

Independent Programme Review Report

Provider name	DBS
Date of site visit	15 th June (Dublin) and 3 rd and 4 th July (Malaysia) 2018
Date of report	14 th August 2018

Principal programme	Title	Bachelor of Arts (Hons) in Accounting and Finance
	Award	Bachelor of Arts (Hons)
	Credit	180
	Duration¹ <i>(years, months, weeks)</i>	3 years (6 semesters) full-time; 4 years (8 semesters part-time)

Embedded programme	Title	N/A
	Award	
	Credit	
	Duration	

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1 Introduction

The scope of the review encompasses the BA (Hons) in Accounting and Finance within the School of Business and Law in DBS. The programme is offered in two sites, the DBS Dublin Campus and Kolej Poly-Tech MARA (hereafter referred to as KPTM), Malaysia. The programme as delivered in Malaysia under a transnational provision agreement is the same as the BA (Hons) Accounting and Finance which is delivered in Ireland, with the exception of two modules, Business and Company Law and Taxation Systems, for which local variants are delivered.

From 1993 to 2006, DBS collaborated with KPTM initially to deliver the ACCA professional accounting programme. That relationship was revived in 2011 when DBS was approached by the Malaysian government to offer an Honours degree programme. A Memorandum of Understanding was signed with Majlis Amanah Rakyat (MARA), a government agency under Malaysia's Ministry of Rural and Regional Development, specifying KPTM as the Malaysian programme delivery partner. The BA (Honours) in Accounting and Finance was subsequently validated by QQI and has been delivered at the Bangi campus since September 2014.

The programme is currently accredited by the Malaysian Qualifications Authority (MQA) and listed on the Malaysian Qualifications Register. The programme is also recognised by the Malaysian Ministry of Education.

The programme is due for review under the QQI requirement for periodic monitoring and review, and also requires review to conform with recent policies, including QQI *Core Policies and Criteria for the Validation of Programmes of Education and Training* (QQI, 2016), *Core Statutory Quality Assurance (QA) Guidelines* (QQI, 2016), and in accordance with the QQI *Programme Review Manual 2016/2017*. The programme in Malaysia was evaluated in accordance with the QQI Policy on Collaborative Programmes, Transnational Programmes and Joint Awards (2012). As advised by QQI, the proposed programme has been mapped to the Business Award Standards.

As detailed in QQI's *Core Statutory Quality Assurance (QA) Guidelines* (pp 11–12) and the *Programme Review Manual 2016/2017*, programme monitoring and review is taken as an opportunity to:

- Ensure that the programme remains appropriate, and to create a supportive and effective learning environment
- Ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society
- Review the learner workload
- Review learner progression and completion rates
- Review the effectiveness of procedures for the assessment of learners
- Inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners
- Update third party, industry or other stakeholders relevant to the programme
- Review quality assurance arrangements that are specific to that programme

The QQI *Programme Review Manual 2016/2017* states that the specific objectives of a Programme Review are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years with a view to determining:

- What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
- What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
- What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
- What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
- Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
- What other modifications need to be made to the programme and its awards to improve or reorient it?
- Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
- Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
- What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?
- What changes need to be made to related policies, criteria and procedures (including QA procedures) ?

2 Independent Review Process

2.1 Evidence Perused

The review process for the programme was led by the Programme Leader with the Programme Team in order to critically analyse all aspects of the programme. The consultation embraced a wide range of relevant issues including:

- Programme rationale
- Programme aims, objectives and learning outcomes
- Programme structure
- Module choice and content
- Teaching, learning and assessment methodologies
- Access, transfer and progression

The guiding principles underpinning this review were:

- That assessment of learning achieved adheres to the relevant QQI Assessment and Standards Revised 2013
- The programme was mapped to the QQI Business Award Standards
- That the proposal for the programmatic review of the programmes has been developed and approved internally as a result of the DBS quality assurance procedures
- That the proposed programme will assist DBS and the School of Business and Law in the achievement of DBS's mission and strategy

- That the programme learning outcomes will meet the needs of current and future learners, employers and other stakeholders
- That teaching and learning or research activity at any level shall be conducted in a manner morally and professionally ethical
- The review of the main programme construct and content against the QQI Core Validation Criteria was undertaken initially through the programme review panel in Dublin, with transnational-specific aspects relating to delivery, staffing, resources and QA of assessment reviewed on-site during the Malaysia visit.
- For the programme in Malaysia special consideration has been given to:
 - Support for students studying through English in a non-English-language environment
 - Any issues arising for the lecturers in teaching to a group whose first language isn't the language of tuition
 - Any issues for lecturers whose own first language is not English
 - Access to equivalent library resources for the students
 - Success comparability of the two cohorts of students, i.e. in Ireland and in Malaysia.

The Programme Team has engaged in a significant consultative process to ensure that the programme provides an appropriate and relevant mix of academic content and practical application to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, Faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes. See Section 7.3 of this report for more information.

The results and conclusions of this review process informed the proposed changes to the programme which are outlined in this report. DBS provided the panel with a self-evaluation report for the programme (hereafter referred to as the Programme Review Report) and access to documentation before and during the site visit. Documentation specific to the programme in Malaysia was also provided. Requests for additional documentation were facilitated in a timely manner and supported by further explanations where appropriate.

The major documents submitted by DBS were:

- Policy for Collaborative Programmes, Transnational Programmes and Joint Awards Revised 2012
- Policies and Criteria for the Validation of Programmes of Education and Training. November 2017
- Programme Review Manual 2016/2017
- Award Standards - Business
- Assessment and Standards Revised 2013
- DBS Quality Assurance Handbook
- Terms of Reference
- Programme Review Report
- Programme Document
- Module Descriptors, including two modules with Malaysian variants
- Minutes of Leadership Team Meetings Dublin and KPTM
- Minutes of Board of Studies Business and Law

- Papers on the involvement of Dublin and KPTM Faculty members with industry, professional bodies and research
- Staff CVs
- DBS Research Innovation and Enterprise Strategy
- Examination papers
- Reports from External Examiners
- Student Handbooks
- Submission to QQI for Approval for the Transnational Delivery of the Bachelor of Arts (Honours) in Accounting and Finance (2014)
- Consortium Agreement. Draft December 2017
- KPTM Malaysia Variant. Overview of Delivery
- Student Tracer Study and Student Exit Data for KPTM students, June 2018
- Rationale and Objective of the Transnational Award
- Copy of presentation entitled Input for Programmatic Review July 2018
- Feedback from Stakeholders on the programme in Malaysia

2.2 Membership of Provider's Review Team

Review Team Dublin

Name	Job Title with the Provider
Mr Andrew Quinn	Course Director for Accountancy and Finance Programmes
Mr Richard Bradley	Director of Studies, Malaysia
Mr James Browne	Senior Lecturer
Mr Philip Hickey	Lecturer
Mr Enda Murphy	Lecturer
Ms Lynn Monaghan	Lecturer
Ms Ann Masterson	Lecturer
Dr Brid Lane	Lecturer
Dr PJ Paul	Lecturer
Mr Gary Bernie	Lecturer
Ms Majella Malone	Lecturer
Mr Derek Reynolds	Lecturer
Mr Dermot Gallagher	Lecturer
Dr Heikki Laiho	Lecturer

Name	Job Title with the Provider
Mr Ray Whelan	Lecturer
Ms Keelan Lee	Lecturer
Ms Sharon Sheehan	Lecturer
Mr Shaun Hayden	Lecturer
Ms Georgina Sheehan	Lecturer
Mr Martin O’Dea	Lecturer
Ms Mary Nolan	Lecturer
Ms Michelle O’Connor	Lecturer
Ms Nora Gordon	Lecturer
Mr David Wallace	Lecturer
Ms Lori Johnston	Registrar
Ms Sinead O Brien	Head of Academic Enhancement
Dr Lee Richardson	Data Analytics and Reporting Manager
Mr Shane Mooney	Head of Student Experience
Ms Marie O Neill	Head Librarian
Mr Grant Goodwin	QA Officer
Ms Miriam O Donoghue	Head of Academic Programmes

Review Team, Malaysia

Name	Job Title with the Provider
Mr Andrew Conlan-Trant	Executive Dean, DBS
Ms Lori Johnston	Registrar, DBS
Mr James Browne	Senior Lecturer, DBS and KPTM
Mr Richard Bradley	Director of Studies, DBS, Malaysia
Ms Noor Laili Abdullah	Deputy Director Academic, Malaysia
Aida Salina Jailani	Head of Programme, Malaysia

2.3 Agenda

See Appendix 2

2.4 Persons Met

Dublin site

Senior Management Team, Dublin

Andrew Conlan-Trant	Executive Dean
Andrew Quinn	Course Director, Lecturer
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Shane Mooney	Head of Student Experience
Sinéad O'Brien	Head of Academic Enhancement

Dialogue on Learning Opportunities:

Andrew Quinn	Course Director
Lori Johnston	Registrar
Shane Mooney	Head of Student Experience
Emma Balfe	Head of Faculty and School (Acting)
Sinéad O'Brien	Head of Academic Enhancement
Sarah Sharkey	Student Retention Officer
Grant Goodwin	Quality Assurance Officer
Marie O'Neill	Head Librarian

Facilities Tour

Eddie Ormonde	Head of IT
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Programme Staff

Andrew Quinn	Course Director, Lecturer
Derek Reynolds	Lecturer
Dermot Gallagher	Lecturer
Martin O’Dea	Lecturer
Michelle O’Connor	Lecturer
Heikki Laiho	Lecturer
Keeling Lee	Lecturer
Darren Flanagan	Lecturer
Sharon Sheehan	Lecturer
David Wallace	Lecturer
Michael Kealy	Lecturer
Philip Hickey	Capstone Project
James Browne	Lecturer
Mary Gordon	Course Director, Business and Law

Students and Graduates

Sean Keogh	Year 1, Part-time
Joseph Bignal	Year 1, Full-time
Jessica Sheehan	Year 3, Part-time
Amy Golden	Graduate
Tabatha Gumpo	Graduate
Huayun	Graduate

Malaysia Site visit

Meeting with Senior Management Team KPTM and DBS

Abdul Azmi Bin Abdul Aziz	Deputy President of Academic
Noorizan Binti Noordin	Director, Co-Curricular Development and Quality Assurance
Noor Laili Binti Abdullah	Deputy Director of Academic.
Fairuz Binti Ahamad	Dean, Faculty of Accountancy
Mohamed Ismail Bin Mohd Kader	Dean, Faculty of Social Science and Humanities.
Nurosielawati Binti Mazlan	Head of Department, Language
Aida Haryani Binti Haji Yussof	Head of Department, Accounting.
Aida Salina Binti Jailani	Head of Programme, BAAF
Nor Hadza Binti Nor Yadzid	Senior Lecturer, Accounting.
Andrew Conlan-Trant	Executive Dean
Lori Johnston	Registrar
James Browne	Senior Lecturer
Richard Bradley	Director of Studies

Dialogue on Learning Opportunities

Noor Laili Binti Abdullah	Deputy Director of Academic.
Dzulkarnain Bin Hassan	Deputy Director of Management Services.
Fairuz Binti Ahamad	Dean, Faculty of Accountancy.
Nurosielawati Binti Mazlan	Head of Department, Language.
Aida Haryani Binti Haji Yussof	Head of Department, Accounting.
Aida Salina Binti Jailani	Head of Programme, BAAF
Nor Hadza Binti Nor Yadzid	Senior Lecturer, Accounting.
Sangeeth Ramalingam	Lecturer, Language

Alwani Binti Yusof	Assistant Director, Co-Curricular Development Unit
Jamilah Binti Ishak	Head of Assistant Director, Scheduling and Examination Sector.
Inazlina Binti Musa	Head of Assistant Director, Registration, Records and Statistic Sector.
Annis Bin Ab. Jalil	Senior Assistant Director, Students Affairs.
Munirah Binti Azizi	Assistant Director, Counselling Unit.
Norazizan Binti Omar@Othman	Assistant Director, Library.
Nur Zuria Haryani Binti Zakaria	Industrial Training Coordinator, BAAF
Ahmad Faizul Shah Bin Mohd Sirat	Lecturer, English (Academic Support Programme).
Mohd Hafeez Bin Zainol	Lecturer, English (Academic Support Programme).
Lori Johnston	Registrar DBS
James Browne	Senior Lecturer, DBS
Richard Bradley	Director of Studies, DBS/KPTM

Facilities Review

Noor Laili Binti Abdullah	Deputy Director of Academic.
Dzulkarnain Bin Hassan	Deputy Director of Management Services
Fairuz Binti Ahamad	Dean, Faculty of Accountancy.
Mohd Farid Nazman Bin Mohd Rosli	Lecturer, English.
Aida Salina Binti Jailani	Head of Programme, BAAF

Programme Staff

Puteri Nur Syazwani Binti Megat Daud	Lecturer, Accounting
Amirah Aqilah Binti Mohd Akhsan	Lecturer, Business for Accounting with Law.
Dzubaidah Binti Zainal Abidin	Lecturer, Economics Perspectives.
Norashikin binti Zainal Abidin	Lecturer, I.T. Essentials.
Mohamed Ismail Bin Abdul Kader	Lecturer, Employability Pillar.
Sangeeth Ramalingam	Lecturer, Employability Pillar
Ahmad Faizul Shah Bin Mohd Sirat Nurizwa Baizura Binti Izuddin	Lecturer, Employability Pillar. Lecturer, Financial Management.
Aida Haryani Binti Haji Yussof	Lecturer, Financial Accounting.
Nurisyah Binti Muhamad	Lecturer, Cost Management.
Siti Normarlina Binti Haniff	Lecturer, Management.
Khuraisah Md Nasir	Lecturer, Innovation
Fatimah Binti Abdul Wahab	Lecturer, Business and Company Law.
Diana Binti Ghazale	Lecturer, Financial Reporting.
Rengasamy Thambu Doraisamy	Lecturer, Taxation System.
Mazlinda Binti Hussin	Lecturer, Advanced Financial Management
Aida Salina Binti Jailani	Head of Programme, BAAF.
Richard Bradley	Director of Studies, DBS/KPTM
Cormac Kavanagh	Senior Lecturer DBS
James Browne	Senior Lecturer DBS

Students and Graduate

Nural Aliya Binti Md Yusoff	Year 1
Sharifah Aminah Shaheera Binti Syed Idrum	Year 1
Nik Mohd Alauddin Izzat Bin Nik Zulkifli	Year 2
Khairu Hakimi Bin Majdi	Year 2
Nursyakirah Binti Mohd Rafi	Year 3

Muhammad Hafizi Wajdi Bin Hassan	Year 3
Wan Syazrena Suri Bin Abd Zaie	Year 3
Nur Amiera Izzati bt Abd Kadir	Graduate

3 Review of the Programme Review Report

In general the panel found that the document was well structured and easy to read. The contents followed the template provided in Section 5.2 of the Programme Review Manual 2016/2017. However there were areas of the document where the guidelines were not fully addressed or an analysis was not undertaken as prescribed by the guidelines.

There follows a summary of the commentary on nine major areas of the reports and findings in relation to each area.

3.1 Fitness for Purpose of the Programme

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and these were duly factored into the review process. Internal stakeholders consisted of students and staff (academic, support and administrative). Professional bodies included ACCA and CIMA. Consultations were conducted with key stakeholders such as government agencies in Ireland including Enterprise Ireland and the IDA. In Malaysia state bodies such as MARA, the State Education Board, the International Chamber of Commerce and the Irish Malaysia Association were consulted on the programme. Further consultations were held with graduates and with a wide range of employers in the financial services sector in both countries. The review process was also informed by the comparator analysis undertaken by DBS, a review of External Examiner reports and feedback obtained from industry and professional organisations.

The panel found that the consultation process had been comprehensive and it was concluded that the proposed programme was fit for purpose. Further commentary is provided in Sections 7.3 and 7.4 of this report.

3.2 Achievement of the Programme of its Stated Objectives

The aims, objectives and graduate profile of the programme was outlined. The panel found that the proposed programme learning outcomes have been mapped to the QQI Business Award Standards and satisfy the QQI Awards Standards for the Business Award at Level 8. It was stated that successful completion of the programme provided learners with the knowledge, skills and competencies required to progress in different areas of the accounting profession and financial services industry such as accountancy firms, management consultants and large scale financial services firms.

A number of the modules on this programme have been mapped successfully to the Foundation (F) Papers on the Association of Chartered Certified Accountants (ACCA) global curriculum. Students who successfully complete these modules are then eligible to apply to ACCA for exemption from the corresponding paper(s). Students may also apply for seven exam exemptions from the Chartered Institute of Management Accountants (CIMA). These professional bodies provide pathways to professional accreditation in accountancy. DBS stated that they will reapply for accreditation with these bodies following successful revalidation of the programme.

The panel found that the programme objectives and outcomes were clear and consistent with the QQI award sought. Further commentary is included in Sections 7.2 and 7.3 of this report.

3.3 Learner Profile

The BA (Hons) in Accounting and Finance is aimed primarily at learners who wish to pursue a career as a professional in the accountancy and finance fields as stated in Section 3.2 above.

Profile of Learners in Dublin

- Learners entering through the CAO process that wish to pursue a career as a professional Accountancy and Finance
- Full-time and part-time learners that may already work in the profession and are seeking career progression through the attainment of the degree qualification
- Mature learners (23+), both full-time and part-time.

Profile of Learners in Malaysia

The following entry requirements are specific to Malaysian school leavers for entry to Stage 1 of the programme:

- PASS Sijil Tinggi Pelajaran Malaysia (STPM) or its equivalent with minimum Grade C+ (CGPA 2.33) in any TWO (2) subjects, credit in Mathematics at SPM level, and MUET Band 4/ IELTS Band 6.0 / TOEFL 550, or
- PASS Sijil Tinggi Agama Malaysia (STAM) with minimum Grade Jayyid, credit in Mathematics at SPM level, and MUET Band 4/ IELTS Band 6.0 / TOEFL 550; or
- Diploma in Accountancy or related field, or its equivalent with minimum CGPA 2.50, and MUET Band 2;
- For diploma not conducted in English, an English Language requirement is MUET Band 4 / IELTS Band 6.0 / TOEFL 550; or
- Matriculation / Foundation or its equivalent with minimum CGPA 2.50, credit in Mathematics at SPM level, and MUET Band 2;
- For Matriculation / Foundation not conducted in English, English Language requirements is MUET Band 4 / IELTS Band 6.0 / TOEFL 550; or
- Other equivalent qualifications recognized by the Malaysian Government.

3.4 Learner Performance

- Enrolments, Attrition and Completion

The following table illustrates the trends for the period from 2013 to 2017 and encompasses full-time and part-time provision in Dublin and the programme at KPTM Malaysia.

Outcomes by Year and Mode 2013-2017

	Total Enroled	% Sat Exams	% Passed	% Non-Activity
13/14 FT	80	89	84	11
13/14 PT	102	83	61	16
14/15 FT	108	94	91	6
14/15 PT	108	97	88	3
14/15 M	173	98	98	2
15/16 FT	352	97	95	3
15/16 PT	113	90	76	10
15/16 M	270	98	96	2
16/17 FT	96	93	78	7
16/17 PT	112	92	86	7
16/17 M	211	100	98	0

FT= Full-time

PT= Part-time

M = KPTM Malaysia Provision

The outcomes demonstrate strong and consistent retention and pass rates across the years and modes of delivery. Attrition rates were generally low as students tend to be extremely focussed with clear career objectives.

The part-time students have been the weakest performing group, a trend consistent with an extended period of study and balancing study with work and personal commitments. The 2013/14 cohort recorded the lowest pass rates and the highest attrition rates. It was stated by DBS that this outcome may be due to implementing changes following the programmatic review in 2013.

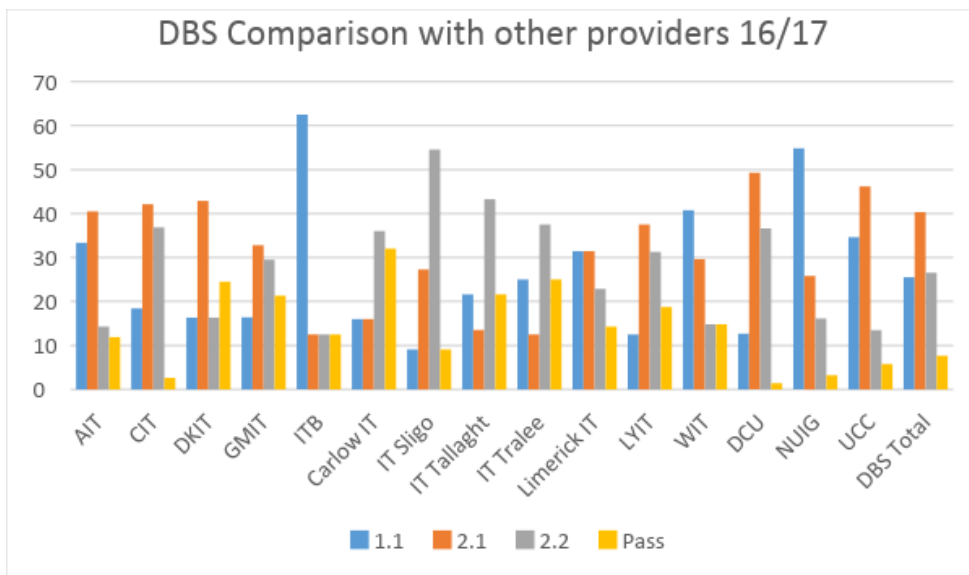
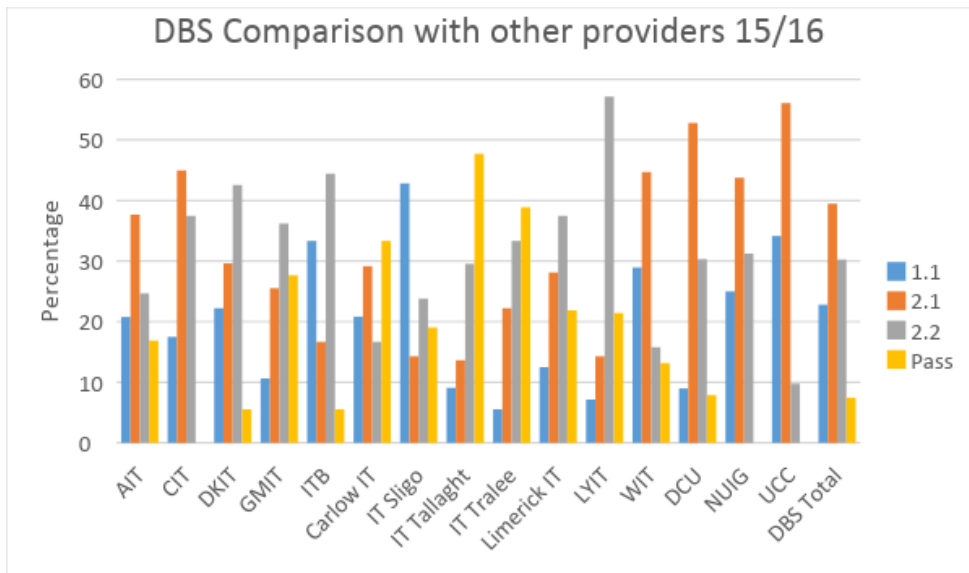
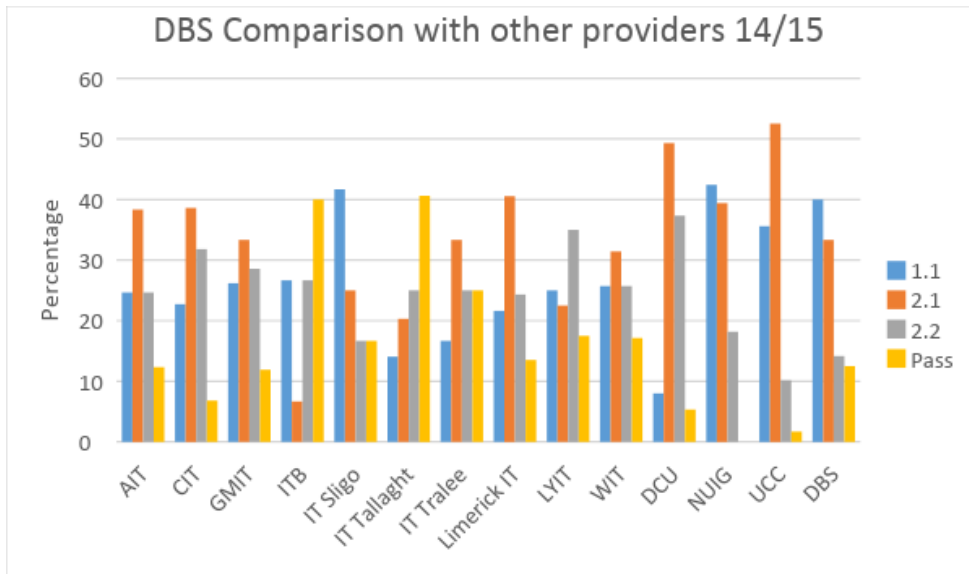
There is a consistent trend for students in the programme in Malaysia to record the best outcomes in terms of examination success and the lowest attrition rates.

- Analysis of Grades and QQI Award Classifications

Using data from the HEA website, a comparison was made with 13 Universities and Institutes of Technology in Ireland who deliver a similar programme.

(<http://hea.ie/statistics-archive/>)

The following three graphs illustrate the distribution of grades for the academic years from 2014/2015 to 2016/2017, by institute, grade and field.



In general, the DBS outcomes were comparable with the other providers. In some cases the award classifications achieved by DBS were above the average for the providers in this sample.

However DBS stated that the grades achieved by the College followed a consistent pattern over the three academic years. While this is the case for 2015/16 and 2016/17, the outcomes for 2014/15 showed a trend towards a higher proportion of 1.1 grades and a lower proportion of 2.2 grades when compared to the latter two years.

3.5 Quality of the Learning Environment

Commentary was provided on access to lecturers, the use of MOODLE as a virtual learning environment and teaching strategy. Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed. An outline of physical facilities and resources was also included.

The panel concluded that the learning environment was consistent with the needs of the learners. Further commentary is provided in Sections 7.7, 7.8 and 7.11 of this report.

3.6 Suitability of Learner Workload

The suitability of the learner workload is one of the areas monitored by the Programme Team through feedback from learners, alumni, external examiners, professional bodies and through review and discussion at team meetings.

The panel concluded that the workload was appropriate and noted the willingness of teaching staff to address any issues brought to them by the students in both sites.

3.7 Effectiveness of Procedures for Assessment

It was noted that all assessment for the programmes conforms to the DBS assessment regulations which are informed by QQI Assessment and Standards Revised 2013. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from reviews and validations. It is subsequent actions taken to 'close the loop' that should have a positive impact on improving the effectiveness of assessment procedures.

The panel found the assessment processes relating to the programmes to be appropriate. Further commentary is provided in Section 7.10 of this report.

3.8 Quality Assurance Arrangements

All DBS quality assurance policies and procedures are detailed in the Quality Assurance Handbook (QAH). This is the first point of reference for all stakeholders involved in the design and monitoring of programmes. The programme under review has been designed to comply with the DBS QAH and, in turn, with QQI's statutory quality assurance guidelines with respect to governance, quality assurance, assessment, access, transfer and progression. It was noted that the Malaysia variant of the programme is subject to the same Quality Assurance Policies and Procedures as all DBS programmes. The programme meets the quality assurance standards of ACCA and CIMA for specified professional courses leading to professional accreditation.

3.9 Proposed Modifications

An overview of the proposed modifications to the programme is set out below. A detailed action plan has been prepared to implement the revised programme. The panel noted that a number of the modules were developed following consultation with employers. The changes reflected the skills gaps identified by prospective employers and professional bodies consulted.

A number of changes have been made to the proposed programme in order to make it compliant with the Business Award Standards and minimum intended programme learning outcomes have been revised accordingly. The following proposed changes to the Programme Modules were noted:

1. The modules Learning to Learn and Communication Skills modules will be combined into one 5 ECTS module called Learning to Learn.
2. The redistribution of these 5 ECTS in year 1 will allow for the introduction of new module in Accounting Information Systems.
3. The existing Year 2 Employability modules which total 10 ECTS will be replaced with Advanced Economic Perspectives (5 ECTS) and Business Strategy and Corporate Governance (5 ECTS).
4. The Year 3 Employability modules which total 10 ECTS will be replaced with a capstone project. This is employer-led and incorporate four main components: innovation and business needs, researching in finance and accounting, project of 5,000 words and a poster presentation of the project.

It is also proposed to rename some modules to reflect the revised reorganisation of content. It was further noted that all modules will be updated as appropriate.

The panel concluded that the proposed modifications to the programmes were appropriate. The proposed programme and stage schedules are set out in Part 3, Section 10 of this report.

4 Evaluation of the Modified Programme

4.1 Report

See Appendix 1

5 Outcome of the Review

5.1 Summary

As a result of the programmatic review process 14 recommendation and 4 commendations.

The recommendations and commendations are listed in Section 8 of this report.

6 Panel

Evaluators		
Name	Role	Affiliation
Ms Donna Bell	Chair	Independent Consultant
Ms Mary Jennings	Secretary	Independent Consultant
Dr Fabrice Rousseau	Subject Expert	Head of Department, Economics, Finance and Accounting, NUI Maynooth
Ms Marie O'Flynn	Subject Expert	Head of Department of Finance, Dublin Institute of Technology (DIT).
Mr John Gaynor	Subject Expert	Lecturer in Accounting and Programme Chair for BA Honours in Accounting, Institute of Technology, Sligo.
Mr Enock Kayscaimer	Learner Representative (Dublin Panel only)	Student, BA (Hons) Accounting and Finance, ICD
Ms Amirah Fariyah Rosli	Learner Representative (Malaysia Panel only)	Current Student, BA Accountancy
Ms Julie Farren	Employer Representative (Dublin Panel only)	Manager, Strategy and Operations Financial Services at Deloitte Ireland.
Mr Jimmy Tee	Employer Representative (Malaysia Panel only)	Assurance Manager, PWC

All members of the panel have declared that they are independent of DBS and have no conflict of interest.

7 Appendix 1: Evaluation Report on Modified Programme intended to be submitted as an Application for Revalidation

Part 1

Provider name	DBS
Date of site visit	15 th June, 2018 (Dublin) and 3 rd and 4 th July, (Malaysia)
Date of report	14 th August 2018

	First intake 2019	Last intake 2023
Enrolment interval	September	September
Maximum number of annual intakes	2	

Principal programme	Title	Bachelor of Arts (Hons) in Accounting and Finance
	Award	Bachelor of Arts (Honours)
	Credit	180 ECTS
	Duration² <i>(years, months, weeks)</i>	3 years (6 semesters) full-time; 4 years (8 semesters part-time)
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions³ OR Not Satisfactory</i>	Satisfactory Subject to Conditions

Embedded programme	Title	N/A
	Award	
	Credit	
	Duration (years, months, weeks)	
	Recommendation Satisfactory OR Satisfactory subject to	

² Expressed in terms of time from initial enrolment to completion

³ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the 'special conditions' may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

	proposed conditions OR Not Satisfactory	
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Module⁴	Title	N/A
	Award	
	Credit	
	Duration (years, months, weeks)	
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	

Evaluators

Evaluators		
Name	Role	Affiliation
Ms Donna Bell	Chair	Independent Consultant
Ms Mary Jennings	Secretary	Independent Consultant
Dr Fabrice Rousseau	Subject Expert	Head of Department, Economics, Finance and Accounting, NUI Maynooth
Ms Marie O'Flynn	Subject Expert	Head of Department of Finance, Dublin Institute of Technology (DIT).
Mr John Gaynor	Subject Expert	Lecturer in Accounting and Programme Chair for BA Honours in Accounting, Institute of Technology, Sligo.
Mr Enock Kayscaimer	Learner Representative (Dublin Panel only)	Student, BA (Hons) Accounting and Finance, ICD
Ms Amirah Fariyah Rosli	Learner Representative (Malaysia Panel only)	Current Student, BA Accountancy
Ms Julie Farren	Employer Representative (Dublin Panel only)	Manager, Strategy and Operations Financial Services at Deloitte Ireland.
Mr Jimmy Tee	Employer Representative (Malaysia Panel only)	Assurance Manager, PWC

⁴ Modules are only validated if they are to lead to a QQI award.

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS Dublin Campus and Kolej Poly-Tech MARA (KPTM), Malaysia	240 Dublin Campus 450 KL Campus, Malaysia	15 Dublin Campus 25 KL Campus, Malaysia

Target learner groups	<p>School leavers through the CAO system may apply. Leaving Certificate entry requirements are a minimum of 2 H5s and 4 O5/6s.</p> <p>Malaysian students through the appropriate entry route as detailed in the programme document.</p> <p>Mature Students and transferring students from other universities.</p> <p>Full time/Part-time students who may be already working and are seeking career advancement but are qualified only to a lower level.</p> <p>Mature learners (over 23 years) both full-time and part-time.</p>
Number of learners per intake	240 Dublin & 450 KL
Approved countries for provision	Ireland and Malaysia
Delivery mode: Full-time/Part-time	Full-time and Part-time
The teaching and learning modalities	<ol style="list-style-type: none"> 1. Classroom lectures 2. Case-based learning 3. Practical skills sessions 4. Workshops 5. Tutorials 6. Individual and group work 7. Online interactive class
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>Ireland has an exceptionally strong international financial services sector with particular strengths in administration and management of funds; re-insurance; cross border insurance and specialist finance, such as aviation leasing and asset finance. There is a continuing need for well-educated staff to work as managers, accountants, auditors, financial accounting, management accountants, professional advisers, regulators and service providers with sophisticated domain knowledge in financial services. The IFS 2020 identifies a need for further education in this area to fill the skills gap, which arises in start-up, indigenous and multinational companies.</p> <p>The Malaysia government economic objective to double the number of professional accountants by 2020 and boast the</p>

	number of bumiputras in the profession from only 8% currently. The collaboration with DBS enables supports this objective as the programme accommodates a wide audience of learners whose specific interests in Accounting & Finance. The programme is aligned to the ACCA syllabus and graduates are exempted from 3 applied knowledge papers and six applied skills papers from the ACCA exams and 7 CIMA paper exemptions.
Specifications for teaching staff	A minimum of Level 9 Postgraduate Diploma or Masters and/or PhD level in the following areas: <ul style="list-style-type: none"> • Finance: Financing, treasury, research, trading, data analytics & lecturing financial theory & practice • Finance & accounting postgraduate and professional levels • IT & Accounting, International Environment, European Enterprise Development, Business & marketing, Management, HRM, Business Strategy, Relationship Marketing • Business Administration, Finance, HR, Head of Trustee, e-business, Strategic Planning • ACCA Accounting and Finance, Financial Reporting, Mgmt. Accounting and Finance
Specifications for the ratio of learners to teaching-staff	1/120 classroom sessions 1/25 workshops sessions 1/25 practical sessions 1/50 online class

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG21113	Bachelor of Arts (Honours) in Accounting and Finance	September 2018

Other noteworthy features of the application

N/A

Part 2 Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

7.1 The provider is eligible to apply for validation of the programme

Satisfactory Yes	Comment	Sub criteria
		a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
		b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.
		c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. ⁵

As an established provider of higher education programmes DBS has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of this programme. It was noted that DBS has in place procedures for access, transfer and progression. DBS has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI. The panel was informed that DBS is currently taking part in the re-engagement process with QQI and has completed the Pilot Phase. As part of the re-engagement process, policies and procedures were being reviewed.

DBS has provided a copy of the letter to be submitted to QQI with the application for the revalidation of the programmes. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

7.2 The programme objectives and outcomes are clear and consistent with the QQI awards sought

Satisfactory Yes	Comment	Sub-criteria
		a) The programme aims and objectives are expressed plainly.
		b) A QQI award is specified for those who complete the programme.
		(i) Where applicable, a QQI award is specified for each embedded programme.
		c) There is a satisfactory rationale for the choice of QQI award(s).
		d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i> .

⁵ This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Satisfactory Yes	Comment	Sub-criteria
		e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
		f) The programme title and any embedded programme titles are
		(i) Consistent with the title of the QQI award sought.
		(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
		g) For each programme and embedded programme
		(i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified. ⁶
		(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.
		h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.
		i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
		(i) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards. ⁷

The panel found that the aims, objectives and rationale for the programme were expressed clearly and were comprehensive and consistent with a Level 8 award. It concluded that the programme and module learning outcomes have been clearly outlined and were appropriate to the level of the award. The title of the programme was deemed to be appropriate and in line with the QQI standard for the Major Award Type on the NFQ.

It was noted that the minimum intended programme learning outcomes for the proposed programme were informed by the QQI Business Award Standards and have been mapped against these standards.

⁶ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁷ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

7.3 The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

Satisfactory Yes	Comment	Sub-criteria
		a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives. ⁸
		b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
		(i) There is a satisfactory rationale for providing the programme.
		(ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
		(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
		(iv) There is evidence ⁹ of learner demand for the programme.
		(v) There is evidence of employment opportunities for graduates where relevant ¹⁰ .
		(vi) The programme meets genuine education and training needs. ¹¹

⁸ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁹ This might be predictive or indirect.

¹⁰ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

¹¹ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
		d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
		e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

The panel concluded that the programme met genuine education and training needs in a sector that continued to provide employment opportunities for graduates in both Ireland and Malaysia.

It was considered that the proposed changes to the programme, including the addition of a Capstone Project and a greater emphasis in the course modules on Economics, Ethics and Governance and the use of technology in accounting and finance reflected current trends and issues in the sector. With the retention of core accounting subjects in various modules, the panel was satisfied that the programme facilitated graduates of the programme intending to qualify as accountants to gain exemptions from professional accounting bodies, providing them with progression opportunities in both Dublin and Malaysia.

The panel was informed of the consultation process undertaken for this review, a description of which is provided in Section 3.1 of this report.

The panel also noted the outcomes of a comparator analysis undertaken by DBS. Two similar programmes at DKIT and the University of Coventry were evaluated using the minimum intended programme learning outcomes as a benchmark. It was concluded that all three programmes were similar in content and subject areas, as would be expected of programmes tailored to a niche area. The significant difference was that the DBS programme included Research Methods and a Capstone Project.

Specific commentary on each site is outlined below.

Dublin

Additional information was received in relation to the stakeholder consultation and the panel was satisfied that a comprehensive consultation was carried out with industry representatives, professional bodies and government agencies. The panel noted that Faculty staff were actively involved in the process of developing the proposed changes to the programme which, while retaining core modules in accounting and finance, reflects the changing nature of the financial services sector as indicated by the feedback received.

Malaysia

The panel was satisfied that a comprehensive consultation was carried out with industry representatives, professional bodies and government agencies in Malaysia as part of the review, including staff in the headquarters of KPTM and the educational authority in Malaysia, MARA. The panel noted that Faculty staff in KPTM were actively involved in the process of developing the proposed changes to the programme alongside colleagues in DBS Dublin.

The panel noted that there was an Accelerator agreement in place with ACCA with regard to exemptions for graduates since 2016. The panel considered that this provided an endorsement of the programme in Malaysia.

The consistent high intake of students on the programme was noted and provided evidence of the demand for the programme. Students and the graduate with whom the panel met indicated that the programme appealed to them because it is delivered in partnership with DBS Dublin.

The panel noted that new graduates participate in a mandatory 14-week work placement. This requirement is set by the Malaysia educational authority, MARA. The panel considered that KPTM demonstrated that they worked in partnership with companies and with students themselves to compile a list of work placements that had the potential to enhance their career development. It was noted that the College systematically follows up with employers on the workplace performance of graduates on placement, the panel noted. This is achieved through in-placement supervision and assessments completed and returned by the employer to KPTM. This information is analysed and feeds into review of the programme on an ongoing basis.

7.4 The programme's access, transfer and progression arrangements are satisfactory

Satisfactory Yes	Comment	Sub-criteria
		a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied ¹² .
		b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
		c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages

¹² Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

		(CEFR ¹³) in order to enable learners to reach the required standard for the QQI award.
		d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
		e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
		f) The programme title (the title used to refer to the programme):-
		(i) Reflects the core <i>intended programme learning outcomes</i> , and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
		(ii) Is learner focused and meaningful to the learners;
		(iii) Has long-lasting significance.
		g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

The panel was satisfied that the programme's access, transfer and progression arrangements are clearly articulated and working in practice. Information on access, transfer and progression is available through DBS website, promotional material and the Student Handbooks in both Dublin and Malaysia. This includes information on EU and non-EU entry requirements and information for students with disabilities. Specific commentary in relation to each site is outlined below.

Dublin

The students the panel met with indicated that they were not aware of the progression path required to complete the ACCA qualification. They were not aware, for example, of the 'milk round' for graduate accountancy programmes which may prove to be a barrier to employment opportunities.

It was also noted from conversations with students and graduates that the module on Economics was very challenging and may have contributed to the high drop-out rate after first year. (4 out of 5). It was added that no tutorial support had been made available to students.

¹³ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

Recommendation 1

A review is conducted of the modules offered in the first year of the programme, with consideration being given to offering the Economics module at a later stage of the programme.

The panel was further advised that there was no structured induction between years one, two and three (and year four for part-time) of the programme to assist students to coordinate and plan their studies.

Recommendation 2

An induction is provided for each year of the programme to enable students to more effectively coordinate and plan their studies.

Malaysia

The panel noted that the Programme Review document (p52) indicated that 125 students was the maximum enrolment for the programme. A presentation was provided at the site visit indicating that the numbers of students enrolled on the programme varied from between 171-353 students during the years from 2014 and 2017.

The panel was further advised that a majority of students gained advanced entry onto the programme at Year 2. From discussions with the staff, the panel understood that advanced entry was based on students who had already gained relevant diplomas in accounting and finance at KPTM and other colleges in Malaysia and this prior learning was recognised for entry onto the programme. The panel was not satisfied that the standard requirements for diploma holders were clearly set out in the Programme Review documents.

Recommendation 3

Clear guidelines are provided in relation to the requirements for advanced entry, bearing in mind the capacity of the resources available.

7.5 The programme's written curriculum is well structured and fit-for-purpose

Satisfactory Yes	Comment	Sub-criteria
		a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
		b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
		c) Each module and stage is suitably structured and coherently oriented

		towards the achievement by learners of the intended <i>programme</i> learning outcomes.
		d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
		e) The programme is structured and scheduled realistically based on sound educational and training principles ¹⁴ .
		f) The curriculum is comprehensively and systematically documented.
		g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
		h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
		i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
		j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation. ¹⁵

The panel was generally satisfied that the programme curriculum was appropriately structured and fit for purpose. The significant proposed changes to the programme as discussed in Section 7.3, and the emphasis on ethics and governance in the profession were considered to be appropriate and reflected the issues within the profession and wider business and regulatory environment.

It was concluded that the use of group work, such as group presentations on case studies, was considered to be an appropriate way to encourage the development of inter-personal and team-building skills as, increasingly feedback from employers indicated that such skills were considered to be an important component in the selection of graduates for employment.

Specific commentary on each site is set out below.

Dublin

¹⁴ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹⁵ If the duration is variable, for example, when advanced entry is available, this should be explained and justified.

The panel noted feedback from students, including part-time students and graduates which indicated that they would benefit from work experience in order to enhance their opportunities to gain employment.

Recommendation 4

Opportunities for short-term internships are explored. e.g. during the Summer.

Malaysia

The panel was advised that while there were some elements of localisation of the material delivered on the programme, the core material was developed by DBS. KPTM staff facilitated delivery alongside resident DBS staff and contributions from Dublin-based teaching staff.

The present system is to deliver 15 hours per module at stages 1 and 2, and 30 hours per module at stage 3. The panel was advised that the extent of this delivery will be kept under review as the programme progresses.

7.6 There are sufficient qualified and capable programme staff available to implement the programme as planned.

Satisfactory Yes	Comment	Sub-criteria
		a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (0c).
		b) The programme has an identified complement of staff ¹⁶ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
		c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.

¹⁶ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

		d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development ¹⁷ opportunities ¹⁸ .
		e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
		f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

The panel noted that teaching staff on the programme were experienced module leaders, with most qualified to Masters level or holding a professional qualification. Some staff members were upgrading qualifications to Masters or PhD level.

Further commentary on each site is set out below.

Dublin

There was evidence that staff were involved in continuous professional development with professional bodies and other third level institutions, acting as external examiners, serving on editorial boards for industry publications, as well as writing articles in business journals, on topics including pedagogy and innovative teaching methods. Several staff were also active members of committees on professional bodies such as ACCA.

Commendation 1 (Dublin site)

The teaching staff are commended for their commitment and support of the students and their interface with industry and professional bodies.

The panel noted that DBS had published a Research, Innovation and Enterprise (REI) Strategy which had set out key objectives in these areas including partnership with industry and employers, being innovative in approach and global as well as local in outlook.

In terms of promoting a research culture, the panel was advised that DBS provides 15 scholarships for staff each year and holds an annual Research Day to facilitate teaching staff to showcase their current research. In addition, the DBS Library publishes journals for each School.

¹⁷ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁸ Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

Following discussions, the panel considered that that was a mis-match between the institutional aspiration to have a research culture and current take-up by teaching staff of the scholarship programme.

Recommendation 5

Support for staff to engage in research is continued, including opportunities to publish in peer-reviewed journals.

Malaysia

The panel was advised that the programme is overseen by a Director of Studies appointed by DBS in partnership with senior managers at KPTM. It was further noted that the programme is supported by a resident DBS Faculty member.

The panel found that a number of staff were involved in industry and professional bodies such as ACCA. Some were active in conducting primary research in areas such as outcome based learning, while others have published articles in journals in areas such as the new Companies Act and the abolition of GST tax (VAT) coming into force in Malaysia.

It was concluded that while there was some limited, ad-hoc funding allocated by KPTM for staff to attend conferences and engage in other continuous professional development(CPD) activities but that there was no specific fund dedicated for this purpose. The panel considered that there might be further opportunities to strengthen the level of CPD available to staff or to facilitate them to engage in research or pursue professional studies.

Recommendation 6

Support for continuous professional development and research for Faculty members is continued and enhanced.

Recommendation 6

Support for continuous professional development and research for Faculty members is continued and enhanced.

The panel found that teaching staff were active in devising new and innovative ways to engage students in developing their proficiency in the English language and worked collaboratively with peers to make academic material more accessible to students by, for example, developing a glossary of terms for studies relating to law. See Section 7.11 for further commentary.

Commendation 2

The teaching staff are commended for their enthusiasm, professionalism and involvement with students.

7.7 There are sufficient physical resources to implement the programme as planned

Satisfactory Yes	Comment	Sub-criteria
		a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (0d).
		b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
		(i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
		(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
		(iii) printed and electronic material (including software) for teaching, learning and assessment
		(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
		(v) technical support
		(vi) administrative support
		(vii) company placements/internships – if applicable
		c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
		d) There is a five-year plan for the programme. It should address
		(i) Planned intake (first five years) and
		(ii) The total costs and income over the five years based on the planned intake.
		e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

The panel was generally satisfied that there are sufficient physical resources available in both sites to implement the programme as planned. It was noted that a five year plan had been provided for the programme under review.

The panel concluded that there were differences in some of the resources available and these are outlined in the commentary below.

Dublin

A tour of the physical facilities in the Aungier St and Castle House Campuses was undertaken by the panel. The on-going development and upgrading of common meeting and study areas throughout the campus to facilitate group work and peer study support was acknowledged.

The panel found that the library uses technology effectively to support learners and staff, including access to an assignment planner, a Kindle lending facilities, a Registrar of Scholarly Activity as well as a user-friendly search engine to enable ease of search for books and academic journals. It was noted that specialist library staff are employed to assist students to develop their research capabilities. The library is engaged in publishing the DBS journals for the School of Arts and the School of Business and Law featuring peer-reviewed research by both staff and students. This initiative is in line with a core pillar of DBS's strategy on achieving academic excellence. It was noted that this facility won a Best Library Team award in the Education Awards 2017.

Commendation 3

DBS is commended on the quality of the services provided by the library.

The panel considered that the information technology facilities were of a high standard, with mobile laboratories available to students throughout the campus, providing ease of access to library and MOODLE resources. The panel noted that the information technology support services had been integrated with other student services, making it easier for students to avail of this service on an on-going basis.

Commendation 4

DBS is commended on the quality of the information technology facilities provided to staff and students.

Malaysia

The panel acknowledged the development of a new building currently under construction on the KPTM site. The three-floor, 1706 square metre structure, due for completion during 2018, has been designed to offer new enhanced facilities such as 600 library places, new lecture halls, study areas and designated areas to house student services.

The panel noted that while computers available to students in Dublin had all been enabled with accounting software, similar facilities were not available to students at the KPTM campus. The panel considered that as the proposed new programme placed a considerable importance on the

increasing use of technology in accounting and finance that Malaysian students would benefit from the provision of accounting software.

Recommendation 7

In order for KPTM to deliver the proposed module on Accounting Information Systems, software such as Sage and The Big Red Book is provided.

The panel noted that the books in the library relating to accounting and finance were comprehensive and up-to-date. Library staff advised the panel that DBS library staff are in regular, on-going contact with them in relation to access to DBS library resources.

In conversation with students the panel was advised that they had not been instructed in how to use the on-line resources available through the DBS library in Dublin. The panel was advised by DBS that instruction is provided via Skype technology at least twice a year and access is provided via students' MOODLE accounts.

Recommendation 8

Students are instructed on the use of DBS electronic and on-line library resources.

7.8 The learning environment is consistent with the needs of the programme's learners

Satisfactory Yes	Comment	Sub-criteria
		a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
		b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
		c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

The panel was satisfied that the learning environment in both sites is consistent with the needs of learners. Specific commentary on each site where the programme is delivered is set out below.

Dublin

The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students including:

- Learner surveys
- Peer Mentoring Support (with training provided for mentors)
- Student representation on the Academic Board and Board of Studies
- Support for, and engagement with, an elected Student Union
- Student services for:
 - Accommodation
 - Counselling and referral services, including specific contact with the provider of mental health for young people, *Jigsaw*
 - Sports and societies, with many student-led events
 - Entertainment
 - Study and meeting spaces within the campus
 - Careers office, providing advice and information on employment opportunities and professional development

The panel concluded that the staff with responsibility for support services were proactive in responding to student feedback for improvements in facilities which was undertaken on a continuous basis. The panel visited the central student hub which had been created and was satisfied that this provided the basis for an integrated approach to providing accessible services.

It was noted that this section of DBS had received an Education Award in 2017 for Best Student Engagement.

Malaysia

The panel met with students and a graduate including the President of the Student Council, who is currently a second year student on the programme. It was noted that the Council provided the basis of a platform for students' issues to be raised with KPTM in a structured way.

The panel noted that it was not the practice for students to participate in committees such as Academic Boards or other bodies. See Section 7.12 for further information.

The panel was advised that each student was appointed a mentor in the form of a staff member, and that the practice was that the mentor and student remained in contact for life. Students welcomed this system. It was noted that this practice allowed KPTM to enhance networking opportunities with graduates, professional bodies and the sector generally.

The panel visited the Counselling Centre which provides services for students who may require additional support as required. The Counsellors work with the appointed mentors to assist the student as appropriate.

The panel noted feedback from the students that they had no access to revision kits for examinations. However these kits were available to DBS students at the Dublin campus.

Recommendation 9

Students are given access to revision kits.

With the impending introduction of a Capstone Project (see Section 7.3) as part of the proposed programme, it was concluded by the panel that students would require support in academic writing.

Recommendation: 10

Academic writing skills workshops are provided to enable students to successfully complete the Capstone Project.

7.9 There are sound teaching and learning strategies

Satisfactory Yes	Comment	Sub-criteria
		a) The teaching strategies support achievement of the intended programme/module learning outcomes.
		b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
		c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
		d) Learning is monitored/supervised.
		e) Individualised guidance, support ¹⁹ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

The panel was satisfied that there are sound teaching and learning strategies in place for the programme overall.

The panel noted that the proposed programme has put a greater emphasis on group projects, use of research skills by students and use of case studies to enhance authentic learning opportunities such as the capacity to undertake research and business analysis as well as proficiency in core accounting procedures.

Specific commentary on each site is set out below.

Dublin

In conversation with teaching staff, the panel noted that there was a balance between the use of interactive classroom techniques, use of guest lecturers or visits to businesses or other organisations

¹⁹ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

and on-line resources to encourage effective learning. There was evidence of cooperation between the teaching staff of different modules offering students diverse perspectives on the same company so that for example, students were not only creating a data set but undertaking an analysis of the data created.

The panel found that students and graduates appreciated the small class sizes and the support and access to lecturers on the programme, including smaller tutorial groups and additional support via the library on academic writing seminars.

Malaysia

The panel noted that class sizes (see Section 7.4) are larger in KPTM than at the Dublin campus. Meetings with teaching staff and the students and graduate confirmed that there was an effective tutorial system in place, with larger classes being broken up into small teaching groups.

Recommendation 11

In the event that student numbers increase, the current approach to small group teaching is preserved in order for class sizes to remain at manageable levels.

The panel was advised by the students and the graduate that lecturers made themselves available to students and noted that specific office hours were scheduled for this purpose. The availability of lecture notes through a DBS App was welcomed.

It was further confirmed that the workload required for the programme was deemed to be manageable.

7.10 There are sound assessment strategies

Satisfactory Yes	Comment	Sub-criteria
		a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i> ²⁰
		b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
		c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme. ²¹

²⁰ See the section on transitional arrangements.

²¹ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

		d) The programme includes formative assessment to support learning.
		e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules. ²²
		f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
		g) There are sound procedures for the moderation of summative assessment results.
		h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award. ²³

The panel was advised that all assessment for the programme conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013. The panel noted that assessment methods included students researching and presenting case studies as part of continuous assessment on the programme, enabling students to develop research and skills in business analysis and to prepare them with relevant skills to undertake the Capstone Project in the final year. The panel noted that examinations were scheduled to run at the same time within the constraints of time zone differences.

Specific commentary on the Dublin site is outlined below.

The panel noted from conversations with students and graduates that there was a lack of coordination between lecturers resulting in a high work load in the Spring and in the lead up to examinations.

Recommendation 12

The timing of assessment activities is coordinated to ensure a more even spread throughout the academic year.

It was further added that for the modules in Taxation and Economics that there was not enough time allocated to cover all the material. This was particularly the case for part-time students

²² The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²³ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

scheduled for Monday evenings as many public holidays falling on a Monday take from the scheduled time available.

The panel considered that the proposed merging of the assessment methods, to include analysis as well as a presentation, in the modules on Financial Reporting and Financial Management would be of benefit in terms of learning outcomes and reducing the level of assessment.

The panel noted from conversations with students and graduates that they were unaware that lecture notes from Year One of the programme would no longer have been available on MOODLE. They indicated that these would have been useful for their studies in their final year.

Recommendation 13

Students are advised to download their notes in order to retain them for future use.

7.11 Learners enrolled on the programme are well informed, guided and cared for

Satisfactory Yes	Comment	Sub-criteria
		a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
		b) Information is provided about learner supports that are available to learners enrolled on the programme.
		c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
		d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
		e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
		f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
		g) The programme provides supports for enrolled learners who have special education and training needs.

		h) The programme makes reasonable accommodations for learners with disabilities ²⁴ .
		i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> ²⁵ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
		j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

An overview of the support services available to students is outlined in Section 7.8 of this report. The panel noted that the Student Handbooks and website contained relevant information in relation to the supports and services available to students. It was further noted that there were individual handbooks for Dublin and Malaysia with appropriate information included for students. See below for specific commentary on each site.

Dublin

In conversation with students and graduates, the panel was advised that there was a lack of awareness, particularly amongst part-time students of the services provided by the Careers Office. Refer to Section 7.4 for further commentary on this issue.

Students reported that lecturers and staff were generally responsive to requests for support and information. The panel noted that students indicated that undertaking group assignments provided a basis for good peer support and that lecturers provided support for these projects.

Malaysia

In line with the QQI Code of Practice for Provision of Programmes to International Students the panel found that provision was made to provide opportunities for enrolled students to develop proficiency in the English language. In conversation with students, the panel found that they fully took on the challenge of learning in another language. They understood the benefit and value of improving English in order to successfully pass examinations, gain a degree and further employment

²⁴ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²⁵ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

opportunities. Students commented that, in the first number of weeks, the challenge of undertaking study in another language seemed daunting, but, over time, as their confidence and proficiency increased, this seemed to be less the case. In meetings with senior staff and lecturers, the panel found evidence that attendance at English language classes was however quite low.

It was noted that staff had developed a number of initiatives to encourage students to learn and practice the use of English, including a range of activities such as drama, presentations, debates, games, quizzes and social activities through the BAAF Club. With less emphasis on learning grammar and more on practice in speaking, this approach appealed to a number of students.

Evidence was also provided of other cross-department initiatives whereby lecturers in the English Language Department provided assistance in proof-reading written assignments as this was an area of concern to staff. As students found that proofed assignments tended to get higher marks, this encouraged the uptake of the service and a deeper engagement with the language on a practical basis.

7.12 The programme is well managed

Satisfactory Yes	Comment	Sub-criteria
		a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
		b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
		c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
		d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.

		e) Quality assurance ²⁶ is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
		f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
		g) The programme operation and management arrangements are coherently documented and suitable.
		h) There are sound procedures for interface with QQI certification.

The panel was satisfied that there are effective structures in place for the governance and management of the programme under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning. It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines. The programme-specific quality assurance arrangements are outlined in Section 3.8 of this report.

Specific comment is set out below in relation to Malaysia.

The panel reviewed the Consortium Agreement between DBS and KPTM. It was concluded that the document clearly outlines the roles and responsibilities of each party. It was evident from the meetings held at the site visit that these arrangements are working in practice.

The panel was advised that in DBS Dublin students are represented in many levels of the academic committee structure. Discussions with the students and the graduate confirmed that students are not represented in similar structures. This finding was subsequently acknowledged by KPTM.

Recommendation 14

Consideration is given to student representation on committees as appropriate.

²⁶ See also QQI's Policy on Monitoring (QQI, 2014)

Part Two

8 Overall recommendation to DBS

Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); ²⁷
	Not satisfactory.

Reasons²⁸ for the overall recommendation

The panel concluded that the criteria have been met.

8.1 Summary of recommendations to the provider

Dublin

Recommendation 1

A review is conducted of the modules offered in the first year of the programme, with consideration given to offering the Economics module at a later stage in the programme.

Recommendation 2

An induction is provided for each year of the programme to enable students to more effectively plan and coordinate their studies.

Recommendation 4

Opportunities for short-term internships are explored. e.g. during the Summer.

Recommendation 5

Support for staff to engage in research is continued, including opportunities to publish in peer-reviewed journals.

²⁷ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

²⁸ Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

Recommendation 12

The timing of assessment activities is coordinated to ensure a more even spread throughout the academic year.

Recommendation 13

Students are advised to download their notes in order to retain them for future use.

Malaysia

Recommendation 3

Clear guidelines are provided in relation to the requirements for advanced entry, bearing in mind the capacity of the resources available.

Recommendation 6

Support for continuous professional development and research for Faculty members is enhanced.

Recommendation 7

In order for KPTM to deliver the proposed module on Accounting Information Systems, software such as Sage and The Big Red Book is provided.

Recommendation 8

Students are instructed on the use of DBS electronic and on-line library resources.

Recommendation 9

Students are given access to revision kits.

Recommendation 10

Academic writing skills workshops are provided to enable students to successfully complete the Capstone Project.

Recommendation 11

In the event that student numbers increase, the current approach to small group teaching is preserved in order for class sizes to remain at manageable levels.

Recommendation 14

Consideration is given to student representation on committees as appropriate.

8.2 Summary of commendations to the provider

Dublin

Commendation 1

The teaching staff are commended for their commitment and support of the students and their interface with industry and professional bodies.

Commendation 3

DBS is commended on the quality of the services provided by the library.

Commendation 4

DBS is commended on the quality of the information technology facilities provided to staff and students.

Malaysia

Commendation 2

The teaching staff are commended for their enthusiasm, professionalism and their involvement with students in KPTM, Malaysia.

9 Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Donna Bell

Date: 14 August 2018

Signed:

A handwritten signature in black ink that reads "D. Bell". The signature is written in a cursive style with a large initial 'D'.

9.1 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 3 Proposed Programme Schedule (see below)

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Accounting & Finance												
Award Title		BA (Hons) in Accounting & Finance												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Full-Time												
Teaching and learning modalities		As per module descriptors												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	1	6	5	60	1 st Sept 2019	0411						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status²⁹	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based Learning effort³⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Principles of Accounting		1 and 2	M	6	10 ECTS	250	72	50	128		30%			70%
Economic Perspectives		1 and 2	M	6	10 ECTS	250	72	50	128		40%	20%		40%
Business Context and Organisation		1 and 2	M	6	10 ECTS	250	72	50	128		50%			50%
IT Essentials		1 and 2	M	6	10 ECTS	250	72	50	128		50%		50%	
Business Maths & Research Methods		1 and 2	M	6	10 ECTS	250	72	50	128		40%	10%		50%
Learning to Learn		1	M	6	5 ECTS	125	36	37	70		100%			
Accounting Information Systems		2	M	6	5 ECTS	125	36	25	64		100%			

²⁹ Mandatory (m) or elective (E)

³⁰ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Special Regulations (Up to 280 characters)													
None													
Name of Provider:			Dublin Business School										
Programme Title			BA (Hons) in Accounting & Finance										
Award Title			BA (Hons) in Accounting & Finance										
Stage Exit Award Title ³			N/A										
Modes of Delivery (FT/PT):			Full-Time										
Teaching and learning modalities			As per module descriptors										
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	2	7	5	60	1 st Sept 2019	0411					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status ³¹	NFQ Level ¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ³²	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Business & Company Law	1 and 2	M	7	10 ECTS	250	64	50	136		30%			70%
Management	1 and 2	M	7	10 ECTS	250	64	50	136		100%			
Cost Accounting	1 and 2	M	7	10 ECTS	250	64	50	136		30%			70%
Financial Accounting	1 and 2	M	7	10 ECTS	250	64	50	136		30%			70%
Financial Management	1 and 2	M	7	10 ECTS	250	64	50	136		30%			70%
Ethics & Corporate Governance	1	M	7	5 ECTS	125	32	25	68		50%			50%
Advanced Economic Perspectives	2	M	7	5 ECTS	125	32	25	68		50%			50%
Special Regulations (Up to 280 characters)													
none													

³¹ Mandatory (m) or elective (E)

³² Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Accounting & Finance												
Award Title		BA (Hons) in Accounting & Finance												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Full-Time												
Teaching and learning modalities		As per module descriptors												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award		8	6	60	1 st Sept 2019	0411					
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status³³	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort³⁴	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
HET Credits														
Performance Management		1 and 2	M	8	10 ECTS	250	60	50	140		30%			70%
Advanced Financial Management		1 and 2	M	8	10 ECTS	250	60	50	140		30%			70%
Financial Reporting		1 and 2	M	8	10 ECTS	250	60	50	140		30%			70%
Taxation Systems		1 and 2	M	8	10 ECTS	250	60	50	140		30%			70%
Audit & Assurance		1 and 2	M	8	10 ECTS	250	60	50	140		30%			70%
Capstone Project		1 and 2	M	8	10 ECTS	250	18	26	200			100%		
Special Regulations (Up to 280 characters)														
None														

³³ Mandatory (m) or elective (E)

³⁴ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Accounting & Finance												
Award Title		BA (Hons) in Accounting & Finance												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-Time												
Teaching and learning modalities		As per module descriptors												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	1		6	5	60	1 st Sept 2019	0411					
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status³⁵	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based Learning effort³⁶	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Principles of Accounting		1 and 2	M	6	10 ECTS	250	36	50	164		30%			70%
Economic Perspectives		1 and 2	M	6	10 ECTS	250	36	50	164		40%	20%		40%
Business Context and Organisation		1 and 2	M	6	10 ECTS	250	36	50	164		50%			50%
IT Essentials		1 and 2	M	6	10 ECTS	250	36	50	164		50%		50%	
Business Maths & Research Methods		1 and 2	M	6	10 ECTS	250	36	50	164		40%	10%		50%
Learning to Learn		1	M	6	5 ECTS	125	18	37	79		100%			
Accounting Information Systems		2	M	6	5 ECTS	125	18	25	82		100%			
Special Regulations (Up to 280 characters)														
None														

³⁵ Mandatory (m) or elective (E)

³⁶ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Accounting & Finance												
Award Title		BA (Hons) in Accounting & Finance												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-Time												
Teaching and learning modalities		As per module descriptors												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	2		7	5	60	1 st Sept 2019	0411					
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status <small>³⁷</small>	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort³⁸	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Business & Company Law Management		1 and 2	M	7	10 ECTS	250	32	50	168		30%			70%
Cost Accounting		1 and 2	M	7	10 ECTS	250	32	50	168		30%			70%
Financial Accounting		1 and 2	M	7	10 ECTS	250	32	50	168		30%			70%
Financial Management		1 and 2	M	7	10 ECTS	250	32	50	168		30%			70%
Ethics & Corporate Governance		1	M	7	5 ECTS	125	16	25	84		50%			50%
Advanced Economic Perspectives		2	M	7	5 ECTS	125	16	25	84		50%			50%
Special Regulations (Up to 280 characters)														
none														

³⁷ Mandatory (m) or elective (E)

³⁸ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Accounting & Finance												
Award Title		BA (Hons) in Accounting & Finance												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-Time												
Teaching and learning modalities		As per module descriptors												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award		8	6	60	1 st Sept 2019	0411					
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status ³⁹	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Hours of Work-based learning effort⁴⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Performance Management		1 and 2	M	8	10 ECTS	250	30	50	170		30%			70%
Advanced Financial Management		1 and 2	M	8	10 ECTS	250	30	50	170		30%			70%
Financial Reporting		1 and 2	M	8	10 ECTS	250	30	50	170		30%			70%
Taxation Systems		1 and 2	M	8	10 ECTS	250	30	50	170		30%			70%
Audit & Assurance		1 and 2	M	8	10 ECTS	250	30	50	170		30%			70%
Capstone Project		1 and 2	M	8	10 ECTS	250	18	26	212			100%		
Special Regulations (Up to 280 characters)														
None														

³⁹ Mandatory (m) or elective (E)

⁴⁰ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve ours of learning effort.

Appendix 2: Agendas

School of Business and Law

Programmatic Review

BA (Hons) in Accounting and Finance

Location: Dublin Business School, Aungier Street building, Room AS1.2

Agenda

15th June 2018

Time	Activity
8.45 - 9.45am	Private Meeting of Panel
9.45 - 10.15am	Meeting with Senior Management to Discuss: <ul style="list-style-type: none">• Strategic and Institutional Issues• Rationale for the development of the programme
10:15 - 11.00am	Dialogue on Learning Opportunities: <ul style="list-style-type: none">• Model of Provision• Resourcing of proposed programme provision• Staffing of the proposed programme provision
11.00 – 11:30am	Tea/Coffee Break and Private Meeting of Panel
11:30 – 12.45pm	Standards and Participation in the Programme: <ul style="list-style-type: none">• Internal approval process• Access and admission requirements for the programme• Structure, aims, objectives and intended learning outcomes of the programme• Curriculum design and content• Assessment
12.45 - 13.30pm	Lunch and Private Meeting of Panel
13.30 –14:30pm	Facilities Review
14:30 – 15:15pm	Meet with Students and Graduates
15:15 – 16:30pm	Tea/ Coffee Break and Private meeting of Panel

16:30 – 16.45pm	Preliminary Oral Feedback to DBS Senior Staff
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Dublin Business School / Kolej Poly-Tech MARA

Programmatic Review

BA (Hons) in Accounting and Finance

Location: Kolej Poly-Tech MARA (KPTM) Bangi, Meeting Room 1

Agenda

3rd July 2018

Time	Activity
11.00 – 1.00pm	Private Meeting of Panel (Lunch at 12noon)
1.00 – 2.00pm	Meeting with Senior Management to Discuss: <ul style="list-style-type: none"> • Strategic and Institutional Issues • Rationale for transnational Provision • Roles and Responsibilities
2.00 – 3.00pm	Dialogue on Learning Opportunities: <ul style="list-style-type: none"> • Model of Provision • Resourcing of proposed programme provision • Supports for English as the medium of instruction • Staffing of the proposed programme provision
3.00 – 4.00pm	Tea/Coffee Break and Private Meeting of Panel

4th July 2018

10.00 – 11.00am	Facilities Review
11.00 – 11.30am	Tea/Coffee Break and Private Meeting of Panel
11.30 – 1.00pm	Standards and Participation in the Programme <ul style="list-style-type: none">• Internal approval process• Access and admission requirements• Transnational aspects in relation to programme delivery, teaching and learning, assessment, module variants
1.00 – 1.45pm	Lunch and Private Meeting of Panel
1.45 – 2.45pm	Meet with Students and Graduates
2.45 – 4.15pm	Private Meeting of Panel to Discuss Findings (Tea/Coffee at 3.15pm)
4.15 – 4.45pm	Preliminary Oral Feedback to Senior Staff

