

HETAC Institutional Review

INTRODUCTION

This Self Evaluation Report is an integral part of the institutional review process in Dublin Business School (DBS) and has been prepared for submission to the Higher Education and Training Awards Council (HETAC).

The Report is based on critical review and evaluation of policies, systems, structures and processes in Dublin Business School and is designed to facilitate achievement of the objectives of the institutional review as set out in the Terms of Reference document. The review has been focused in the main on the effectiveness of quality assurance processes and on identification of opportunities for enhancement.

The Report also includes background information about the institution, while a detailed listing of reference material being submitted is included in an Appendix to the Report.

Management and staff in Dublin Business School look forward to meeting with the Institutional Review Panel in April and will be happy to provide any further information and assistance required to facilitate the process.

Dublin Business School

February 2010

Table of Contents

	Page
1. Overview	
1.1 Academic Development	4
1.2 Institutional Development	6
1.3 Governance and Management	7
1.4 Mission and Strategy	8
1.5 Management of Change	11
1.6 Institutional Review Process	12
1.7 Evaluation and Improvement	13
2. Policy and Procedures for Quality Assurance	
2.1 Policy Framework	15
2.2 The Quality Assurance Handbook	15
2.3 Effectiveness of Quality Assurance Procedures	16
2.4 Student Participation in Quality Assurance	17
2.5 Quality Assurance of Collaborative Provision	18
2.6 Joint Awards	20
3. Approval, Monitoring and Periodic Review of Programmes	
3.1 Programme Development and Approval Process	22
3.2 Programme Aims and Learning Outcomes	23
3.3 Annual Monitoring and Review	23
3.4 Periodic Review of Programmes	24
4. Student Access, Transfer and Progression	
4.1 Policies and Procedures	26
4.2 Student Admission	27
4.3 Student Monitoring and Support	28
4.4 Student Assessment	30
4.5 Transfer and Progression	31

5.	Quality Assurance of Teaching Staff	
5.1	Staffing	33
5.2	Recruitment and Selection of Academic Staff	34
5.3	Staff Monitoring and Support	35
5.4	Staff Development and Research	36
6.	Learning Resources and Student Support	
6.1	Student Induction	39
6.2	Learning Support	39
6.3	Student Services	41
6.4	Library and Learning Resources	42
6.5	Student Consultation and Feedback	43
6.6	Student Handbooks	45
6.7	Facilities	45
6.8	Information Technology	47
6.9	Learner Protection	48
7.	Information Systems	
7.1	Student Registration and Progression Rates	49
7.2	Graduate Progression and Employment	50
8.	Public Information	
8.1	Programmes and Qualifications	51
8.2	Marketing and Promotion	52
8.3	DBS Website	52
8.4	Profile of Student Population	53
8.5	Opportunities Available to Students	53
9.	Evaluation and Enhancement	56
Appendices		
1.	List of Reference Documentation	57
2.	DBS Organisation Structure and Committee Structure	58
3.	Programme Provision at DBS	60

1. Overview

1.1 Academic Development

Dublin Business School (DBS) was established in 1975 to provide programmes for students preparing for examinations of the professional accountancy bodies. The School developed rapidly and by the mid 1980s was providing professional accounting, marketing and banking programmes. The first undergraduate degree programme was offered in 1989 under a franchise arrangement with Liverpool John Moores University (LJMU). In 1995, DBS became an Accredited Institution of LJMU with approval to design and deliver its own undergraduate programmes. The first postgraduate programme was offered in 1995, again under franchise from LJMU, and in 2008 DBS became an Accredited Institution of LJMU for both undergraduate and postgraduate provision.

DBS became a designated institution with the National Council for Educational Awards (NCEA) in 1992, and the relationship continued with the Higher Education and Training Awards Council (HETAC) when it replaced the NCEA in 2001. Initially, DBS offered a small number of programmes leading to NCEA awards at National Certificate level. The number and range of programmes has expanded significantly over the years and DBS now offers 44 programmes leading to HETAC awards, including Higher Certificates, Ordinary and Honours Primary Degrees, Higher Diplomas and Masters Degrees. In addition there are a further 30 programmes which are jointly awarded by HETAC and Liverpool John Moores University / University of Wales. The majority of accredited programmes now offered by DBS lead to HETAC awards, while the majority of academic students currently registered in DBS are studying on HETAC programmes.

The academic relationship with HETAC has been developed and strengthened over the years and successive reviews have been both challenging and supportive of DBS in establishing the quality assurance arrangements appropriate for a successful third level institution. For example, following the Institutional Review in 1999, the Panel reported that 'The Institution has performed satisfactorily in the provision of high quality education and has demonstrated a strong commitment to the achievement and maintenance of appropriate standards' and the Panel also identified a number of areas requiring further attention. More recently, HETAC participated as an observer at the LJMU

Institutional Review process in 2009, following which the independent Panel recommended, without conditions, that accredited status at both undergraduate and postgraduate levels would be approved for a period of five years. The Panel commented favourably on academic standards and the learning opportunities offered to students, and also recommended some items for further reflection.

More broadly, the relationship between DBS and HETAC has supported some truly innovative and distinctive achievements in Irish third level education. These have included the design and provision of HETAC accredited programmes in partnership with commercial organisations, ranging from a Graduate Diploma in Business Studies in Marketing which was launched in 1995 for senior executives in the then Telecom Éireann, to the Level 7 Bachelor of Arts in Retail Management programme that is currently being provided in partnership with the LIDL retail group.

DBS and HETAC have also worked very successfully together in promoting Irish third level education abroad. For example, the design and provision of HETAC accredited programmes in Malaysia in association with Yayasan Pelajaran Mara, an Education Foundation sponsored by the Malaysian Government, was of particular significance for DBS, and indeed for Irish third level education generally. Over 1,300 Malaysian students graduated with HETAC awards over the lifetime of these programmes, and DBS facilitated the progression of many of these students to continue their studies on more advanced programmes in Dublin.

Under a Memorandum of Agreement signed in November 2006, LJMU and HETAC approved the award of joint degrees for a small number of programmes in DBS. The number of programmes leading to joint awards was significantly expanded under a further agreement signed in April 2009.

1.2 Institutional Development

DBS has had major expansion over the past twenty years. This expansion has been based primarily on organic growth which has been supplemented by the following strategic acquisitions.

- LSB College, an NCEA designated institution, was acquired in 1999. The academic focus of LSB College was on the Arts and Humanities. This provided the foundation for the development of the DBS School of Arts, which is the leading independent arts school in the country, delivering a range of undergraduate and postgraduate programmes.
- The European Business School (EBS) was acquired in 2006. EBS is a member of ESBI, a collective group of independent business schools located throughout Europe. EBS offers a variety of undergraduate and postgraduate ‘study abroad’ courses and gives DBS access to a broader European market.
- DBS acquired Portobello College in August 2007, another NCEA designated institution. Portobello College is accredited by the University of Wales and prior to 2007 offered a range of programmes in business and law. The business programmes have been integrated into the School of Business in DBS while the Law School in Portobello is now the DBS School of Law and provides a number of qualifying programmes for the professional law bodies in Ireland. The LLB programme offered by the School of Law leads to a joint degree awarded by the University of Wales and HETAC. This programme is currently in the process of a Quinquennial Review.

In 2003, DBS was itself acquired by Kaplan, Inc., a world leader in education, serving more than one million students per year in over 600 locations in 37 countries. Kaplan’s programs include higher and professional education, language instruction, test preparation and services to elementary/secondary students and schools. Kaplan operates more than 70 campuses in the U.S. and higher education schools in the U.K., Ireland, Asia and Australia and are also leaders in online education through Kaplan University.

In the area of professional education alone, Kaplan last year provided some 600,000 courses to individuals and firms in financial services and related fields around the globe. Kaplan, with 2008 revenue of over \$2.3 billion, is a subsidiary of The Washington Post Company (NYSE: WPO).

The acquisition by Kaplan has been very beneficial for DBS and has given the institution access to the support and the vast resources of the Kaplan organisation. Kaplan has contributed a wealth of expertise and experience that has enabled DBS to consolidate its leading position in the third level education sector. Kaplan resources have enabled DBS to diversify in terms of both products and markets, to expand substantially the scale of its operations, and to invest in the academic resources required to support academic structures, systems and processes in the expanded organisation.

DBS is now the largest independent third level institution in Ireland, offers over 100 accredited programmes and has a total enrolment approaching 9000 students. DBS continues to offer a wide range of professional programmes and, consistently over the years, its students have achieved exceptionally high pass rates and hundreds of awards and prizes in the professional examinations.

1.3 Governance and Management

Within the Kaplan organisation, DBS is part of Kaplan Professional which is headquartered in the UK and is in turn part of Kaplan Europe. The Chief Executive of DBS reports directly to the CEO of Kaplan Professional in London. DBS remains a separate and distinct organisation within Kaplan and enjoys a high level of operational autonomy within broadly defined strategic and financial parameters. DBS contributes to the formulation of Kaplan strategy for Europe and is the vehicle for implementation of that strategy in areas where DBS has particular experience or expertise.

The academic management structure of DBS has been strengthened considerably in recent years with the establishment of separate schools, the appointment of new Heads of School and the creation of the new post of Academic Director. The senior academic management team now

comprises the Academic Director, the Registrar and the Head of each School – the School of Arts, the School of Business and the School of Law. The Academic Director is the academic head of DBS, provides academic leadership and direction and has overall responsibility for academic management, including coordination of the management and development of each School, development and enhancement of academic structures, systems and processes, and coordination of liaison arrangements with accrediting bodies and collaborative partners.

The Academic Board is the Governing Body of the academic affairs of Dublin Business School. The functions of the Board include approval and oversight of academic policies, standards, processes and procedures, ratification of academic regulations, programmes and appointments, and oversight of liaison arrangements with accrediting bodies. The Academic Board has an independent chairperson and its membership includes the Chief Executive, the Academic Director, Registrar, Heads of School, Heads of Department, the Librarian, the Head of Student Services and a representative of the Academic Board in LJMU.

The Academic Structure is shown in **Appendix 2**.

1.4 Mission and Strategy

The driving ethos of DBS since its establishment has been to broaden access to third level education and to provide access and progression opportunities for students who otherwise may have had difficulty in securing a place on a course of their choice. This driving ethos has informed programme development strategy, giving initial priority to provision of access level programmes and then investing in the development of higher level programmes to provide the students with opportunities for further progression. This driving ethos has also informed the DBS approach to student support and student care, recognising that, having offered students the opportunity for access and progression, they should also be offered a higher level of academic support and personal development to help them to achieve their full potential.

The mission and strategy of DBS are based on the following core values, which are shared throughout the Kaplan organisation:

Integrity
Knowledge
Support
Opportunity
Results

The Kaplan Mission Statement is succinct – ‘We build futures...one success story at a time’. Building on this Mission Statement, the mission of DBS is to be the leading independent Irish third level institution, offering a diverse range of academic, professional and skills development programmes to meet the needs of both Irish and international students.

DBS pursues its mission by focusing on the following critical success factors and core strengths:

- Adaptability and responsiveness to trends, needs and opportunities in the market place and design and development of programmes tailored to market needs
- Accreditation arrangements that underpin the recognition, status and marketability of programmes and contribute to continuing enhancement of academic quality and standards
- Investment in academic structures, systems, processes and resources, including academic management and staff with the expertise and qualities required to support enhanced academic quality and standards and to sustain continuing academic development
- A high level of commitment to student support and customer care, including extensive consultation processes with students and responsiveness to issues and needs
- Strong relationships within the wider Kaplan organisation, harnessing Kaplan expertise and resources to support and fund development opportunities.

The strategic planning process in DBS operates on three levels as follows:

- strategic development plans that are focused on organic growth of the DBS organisation are formulated within DBS and ratified by Kaplan
- strategic development plans for DBS that are based on establishing new strategic alliances and/or strategic acquisitions are discussed and formulated in close consultation with colleagues in Kaplan
- opportunities for DBS to have a role with implementation of Kaplan strategy are considered and progressed as part of the Kaplan strategic planning process.

The following are the strategic priorities of DBS for the next three to five years:

- a) consolidation of the position of DBS in the Irish third level sector, based on further development and enhancement of academic structures, systems and processes and further strengthening and development of academic management and staff
- b) development, reorganisation, re-branding and re-launching of the School of Law, including development and provision of postgraduate programmes
- c) further development of international opportunities, through expansion of direct recruitment of international students and extension of strategic alliances and joint venture arrangements with European and international partners
- d) development of a domestic and European online market, leveraging from Kaplan's experience, expertise, resources and networks
- e) acquisition of a suitable site and development of state-of-the-art facilities to accommodate all DBS operations on a single campus in a central Dublin location
- f) strengthening of role and influence within the Kaplan organisation and harnessing more effectively the academic resources and expertise of Kaplan
- g) further strengthening of links and relationships with employers

- h) achievement of delegated authority from HETAC to make academic awards as soon as appropriate provisions are included in legislation to facilitate such a development.

1.5 Management of Change

The history of DBS to date has involved substantial changes in the organisation at critical stages of its development. The more substantial changes occurred during periods of transition that transformed the very nature of the organisation, such as transition from a professional school to a third level institution, from a single school operation to a more broadly based academic institution, from an exclusively Irish student body to a multi ethnic student body, and from an owner managed institution to a small unit in a large multinational organisation. Each of these developments involved major transition and, by any standards, presented serious challenges for DBS in managing the considerable change that was involved at each stage. It should be noted that the challenges presented during each of these transitions were responded to successfully and, over time, DBS management acquired substantial experience and competence in the management of change and the range of factors associated with it.

The most challenging transitions have been those associated with the acquisition of other third level institutions, in particular the blending of different cultures and the integration of staff. The process was protracted following the acquisition of LSB College but was completed successfully. The integration of faculty from diverse cultures, disciplines, backgrounds and motivations has enriched the institution and contributed significantly to its academic development and growing academic maturity.

There are continuing challenges associated with the integration of Portobello College. The Business School in Portobello has been integrated successfully and is now an integral part of the School of Business in DBS. However, while significant progress has been made with integration of the School of Law, there are some serious issues with a small group of staff. Some of these matters are now the subject of litigation and have found their way into the public media, where serious and unfounded

allegations have been made against DBS. The Institutional Review Panel has been asked to consider the issues arising, under an Additional Institutional Objective that has been included in the Terms of Reference for the Institutional Review. DBS welcomes the opportunity to have these matters reviewed by an independent panel, is preparing a separate, comprehensive Confidential Document for HETAC, and will be happy to assist the Panel in every way possible in discharging its responsibilities under this objective.

1.6 Institutional Review Process

This Institutional Self Evaluation Report supports the claim that the School is meeting its statutory requirements under the Qualifications (Education and Training Act) 1999, Part One of the European Standards and Guidelines for Quality Assurance, and is operating effective quality assurance and enhancement processes that inform the quality of its teaching, learning and facilities.

The HETAC objectives for the Institutional Review are:

1. To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made
2. To contribute to coherent strategic planning and governance in the institution, with special consideration to be given to the strategic planning and governance of DBS as an independent institution within a global organisation.
3. To assess the effectiveness of the quality assurance arrangements operated by the institution, with special consideration to be given to quality assurance arrangements for collaborative provision and joint awards.
4. To confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression
6. To provide recommendations for the enhancement of the education and training provided by the institution

To address an additional institutional objective, the review panel has been asked to consider issues arising from the incorporation of Portobello College into Dublin Business School and the recent speculation and allegations against DBS in the public forum.

The review process has included critical review of structures, systems, processes and procedures, has focused in the main on the effectiveness of quality assurance arrangements, based on the 'seven elements' of the European Standards and Guidelines, and has given priority to identification of opportunities for enhancement. Opportunities for enhancement are summarised in **Section 9**.

The review process has been very supportive to date. Opportunities for staff development on the Institutional Review process have been supplied by HETAC, and taken up by DBS. The preparation of the Terms of Reference was a collaborative process. The nature of the self assessment within DBS was collaborative from the outset, and was managed by a Coordinating Committee which held regular meetings to review internal feedback and to consider documentation and supporting evidence. Representation from all Schools and Departments as well as administrative and support staff was sought and broad participation in round table discussions was facilitated.

1.7 Evaluation and Improvement

DBS has undergone numerous transitions since its beginnings in 1975, as outlined earlier in this section. As a constantly evolving organisation, DBS is subject to academic monitoring and review on a continuing basis, both internally and externally.

Internal monitoring and review is conducted within each School as a normal part of our QA process, with oversight from the Registrar's Office and from the Academic Monitoring and Review Group (AMR) so that there is continuous enhancement of quality. The AMR (see **Section 3**) have a mandate from the Academic Board to ensure that the structures, systems and processes in the academic Schools and Registrar's Office are fit for purpose. The Group also oversees formal annual reporting by the academic Schools, to ensure adequate academic oversight, internally by the Academic Board and publicly by our accreditors.

The linearization project in the School of Arts, which is working on proposals to replace the present semester system with an academic year programme structure, is an interesting example of internally

initiated review and improvement. Coincidentally, this project is running in parallel with a somewhat similar project in LJMU which is leading to proposed changes in the modular framework throughout that institution. Progress with development and implementation of these proposed changes in the modular framework in LJMU are being monitored closely by DBS.

As a significant provider of Higher Education courses, DBS is regularly under periodic external review, including programme validation, reviews of individual programmes, and comprehensive institutional wide reviews, such as with LJMU in 2009 and the HETAC Institutional Review for which this document is prepared. These reviews have been very formative, and have made a major contribution to the development of both academic and administrative staff who are knowledgeable of, and committed to, the quality assurance processes of the institution. These reviews have also contributed to the development and enhancement of academic processes and have significantly improved the quality of information that is generated to facilitate effective academic oversight.

2. Policy and Procedures for Quality Assurance

2.1 Policy Framework

The Qualifications (Education and Training Act) 1999 requires that all institutions establish procedures for quality assurance in order to improve and maintain the quality of education and training. Dublin Business School has established procedures for quality assurance for the purpose of further improving and maintaining the quality of education and training which is provided, in accordance with *section 28* of the Qualifications (Education and Training) Act, 1999.

The principles of the Higher Education and Training Awards Council, The National Qualifications Authority of Ireland and the UK Quality Assurance Agency (QAA) have been adhered to in order that all DBS policies and procedures satisfy the requirements of the accrediting, regulatory and awarding bodies.

The DBS approach to the assurance and enhancement of quality and academic standards is to ensure that quality arrangements are kept under continuous review and such review and monitoring is an ongoing feature of the quality management systems and processes at DBS.

2.2 Quality Assurance Handbook

The DBS Quality Assurance Handbook (QAH 2009) is the definitive source of all DBS academic and quality policies, academic and quality procedures and the associated forms required to access and implement those procedures. The QAH is intended to be comprehensive, accessible, user friendly and a complete source of all regulations and forms required to discharge the academic functions of the institution and ensure standards are adhered to. The Handbook is controlled by the Registrar's Office, and its implementation across all Schools is supported by the Academic Monitoring and Review Group.

The procedures as set out in the QAH ensure that there is evaluation at regular intervals of the programmes of education and training concerned, that there is evaluation by learners of the programmes, and that there is evaluation of services related to programmes.

Many of the policies, systems, processes and procedures have been in place in DBS for a considerable period of time, and underpin the design, delivery and assessment of all academic programmes delivered. However, with three accrediting agencies across the academic Schools, regulations have varied between programmes. The 2009 edition of the QAH brings together all of the institution's policies and procedures and new procedures have been drafted to encompass the highest standards of all accreditors.

The QAH is reviewed on a regular basis and a new edition is produced each year. It is anticipated that future editions of the QAH will be housed on an intranet, and be easily navigable and more interactive so that staff and students can access the particular procedures they need. All forms are currently being redrafted and presented in a standard house style and are being made available on the shared drive from where the most current version can be downloaded and used electronically. Staff training on the QAH is vital to ensure implementation. Feedback from staff has been positive and the next edition will have a glossary, and guidance notes to changes, in response to staff feedback.

2.3 Effectiveness of Quality Assurance Procedures

Dublin Business School has established quality assurance procedures, systems and processes for obtaining feedback from internal and external sources for the purpose of monitoring, maintaining and further improving the quality of education and training which it provides. These structures enable DBS to monitor, review, develop and verify the quality of current and proposed courses of study.

Programmes are routinely monitored throughout the academic year and also reviewed at the end of the academic year to ensure that each programme, including the individual modules, is progressing satisfactorily, both operationally and academically. A number of sources are used to generate data to demonstrate the ongoing achievement and maintenance of quality and standards of existing programmes in key areas such as: admission of students, teaching and learning, assessment, progression, programme management and review, academic resources and academic support services.

Annual Monitoring and Review takes place continuously throughout the academic year (**Section 3.3**), starting with the admissions report and culminating with review at the Board of Studies meeting at the end of the year following the final Examination Board. As Annual Monitoring and Review is live, it allows response in real time to issues as they arise.

2.4 Student Participation in Quality Assurance

DBS has always prided itself on maintaining a close relationship with its students and in paying particular attention to student development and well being. The learner has an important role to play in the monitoring of the quality assurance processes across the institution. Student consultation and feedback processes are outlined in more detail in **Section 6.5**. In addition to informing School and institution action plans, through the various consultation and feedback mechanisms that are used, there is student representation on key committees such as the Board of Studies and the Learning and Teaching Committee.

Up to a few years ago, students had two representatives on the Academic Board. The student representatives did have some difficulty in attending meetings of the Board and it was decided at the time that the student body might be represented more effectively by the Student Services Officer. This arrangement has worked well and the Student Services Officer now represents the interests of the student body across the institution. However, the arrangement is again under review and it is

envisaged that, with effect from the start of the coming academic year, an officer of the Student Council will be invited to become a member of the Academic Board.

2.5 Quality Assurance of Collaborative Provision

The taught Major Award programmes provided by DBS, at both undergraduate and postgraduate level, are accredited by:

- The Higher Education and Training Awards Council and/or;
- Liverpool John Moores University (LJMU) and/or;
- University of Wales

Dublin Business School recognises that, by working in partnership with its accrediting and awarding bodies, the principles of academic quality in the learner experience are attained. In addition, the application of these principles should ensure that programmes offered by DBS have appropriate academic and intellectual currency and standards.

As outlined in **Section 1.1**, DBS have had a close working relationship with HETAC since the accreditation of its first academic programme in 1992 by NCEA. The key elements of quality assurance are established through the initial phase of programme planning and design and DBS has found HETAC to be a helpful source of advice long before programmes have been submitted for validation. This has been the case, in particular, when collaboration has involved other parties such as LIDL. In that instance the initial approach came from LIDL. The main challenge was to design a programme which met LIDL objectives for staff recruitment, development and progression to management roles within the LIDL organisation, while also establishing the academic structures, standards and quality assurance processes required. In the event, both of these requirements proved to be complementary, and the interaction between DBS, HETAC and LIDL proved to be highly productive in terms of both programme design and staff development. The experience of DBS in this instance, as in other ventures involving third parties, is that the active participation of external

stakeholders increases accountability and sharpens focus on quality assurance processes and procedures.

Apart from programme validation and programmatic reviews, the relationship with HETAC has made a significant contribution to enhancement of quality assurance arrangements in DBS in several other ways, such as

- The opportunity to participate in HETAC workshops or briefing sessions, or to respond to HETAC policy proposals or discussion papers
- Advice and guidance received from HETAC following publication of the National Framework of Qualifications
- Encouragement and advice received from HETAC during preparation of the first edition of the DBS Handbook on Quality Assurance Procedures which was published in April 2005.

In the collaboration with LJMU, Relationship Managers are appointed by LJMU to support co-operation and communication between faculty in the two institutions. The Relationship Managers act as 'critical friends' and sit on a number of committees as part of the cross institutional agreements. There are currently two Relationship Managers in place and both are members of the Boards of Studies and Examination Boards in DBS. In addition, the Head of Business at DBS sits on the Faculty Partnership Forum at LJMU, the DBS Academic Director sits on the Faculty Quality Committee of the Faculty of Business and Law in LJMU, and the Dean of the Faculty of Business and Law in LJMU sits on the DBS Academic Board. At operational level, liaison between the two institutions is supported by an 'Operational Guide' which outlines the auditable procedures to be implemented.

The progression to accredited status with LJMU has added to the growing academic maturity of DBS. It is now expected that the relationship will develop to the point where DBS will be able to contribute to developmental activities in LJMU. This is starting modestly with staff at DBS presenting at the

LJMU Learning and Teaching Conference and collaborating in development projects. Such initiatives will be supported by the Strategic Relationship Group, comprising the CEO, Academic Director and Chair of the Academic Board at DBS, senior LJMU faculty, and chaired by an LJMU Pro Vice-Chancellor.

The University of Wales appoint External Moderators, who also have the role of ‘critical friends’. They have an important oversight role in admission of non-standard entrants, moderation of examination papers and scripts, and are members of the Admissions Committee, Examination Boards and Joint Board of Studies. There are currently three External Moderators in place across two Schools.

The Joint Board of Studies with Wales sits annually and has the authority to recommend changes to programmes for approval. It comprises the DBS faculty, the External Moderator, External Examiners and a representative of the Validation Unit in the University of Wales.

The relationship with collaborative partners is nourished by frequent communication. DBS have found the support of the External Moderators and Relationship Managers invaluable in understanding processes and procedures of the accrediting bodies, and providing support to the institution when required.

2.6 Joint Awards

The updated Memorandum of Understanding signed by HETAC, LJMU and DBS in 2009 is a template for the management of collaborative provision and accreditation. The Memorandum lays out the procedures for joint validation and programmatic review and satisfies both Irish (HETAC) and UK (QAA) quality requirements. The process leading to finalisation and agreement of the terms of the Memorandum was protracted and included discussion, review and amendment of successive drafts. The process was informative, beneficial and developmental for all those involved in DBS and brought new clarity to the core quality assurance concerns of the collaborative partners.

The quality assurance procedures for the Joint Awards are as rigorous as for any other programmes. The Joint Awards, whether with LJMU or the University of Wales must satisfy the requirements of both HETAC and the QAA. Staff at DBS have been delivering programmes subject to the quality assurance requirements of both jurisdictions for some time, and are familiar with both cultures.

The introduction of the Joint Awards has provided the motivation for us to look again at our assessment regulations, where individually accredited programmes were subject to different regulations. Since the introduction of Joint Awards a new approach to calculating award classifications has been proposed. This will now bring all programmes into line with the HETAC published Marks and Standards 2009, and ensure consistency and fairness across the three academic Schools.

Important advantages of this agreement for DBS and our learners include the rationalisation of delivery, the consistency of programmes and assessment, the streamlining of all procedures into one coherent Quality Assurance Handbook, and ultimately joint reviews, where the two accrediting bodies agree to cooperate and participate in each others quality procedures. DBS has just undergone a very successful Institutional Review for accredited status with LJMU, with a HETAC observer present. In academic year 2008-09, fifteen successful programmatic reviews of programmes leading to joint LJMU/HETAC awards took place in the School of Business, again with a HETAC observer present. We are also currently undergoing a Programmatic Review with the University of Wales, again with a HETAC observer present.

3 Approval, Monitoring and Periodic Review of Programmes

3.1 Programme Development and Approval Process

Dublin Business School recognises and supports the need to design and deliver programmes (in an efficient and flexible manner) that anticipate the changing needs of the economy, in line with national and international requirements, the National Framework of Qualifications and stakeholder requirements. DBS strives to cultivate initiatives which support best practice in modern programme development to keep DBS innovative, current and competitive.

The DBS portfolio of academic programmes is constantly developing and expanding to include new programme offerings. When the need for a programme is identified, a team is put in place to review and develop the rationale, prepare the proposal and start the approval process. The proposal is evaluated by reference to academic and commercial criteria and, once approved, there is an extensive process involved in bringing a new programme from inception, through validation, to realisation and delivery.

DBS have been designing and delivering major awards from Level 6 to Level 9 in the National Framework of Qualifications since its introduction, all full-time staff at DBS understand the positioning of programmes on the Framework, the ECTS credit system and the importance of outcome driven programmes. The inclusion of all staff in programmatic reviews and validation of new programmes, for which there is ample scope in DBS, is a most effective form of staff development. One of the strengths of DBS is that the primary focus of the academic staff is on the education and the learner. The academic body is fluent in the requirements of access, transfer and progression, with a thorough understanding of the National Framework of Qualifications.

New programmes are designed based on a modular learning approach with appropriate access points. Credit accumulation and transfer is facilitated by an admissions process which recognises prior learning. Progression and retention is facilitated by ensuring there are subject compatible

programmes available at the next level on the Framework. Part-time programmes are available through the Accumulation of Credits and Certification of Subjects Scheme (ACCS).

3.2 Programme Aims and Learning Outcomes

The publication of the National Framework of Qualifications back in 2003 placed a new focus on programme aims and learning outcomes. This new focus and the supporting guidance provided, in particular the 'hierarchy' of level indicators and descriptions of level outcomes, have been of great assistance to DBS in several ways.

The focus on learning outcomes helps to ensure that the underlying ethos of DBS is reflected in the overall structure of programmes and in the programme aims for individual programmes. The focus on programme aims and learning outcomes has also been very helpful in seeking to establish greater coherence within programmes and better cohesion within programme teams. Programme aims and learning outcomes enable stakeholders to understand the ethos and purpose of the programme and what the end product of the learning experience will be. Most importantly, focus on programme aims and learning outcomes has been very beneficial in terms of staff development.

3.3 Annual Monitoring and Review

The Academic Board has responsibility for academic quality and standards and is the governing body of the academic affairs of the Institution. The Academic Monitoring and Review Group (AMR) was established in 2008 as a sub-committee of the Academic Board, to design and implement an infrastructure that supports annual monitoring, the review of academic programmes and the implementation of the QAH.

Following the recent Institutional Review and Accredited Status Approval Event with Liverpool John Moores University, DBS have made significant progress in harmonising and strengthening annual monitoring. The most significant enhancement of the AMR has been the redesign of the Board of

Studies as the key academic forum within each School, or group of programmes. This is more fully described in the QAH 2009, section 2.1.3.

To facilitate consistent and comprehensive and timely annual monitoring and reporting, the Boards of Studies now benefit from a standard agenda which ensures that key academic priorities are considered at the appropriate time across the academic year. These priorities include: student admissions, responsiveness to students, responsiveness to External Examiners, programme monitoring, including Module Review and Development Plans, learner support and student retention and progression. The Boards of Studies also provide the forum for discussion of recommendations for changes to academic programmes that come from programme teams or other stakeholders. Each Board of Studies reports into the School Executive Board.

Each School in DBS prepares an Annual Report which is presented for review to the Executive Board and the Academic Board. The Annual Report for the School of Business is forwarded to LJMU, where it is subject to further review. Any matters to be addressed are discussed at a joint LJMU/DBS forum and appropriate actions agreed. The Annual College and Course Review prepared by the School of Law is forwarded to the University of Wales and a similar review process ensues. DBS has recently adopted a new template driven annual report format. This template is linked to the standard agenda items of the Boards of Studies, and can be compiled in real time from the minutes of the Board. This also ensures student and staff consultation and involvement in the production of the Annual Report.

3.4 Periodic Review of Programmes

Academic staff engage fully in programmatic reviews which occur across the range of programmes on offer at DBS. The learning outcomes are addressed in all reviews and reference is made to the relevant HETAC Award Standards appropriate to each award and level. The module descriptor outlines the link between assessments and learning outcomes so that learners are fully cognisant of the elements of their module aims and objectives that are being met through the learning outcomes assessed.

During programmatic review all stakeholders to programmes are contacted, including employers, graduates, students and external examiners, to harness their contribution to the review process and the design of any updates to programmes. This approach aims to ensure that programmes retain their currency and viability. This is particularly important in the area of business, where there are subject pillars that remain fundamental, but there is equally a need to ensure that current trends are reflected and some cutting-edge material is incorporated, such as in the Information Technology area.

Formal programmatic reviews are a constant and integral part of academic life in DBS. Four HETAC programmes underwent programmatic review in the School of Arts last year, while a further seven HETAC programmes offered by the School are undergoing programmatic review in the current year. As referred to previously, the LLB programme offered in the School of Law is currently going through the process of Quinquennial Review. Under the Memorandum of Understanding for Joint Awards between HETAC and LJMU, four new Level 9 programmes were validated in the School of Business and five Level 9 programmes were reviewed in the last academic year, under the joint arrangements. In addition seven Level 6 programmes were reviewed. This new portfolio of programmes, particularly at Level 9 on the Framework, is ideally suited for people who have found the current economic situation challenging with regard to employment, facilitating their access or re-entry into higher education. The use of ECTS promotes accumulation of credits and international transferability.

4. Student Access, Transfer and Progression

4.1 Policies and Procedures

DBS supports the application of access, transfer and progression policies as set out by the National Qualifications Authority of Ireland. As stated previously in **Section 1** above, the driving ethos of DBS since its establishment has been to broaden access to third level education and to provide access and progression opportunities for students who otherwise may have had difficulty in securing a place on a course of their choice.

The application of academic quality principles at DBS requires that the institution satisfies itself and its accrediting bodies that a learner may attain knowledge, skill and/or competence for the purpose of an award, which is consistent with the National Framework of Qualifications and the UK Framework for Higher Education Qualifications, as appropriate, and fulfils the policies, actions and procedures of the National Qualifications Authority of Ireland in relation to access, transfer and progression.

DBS have policies, procedures and support mechanisms in place to ensure that all of the requirements outlined above are achievable. In the first instance, DBS is committed to ensuring that all applicants who can demonstrate that they have attained a basis for successful participation are eligible for admission to a programme. DBS is also committed to providing them with the learning experience and support that will give them a reasonable expectation of success. To ensure that applicants are suitable a robust admissions procedure is in place. Once admitted onto a programme the student's progress is monitored throughout and support is put in place when deemed appropriate. DBS has a good record of responsiveness to students and we are committed to additional academic support where required.

The assessment of learners is subject to the rigorous procedures as described in the QAH 2009. The methods used for assessment are constantly under review. DBS assesses students from Levels 6 to 9 on the Framework and therefore must ensure assessment is level appropriate.

4.2 Student Admission

Admissions policies and procedures are outlined in Section 5 of the QAH. These apply to all admissions, domestic, European and international, although there are special provisions for establishing the equivalence of international qualifications and also in relation to English language requirements.

DBS welcomes all applicants and operates a fair and transparent admissions process in which applicants are selected on the basis of merit, ability and potential. The fair and consistent implementation of policies and procedures is the responsibility of the Registrar, who oversees the process and is supported by the Admissions Committee. The quality of admissions policies and procedures is assured by the Admissions Committee which reports to the School Executive Board. The Admissions Committee has responsibility for reviewing admissions standards, processes and procedures; for considering amendments or modifications and for academic oversight of the administration of the admissions system. Collaborative partners may either sit on the committee, as in the case of the University of Wales, or receive annual reports from the committee, as in the case of LJMU, in respect of the advanced standing of students who have applied to have their formal, non formal and informal learning recognised.

Many of the learners at DBS are admitted to full-time programmes via the Central Admissions Office (CAO), but many others are admitted directly through the DBS admissions system, including applicants who are given credit for prior learning against specific elements of a programme, and a significant number of mature students who are admitted to part-time programmes. These part-time programmes provide a very important opportunity to access higher education for mature students who would not be able to make a full-time commitment to a programme of study.

Part-time provision and direct entry arrangements support the greater involvement by adult learners and offer opportunities for life long learning. However direct entry, including advanced entry by way of exemption, is monitored rigorously to ensure that applicants are suitable and have a realistic chance of success. To ensure consistency across the academic Schools when assessing a student for

advanced entry, the Admissions Committee have recently produced a protocol which is followed by all staff assessing prior learning. This document was welcomed by our accreditors, to whom it gives assurance of a consistent and transparent process, and is included as an appendix in the QAH 2009. All admissions decisions are ratified by the Admissions Committee.

DBS supports and encourages applicants living with a disability or with special needs as set out in the Disability Policy in the QAH. However, DBS does not receive funding earmarked for disability, so support for students with a disability must be assessed in advance of their accepting an offer, to ensure the institution can adequately facilitate the requirements. As members of AHEAD (Association for Higher Education Access and Disability) DBS can access staff development and advice to support the staff, the Learning and Teaching Committee and the Disability Officer.

4.3 Student Monitoring and Support

Once registered on a programme, a student's progress is monitored throughout their academic career at DBS. Various indicators are used to evaluate the performance and likely future performance of a student. 'At risk' students can then be identified and support implemented quickly. Student attendance is monitored continuously, with weekly reports to the Head of School, course work submission is monitored and monthly reports are submitted. Students either not attending or falling behind with their course work and assessments are identified, contacted and invited to a meeting with their Programme Leader or Level Manager to resolve any issues.

Examination attendance data, module pass rates, and programme pass rates are also analysed and reports sent to the School Executive and to Academic Board. This oversight allows the management team to identify and respond to need. For example, in the academic year 2008/09, when progression rates in the department of Creative Arts were lower than the norm across the institution, various initiatives were implemented. The most significant of these was the creation of the new additional full-time academic post of Level Manager in the School of Arts. Comparing course work submission data and examination attendance figures with the same time last year, the improvement

is already significant. The effectiveness of the initiative will become apparent when the exam results from the first semester are analysed at the end of February.

The first year students are those more likely to need support, and the Level Manager's role in Arts is focused mainly on first years. The role was already established in the School of Business and has very recently been reintroduced into the School of Law. The Level Manager acts in a pastoral role to all first year students, and monitors the performance indicators described above. Students who do not appear to be engaging with their academic studies are identified as 'at risk' and are contacted by the Level Manager or Programme Leader and any issues which may be impacting upon their studies are discussed and solutions sought.

Student attendance is monitored closely at DBS. It is a visa requirement to monitor and report the attendance of overseas students, so this data must be accurate. At DBS it is the practice to monitor and follow up on all student attendance, the academic imperative is to ensure the student is participating fully in the learning experience. DBS are currently collaborating with LJMU to trial a new electronic method of gathering accurate attendance data, based on Bluetooth technology. It is expected that this will be less labour intensive and quicker than the current methods, thus giving the Level Managers timely feedback. It will be fully piloted by the end of this academic year.

Where absence is unavoidable, students who miss material can access the virtual learning environment, Moodle, and download material that they missed in class. Staff interaction with Moodle has been variable, however this year there is a specified requirement for core material to be available on all Moodle sites. Staff are offered Moodle training regularly and peer review of Moodle sites is being introduced later this year, in response to student feedback.

In addition to encouraging full attendance and supporting students with on-line material, academic staff provide their contact details and are available to meet with students for a number of hours per week. These office hours are advertised and are also on the appropriate Moodle site. Students can

make an appointment and discuss any issues or difficulties they are experiencing with the material. At a departmental level, faculty are encouraged to hold additional workshops for modules that students report difficulty with. The lecturer will then provide additional case study material or examples and work through previous assessment/examination material at a slower pace to ensure all students engage appropriately with the material. Formative assessment methodologies are applied, students receive detailed feedback on their coursework and Moodle also supports the uploading of individualised feedback.

4.4 Student Assessment

The assessment of students in DBS is governed by clearly articulated principles, standards, regulations and procedures, is subject to rigorous review, both internally and by External Examiners, and the entire process is subject to further regular independent review by our accrediting bodies: HETAC, LJMU and The University of Wales.

Students are assessed using published criteria, regulations and procedures which are applied consistently. Methods of assessment are continuously reviewed across the institution to ensure that assessment is 'level appropriate'. The Level Managers work with the Heads of School and / or Heads of Department to identify staff development requirements in this area. For example, staff development seminars have been held recently in 'Writing Level appropriate Learning Outcomes' and in the 'Conduct of Examination Boards'. A team within the School of Arts, supported by colleagues across the institution, is currently reviewing School assessment strategy, with the initial focus on the first year experience. This project is timely as it coincides with programmatic reviews in the School. The same approach is being taken in the other Schools, supported by an informal 'Level Managers Forum'.

Criteria for assessment is published in module guides, and course documents. Assessment regulations are published on the 'Registrar's Office' site on the student intranet. A key policy statement in any assessment regulations encompasses both fairness and consistency. DBS has three

key accreditors, HETAC, LJMU and The University of Wales. To date three sets of rules were used to determine the classification of an award. The DBS Assessment Group (an *ad hoc* group that meets as required) has been reviewing all three sets of rules to produce a consistent set of DBS regulations that satisfy the requirements of HETAC and the QAA. The recent HETAC publication on Assessment and Standards 2009 (Sectoral Convention 1 on Award Classification), has informed the proposed new Award Classifications (section 7.10 QAH 2009) in DBS. The proposed revised regulations are undergoing final review before they are formally presented to our accreditors for approval.

4.5 Transfer and Progression

Transfer

DBS recognise that knowledge, skills and competence can be acquired from a range of learning experiences, including formal, non-formal and informal learning. This is in line with the aims of the National Framework of Qualifications to recognise all learning achievements by supporting the development of alternative pathways to qualifications and by facilitating the recognition of prior learning. Irrespective of a candidate's entry qualifications, DBS must be satisfied that they meet the entry requirements and are of the required academic standard to complete the scheme of study proposed.

Progression

Progression is monitored and recorded at all levels across the institution and bench marked against other higher education establishments across Ireland and the UK. Progression at award level is consistent with national norms as far as they are available.

A performance indicator of 85% progression, consistent with previous QAA benchmarks statements and guidelines, is used as a guideline for Schools to benchmark individual subject or programme performance. Progression of less than 85% tags the module for discussion at the appropriate Board of Studies. Issues identified for further investigation are referred to the programme team.

Where national statistics are not available, we are reliant on the experience of external examiners and examination boards to bench mark our progression and award classifications. Anecdotally we are aware that the number of 'good' honours degrees, 2.1 or higher, in DBS is lower than the national norm in the HE sector. The reasons for this are manyfold and may include conservative marking at the higher end of the award spectrum. Conservative marking may come from a possibly misguided intention to err on the side of caution when dealing with our higher achieving students. This area requires further work. In the first instance we need to ensure that our interpretation is accurate, and then propose mechanisms such as further staff development in marking and assessment to ensure our learners obtain the award they deserve.

In addition to the various initiatives to support students and thereby improve progression rates, a review of the student induction process is underway and a new approach was piloted on the 2010 January intake. Evidence suggests that a positive experience at induction would help improve retention in the first year of a programme. Work carried out by the Dublin Institute of Technology (DIT) was observed and the challenges identified have informed this project. Analysis of the student feedback was very encouraging, the staff and students used the opportunity to get to know each other via icebreaking initiatives. The feedback was excellent regarding staff approachability and the efficiency of the process in getting factual information across. It also served to ease the learners anxiety about starting the course, but this response was less positive than the others and will be the focus of the next pilot. Dissemination of the project will form part of the next staff development event.

An important priority for the institution is to support staff who promote and initiate important enhancements. Currently staff take these responsibilities on as part of their commitment to the learner. The Research Committee will be seeking ways to facilitate staff who engage in developmental activities that support learners by providing opportunities to formalise some of these activities as serious research projects and organising funding support for such projects. See **Section 5.4** below.

5. Quality Assurance of Teaching Staff

5.1 Staffing

The reputation established by DBS as a successful, student focused, teaching institution has been based primarily on the calibre of staff, supported by investment in staff development. Staffing policy in DBS is focused on the objective of establishing a balanced team in terms of academic qualifications, teaching skills and professional / business experience. This objective is achieved by a combination of full-time and part-time staff. The DBS Staff Register includes a full listing of academic staff and their qualifications, and is available for inspection by the Panel.

Teaching staff in DBS can in fact be categorised into three main groups: full-time academic staff whose role involves teaching, programme management and programme development; permanent contract staff who have a long standing relationship with and commitment to the institution; and hourly paid part-time staff who are brought in to teach particular subjects where there is a requirement for a subject specialist.

It is important for DBS to maintain an appropriate balance of full-time permanent academic staff and part-time teacher practitioners. The trend in DBS over recent years has been to move the balance to more full-time staff. This is being implemented by identifying high achieving part-time staff and offering them the opportunity to transfer to a full-time contract with additional duties. The intended outcome of this strategy is to encourage more staff to become involved in the promising initiatives described elsewhere in this document for the benefit of DBS learners and the fulfilment and development of the academic.

Part-time staff will, however, continue to have a vital role in DBS. For example, in the School of Law and the Department of Counselling and Psychotherapy within the School of Arts, practising Barristers and practising Counsellors are of particular importance on vocational programmes. In those departments the balance of full-time and part-time staff is achieved via the introduction of a fractional contract. This allows the academic to practice but also gives them the scope to contribute

more to the School in terms of academic and programme development than would have been possible if their duties were confined to the class room alone.

Faculty in the academic departments are not the only staff who teach. The library staff contribute significantly to the teaching effort. Not only in the support they offer in terms of library classes, but they are coming more and more into the class room as the 'induction' phase for new learners is being spread over the first few weeks of the academic year. The library staff have also had a key role in the DBS Advantage project, currently chaired by the Head of Library services and contributors also include the Careers and Employer Liaison officers.

Administration staff also contribute to the overall education experience. For example, the Registrar's Office staff and Admissions staff are familiar with the routes through programmes and, although they do not advise students on their subject choices, they often assist students navigate through the often complex network of options with the aid of Recommended Learning Paths. Reception staff manage assignment submission, distribution and feedback. Based on their 'front desk' experience, they feedback their views on the assignment submission process, which has led to review of the current submission documentation. They are also monitoring submission rates to support Level Managers which means complete data gets to the Managers as soon as the deadline has arrived.

5.2 Recruitment and Selection of Academic Staff

When the requirement for a member of the full-time academic staff has been identified, a formal recruitment process is initiated. This process is driven by the academic School and overseen by the Human Resource Department (HR).

Criteria for appointment of a full-time member of the academic staff are established by the Head of Department (HoD) supported by the Programme Leader, i.e. the level of qualifications required, the subject area, and level of experience. If a suitable candidate can be found among the existing part-time staff then an offer can be made, but usually vacancies are advertised externally. The appropriate HoD or Head of School (HoS) reviews CVs and shortlists applicants. The interview panel

must comprise the HoS (or HoD substitute), and another manager of equivalent level, with a member of the HR team or a substitute. Each short listed candidate is required to give a presentation to the wider faculty and a lecturer evaluation form is completed. References must be taken up before an offer can be made. All offers are made via the HR office, when the relevant documentation has been submitted and deemed satisfactory. When an appointment has been made the CV of the staff member is circulated to the School Executive Committee for approval and the appointment is finally ratified by the Academic Board. This process is robust and ensures that full-time academic staff are both competent in their subject, and have the requisite presentation and teaching skills. Current Staff CVs are held on the shared Drive in a folder managed by the Registrar's Office.

There is a different procedure in place for part-time staff who, in some instances, may be required at fairly short notice to replace staff who cannot fulfil their duties. Established practice is to select part-time staff from a panel known to the organisation. The HR department are proposing to require each School to have a panel of pre-approved lecturers from which to recruit occasional staff. If part-time staff are recruited close to the beginning of term it is the duty of the HoD or HoS to ensure they are appraised of all of the associated duties of a module leader, as described in the QAH, and given the opportunity to access training on the Virtual Learning Environment and the Student Management System. Part-time staff are also paid to attend HR part-time staff induction events. The Programme Leader also has a duty of care to ensure that new part-time staff have the opportunity to attend programme meetings and are kept up to date with institutional developments.

5.3 Staff Monitoring and Support

The performance of all academic staff is monitored by their Programme Leaders, HoD and HoS. They are required to attend programme team meetings and participate in the operations and enhancement of the programmes. Student feedback is gathered for all modules and covers topics such as the appropriateness of material, pace of lecturing, organisation of the subject etc. These evaluations are monitored by the PL and HoD and areas of concern are fed to the Head of School, for action and feedback. Student Feedback is an important priority for DBS and is more fully considered in **Section 6.5**.

All staff are appraised annually by their line manager and have the opportunity to discuss staff development and other opportunities. The HR department propose to implement an online appraisal system for all staff members which will also include an individual development plan.

Peer review has been trialled throughout the Institution with the benefit of the experience and advice of LJMU and its broader application is under active consideration. A very recent initiative has been to peer review Moodle sites. This is in response to student feedback. To support staff in improving their interaction with Moodle, staff can access regular Moodle training and support on demand.

An initiative introduced in the last academic year (20 08/09) was the Module Review and Development Plan (MRDP). The MRDP is a template driven opportunity for the academic to reflect on the performance of their module. They are asked to reflect on performance metrics such as pass rate and average mark, and to consider the effectiveness of the assessment strategy, teaching and learning strategies and areas of good practice for wider dissemination. There are also questions on student feedback and satisfaction, and on the standard of facilities. In relation to each of these areas they are also asked to outline any proposed developments or initiatives for the next academic year. The form is co-signed by the Programme Leader and submitted. The Programme Leader then prepares a summary of issues raised and good practice identified per programme. This report is considered at the Board of Studies and should inform the School action plan. All MRDP's are stored on the shared drive for inspection by staff.

5.4 Staff Development and Research

The policy and procedures for staff development and research can be found in Chapter 10 of the QAH. Staff development is considered under the broad headings of pedagogy, continuing professional development, research and scholarly activity.

As a teaching and learning institution, the main focus of staff development is on teaching and learning. In this respect the validation of new programmes, the expansion of masters level provision, the continuing programmatic review processes, the broader interactions with all our accreditors, as well as the academic development of the institution, have all provided important staff development opportunities and experiences for our teaching faculty. These valuable work related development opportunities have been supported by more formal staff development processes.

All staff can avail of educational programmes delivered by DBS. Academic staff have undertaken courses ranging from DBS diplomas, in areas such as project management, to Masters programmes. As an accredited institution of LJMU, all staff at DBS can access LJMU staff development workshops and this opportunity has a good take-up by DBS staff. Staff development events are also organised internally, including presentations such as 'Chairs Training for Examination Boards', 'Linking Learning Outcomes to Assessment' etc.

Research output at DBS is modest. However, the number of staff with PhD's is increasing year on year and staff studying for PhD's is also increasing. DBS is not accredited to deliver research degrees, and does not have a formal requirement for academic staff to be actively engaged in research. However, DBS acknowledges the importance that research has in informing and enhancing teaching.

To improve the Institution's research activity and output, a Research Committee has been formed and has formulated a research policy which is included in the most recent edition of the Quality Assurance Handbook. The library are undertaking a review of staff publications in preparation for an institutional repository of publications. These exercises have identified research active staff in the institution and initiatives on how to encourage this are currently being considered.

The 'Arts Learning Lab' has attracted staff from other Schools to participate in discussions on innovative teaching, and the '*dublinbrownbag.blogspot.com*' has attracted followers from the wider Kaplan family, and the greater HE community. Research led seminar programmes such as the recently launched 'Law & Practice' series also support staff development.

DBS recognises the importance of staff development in research and scholarly activity both for staff performance and morale and is committed to further developing this aspect of the institution's activities. The requirements for development in this area are to (i) establish the best support mechanisms; (ii) source any research funding available to staff of private institutions and (iii) establish a staff development budget for traditional research and scholarly activity.

6. Learning Resources and Student Support

6.1 Student Induction

Student induction seminars are held to coincide with student Registration. The seminars differ by course and by level. For students who are new to the institution, the aim is to welcome students to DBS and help them to feel at home here; to introduce them to the ethos of the institution, the support services available, and the programme for which they have enrolled; and to help and motivate them to progress their studies and to successfully complete the programme. Introductory induction seminars are also designed to give students an insight into the best approach to meet the standards expected of them when producing various assignments, documents etc. for the Continuous Assessment part of the coursework. For continuing students the induction typically covers an introduction to their course of study, including the regulations and organisational arrangements for the course.

Staff from all departments participate in the induction events and it is an important opportunity for students to put a face on the function. Replacing these wider face to face introductions with a video on the student intranet was considered but was not pursued this year. Both staff and students welcome the opportunity to meet and interact with each other as early as possible. The induction process is regarded as the first important support provided to students and the first important step in helping them to integrate and progress. For this reason the induction process is always under review, as indicated previously in **Section 4.5**.

6.2 Learning Support

DBS provides an institution-wide Academic Support and Learning Assistance service that is available across Schools and programmes and is delivered to both part-time and full-time students, international and domestic. The English Language Department has contributed significantly to the development of this important service which is seen as an essential service to students, particularly in area of language support. The main elements of the service include an Academic Support

Programme, Library Workshops, Writing Tutorials and Student Counselling. All activities are coordinated by a Learning Support Committee.

The Academic Support Programme is an optional programme that provides instruction in academic research and written communication skills. The primary purpose of Academic Support is to provide assistance to students in relation to programme-specific continuous assessment and examination tasks.

Workshops are held in all Dublin Business School libraries on a weekly basis during the academic year. These workshops cover essay writing, library research, plagiarism, referencing (APA & Harvard) and the use of electronic resources. Students can also request specific group sessions at any time.

Students in the School of Arts are referred by individual lecturers to an assigned Academic Writing Tutor. The objective of this service is to diagnose individual student writing difficulties as they relate to assignments and dissertations and provide feedback and guidance to students in meeting academic performance gaps.

It is recognised that student life can be a stressful time, especially for those in their first year who have never experienced third level education. DBS provides any student wishing to undertake counselling with three sessions, free of charge, administered through a recognised confidential counselling centre. An Internal Student Counsellor provides confidential clinical intervention and advice to students with learning difficulties such as dyslexia and dysphasia/aphasia as well as other emotional difficulties such as stress, depression and addiction. The Internal Student Counsellor may recommend a student for external referral.

The learning support activities are co-ordinated by a Learning Support Committee, which provides a valuable forum for monitoring and reviewing the effectiveness of the learning support system - a

system that is intended to make an important contribution to student success and well-being in Dublin Business School.

6.3 Student Services

The Student services department at DBS is primarily concerned with non-academic activities and endeavours to provide students with a more holistic student experience, as well as developing students in areas outside of the classroom. There are a range of services provided by the student services department, including accommodation assistance, counselling referral, provision of sports, provision of events, and facilitation of societies, more detail of these services is provided below.

The Student Services Department believes that engaged students will be less susceptible to stress and will generally perform better in their studies. There are currently approximately 14 different sports for students to become involved in at DBS, and there have been a number of successes, such as the cricket team winning the All-Ireland inter-varsities competition in 2009, and the soccer team coming second in the league final that year.

The Student Services Department is also responsible for providing students with social activities in order to stimulate student participation and a sociable college atmosphere. There is also support for student societies and common interest groups, set-up and run by students. It is recognised that involvement with societies helps enhance transferable skills such as leadership, management, organisation and responsibility.

The Student Services department also represents students in cases of academic impropriety, attends class representative meetings, and mentors the Student Council. Plans for the future of the department are the ongoing development of services offered to students with the goal of increasing overall student participation. In addition to this the Student Services Department is continuously looking to develop more student common areas where students can reside between classes.

The recent development of a Student Services section on the Student Intranet is seen as a positive move in disseminating information to students in conjunction with strong, widespread poster campaigns notifying students of Events, Sports and Societies.

The Student Council has been reformed, and consists of nine members from a variety of different programmes. Its main focus is on the overall improvement of the student experience at Dublin Business School. The Council is seen as being essential to the Student Services Department in providing feedback from the general student population, and provides a very important forum for the voice of students.

6.4 Library and Learning Resources

The Library service at Dublin Business School comprises an undergraduate library at Aungier Street, a Postgraduate Library at Dame Street and the Library at Portobello. The combined collection of the three libraries comprises 50,000 print and audiovisual items and 205 print journals. In 2009, use of the Library continued to expand rapidly with a 17 percent increase in borrowing.

In recent years, the Library's collection has developed to include an electronic book collection, an electronic journal collection (45,000 full-text electronic journals accessible via A-Z journal software and Library databases) and an expanded portfolio of online databases. The Library also offers federated searching software, Webfeat, which allows students to search multiple databases simultaneously. The Library has therefore developed into a 'library without walls', providing 24 hour off-campus access to its online information resources. In addition, the library has ensured that every electronic resource to which it subscribes is available to students off-campus, and, as a matter of course, purchases an electronic copy, where available and where meeting our access criteria (multi-user, perpetual access), of any text that appears on a module reading list.

Some firsts for DBS Library-nationally and internationally:

- In 2009, the Undergraduate Library at Aungier Street became the first academic library in Ireland to become fully RFID enabled. Since the installation of RFID, 89 percent of all borrowing and returning is now performed by students independently at self issuing stations. This has freed up staff time to provide additional support to students with their more complex research enquiries.
- In 2009, DBS became the first private college library worldwide permitted to subscribe to the JSTOR database. JSTOR is a prestigious multi-disciplinary database with extensive coverage of the humanities, social sciences and law.
- In 2009, DBS became the first private college to join the Edugate Federation established by HEAnet which aims to give students one login to online resources (Moodle, College email, Library resources etc) for the entire duration of their studies.
- In February of 2010, the Head Librarian is speaking at the Library Association of Ireland's annual seminar on the successful development of online information resources at DBS Library. It is the first time that DBS Library has been invited to speak at this seminar.

More comprehensive information about library services in DBS is provided in a separate document.

6.5 Student Consultation and Feedback

There are a number of methods used to encourage and facilitate student feedback, for example more formal processes through Class Representatives, for which student representatives receive training, and less formal opportunities such as individual meetings between Programme Leaders and students.

The Head of School/Department, Programme Leader and/or Lecturer, as appropriate, are available for one-to-one discussions with students. The agenda for these meetings is very informal and flexible to the needs/requirements of the student. The discussions at the meeting are briefly noted by the

staff member in a way that maintains the personal confidentiality of the student. Any issues or actions arising from the meeting are appended to the minutes of the Class Representative Meeting.

A student Class Representative is elected to assist communication between staff and students in relation to programme matters and academic support and to provide a point of contact for students. Consultation with current Class Representatives is a more formal method of capturing student feedback, is a vital source of information on academic matters and the academic support system. Each Department or group of programmes should have two Class Representative Meetings (CRMs) per academic year, at both undergraduate and postgraduate level. These meetings are timed to precede the Boards of Studies for these programmes, to ensure the minutes and actions are considered by the School whilst current. The meetings are supported by standard agenda items that provide opportunity for the School to highlight key developments in the School. Issues raised at the Class Representative Meetings are recorded on the student feedback action template and fed into the school action plan.

In addition to the CRMs, class representatives sit on various DBS committees, ensuring that the School takes into account the needs of students in any decision that is made. Class Representatives liaise with staff to solve any problems that may arise and identify and disseminate good practice.

Formal student surveys are conducted twice per academic year using the Student Feedback Questionnaire Form. The aim of the student survey is to assess student satisfaction with individual modules and with the overall programme. Specific issues emerging from student surveys are given serious attention within the Department/School, and the larger issues are communicated to the School Executive Board. The identified issues are also fed into the School Action Plan. Every effort is made to address and rectify matters giving cause for student concern or grievance. Subsequent feedback is provided to students and staff member(s) concerned, as necessary, to demonstrate and confirm the close-out of actions. Getting timely student feedback is important if issues are to be resolved when they are still current. This year, feedback from classes on disruptive students in class

has resulted in staff development workshops on cultural awareness and class room management and student events have been arranged to develop cultural awareness.

6.6 Student Handbooks

Student Handbooks are prepared for all programmes of study. A significant number are available on the DBS website. All Student Handbooks will be available in this format from academic year 2010-11. The handbooks set out general and specific programme information for the students. Also contained in the handbooks is information such as the current year's academic calendar, assessment regulations, re-check and review procedures and forms, as well as relevant module descriptors and an overview of Moodle.

In addition, all students receive a module guide in the first lecture of each module. The module guide outlines the module, the syllabus, reading list and the method of assessment and the weighting of CA and examination. In addition, students also receive a continuous assessment sheet which informs students of when all assignments are due across the semester.

The aim is to ensure that the student is kept well informed about the programme in which he/she is enrolled, and to give the students a starting point in which to engage with their studies, the academic staff and their peers. The student handbooks can be accessed through the intranet at:

<http://www.dbs-students.com/Registrar/Default.aspx>

6.7 Facilities

The Facilities Department is responsible for managing all building and maintenance work in the institution. The primary objective of the Facilities Department is to provide and maintain a safe, well-resourced physical environment, with appropriate availability and accessibility to all the institution's staff and students.

Feedback from students about facilities is gathered via the student surveys carried out towards the end of first term. The questionnaires specifically provide an opportunity for students to convey their opinions as to the quality of the physical teaching and learning environment, and feedback to students in relation to facilities action points raised through the survey is organised through the Student Services Office.

An ongoing refurbishment and redecoration programme is in place to ensure that the physical environment remains conducive to the learning and studying process. This is evident in major refurbishments in the DBS building on Aungier Street as well as other DBS sites. In 2008 extensive upgrades on Audio Visual equipment was completed across all DBS sites.

It is planned to move the Law School and other teaching departments to a newly refurbished 30,000 sq ft premises at Castle House on South Great Georges Street in July 2010. It had been planned to move to part of this building (15,000 sq ft) in July 2009, but despite having signed a lease and obtained the required planning permission, the required Fire Certification was not completed in time, and thus the move could not be effected.

Fire Certification on the new premises has been tentatively agreed with the Fire Officer, and refurbishment work (at an estimated cost of in excess of €1.8m) is expected to begin on the four floors of the building early in the year. As well as classrooms, the new building will comprise IT Labs, staff accommodation, meeting rooms and common areas for students. The Law Library will be moved to an extended adjacent library facility on Dame Street, and all students will also have easier access to the 7,000 sq ft Aungier Street Library. All classrooms will be fully kitted out with state of the art teaching facilities, including Hi Beam projectors and internet access. The building will be fully WiFi enabled. Proximity to the main campus on Aungier Street will also give students previously housed in Portobello College better access to other facilities, such as the Careers & Appointments Office, Student Services and the various administration offices.

DBS remains committed to its policy of continuous improvement of the physical School environment and all associated teaching and learning facilities.

6.8 Information Technology

The Information Technology Department at Dublin Business School support both students and staff across six different locations within Dublin city centre. The IT department also supports staff in Kaplan Colleges in the UK across six sites.

The IT facilities for students comprise of ten computer labs, including one open access lab which students can access at all times during building opening hours. A wireless network is also provided across all sites to facilitate students who prefer to use their own laptops for academic work or access the internet. All lecture rooms are equipped with a projector, PC, multimedia and sound facilities as well as internet access.

In DBS all students are given the Computer Services email address and the helpdesk number at induction that they may contact if they have any IT related issues or queries. The School's policy in relation to student computing facilities and services is one of continuous improvement to cater for emerging academic needs, including the future provision of an online help desk.

The IT department facilitate workshops each semester that ensure that students avail properly of the service on offer. Further, the IT Steering Committee is responsible for the strategic management of IT affairs in DBS and considers, in particular, the adequacy and quality of student computing services and how those services might be further improved.

The IT department at DBS reviews new technologies on the market on a monthly basis in order to keep abreast of the most up to date systems that assist in academic learning.

The IT department has planned a number of future projects to enhance the IT environment for staff and students, as part of its policy of continuing improvement:

- A system that allows all students to sign on with a single identifier, thus minimising the amount of passwords required.
- A full upgrade on Moodle to version 2.0 that will facilitate many added features that will benefit staff and students, as well as the integration of Mahara with Moodle.

All teaching aid equipment will be centrally managed and monitored to minimise disruption to classes when issues with equipment occur.

6.9 Learner Protection

Dublin Business School has arrangements in place under Part VII of the Qualifications (Education and Training) Act 1999, such that, in the event of the Provider (Dublin Business School) ceasing to provide a programme, arrangements are in place for the learner to transfer to a similar programme provided by at least two other providers. These provisions cover all HETAC programmes incorporating Joint Awards delivered in Dublin Business School.

7. Information Systems

The institution gathers and analyses information that pertains to a range of institution activities.

The vast majority of this information is captured on the *Prestige* student records and management system. This is a central repository containing details of all interactions with student: financial, academic and administrative. Upon application a student is allocated a 7-digit number which is unique to that person for their entire academic career. Thus a complete academic and financial history is available for each student. Included are photographs, assessment marks and final award classifications as well as notes of each interaction made by DBS staff. Staff can access this system from their PC, allowing them to have an instant profile of each student

There are plans to implement an enhanced records and management system, and there is an ongoing consultation process with stakeholders.

7.1 Student Registration and Progression Rates

Student admissions data is supplied to the Schools by the admissions office which is then cross checked by the Schools against attendance figures and students registered on the module. Statistical analysis on retention data is referred to the number of students registered by the first week of November, this date chosen to give meaningful progression data as learners can withdraw, defer or transfer to another programme. Transfers must occur within the first three weeks of the academic year, but clearly withdrawals and deferrals can happen anytime during the academic year.

Admissions data per programme is presented to the Academic Board by each School, and is also included in annual reports to accreditors with further analysis of gender ratios, age profiles and percentage of overseas students per programme.

On completion of the programme the School produces a module pass rate for each module, and a programme pass rate for each programme. The module pass rates are considered at the Board of Studies and modules that do not achieve the DBS benchmark of 85% which is based on previous QAA benchmark statements and guidance, are considered by the School to see what improvements may be needed, if any, to be undertaken to improve progression.

Progression data by programme is presented to the Academic Board and to accreditors in Annual Reports. Included is a measure of 'wastage' including those students admitted to the programme who left early and did not participate in any assessment.

Further performance indicators are measured across the academic year, and presented to Boards of Studies or School Executive. All data recorded is used to inform School and institution wide decisions and prepare the Schools' action plans.

The student record system has not been used effectively to capture global statistics regarding student progression, to date. However, the Institution is moving to a new student record system this year, which will ensure the facility for producing the higher level data is adequate.

7.2 Graduate Progression and Employment

The DBS careers service continues to be available to students after their programme ends to help them during their search for graduate employment. The service is regularly used by new graduates and also by alumni who are returning to Ireland after one or more years spent overseas and seeking work. Data is collected on graduates' first destinations and is available on the DBS Careers Service website.

All graduating undergraduate or postgraduate students are contacted in the January following graduation with a First Destinations survey. The data collected includes employment status (employed / studying / seeking employment / travelling / other) current job title, employer and employment sector, programme title and institution of further study. The results are posted to the DBS Careers Service website in February where they are available to all staff, students, prospective students and graduates.

The response rate for the first destinations surveys was greatly increased in 2007 by changing to an online survey sent out by email rather than a postal survey. However, more consideration and thought is required in increasing the response rate and completeness of information in this regard.

8. Public Information

8.1 Programmes and Qualifications

Professional School

The Professional School at Dublin Business School has a strong reputation in the market place and within the educational sector, for its provision and delivery of Professional Accountancy Programmes and skills based and extra-curricular diploma programmes. Students to date have achieved over 720 places and prizes in ACCA and CIMA professional examinations with a number of students achieving first place in the world. There are currently 47 short diploma programmes on offer. Successful students are either awarded an Institution of Commercial Management (ICM) or DBS diploma.

The Professional School has been awarded the following recognition from the relevant professional bodies:

- ACCA and ACCA CAT – Platinum Approved Learning Partner – This status is the highest award given by ACCA to a tuition provider and assures the student they are receiving the highest quality tuition in preparing for ACCA examinations.
- CIMA LTP Quality Partner (Learning through Partnership). CIMA quality partner status recognises course providers who offer the highest quality tuition and support.
- Advanced Project Management Diploma – Registered Education Provider (R.E.P.), following audit of DBS provision
- JEB/EDI Diploma - EDI Vocational Qualifications status
- Microsoft Business Certification Diploma - Microsoft IT Academy Program Status

Academic Schools

The undergraduate and postgraduate programmes offered to learners include Business, Management, Law, Accounting, Finance, Marketing, Event Management, Information Technology, Arts, Media, Journalism, Psychology and Social Science, and are set out in **Appendix 3**.

8.2 Marketing and Promotion

DBS utilises print, radio and online media as the basis of its student recruitment activities. Additionally research has shown that student word of mouth is also a significant factor in recruiting students.

The main recruitment cycles for DBS are August to October and January to February in any given calendar year.

Additional marketing activities also involve school visits, corporate visits and Open Days / Evenings. The institution also participates in a range of exhibitions, conferences and fairs which present Irish third level institutions both in Ireland and abroad.

DBS prepares a range of prospecti in electronic and in hardcopy format to promote and inform prospective students about the range of programmes which it offers.

8.3 DBS Website

www.dbs.ie

In December 2009, DBS launched the latest enhanced version of its website. The website has been developed to facilitate ease of information access to new student admission enquiries. A significant feature of the new website is the student online application system for non CAO programmes. The sections relevant to the existing student population have also been considerably upgraded.

8.4 Profile of Student Population

DBS operates in multiple segments of the Higher education and professional training market in Ireland and therefore has a very mixed profile of student. The undernoted table sets out the current student population.

TOTAL LEARNERS 2009-10	TOTAL	FULL-TIME	PART-TIME	EU	NON-EU	MALE	FEMALE
School of Arts	1221	603	618	1202	19	121	1100
School of Business	2635	1698	937	2059	576	935	1700
School of Law	185	96	89	163	22	28	157
Professional School	3810	0	3810	N/R	N/R	N/R	N/R*
EBS / English School	887	887	0	N/R	N/R	N/R	N/R
TOTAL	8738	3284	5454	3424	617	1084	2957

N/R = Not Recorded

8.5 Opportunities available to Students

DBS provides a 'ladder of opportunity' to students for progression to further studies in relation to the range of Level 6, 7, 8 and 9 programmes which it offers in its various Schools.

The DBS Careers Service is dedicated to improving the career prospects of the student body by teaching employment skills that graduates will use throughout their professional life and by assisting students in forming achievable career plans that allow them to make use of their strengths and abilities. The Careers Office also publicises employer recruitment campaigns and current vacancies that may be of interest to students.

DBS Careers Office

The Careers Office offers the following services:

- One to one appointments with a **Careers Advisor** are available four afternoons a week. There are careers offices located in both the Aungier Street and Portobello College buildings and students and graduates can book for whichever location they prefer.
- **Employability skills** are taught through weekly workshops on preparing CVs, cover letters and on interview preparation skills. Mock interviews with feedback can also be arranged.
- The DBS Careers Office organises a calendar of **careers events** which runs throughout the academic year and includes presentations from employers, talks by specialist guest speakers as well as sessions on various career issues such as working abroad or applying to graduate programmes. The calendar also contains talks on subject specific career paths for students in various disciplines e.g. careers for business graduates
- A comprehensive **careers website** gives careers information and advice and including CV templates, interview preparation guidelines, the first destinations data and a section on specific careers advice for students of difference programmes.
- The careers website contains a **current vacancies** site used by employers wishing to advertise vacancies to DBS students. Vacancies that may be of interest are sent to law students by email.
- Students can now follow the DBS Careers Service on popular **social networking sites** including Facebook and Twitter to receive live updates on new job opportunities and upcoming careers events.
- The main library in Aungier Street houses a collection of career related material.
- The Careers and Appointments Service is undergoing rapid expansion and since February 2009, programmes containing work experience elements have been facilitated by a dedicated **Employer Liaison Officer**.

- The primary focus of the Employer Liaison Officer is the development of long term links with employers and the promotion of the DBS brand within the employer community. The Employer Liaison Officer endeavors to secure student work placements with employers during their academic studies to enhance student employability. This gives students an essential competitive edge by putting their academic knowledge to the test in a real working environment. The Employer Liaison Officer is on hand to provide support and guidance for both the employer and the student intern throughout the internship programme.
- The Employer Liaison Officer is also involved with the Careers Advisor in organizing events such as career fairs and talks by facilitating the engagement of employers with Dublin Business School.

Courses with an internship module span across all of our schools and this has recently been extended to include Law & Library internships.

9. Evaluation and Enhancement

DBS has undergone significant development in terms of Academic structures, systems and processes in recent years. The next stage is to ensure that the implementation is consistent and sustainable. The self evaluative process has provided a timely opportunity to take stock, to evaluate progress and to identify opportunities for further enhancement.

The main focus of enhancement initiatives will be on the following areas:

- more formalities of academic processes across the institution, supported by streamlined audit trails and evidence of execution
- enhancement of academic and scholarly activity across the institution
- better integration of Law faculty and development of the School of Law
- enhancement of the student records system to support the generation of more comprehensive, more focused and more timely information
- enhancement of facilities for staff and students
- enhancements to meet the standards required to achieve delegated authority.

Appendix 1 List of Reference Documentation

Memorandum of Understanding Joint Awards HETAC, LJMU and DBS

Report of the Institutional Review of Accredited Partner Institutions LJMU

Quality Assurance Handbook September 2009

Sample Student Survey Forms and Summary of Results

Sample Agenda and Minutes Academic Board

Sample Agenda and Minutes DBS School Executive

Sample Agenda and Minutes School Boards

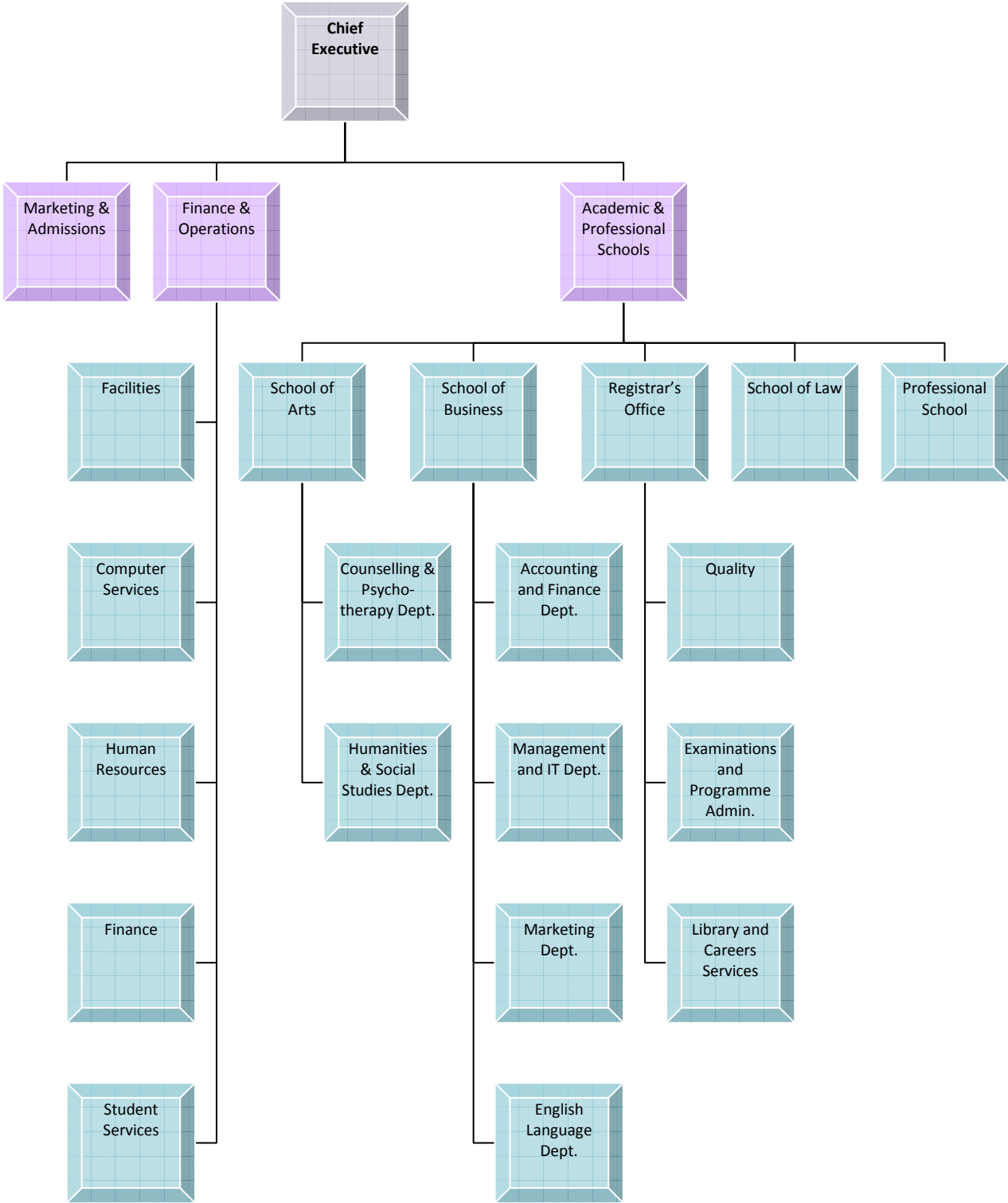
Sample Agenda and minutes Admissions Committee

Sample(s) Student Handbooks

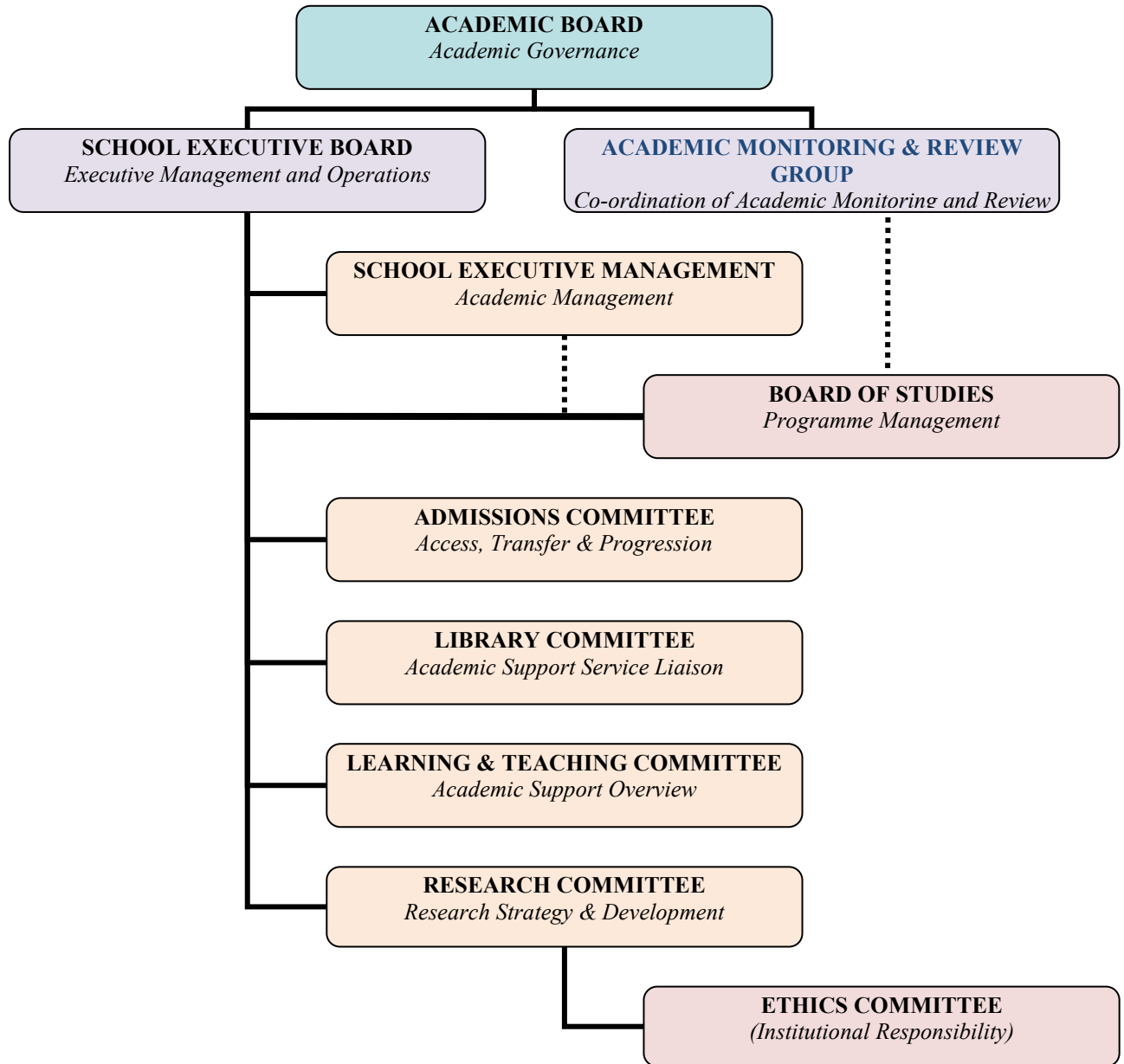
Sample Programme/Course advertisements

Programme Monitoring and Review Information

Appendix 2 DBS Organisation Structure and Committee Structure



Appendix 2 DBS Organisation Structure and Committee Structure (continued)



Appendix 3 Programme provision at Dublin Business School

Programmes (and award title) currently jointly validated under the Joint Awards agreement between HETAC and Liverpool John Moores University (LJMU):¹

School of Business

1. Master of Business Administration Executive Leadership (revalidated July 09)
2. Master of Business Administration Business Management
3. Postgraduate Diploma in Executive Leadership
4. Postgraduate Diploma in Business Management
5. Postgraduate Diploma in Computing and Information Systems
6. Bachelor of Arts (Honours) in Business with Psychology
7. Bachelor of Arts (Hons) in Business Management (Leisure and Recreation Management)
8. BA (Hons) Marketing with Event Management
9. BA (Hons) Accounting and Finance
10. BA (Hons) Financial Services
11. BA (Hons) Business Studies
12. BA (Hons) Business Management
13. BA (Hons) Business Management (Accounting)
14. BA (Hons) Business Management (Human Resource Management)
15. BA (Hons) Business Management (Law)
16. BA (Hons) Business Management (Marketing)
17. BA (Hons) Business Information Systems
18. BA (Hons) Marketing
19. MA Human Resource Management (Not revalidated July 09, i.e. only validated for 9/10)
20. MSc International Accounting and Finance
21. MA Marketing (Not revalidated July 09, i.e. only validated for 9/10)
22. MSc in Marketing (added July 2009)
23. MBA in Business Management (added July 2009)
24. MBA in Marketing (added July 2009)
25. MBA in Project Management (added July 2009)
26. MBA in Human Resource Management (added July 2009)
27. MBA in Finance (added July 2009)
28. MSc in International Banking and Finance (added July 2009)
29. MSc in Information and Library Management (added July 2009)
30. BA (Honours) Business Management (Project Management) (added July 2009)

¹ Note the list of programmes under the joint awards agreement was revised following the validation and revalidation of programmes in June 2009. This list replaces Appendix One in the Memorandum of Agreement LJMU HETAC DBS.

Programmes (and award title) currently jointly validated under the University of Wales and HETAC/Portobello College (now under Dublin Business School) Agreement:

School of Law

1. Bachelor of Laws/ LL.B (Hons) in Irish Law

Programmes validated by HETAC (only)

Honours Bachelor Degrees (Level 8)

School of Arts

1. Bachelor of Arts (Hons) Counselling and Psychotherapy
2. Bachelor of Arts (Hons) Film, Literature and Drama
3. Bachelor of Arts (Hons) Film Studies
4. Bachelor of Arts (Hons)
5. Bachelor of Arts (Hons) Journalism
6. Bachelor of Arts (Hons) Media and Cultural Studies
7. Bachelor of Arts (Hons) Psychology
8. Bachelor of Arts (Hons) Social Science

School of Business

9. Bachelor of Arts (Hons) Business Studies
10. Bachelor of Arts (Hons) Marketing
11. Bachelor of Arts (Hons) Accounting and Finance

Ordinary Bachelor Degrees (Level 7)

School of Arts

12. Bachelor of Arts in Communications and Multi-Media
13. Bachelor of Arts in Film and Media
14. Bachelor of Arts in Social Studies

School of Business

15. Bachelor of Business
16. Bachelor of Business in Retail Management
17. Bachelor of Business in Accounting
18. Bachelor of Business in Marketing
19. Bachelor of Business in Information Technology

School of Law

- 20. Bachelor of Arts in Legal Studies
- 21. Bachelor of Arts in Legal and Business Studies

Certificates (Level 6)

School of Arts

- 22. Certificate in Cultural Studies (minor award)
- 23. Higher certificate in Arts in Applied Social Studies in Counselling Studies

School of Business

- 24. Certificate in Business and Language (minor award)
- 25. Higher Certificate in Business
- 26. Higher Certificate in Business in Accounting
- 27. Higher Certificate in Business in Marketing

School of Law

- 28. Higher Certificate in Arts in Legal Studies
- 29. Higher Certificate in Arts in Legal and Business Studies

Postgraduate Programmes (Level 9)

School of Arts

- 30. MA in Psychoanalytic Psychotherapy
- 31. MA in Addiction Studies
- 32. MA in Psychotherapy

Higher Diplomas (Level 8)

School of Arts

- 33. Higher Diploma in Arts in Counselling and Psychotherapy
- 34. Higher Diploma in Arts in Psychoanalytic Studies
- 35. Higher Diploma in Arts in Psychology

School of Business

- 36. Higher Diploma in Business Studies

Programmes Not Running 2009-2010

1. Master of Business Studies
2. Master of Science in Computing and Information Systems
3. MSc in Human Resource Management (added July 2009)
4. MBA in Information Systems (added July 2009)
5. Higher Diploma in Arts in Legal Studies
6. Higher Diploma in Business Studies (HRM)
7. Higher Diploma in Business Studies (Information Technology)
8. Higher Certificate in Business in Information Technology

Programmes validated by University of Wales (only)**Postgraduate Programmes (Level 9)*****School of Business***

1. MSc in International Business
2. MSc in E-Business Management

Professional School**Professional Accountancy Programmes**

ACCA	Association of Chartered Certified Accountants
CIMA	Chartered Institute of Management Accountants
ACCA CAT	Certified Accounting Technician
DIP FM	Diploma in Financial Management (ACCA)
DIP IFR	Diploma in International Financial Reporting
ATI	Accounting Technicians Ireland

The DBS Professional School students have achieved over 720 places and prizes in ACCA and CIMA exams.

Programme Listing of ICM AND DBS DIPLOMAS***Business***

1. Diploma in Business Studies
2. Diploma in International Business Studies
3. Diploma in Accounting & Finance
4. Diploma in Marketing, Advertising, Sales and Public Relations
5. Advanced Diploma in Marketing
6. Diploma in Internet Marketing
7. Diploma in Management Studies
8. Diploma in Human Resource Management
9. Diploma in Office Management & Administration

10. Diploma in Event Management & Public Relations
11. Diploma in Tourism Management & Marketing
12. Diploma in Selling & Sales Management
13. Diploma in Coaching For Performance
14. Diploma in Project Management
15. Advanced Diploma in Project Management
16. Executive Diploma in Project Management
17. Diploma in Stockbroking Investment
18. Advanced Diploma in Stockbroking Investment
19. Diploma in Property Investment
20. Diploma in Taxation
21. Diploma in UK Taxation

Law

22. Diploma in Employment Law
23. Diploma in Family Law
24. Diploma in Media Law
25. Diploma in Company Law
26. Diploma in Legal Studies
27. Advanced Diploma in Legal Studies
28. Diploma in Criminology
29. Diploma in Health & Safety Law
30. Diploma in Alternative Dispute Resolution

Psychology

31. Diploma in Child Psychology
32. Diploma in Popular Forensic Psychology
33. Diploma in Popular Psychology
34. Diploma in Psychology
35. Diploma in Sports Psychology

Arts

36. Diploma in Social Science
37. Diploma in Addiction Studies
38. Diploma in Counselling Studies
39. Diploma in Psychoanalytic Studies
40. Diploma in European & World Cinema

Information Technology

41. JEB / EDI Teachers Diploma in Information Technology
42. Microsoft Business Certification
43. Diploma in Web Design
44. Advanced Diploma in Web Development

Media and Journalism

- 45. Diploma in Journalism & Media Studies
- 46. Diploma in Sports Journalism
- 47. Diploma in Digital Video Production & Post-Production