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Programme Validation Report

Postgraduate Diploma in Sustainable Food Business Operations

Version of Report	Author	Date
3	Dr. David Irwin	22/06/2023
		Click or tap to enter a date.
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Approval	Date
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	Postgraduate Diploma in Sustainable Food Business Operations
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	Marketing and Entrepreneurship, Food Science and Environmental Health, and UCD School of Biosystems and Food Engineering.
Delivery location	Grangegorman, Aungier St, Belfield, with some online delivery
Collaborative Partner (where applicable)	UCD
Date of Commencement	September 2023

Section B - Awards

Award Title	Postgraduate Diploma in Sustainable Food Business Operations
NFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	
Award (1) Title	
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	
Exit Award (2)	
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	
N/A	
Date of University Programmes Board Approval	Click or tap to enter a date.

Section D   Validation Process

Please tick the process that was followed:

Validation Panel ☐	AQEC Meeting ☐	AQEC Sub-Group ☐
Date: 19th June 2023	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr. Colin Hughes	Chairperson	Head of Graduate Business School, TU Dublin
Dr. Lucía Morales	Internal Academic Member/ Head of Learning Development	Head of Learning Development, TU Dublin Faculty of Business

Professor Denis Harrington	External Academic Member	Head of Graduate Business, SETU
Dr. Ciaran O'Carroll	External Industry Member	Director of Development, Change by Degrees
Dr. Catherine Bates	Internal Academic Member (other TU Dublin Faculty)	Sustainability Education Lead, TU Dublin
Dr. David Irwin	Academic Affairs	TU Dublin

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 aim of this programme is to provide students with the tools, knowledge, and skills required to become responsible leaders with the food industry, as individuals, and within organisations and institutions, for sustainability, peacebuilding, and conflict resolution, and champions of the United Nations (UN) Sustainable Development Goals (SDGs).

The SDGs are embedded in all modules of the programme where learners are facilitated to develop their disruptive thinking. Defined by an interdisciplinary approach, there is an emphasis on leadership and entrepreneurial solutions to achieve the UN 2030 Agenda and the SDGs, particularly relating to the challenges facing the food sector. The modules are designed to enable students to develop sustainability competencies in line with the EU GreenComp sustainability framework and UNESCOs eight sustainability competencies. Details of these competencies can be found in Appendix 1.

A key focus of the programme is the impact food producers have on society and the environment, and how individuals can encourage more inclusive decision-making processes, in both policy and business decisions. Students are empowered to impact change within their own food related organisations, and externally in the roles of entrepreneurs, innovators, or activists.

On completion of the programme students will be able to:

1.   Interrogate sustainability principles, literacy, communications, and the UN Sustainable Development Goals, and particularly how they apply to Food Business

2.   Evaluate the economic, social, and environmental dimensions of sustainable development, and particularly the challenges facing food businesses.

3.   Critically reflect on the organisational purpose, responsible leadership, and entrepreneurship for sustainable development.

4.   Show a critical understanding of sustainable and safe food production and demonstrate how bio-economy processes can be a business case for food sustainability

1.3   Strategic Alignment

The programme is closely aligned with TU Dublin strategy and the three pillars of people, planet, and partnership. The innovative approach of this interdisciplinary programme focusing on different and disruptive ways to think about sustainability in the context of food business operations will ignite the imagination of students, supporting them to explore their abilities and reach their full potential. The programme will develop responsible global citizens, support our students as they share competencies, develop ideas, create synergies and discover new opportunities. Graduates will be leaders in sustainability with the tools to work with partners across the globe to develop and support delivery of tangible solutions to the complex problems of food business operations. The programme builds upon our expertise in the Faculty of Business in the area of sustainability leadership within our discipline of Entrepreneurship and Innovation, and the expertise of our colleagues in the Faculty of Science and Health.

The Faculty of Business currently runs a Business Sustainability Leadership programme, for a post-experience executive audience. This programme is popular and has multi-annual Springboard funding. The certificate in Sustainability Leadership and Entrepreneurship is well aligned with the current Faculty of Business portfolio, while also addressing existing gaps in our offerings. The proposed programme is focused on breaking out of the business experienced disciplines with a focus on a key area for sustainability, leverage cross-University competencies, and external partnership with UCD who hold expertise in this space.

The School of Marketing and Entrepreneurship has many staff who are skilled in sustainability and communications, and the largest cohort of entrepreneurship academics in the country. The Graduate Business School has extensive offerings and profile in the area of strategy and leadership, with staff from across the Faculty of Business dedicated to advancing sustainability for business through teaching, research and engagement activities.

The School of Food Science and Environmental Health delivers programmes aimed at the Food Sector including Level 6 Higher Cert in Food Science and Management; Level 8 BSc in Food Innovation and BSc in Nutraceuticals in Health and Nutrition, and Level 9 MSc in Food Safety Management. It also has programmes Environmental Health and Occupational Health and Safety including Environmental Management. The School of Food Science and Environmental Health has a long-standing track record in Food Sustainability research. Staff are engaged in pan-university sustainability projects and have led IMPACT initiatives to advance food sustainability, sustainability literacy and Education for Sustainable Development.

To address society's pressing issues, this programme is defined by its interdisciplinary approach with an emphasis on sustainable practice and solutions with an overarching impact and practical reach of the UN 2030 Agenda and the SDGs that will act as the core guide for the teaching, learning and research pedagogies in alignment with the University Strategic Plan.

Planet

This programme is designed to enable the Faculty of Science, in partnership with the Faculty of Business, to be 'A Powerhouse for Living & Breathing Sustainability'. Empowering food enterprises, particularly the SME sector, to drive societal change from within by providing sustainability know-how and mindsets to drive sustainability change in food businesses.

People

The proposed programme provides a career focused continuing professional development for food business operators. A pathway for all – flexible design and delivery of the course. This provides a lifelong learning opportunity for professionals looking to take ownership of sustainable food business operations and develop an understanding of the bio-economy as a driver of sustainable societal and business transformation.

Partnerships

Quality learning and teaching strategy will be delivered by industry practitioners and research active academics within the Faculty of Science, in partnership with the Faculty of Business. The co-delivery of teaching and learning between industry practitioners and academic leads is designed to immerse participants in real world learning. The applied project element of this programme is designed to be delivered in partnership with industry. Collaboration between academic and industry mentors with programme participants will foster meaningful relationships with enterprise. This collaboration ensures the practice-focus of this programme and enables our participants to impact real food businesses through operational sustainability knowledge and know-how as they complete the course.

The nature of this course requires students to engage with perspectives from fields of Food Science, Leadership, and Sustainability. Students are also required to take a core module from UCD with a view to creating interdisciplinary expertise alongside University partnership. These elements of the course proposal emphasizes collaboration as a core value – enhancing the connection between enterprise and higher education, building links between students and academics across HEIs, targeting a key area for talent development to design and deliver the most relevant course to support job creation and expansion in food business operations. This programme draws on modules from the Faculty of Business, Schools of Food Science and Environmental Health in TU Dublin, and Bio Systems and Food Engineering in UCD. When taken together with the career readiness from expertise in sustainability leadership and operational management, the graduates of the programme will have the capacity to transform food businesses to set and achieve evidence-based food sustainability targets.

HEA Compact targets

The programme is strongly aligned with the HEA compact targets and will make a significant contribution to achieving the high-level targets. The programme will provide a strong talent pipeline for both enterprise and research and create opportunities for international engagement leveraging existing partnerships in the University such as UNITAR and the global student base. The connection with UCD fosters collaboration between HEIs. Increasing the number of students engaged in these activities will help achieve compact high-level targets 1 to 3.

Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?	Yes ✓	No ☐

Comment:

The programme will be offered across 3 schools with co-operation from UCD which is positive. It is important however that the roles and responsibilities of each of the participating schools is clearly agreed and outlined to avoid any co-ordination problems, as well as clarifying professional services staff roles and responsibilities in supporting the students. The roles/responsibilities of the programme coordinator(s) should also be agreed/discussed.

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐

Comment:

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

Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes	No ✓

Comment:

The team should carefully review all modules to ensure that learning outcomes are aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards. For example, the module LOs should be rephrased to appropriately reflect more level 9 standards i.e. replace learning outcomes which use verbs such as describe/display/explain/understand etc. with more advanced requirements (as per Bloom's taxonomy). This is particularly important for the Bio-economy, Food-chain, and Global Cold-chain modules.

Please also revisit the PLO which references Economics to ensure conformity/consistency with module(s).

Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐

Comment:

The programme team should include an overall assessment strategy for the proposed course and this should be included in the handbook provided to all new students. Equally the team should review the assessment types/weighting for each of the modules to ensure that students are not being over assessed see for example, Bio-economy module where there are 3 components included – Poster, review of an EU funded project and development of new bio-based product. This could be refined.

For the Consultancy module, the indicative structure for the delivery of workshops should be clearer with timelines included for students. There should also be information included on the mentoring provided to students i.e. when and how this will happen as these are questions that students are likely to pose at induction. Aspects in relation to ethics and confidentiality should be addressed within the handbook given to students. The team might also elaborate on how they would deal with students who may not have a company on which to undertake a project and how they would help secure access for these types of projects. Given that the programme documentation states that Community Engaged Learning is included in the programme, the option of doing the consultancy project with a non-profit or social enterprise should also be highlighted to students (the partner-matching process could be supported by the Programme for Students Learning with Communities). There should be very specific reference to data security and management in the consultancy handbook circulated to students.

The team should also include indicative timings for all assessments. For example, for the Climate Change module, it is not entirely clear when the quizzes are administered.

Reading lists and supporting resources should be detailed and up to date. These should be included for all modules. For example, on the Consultancy Module none are provided. The team should ensure that students will receive the required details, such as reading lists, for the modules offered by UCD. These were not available to the validation panel.

Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐

Comment:

The stakeholder consultation is well considered and while the team may not have alluded to community organisations in their documentation, they did specifically highlight these interactions in their discussions/presentation to us. It would be good to see these highlighted in the programme documentation.

The way in which the Research Fellowship informed the development of this programme is noteworthy as was the idea of the various panels i.e. professional/future and student panels. This work is to be commended.

Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ✓	No ☐

Comment:

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:		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment: This is facilitated through the university's QA/QE processes.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment: This is facilitated through the university's QA/QE processes.		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes	No ✓
Comment: Some more thought required here. The Consultancy module appears as almost a capstone module, which could tie together the different components of study very effectively in semester 2. With this in mind, it would be worth clarifying how the Food Science content will be integrated into this module, and assessed. The team should also consider whether this module could possibly be awarded additional credits, so that the students can invest appropriate time in it. To prepare students comprehensively for the multifaceted challenges they will face in the food industry, the panel believes it would be beneficial to review each of the modules to ensure that appropriate focus is given to the social dimensions of sustainability. Specifically, its is recommend that the course content covers the following topics to the appropriate level: Workers rights: The role of human rights and proper working conditions in the food industry is paramount (particularly in supply chains). This content could include case studies on successful fair wage implementations, discussions on labour laws and regulations, and debates on ethical dilemmas related to labour practices in the Irish food industry. Nutrition and public health: The impact of food businesses on public health is immense. Content could be structured around developing strategies for promoting healthier food options, analysing the societal costs of unhealthy food, and understanding the role of policy and regulation in shaping public health outcomes. Climate justice: How food businesses can play their part in addressing climate justice issues by adopting sustainable practices is a pressing topic. This content could delve into the relationship between climate change, food production, and social inequality, and the role of businesses in mitigating these issues.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment: There is evidence to support this through the Consultancy Project and through a panel of proposed guest speakers.		
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: The documentation needs to be carefully refined so that there is clarity around the programme delivery approach proposed. In some parts it is noted as largely F2F and this was also confirmed during the panel discussions. However in part 3 programme overview of the handbook it states Face to Face, Blended approx. 60:40. This needs to be corrected and all documentation fully checked prior to commencement of the course. The panel recommends further team meetings so that the team are fully clear about aspects of the course that may be delivered on-line. The programme is fully in person with some on-line and asynchronous delivery. All course materials and teaching will be provided via the Brightspace Virtual Learning Environment (VLE).		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment:		

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:		
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: The assessment schedule (detailing timing, sequencing and general assessment matrix) should be clearly outlined and included as part of the student handbook.		

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 School should demonstrate compliance with this. All modules need to be reviewed and updated and also support materials need to be included for the Consultancy project. The UCD links also need to be accessible, the panel could not view same.

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

Comment:

PLOs have been mapped to MLOs. All assessment elements are presented but the team should consider the possible integration of assessments so as to avoid over-assessment.

We recommend that the final Sustainability Consultancy Project includes a specific scoring category for social sustainability. This will not only incentivise students to consider the social aspects of sustainability in their projects but will also allow us to assess their understanding and ability to apply this knowledge in a practical business context.

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

Comment:

This programme will operate within and adhere to the University's QE processes, as detailed in the Handbook for Academic Quality Enhancement which gives voice to QE as "a means of further improving the student experience". These processes include annual monitoring of programmes/quality action plans; programme/module validation; programme management, team, committee functioning structures; programme modification; oversight and external examiner moderation. The School of Marketing and Entrepreneurship collaborates with colleagues at Academic Board, specifically with the College of Business QA committee for module modifications and secondly the Annual Monitoring Committee. It would be helpful to clarify where the UCD QA processes are applied in the programme.

As part of the regular academic quality enhancement and enhancement in the School and in the Faculty of Business, each programme committee prepares an annual monitoring report on the functioning of the programme from the previous academic year. Key inputs to the report include the following: feedback from students on individual modules; feedback from students on programmes; and, external examiner reports.

Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐

Comment:

The School should consider on-line provision of some modules, perhaps including recording face-to-face lectures. It is important that in cases where hyflex delivery is used, that thought is given to ensuring equality of experience for on-line students.

There should be sufficient breaks between modules on the timetable to ensure that over-saturation doesn't lessen the student experience (for example two 2-hour module sessions are timetabled back-to-back without a break on one afternoon each week in the timetable provided).

All students should be given a comprehensive handbook so that students can see clearly how they will progress through the programme. For a programme of this nature, the role/responsibilities of the programme coordinators in each school should be clearly outlined as should the contribution of each of the partner schools to the overall programme co-ordination and delivery.

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 ☐
Comment:		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Comment:		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Comment:		
Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment: Whilst this qualification is a stand-alone award, the School is at an advanced stage in planning for an add-on Master's qualification.		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment: The School should consider increasing the volume of on-line provision in this programme. This might lessen the pressure on students, who in the current plans would be required to travel to 3 different locations across the city each week. Socio-economically disadvantaged students and disabled students in particular could otherwise be excluded from full participation in the programme, in light of the extensive travel time and potential costs involved. This would also be more in line with the UEM, and UDL principles. The panel commends the plan to hold orientations for students on all 3 campuses so they can navigate their way with confidence.		

The programme team should replace the term 'Disability applicants' with 'Disabled applicants' wherever it appears in the documentation, to reflect standard EDI terminology. In relation to the 'exceptional entry' category it might also be worth considering making the wording and the process seem less of an exception and more of a welcome/inclusive approach to recruitment, welcoming experienced professionals who may not have had the opportunity to complete primary degrees, for a variety of reasons.

It is important for the 2 universities to coordinate and ensure that the same standards of supports for disabled students is provided across both the UCD and TU Dublin modules.

It would be worth considering applications to the programme with a view to recruiting a diverse and inclusive cohort of students, in terms of age, gender, socio-economic status, ethnicity, diverse abilities, etc, to enhance the student experience and peer learning opportunities. The application of UDL in the design of the modules will also be important.

Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ☐	No ☐
Comment: The School to provide a completed Student Handbook (the panel was provided with a draft) along with a detailed Consultancy Project Handbook.		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ☐	No ☐
Comment: To be included in the Student Handbook.		

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

As per the programme documentation submitted, the roles and responsibilities of TU Dublin are as follows:

- Acting as the academic coordinator/Programme Chair of the programme and the individual modules and perform the associated duties;
- Assuring that the academic standards of the award provided under this Agreement are compatible with relevant benchmark by TU Dublin Quality Assurance policies and procedure in line with the Bologna Process, recognized within the European Union;
- Assuring the award conferred upon successful completion of the individual modules is equal in academic standard to that conferred on successful completion of the same or comparable internal TU Dublin programmes;
- Publicizing the programme and the individual modules;
- Providing the material and human resources, including faculty and temporary lecturers, to deliver the modules under its responsibility;
- Receiving applications from potential students, screening them according to its requirements and providing a listing of all the students registered on the programme of study;

The partner Schools should ensure that each is clear on its roles and responsibilities.

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: N/A		

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 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 uniqueness in an Irish context of TU Dublin's partnership between two internal schools and with UCD.
2.	The degree of innovation in designing and developing the programme based on the Fellowship research conducted with external stakeholders to assess the demand and relevance of this programme
3.	The application of learning across inter-connected modules, the multidisciplinary nature of the programme, the Consultancy Project module, and the potential for engagement with a panel of experts.
4.	
5.	

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

Recommendations	
1.	It is important that the roles and responsibilities of each of the participating schools is clear, both in terms of professional services staff and programme coordinators.
	Response: The participating schools have drafted a letter of agreement for use in this partnership which clearly outlines the role and responsibilities of each School from TU Dublin and UCD. This written agreement outlines the responsibilities of each of our coordinators. We are working with the partnerships office to advance this work, it will be in place prior to programme commencement.
2.	The team should carefully review all modules to ensure that learning outcomes are aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards.
	Response: The Food Chain and Global Cold Chain modules are validated under UCDs Quality Assurance processes as 'Master's Level' and listed as such within the UCD module Catalogue. This assures that the modules are delivered at a level suitable for the Pg Dip in Sustainable Food Business Operations. The Bioeconomy module includes LOs to 'Work collaboratively on assignments to develop multifaceted solutions to proposed challenges' and to 'Design a biobased product idea that is supported by existing EU bioeconomy legislation, technology and raw materials' as appropriate for a Level 9 module. Additionally, the module is at the

forefront of an emerging field of learning in Bioeconomy for the agrifood sector. Nevertheless, the school will revise the some LOs and replace verbs to align to the NQF.

The programme team consulted with faculty economists in our consideration of the report of the panel. A meeting was held with Head of Discipline of Economics. Agreement was reached that economics is used in a broad business context and is not an issue as regards the discipline in the PLOs, or in the content of the Sustainability Principles module. It was agreed that a relevant business lecturer may deliver this content and agreed that it would enrich the debate on the area to provide a specific seminar with delivery by an economic specialist within the module.

3.	The programme team should include an overall assessment strategy in the student handbook provided to all new students and ensure timings of all assessments are clear.
	Response: The team will provide a full assessment schedule to students at orientation and within the handbook. It will provide an overview of types, weightings, submission dates, and any integrated patterns across modules.
4.	The team should review the assessment types/weighting for each of the modules to ensure that students are not being over assessed
	Response: The team has considered the level and range of assessment. No changes to the number of assessments is proposed but we have adopted the panel's suggestion of integrated assessment, and this has been written into the programme for business modules in semester 1. The approach adopted by the team is assessment for learning and not assessment of learning, the time to complete assessments is include within the overall self-directed contact hours.
5.	For the Consultancy module, the School should clarify the following: • The indicative structure for the delivery of workshops with time-lines; • The mentoring provided to students i.e. when and how this will happen; • Aspects in relation to ethics and confidentiality; • How the team will deal with students who may not have a company on which to undertake a project and how they would help secure access for these types of projects; • The option of doing the consultancy project with a non-profit or social enterprise should also be highlighted to students; • It would be worth clarifying how the Food Science content will be integrated into the Consultancy Project module, and assessed;

	• We recommend that the final Sustainability Consultancy Project includes a specific scoring category for social sustainability. The team should also consider whether this module could possibly be awarded additional credits.
	Response: The team has considered this recommendation, and the consultancy project guide will be provided to students within the student handbook. All points recommended by the team are addressed but the structure of the project is not changed – this is falls within a cycle on our existing programmes and benefits greatly from shared learning environment. We have considered the submission and showcase of the work which will be later to ensure consolidation of learning within the scope of existing timelines. The handbook for the project addresses the following: • The indicative schedule for the delivery of the module. • The mentoring provided to students i.e. when and how this will happen; • Aspects in relation to ethics and confidentiality; • How the team will deal with students who may not have a company on which to undertake a project and how they would help secure access for these types of projects; • The different types of organisations that can be used (including social enterprise) • Social sustainability is assessed in the scoring for the project Importantly, the consulting project will be required to be in the food sector. Both business and food-based mentors will be provided to the participants. There is a high support environment for this component that will enable students to leverage sustainability assets and networks from across the suite of programmes in line with peers.
6.	Reading lists and supporting resources should be detailed and up to date.
	Response: The schools will ensure that all module reading lists are reviewed and where updates are needed, will revise.
7	The School should highlight their engagement with community partners in the programme documentation.
	Response: The student handbook and orientation process will include reference to and participation from a community partner to emphasise the importance of this type of engagement in the programme.
8	It would be beneficial to review each of the modules to ensure that appropriate focus is given to the social dimensions of sustainability, including: - Workers Rights

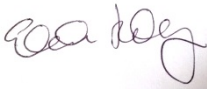|	
	- Nutrition and Public Health - Climate Justice
	Response: The programme team has convened discussion on these syllabus recommendations. The module Sustainability Leadership addresses workers' rights – in the content related to sustainable supply chains which includes but is not limited to fair wage, labour law and regulation and related debates. The lecturer for this module will work to emphasise this content in the indicative syllabus and this will be updated in the module descriptor. Global exemplars are used but the module will also draw extensively on practices in the Irish Food industry as appropriate. The module Food Industry Sustainability delivered by covers UN SDG-3 (Good health and well-being). The lecture takes students through need for reformulation, reformulation targets (wrt sugar, salt and saturated fat), technical, regulatory & societal (health benefits) aspects/challenges with regards to reformulation (including sugar tax), markets trends, labelling and case studies. The team will highlight this further in the module descriptor. As agreed at the validation event, the module lead will review indicative syllabus to include how food businesses can play their part in addressing climate justice issues by adopting sustainable practices. This content could delve into the relationship between climate change, food production, and social inequality, and the role of businesses in mitigating these issues.
9	The documentation needs to be carefully refined so that there is clarity around the programme delivery approach (including on-line delivery).
	Response: The timetable provided for students will include clarity on the programme schedule, including where students will have the opportunity for online delivery. The programme team have reviewed module descriptors and will include reference to where programmes will include blended delivery.
10	The team should consider the possible integration of assessments so as to avoid over-assessment.
	Response: The team has adopted this recommendation and included an integrated assessment in the work for students in semester. This will cover the business modules – accounting for 20 ECTS or 1/3 of the programme.
11	The school should consider on-line provision of some modules, perhaps including recording face-to-face lectures. It is important that in cases where hyflex delivery is used, that thought is given to ensuring equality of experience for on-line students.

	There should be sufficient breaks between modules on the timetable to ensure that over-saturation doesn't lessen the student experience.	
	Response: Students will provide with a roadmap of blended delivery in the student handbook. This will include a schedule of what can be taken online, or asynchronously. The team reiterates that the programme is primarily face to face – it is a full-time course and we have considered feedback from students and other stakeholders in the design of this delivery approach. There will be sufficient breaks between modules on the timetable to ensure that over-saturation doesn't lessen the student experience as per standard approach across all partner schools.	

12	EDI
	   - The programme team should replace the term 'Disability applicants' with 'Disabled applicants' wherever it appears in the documentation.
	
	   - In relation to the 'exceptional entry' category it might also be worth considering making the wording and the process seem less of an exception.
	
	   - 2 universities to coordinate and ensure that the same standards of supports for disabled students
	
	   - The application of UDL in the design of the modules will also be important.	

	Response: The team has considered these points and addressed them in our programme documents. - The programme team will replace the term 'Disability applicants' with 'Disabled applicants' wherever it appears in the documentation. In relation to the 'exceptional entry' category, this is standard wording and reflects faculty policy. This will be raised for discussion at Faculty Executive Team as a point for consideration. Students with disabilities on this programme will have access to relevant supports from disability services in both universities. These will be linked in student handbook. Supports for disability students in TU Dublin here. Supports for disability students in UCD here.	

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: Dr. Colin Hughes	
Signed:	Date: 22nd June 2023

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School: Dr. Etain Kidney	
Signed:	Date: 23/06/2023

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education: Dr. Lucía Morales	
Signed:	Date: 24th June 2023

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