the critical application of theory, more specifically, to enable students to understand how subject knowledge and theoretical understanding might be used within a multidimensional approach to the critical analysis of current issues in sports analytics, technology and innovation technology. • Engage in effective forms of communication through the appropriate use of written, interpersonal and presentational methods. • Embed the key skills of active learning expected from graduates, such as: debating and questioning, independent and collaborative planning, interpersonal skills, goalsetting, self-management, self-reflection and evaluation, and those skills related to communication and information technology. • Engage in continuous professional development through reflective practice, selfdirected learning and the development of new skills and analysis techniques. • Expertly evaluate and apply professional knowledge and skills autonomously or in a team to a range of sport analytics, technology and innovation problems in a business/sport settings. • Critically appraise data collection technology and innovations to make informed decisions and solve complex problems

	• Demonstrate a capacity for self-direction and resourcefulness in personal and academic development. • Communicate and collaborate professionally with a diverse range of stakeholders using a range of communication strategies and visual analytic tools • Demonstrate the technical and interpersonal skills to develop innovative projects using a design-thinking approach. • Apply contemporary multidisciplinary and integrated knowledge of sustainability principles to complex systems of resource supply in economic, environmental and societal contexts. Additionally the module learning outcomes for the following modules have been updated to align clearly with the PLOs. MLO digital transformation in sport (SPRT H5001) updated. MLO sport intelligence platforms (SPRT H5002) updated MLO evolving technologies in sport (SPRT H5003) updated MLO sport and human factors (SPRT H5005) updated

C13	Due to the range of possible data analysis/mining/visualization technologies available, a few core technologies should be identified, with these applied consistently to form a thread throughout the programme. This must be evidenced in the module descriptors. A scaffolding approach should be adopted, whereby the technologies used in the first half of the programme are delivered and assessed in such a way that students entering the second stage of the programme possess sufficient/enhanced literacy in these technologies to be able to apply them competently to the content and assessments of modules in the second half of the programme.
	School Response: The Programme Team is aware of the need to develop competence in a few specific technologies so that students gain confidence in their skills before broadening to a wider range of applications. This informs the Schools approach to technology selection when delivering modules. While technologies may change over the period of programme delivery, the need for a consistent use of technologies for each cohort is always taken into account. The School does not mandate technologies through module descriptors but these are captured in the student handbook and updated annually. The approach 1) Diagnostic Assessment test to assess and evaluate the competence of the student cohort. 2) Relevant online materials made available with tutor support. 3) Bootcamps at start of module delivery in the relevant technologies to ensure a baseline level of competence. Students entering the programme should demonstrate a fundamental competence in using modern spreadsheet and data visualisation tools to an intermediate level. Typical examples may be Excel, Tableau, Power BI, SQL.
Module Descriptors	

C14	Modules must be delinked from all other related draft programmes (e.g. MSc, PG Cert in Sports Analytics & Technology), so that only the TU345 programme and other previouslyapproved modules/programmes are shown as being linked to each module.
	School Response Programmes and modules have been delinked in Akari

C15	*MGMT1124 Strategy and Business Models:* • Learning Hours (LHs) – the total no. of LHs for a 5 ECTS credit module = 100 hours. The lecture hours recorded here must reflect the timetabled allocation to this module. Timetabled allocation associated with other activities (e.g. tutorials) must be included, if relevant. A Self-Directed Learning allocation must be included in recognition of the time that students will need for independent study, completion of assignments, etc. • The following fields must be populated: Details → Banner Title, Language of Instruction Assessments → Assessment Threshold, Reassessment Requirements, Assessment Role (a specific selection must be made, not to use "not yet determined").
	School Response: Amendments have been made for the MGMT1124 module. An updated version is in Akari.
C16	*MGMT1127 Applied Design Thinking* • The code must be edited to allow for a space between the letters and the numbers. • Record the correct indicative week for the assessment(s). • The following fields must be populated: Assessments → Assessment Threshold, Reassessment Requirements, Assessment Role (a specific selection must be made, not to use "not yet determined").
	School Response: The above was completed for MGMT127, and an updated version is in Akari.
Student Handbook	
C17	An academic and programme management staff listing must be included in the Student Handbook, so that students know who is responsible for each module. This should also include contact details for staff members named in this listing.
	School Response: A staff listing has been added to the Student Handbook (page 29)
C18	Programme-specific supports available to students should be clearly specified in the Student Handbook. While it is recognised by the panel that the Student Handbook currently communicates information about general TU Dublin Student supports, information on TU345specific academic and pastoral supports must be provided. This must include an outline of the specific roles and responsibilities for Schools involved in the programme in providing those supports. It is recommended that a programme co-ordination team be established, with a representative from each School involved in the delivery of the programme. This could also include an administrative representative.
	School Response: The names and contact details of the Programme Team have been included in the Student Handbook, in addition to a brief description of the Schools involved in the current programme delivery. The QA process allows for programme Committees (or Discipline Programme Boards) to meet and to review the academic delivery of the programme and the student experience. The Programme Committee membership will include student representation to ensure the student voice is captured and included, to enhance the student experience and academic delivery. As this programme involves different schools the Programme Committee will include relevant people from each School involved.

C19	The arrangements to support entrants into TU345, particularly non-standard entry students, in improving their data literacy, e.g. coding and digital skills, must be clearly explained in the Student Handbook. The process of using diagnostic methods to identify areas of digital and data skills shortcomings, and the supports available to promote domain literacy, must be clearly stated. The module (code and name) and individual academic/programme leadership staff member responsible for this must also be stated so that the student knows who to address queries to in this regard.
	School Response: The Student Handbook has been updated to outline the approach below. Additionally, the names of each staff member responsible for the module has been added to the Student Handbook. The arrangements to support entrants into the programme, particularly non-standard entry students, in improving their data literacy include: 1) Diagnostic Assessment test to assess and evaluate the competence of the student cohort will be carried early in the commencement of the programme. 2) Relevant online material will be made available with tutor support to address the shortcomings identified. 3) Bootcamps at the start of module delivery in the relevant technologies may also be provided so as to ensure a baseline level of competence in the technology is achieved before further development of the competences during the module.
C20	The Student Handbook must include a statement that the students are expected to provide their own computer hardware and internet access. A clear specification of the minimum computer specifications must be included. These must align with the data analysis, mining and visualization software requirements intended for use in the TU345 programme.

School Response:

A statement was added to the Student Handbook about students having their own computer and internet access. Additional information has been added in relation to any software requirements for individual modules (see Student Handbook Page 35)

Students are required to have access to their own computer hardware and own internet access for the duration of the course. The minimum computer hardware requirements are a medium spec (i.e. able to run Win 10, an AV solution and Office comfortably. Be able to use Wi-fi and camera to attend online classes, use other software such as Power BI and Tableau so needs more RAM, SSD, etc.). Students will be required to install the following computer software on their own machines to support the work they will do within the course. The set of tools to be used will be kept under review. All software in use will be made available to students. Support will be made available from relevant technical services. The download links and licence keys for the relevant software will be provided by the lecturer. For most modules students will be required to use a word processing software such as Microsoft Word, which can be downloaded for free from the TU Dublin website along with other Microsoft suite software
https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.tudublin.ie/media/website/tu-dublin-email-project/documents/students/GettingstartedwithOffice365Students22072019.pdf&ved=2ahUKEwjq-uuPyMKDAxVOR2wGHSqLC08QFnoECBwQAQ&usg=AOvVaw0qjZKOElial3gQ0Q1kfneR

There will be no additional cost for students to download the required software. Below are links to download the software to your personal machine. Some of this software will require licence keys which will be provided to you by your lecturers.

Module Title	Software provided	Additional information
Data Strategy and Architecture	• Data Manipulation and Visualisation Power BI • Scripting – Python https://www.python.org/download s/ • Oracle Academy SQL	
Digital Transformation in Sports Ecosystems	No additional software is required	

Applied Design Thinking	Miro will be used in the Applied Design Thinking module. There is a free plan for students available at the following link: https://miro.com/education-whiteboard . Students will need to register for a student account using their TU Dublin email address. Students may also use Figma, a prototyping tool. There is a free plan for students available at the following link: https://www.figma.com/education/highereducation . Similarly, students will need to register for a student account using their TU Dublin email address.	Both are cloudbased and require no installation .
Sports Intelligence Platforms	Students will be using the microsoft suite to maximise data visualisations and connect to sporting data within the module. Students will mainly be using the below software: Power BI Desktop - https://powerbi.microsoft.com/enus/downloads/	
Sport and Human Factors	No additional software is required, should any be required, the lecturer will provide a link.	
Evolving Technologies in Sport	Students will be provided with a licence key and link to download a single performance analysis software by the lecturer e.g. Nacsport or Hudl.	
Strategy and Business Models	No additional software is required	

C21	Software required for data analysis/mining/visualisation must be clearly specified in the Student Handbook. This must include: - Information regarding where to access and download the software (incl. relevant links). - Student support for queries and trouble-shooting in rel ation to accessing and downloading of data (this should be in the form of a named individual within the School).

	School Response: The Student Handbook to be updated with the following wording below: The School believes the student should become familiar with a single set of technology tools (as opposed to relearning new set of tools). The set of tools to be used will be kept under review. All software in use will be made available to students. Support will be made available from relevant technical services. [As of January 2024 the tools provided are • Data Manipulation Power BI • Scripting – Python https://www.python.org/downloads/ • Oracle Academy SQL The download links and licence keys will be provided by the lecturer. The above has been added along with a breakdown of each individual module software requirements
C22	An indicative timetable/schedule, as mapped onto the TU Dublin Academic Calendar, must be included in the Student Handbook so that students of the programme are aware of the time commitments for the (TU345) programme. This schedule must clearly indicate the pattern of attendance required, as well as the on-site, and synchronous online, attendance requirements.
	School Response: An indicative timetable with modes of delivery has been added to the Student Handbook, based on a one calendar year delivery (page 32).
C23	Clarity should be provided – both in the Validation Document and Student Handbook – that Brightspace will be used as the VLE for the entire programme. A link should be provided to the student support page for the VLE.
	School Response:
	The following information and a link to Brightspace VLE information was already included in the original Programme Validation Document submitted (section 6.6, page 42) 'The Virtual Learning Environment in place for learners on this programme is Brightspace' A section on VLE has now been added to the Student Handbook (page 35)
C24	Given the emphasis on continuous assessment in the programme, a statement regarding academic integrity and AI should be included in the Student Handbook, as well as student disciplinary measures where students do not follow regulations in this regard.

	School Response: Information in relation to academic integrity and AI was included in the original Student Handbook. This section has now been updated to include plagiarism and AI. Additionally the Brightspace area for this programme will include the online acceptance of the **'Student affirmation of Academic Integrity for assessment in TU Dublin Programmes'.**
C25	Final Awards & Progression Opportunities Remove the following text, as there is currently no validated MSc in Science in Sports Analytics and Technology to progress into: "Students will also have the opportunity to apply for progression to a Master of Science in Sports Analytics and Technology (90 ECTS), using the 60 ECTS gained through the Postgraduate Diploma as Recognition of Prior Learning. The additional 30 ECTs will be made up by completing the following components; Leading in High Performance (5 Credits), Project Management (5 Credits) and Capstone Project with Research Methods (20 Credits)"
	School Response: This has now been removed. This has now been removed from the Student Handbook and from Akari.

Advisory	
Programme Duration	
A1	It is noted by the panel – as per documentation submitted – that it is intended that the proposed TU345 programme will be delivered over 2 semesters, as a part-time programme of 60 ECTS credits. As per the following documents, the workload of a 60 ECTS credit programme is considered to be a full-time programme workload: • *QQI's Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training*[3] • *ECTS User's Guide*[4] ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. Workload is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work

[3] https://www.qqi.ie/sites/default/files/media/file-uploads/principlesandoperguidelinesgreen.pdf
[4] https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf

	placements and individual study required to achieve the defined learning outcomes in formal learning environments.[5] As 1 ECTS credit = 20-30 hours of workload (aligned to activities as specified above), a 60 ECTS credit programme equates to a student workload of 1,200 to 1,800 hours to achieve the stated programme learning outcomes. As the TU Academic Calendar usually presents a 15-week semester (13 weeks of teaching + 2 weeks of exam/semester), this equates to a student workload of approx. 40 – 60 hours of TU345-related work commitment required from a student per week. An additional consideration is the time that some students may need to engage in digital upskilling, in the event that digital literacy diagnostic tests identify areas of deficiency that some students are required to address independently (as this does not form part of any of the programme modules) through external resources, such as LinkedIn Learning. This is an additional workload for students, in addition to the ECTS credit-related workload. If the decision of the programme team is to deliver the programme of 60 ECTS credits over one academic year, the workload involved must be clearly communicated to potential students. It is advisable to do this in the form of recommended time commitment in line with the ECTS workload model, which equates to at least 40 hours/week for the TU345 programme. It is imperative that students registering for the programme are fully informed of the expected workload. An alternative to the above is to run the TU345 programme as either: (a) A part-time programme over 2 years (30 ECTS credits/year) OR (b) A full-time programme over 1 year (60 ECTS credits/year) Either of these two options would align with the European and QQI guidance on ECTS credit workload/annum.
	School Response: The Programme Team has considered in detail the Advisory of the Panel. Please find attached our response to the above Advisory (document School Response to Advisory TU345).
	Academic Affairs Note: The Advisory as referenced above by the School has been incorporated at the end of this document as Addendum 1.

Recommendations
Programme Delivery

[5] https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf

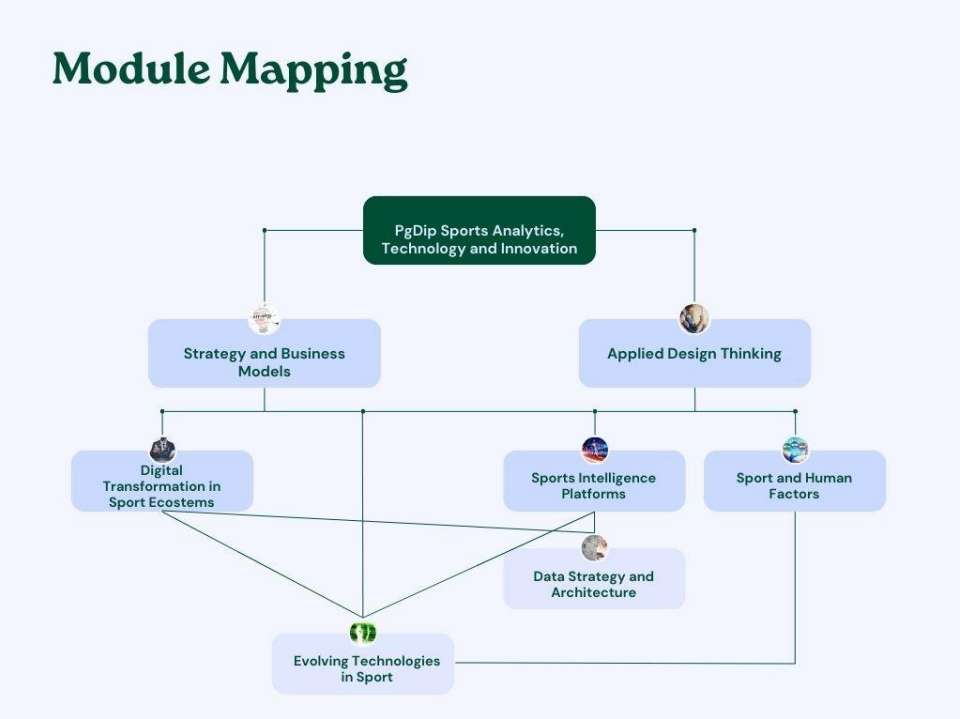
R1	The TU345 programme resides in the School of Biological, Health and Sports Sciences. However, it also incorporates the inclusion of two modules from the TU Dublin's School of People, Management and Organisations (Faculty of Business) and a single module from the TU Dublin School of Enterprise, Computing and Digital Transformation (Faculty of Computing, Digital and Data). A written commitment from the Head of each of the School of People, Management and Organisations and the School of Enterprise, Computing and Digital Transformation, undertaking to resource the delivery of the modules associated with their Schools for the lifetime of the TU345 programme should be provided as part of the Validation Document.

	School Response: Please find attached two letters of commitment from the School of People, Management and Organisations and the TU Dublin School of Enterprise, Computing and Digital Transformation confirming resources for the lifetime of the programme (up to 5 years).
Programme Title	
R2	The panel strongly recommends reconsideration of the programme title to reflect the "innovation" aspect of the programme. It is further recommended that a revised title captures this inclusion of innovation in a succinct manner.
	School Response: The Programme Team have considered the programme title and have agreed the following title 'Postgraduate Diploma in Science in Sports Analytics, Technology and Innovation'. All documentation has now been updated to reflect the new proposed title.
Non-Standard Student Entry Pathway	
R3	Consideration should be given to how students from other fields of data analytics can be accommodated in gaining entry to the TU345 programme.
	School Response: The programme is funded by Digital Skillnet for those who meet the eligibility criteria. At the moment, there is no option for students from other fields of Data Analytics to join the programme but the Schools will consider this in the future.
Student Assessment	
R4	All assessments are currently positioned as individual assessments or "not determined". This is inconsistent with what is claimed in the Validation Document and alluded to in some of the PLOs, which instead emphasise a constructivist approach, while fostering teamworking and communication skills. The assessment strategy for the TU345 programme should be reviewed with the purpose of identifying which assessments can be changed to group assessments. Where group assessments are included as part of the module CA, the Assessment Description must clearly specify how individual contributions, as well as group contributions, to the project should be measured.

	School Response: Please see Assessment strategy SATI document. Clarity on group assessments have been updated. Assessment 2 (A2) Digital transormation in sports ecosystems (SPRT H5001) A3 Sport intelligence platforms (SPRT H5002) A2 Evolving technologies in sport (SPRT H5003) A2 sport and human factors (H5005)
R5	Consideration should be given to the introduction of a number of linked assessments across the programme.
	School Response: Linked assessments are now captured in the assessment strategy linking and layering of assessments (section 1.1)
Module Descriptors	

R6	It is recommended that the ISCED codes assigned to individual modules and the overall programme are reviewed to ensure that the most appropriate codes have been selected. It is advised that consideration be given to the core content of the module when selecting the most appropriate ISCED code.
	School Response: The ISCED code has been updated in SPRT H5001 Digital Transformation in Sports Ecosystems, SPRT H5002 Sport Intelligence Platforms, SPRT H5003 Evolving Technologies in Sport, SPRT H5005 Sport and Human Factors has been updated to Sports (1014)
R7	Ensure that all Reading Lists reflect contemporary references and include the year of publication of the titles listed.
	School Response: Modules have been checked and updated where appropriate. Digital transformation in sports ecosystems (SPRT H5001) Sport intelligence platforms (SPRT H5002) Evolving technologies in sport (SPRT H5003) Sport and human factors (H5005)
R8	*MGMT1124 Strategy and Business Models* • A revision of MLO4 is recommended, to instead encompass how it can be demonstrated that the students "understands". • It is recommended that the 100% single Assessment in two parts into 2 x 50% Assessments be replaced by two assessments (representative of each part of the current assessment).

	School Response: Module has been updated in Akari.
R9	*MGMT1127 Applied Design Thinking* It is recommended that the 100% single Assessment in two parts into 2 x 50% Assessments be replaced by two assessments (representative of each part of the current assessment).
	School Response This has been actioned in Akari.
R10	SPRT H5001 Digital Transformation in Sport Ecosystems Revision of MLO3 from "business information systems" to "sport business information systems" (or similar, to reflect the sports context of this module and MLO), is recommended.
	School Response: The MLO has been updated to Analyse the strategic and competitive opportunities and challenges presented to an organisation by sports business information systems.
R11	The Student Handbook should include a mapping of the modules to each other to demonstrate to the student the relationship between the modules constituting TU345.
	School Response:

	A graphic (below) of the mapping showing the relationship between the various modules on the PG Dip programme has now been included in the student handbook (page 12) . 

R12	Evidence of embedding Sustainability into relevant modules (incl. MLOs) and the programme (incl. PLOs) should be provided. As it is recognised by the panel that the Akari-PMC platform does not currently facilitate a clear summary of the sustainability aspects of the programme through unique Sustainability fields, the embedding of Sustainability can be communicated/summarized through the provision of a brief summary of the sustainability components of the module under the Submit→Programme Extra Information (for the Programme Document) and Submit→Module Extra Information (for the Module Descriptor). This is in addition to the inclusion of Sustainability-relevant information in other relevant fields in the programme document.
	School Response: PLO10 has been added 'Apply contemporary multidisciplinary and integrated knowledge of sustainability principles to complex systems of resource supply in economic, environmental and societal contexts' Existing ML04 in SPRT H5001 Digital Transformation in Sport Ecosystems is 'Identify and critically evaluate how digital transformation impacts specific dimensions of sport business, for example, marketing, sponsorship, licensed merchandize, sport-related travel and tourism, sustainability, public relations, sport venue design, retail sales, human performance.' MLO6 in SPRT H5001 Digital Transformation in Sport Ecosystems is 'Develop conceptual and technical skills related to implementing digital/ sustainability projects in the sport enterprise'. ML07 in SPRT H5003 Evolving Technologies in Sport is 'Critically assess how sustainability can be embedded in evolving technologies and infrastructure.'
	Updated Extra information at Programme level and at specific module level (SPRT H5001 and SPRT H5003)

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

Type of Award
The original Programme Proposal Form (PPF) was submitted in application of the approval of commencement of programme development and validation of an MSc, with an associated exit awards of a PG Diploma and a PG Certificate. However, the School of Biological, Health and Sports Sciences decided to progress only with a stand-alone PG Diploma at this time.

Collaborators
The PPF for this programme presented this programme as a joint initiative between the School of Biological, Health & Sports Sciences (Faculty of Sciences & Health) and the School of Global Business (Faculty of Business). The UPB approved the PPF on condition of collaboration also with the Faculty of Computing, Digital & Data.

The involvement of the School of Global Business in the development of the programme is evident from the documentation submitted for the purpose of programme validation, as well as the discussions that took place with the programme leadership as part of the validation event. However, none of the modules put forward in the Programme Document for validation are listed with the School of Global Business as the "School Responsible" for the module. There is a stated intention – as per the discussions forming part of the validation event – for a greater role of the involvement of the School of Global Business in the TU345 programme into the future, but this is not reflected in the programme and module descriptors submitted for the purposes of the TU345 validation.

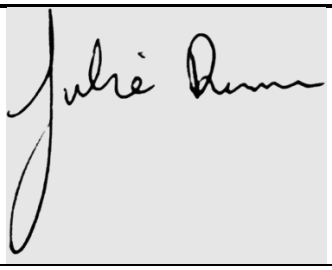
The documentation submitted evidences the involvement of the School of Enterprise, Computing & Digital Transformation (Faculty of Computing, Digital and Data) in the development of the programme. This School is listed as the "School Responsible" for one module (SPRT H5004) in the programme documentation put forward for TU345 validation.

School Response: ***The academic delivery of sport in the University also takes place also in the School of Global Business within the Faculty of Business. The discipline of sport will be developed across all the relevant schools including those in the Faculty of Business, thus it was important to have the School involved in the validation for this programmes. Additionally, the programme was developed with the expertise of a staff member in the School of Global Business with significant expertise in the area, who has since resigned from the University. The School of Global Business will be involved in the programme delivery when a replacement post is in place with the required expertise.***

The School of Management, People and Organisations (MPO) was not listed in the original PPF as not all relevant modules had been identified, however the PPF had been discussed at Faculty meetings. Expertise in strategy and universal design from the School of MPO has been identified to enhance the delivery of this programme.

Section G - Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Julie Dunne	

Signed: 	Date: 14/12/2023

School Response	
The School Response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School: Mary Hunt, PhD	
Signed: 	Date: 19/01/2024

Faculty Board	
The report and School Response have been approved by Faculty Board	
Vice-Dean for Education: Prof John Doran (Dean)	
Signed:	Date: 08 February 2024

University Programmes Board (Programmes of 30 ECTS or great)	
The report and School Response have been approved by the University Programmes Board	
Registrar:	
Signed:	Date: Click or tap to enter a date.

TU 345 Postgraduate Diploma in Science in Sports Analytics & Technology

Validation Event Schedule Friday

1st December 2023

11.30 – 15.30

Microsoft Teams meeting
Join on your computer, mobile app or room device
Click here to join the meeting
Meeting ID: 313 170 853 74
Passcode: vnTgER

Email: linda.moore@tudublin.ie

Time	Description	In attendance
11.30-12.00	Panel introductions & preliminary meeting to confirm agenda and plan for event	Panel only
12:00-12:30	Presentation and meeting with programme leadership team *(Discussion of incl. rationale, market demand, programme design, aims, learning outcomes, entry requirements, student numbers, resources, regulatory, policy matters)*	Associate Professor Mary Hunt, Head of School of Biological, Health and Sports Sciences Assumpta Harvey, Head of School of Global Business Dr Roisin Donnelly, Head of School of Management, People and Organisations Dr Barry Feeney, Head of School of Enterprise, Computing and Digital Dr Kieran Collins, Head of Discipline, Dietetics and Nutrition, and Sports Science Dr Shane Mangan, Lecturer, Sports Science Dr Claire McBride, Head, Enterprise Academy Peter Lynch, Sector Lead, Enterprise Academy
12:30-12:45	Panel comfort break	Panel only
12:45-13:45	Meeting with staff responsible for module delivery and assessment *(Discussion of incl. modules and syllabus, teaching and learning methods and assessment)*	Dr Kieran Collins, Head of Dietetics and Nutrition and Sports Sciences Dr Shane Mangan, Lecturer, Sports Science Dr Shane Malone, Lecturer, Sports Science Dr John Murray, Head of Strategy and Leadership Niamh O'Hora, Lecturer, Creative Digital Media Kieron Fletcher, Lecturer Management Strategy Seán McHugh, Head of Digital Transformation Peter Manifold, Instructional Designer Associate Professor Mary Hunt, Head of School of Biological, Health and Sports Sciences Assumpta Harvey, Head of School of Global Business Dr Roisin Donnelly, Head of School of Management, People and Organisations Dr Barry Feeney, Head of School of Enterprise, Computing and Digital Dr Claire McBride, Head, Enterprise Academy Peter Lynch, Sector Lead, Enterprise Academy
13:45-14:00	Panel comfort break	
14:00-14:45	Panel meeting to discuss findings	Panel only

14:45-15:15	Final meeting with Programme leadership team to verbally report findings.	Associate Professor Mary Hunt, Head of School of Biological, Health and Sports Sciences Assumpta Harvey, Head of School of Global Business Dr Roisin Donnelly, Head of School of Management, People and Organisations Dr Barry Feeney, Head of School of Enterprise, Computing and Digital Dr Kieran Collins, Head of Dietetics and Nutrition and Sports Sciences Dr Shane Mangan, Lecturer in Sports Science Dr Claire McBride, Head, Enterprise Academy Peter Lynch, Sector Lead, Enterprise Academy Meeting link will be provided to all staff teaching on the programme.

Addendum 1:

TU345 – Postgraduate Diploma in Sports Analytics, Technology and Innovation

School Response to Advisory 1:

The Programme Team has considered in detail the Advisory of the Panel. As discussed at the validation event, there are a number of part-time programmes available through Springboard that are part-time Postgraduate Diploma level delivered over one year (examples are provided in Appendix I), including in TU Dublin the part-time one year programme in Product Management (TU363).

The justification for a one calendar year part-time Postgraduate Diploma is as follows and further information and evidence is provided below.

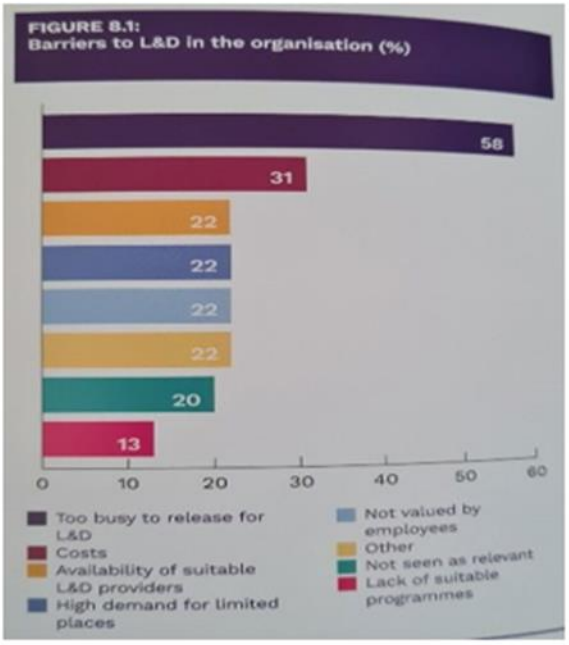
a) **Feedback from stakeholders on importance of a one year programme.**
b) **Existing TU Dublin validated programme - Postgraduate Diploma in Product Management (TU363), one year part-time**
c) **Practical considerations with VLE, resources and Academic Calendar alignment have been considered.**
d) **Evidence of other Irish Higher Education PG Dip part-time delivered over 1 year.**

a) Feedback from stakeholders on importance of a one year programme.

The programme Team have considered the feedback received through DIGITAL Skillnet and through interviews with prospective applicants to the programme. All feedback from stakeholders suggests that a one year (3 semester) part-time programme is the most attractive option for prospective students. During the preparatory process for the programme validation 83 customer discovery interviews were undertaken. Of the 83 interviews 54 (65%) interviewees expressed a preference to a 12 month calendar year for the programme due to the resource constraints within companies. An example of this and the context is provided from one of the interviews. *'The type of people that we would look to put on the programme are those with longer work experience, a proven aptitude and highly motivated. Because of this we would prefer a one year programme, because they can handle the intensity of the course and it is difficult from a company perspective to commit to training > a year.'*

Additional evidence to support this includes data from the Learning & Development Institute (L&DI) 2023 Member survey showing barriers to learning and development in organisations - https://www.landdi.ie/

The data shows that 58% of those surveyed confirmed that the biggest barrier is that organisations are too busy to release so flexible delivery is increasingly important (see figure below).



The Programme Team will deliver a part-time Postgraduate Diploma programme over one calendar year (3 semesters). Previous experience from the Programme Team in TU Dublin is that the success of this model is a strong cohort of students from the outset as key to workload carrying capacity and motivation.

The Programme Information sessions (delivered to prospective students prior to registration) and Programme Induction will ensure that we are:

- setting expectations on time commitment in the recruitment phase (10 hours per week - across 12 months)
- crafting of the assignments to ensure they can be applied in the course of learners' work (this presumes fit at the recruitment stage)
- gold standard programme management (a given on Digital Skillnet programme - per their funding of e.g., programme design)

https://www.tudublin.ie/study/postgraduate/courses/product-management/

https://www.digitalskillnet.ie/productmanagement/

The draft timetable (page 32 of the Student handbook) shows the scheduling of the programme over one calendar year, ensuring that the workload and assessment is spread across one year.

End Date : 31/8/2024

NFQ Level : Level 9

Level 9 Post Graduate Diploma in Pharmaceutical Business & Technology (Dublin - February 2024)

Provider : Innopharma College of Applied Sciences

Award : Post Graduate Diploma

Delivery Method : Blended

ECTS credits : 65

Mode: Part Time

Application Deadline : 22/12/2023

Start Date : 5/2/2024
End Date : 27/12/2024

NFQ Level : Level 9

Level 9 Post Graduate Diploma in Pharmaceutical Business & Technology (Cork - February 2024)

Provider : Innopharma College of Applied Sciences

Award : Post Graduate Diploma

Delivery Method : Blended

ECTS credits : 65

Mode: Part Time

Application Deadline : 22/12/2023

Start Date : 5/2/2024
End Date : 28/2/2025

NFQ Level : Level 9

b) Existing TU Dublin validated programme - Postgraduate Diploma in Product Management (TU363), one year part-time

This programme is delivered part-time over one year and expectations of the time commitment for learners is made clear as per information above.

c) Practical considerations with VLE, resources and Academic Calendar alignment have been considered.

The Programme Team is cognisant of the challenges of delivering the programme over one year including:

a) Alignment with the TU Dublin Academic Calendar. The Schools will schedule their module boards to align with the June/September/January access to Gradebook and Examination period.
b) Staffing on the programme after 20th June. Agreement has been received from staff that they will deliver content on the programme outside of the official academic calendar. This is permitted with agreement of the staff member.
c) Availability of Brightspace and the rollover of modules during the summer period. The School will liaise with the VLE team to ensure that the relevant modules remain available for students.
d) TU Dublin opening hours – The face to face delivery is scheduled on Friday during Campus Opening hours. Evening delivery is online so it will not be affected by Campus opening/closing hours.

d) Evidence of other Irish Higher Education PG Dip part-time delivered over 1 year.

https://springboardcourses.ie/results?keywords=part%20time&course_levels%5B0%5D=PG&page=3

Construction Innovation (Postgraduate Diploma)

Provider : University of Galway

Award : Post Graduate Diploma in Construction Innovation

Delivery Method : Blended

ECTS credits : 60

Mode: Part Time

Application Deadline : 6/9/2023

Start Date : 11/9/2023

Postgraduate Certificate in Innovation and Enterprise Development (Regional) (IED Jan 2024 - TCD Dublin)

Provider : Trinity College Dublin

Award : Postgraduate Level 9 (30 ECTS)

Delivery Method : Blended

ECTS credits : 30

Mode: Part Time

Application Deadline : 10/12/2023

Start Date : 25/1/2024

End Date : 22/6/2024

NFQ Level : Level 9