



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Independent Evaluation Report on an Application for Validation of a Programme of Education and Training v1 2020

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	2 nd June 2023
Date of report	12 th June 2023

Section A. Overall recommendations

Principal programme	Title	Master of Arts in Contemporary Criminology
	Award	Master of Arts
	Credit	90
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme 1	Title	Postgraduate Diploma in Arts in Contemporary Criminology
	Award	Postgraduate Diploma in Arts
	Credit	60
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Section B. Expert Panel

Name	Role	Affiliation
Dr Pio Fenton	Chair	Munster Technological University
Dr Deirdre Healy	Subject Matter Expert	University College Dublin
Michael Davidson	Subject Matter Expert	Ulster University
Dr Deirdre Nuttall	Secretary	Independent report writer
Tammy Strickland	Learner Representative	Royal College of Surgeons Ireland
Gary Cogan	Industry Representative	Police Officer - An Garda Síochána

Section C. (i) Principal Programme – Master of Arts in Contemporary Criminology

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Dublin Business School	200	10

Proposed Enrolment	
Date of first intake	September 2023
Maximum number of annual intakes	2
Maximum total number of learners per intake	100
Intake Schedule (e.g. September, January)	September, January
Programme duration (months from start to completion)	Full Time: 12 months Part Time: 18 months
Panel Commentary on proposed enrolment:	
The panel is satisfied that Dublin Business School’s plans for enrolment are satisfactory.	

Target learner groups	
<p>The Master of Arts in Contemporary Criminology is aimed at graduates of a Level 8 programme in Psychology, Social Science, Law, and other non-cognate areas who wish to pursue a career in community and social sectors, in addition to security services. Criminology and related areas are rapidly growing fields in which there is a recognised need to acknowledge and address biological, social, and psychological factors that influence crime in society. Applicants are required to hold a minimum of an upper Second Class Honours degree from a recognised University/College course.</p> <p>Since the aim of the proposed programme is to provide learners with an insight into the field of Criminology, the learners will be equipped with the competencies and skills to understand individual, organisational, social and cultural influences on crime, criminal behaviour and emerging issues such as transnational crime. They will be relating theory to practical applications in terms of intervention design and crime prevention, criminal justice sanctions and net widening approaches, rehabilitation, restorative justice and reintegration. Additionally, the programme encourages initiative and originality in research and learners will make a significant contribution to their knowledge of Criminology in developing competency to carry out research in their chosen area. Upon completion of the programme learners will therefore be able to competently investigate contemporary local and global issues in the area of Criminology or the prevention of crime and design solutions to match. More specifically, the programme prepares learners who are intending to pursue a career in which the skills and competencies developed within the programme are necessary or beneficial. As such, the programme enhances opportunities for learners to enter or progress their careers in a variety of professions in the public and private sectors through the development of evidence-based skills in specific methodological, statistical, measurement and other empirical techniques required by industry.</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full Time and Part Time
The teaching and learning modalities	

Classroom/ Face to Face	
Online: Synchronous	
Brief synopsis of the programme (e.g. who it is for, what it is for, what is involved for learners, what it leads to.)	
<p>The programme comprises 90 ECTS credits and can be completed in one academic year by full-time learners and in two academic years by part-time learners. The overall aim of the programme is to provide learners with the theoretical background and practical skills to apply their criminological knowledge efficiently and productively to evaluate crime and criminal actors in a range of contexts and to develop preventative measures and interventions to crime. The programme covers a wide range of specialist topics that provides learners with knowledge of theories and concepts and the skills to create, implement and evaluate criminal justice interventions and processes that can be applied in a variety of contemporary settings at individual, community and global levels.</p> <p>Learners will explore criminal behaviour from individual, social and biological perspectives and through a detailed understanding of the discipline, both theoretically and methodologically. They will be enabled to assess appropriate interventions and design appropriate solutions for community safety and at higher level policy intervention both locally and nationally. Modules focus on the applied nature of professional and ethical issues and pertinent research methods, while others have a specific focus upon the application of theory to the 'real world' allowing learners to further develop and apply competencies and knowledge in the study of crime.</p> <p>The programme culminates in a Capstone module (30 ECTS) that provides an opportunity for independent research and the production of a research dissertation. Learners who complete the full programme will therefore also develop and enhance their research capability through critical enquiry and detailed analytical problem solving from a solution-focused 'real-world' perspective.</p> <p>Through this programme, learners will develop discipline specific knowledge and skills as well as the transversal skills of communication, teamwork, leadership and digital literacy. This makes them appropriate to progress into further postgraduate study, or progress into the workplace in a range of cognate and non-cognate roles.</p>	
Summary of specifications for teaching staff	WTE
<p>Lecturer: Faculty delivering this programme will have a minimum of an NFQ Level 9 Masters Degree, or Level 10 PhD in Criminology, Psychology, Law or a relevant discipline. Additionally, experienced lecturers and those with significant industry experience in other non-cognate fields e.g. finance, and those with research supervision experience from both quantitative and qualitative approaches are required to deliver the programme. They will have relevant academic and industry knowledge and experience in a range of pertinent fields related to Criminology.</p> <p>Holders of Level 8 honours Bachelor's degrees in a relevant discipline, who are exceptionally qualified by virtue of significant senior industry experience, will also be considered.</p>	0.6
<p>Academic Director: The Academic Director for this programme will have a minimum of a NFQ Level 10 qualification in Psychology or a related area along with programme management/ academic leadership experience.</p>	0.1
<p>Programme Level Manager: The Subject Leader for this programme will have a minimum of a NFQ Level 9 qualification in Criminology along with programme management/and subject area expertise.</p>	0.5

Learning Activity	Ratio of learners to teaching staff
Lecture classroom-based sessions - Face to face on site lecture-led classroom-based sessions	1:50
Workshops - Face to face on site workshops	1:25
Practical lab sessions - Practical on site lab computer lab sessions	1:25
Online class (broadcast live) - Online class (broadcast live - non interactive transmission)	1:50
Online tutorial (interactive) - Online class (broadcast live - interactive such as Zoom)	1:25

Panel Commentary on programme outline and staffing:

Overall, the panel is satisfied with the outline of the programme and with the staffing arrangements. While considerable expertise is already available at Dublin Business School, it is noted that Dublin Business School recognises the need to recruit additional teaching staff to provide the new programme. The panel **strongly recommends** that Dublin Business School a) hire at least one new lecturer in Criminology with a view to providing a greater breadth in experience for learners on this programme and b) eliminates the possibility that someone with just a level eight qualification might be hired to teach a level 9 course (obviously with the exception of individuals with very strong industry experience who may be delivering guest lectures).

The panel further **recommends** that a Programme Leader be appointed, and that this appointment should not be limited to individuals specifically trained in psychology, but rather also open to those with other relevant qualifications in the field of criminology.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

(ii) Embedded Programme – Postgraduate Diploma in Arts in Contemporary Criminology

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Dublin Business School	200	10

Proposed Enrolment	
Date of first intake	September 2023

Maximum number of annual intakes	N/A (Exit Award)
Maximum total number of learners per intake	N/A (Exit Award)
Intake Schedule (e.g. September, January)	September, January
Programme duration (months from start to completion)	Full Time: 12 months Part Time: 18 months
Panel Commentary on proposed enrolment:	
The panel feels that Dublin Business School's plans for enrolment are satisfactory.	

Target learner groups	
The target group for the Postgraduate Diploma in Arts in Contemporary Criminology programme is as above in the principal programme. However, this award is available for those who wish to capture the value of their learning experience in a named award but cannot complete the research component of this programme. Learners who choose this exit award option will not be enrolled separately to the Master of Arts in Contemporary Criminology programme.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full Time and Part Time
The teaching and learning modalities	
Classroom/ Face to Face Online: Synchronous	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>The Postgraduate Diploma in Arts in Contemporary Criminology (60 ECTS, NFQ Level 9) is an embedded exit award from the Master of Arts in Contemporary Criminology (90 ECTS, NFQ Level 9). The programme shares the 60 ECTS taught component of this programme and is offered to learners who do not progress to, or wish to complete, the research component of the full Master's programme.</p> <p>The Postgraduate Diploma in Arts in Contemporary Criminology can be completed in one academic year by full-time learners and eighteen months by part-time learners. The overall aim of the programme is to provide graduates with the opportunity to attain a Level 9 award if they cannot complete the research component of this programme for personal or professional reasons. Therefore, the Postgraduate Diploma in Arts in Contemporary Criminology (60 ECTS, NFQ Level 9) is offered only as an exit award from the Master's programme.</p>	
Summary of specifications for teaching staff	WTE
Lecturer: Faculty delivering this programme will have a minimum of an NFQ Level 9 Master's Degree, or Level 10 PhD in Criminology, Psychology, Law or a relevant discipline. Additionally, experienced lecturers and those with significant industry experience in other non-cognate fields e.g. finance, and those with research supervision experience from both quantitative and qualitative approaches are required to deliver the programme. They will	0.6

have relevant academic and industry knowledge and experience in a range of pertinent fields related to Criminology. Holders of Level 8 honours Bachelor's degrees in a relevant discipline, who are exceptionally qualified by virtue of significant senior industry experience, will also be considered.	
Academic Director: The Academic Director for this programme will have a minimum of a NFQ Level 10 qualification in Psychology or a related area along with programme management/ academic leadership experience.	0.1
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The panel further recommends that an Academic Director be appointed, and that this appointment should not be limited to individuals specifically trained in psychology, but rather also open to those with other relevant qualifications in the field of criminology.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

Section D. Other noteworthy features of the application

n/a

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable). Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

n/a

Part 2. Evaluation against the validation criteria

The panel should complete this section with commentary against each criterion to support the recommendation given in the 'Satisfactory?' column i.e. Yes, No, or Partially.

If 'Yes', there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

Criterion 1. The provider is eligible to apply for validation of the programme

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.¹</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel is satisfied that the provider is eligible to apply for validation of the programme.
Embedded Programme 1	Yes	As above.

¹This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought

- a) The programme aims and objectives are expressed plainly.
 - b) A QQI award is specified for those who complete the programme.
 - (i) Where applicable, a QQI award is specified for each embedded programme.
 - c) There is a satisfactory rationale for the choice of QQI award(s).
 - d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
 - e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
 - f) The programme title and any embedded programme titles are
 - (i) Consistent with the title of the QQI award sought.
 - (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
 - g) For each programme and embedded programme
 - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.²
 - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
 - h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
 - i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
- For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.³

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel is satisfied that the programme objectives are clear and consistent with the QQI awards sought.
Embedded Programme 1	Yes	As above.

² Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

³ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Criterion 3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁴
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence⁵ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant⁶.
 - (vi) The programme meets genuine education and training needs.⁷
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>Yes, the panel is satisfied that the programme concept etc. is well-informed and soundly based, and notes the provider's considerable enthusiasm and passion for providing a high-quality educational offering.</p> <p>The proposing team provided evidence of their engagement with various stakeholders in composing the programme.</p> <p>The programme offering is designed to reflect a potential niche within the market that supports its viability.</p> <p>The panel recommends that any suggestions that graduates will be qualified to enter a criminal justice profession are rephrased to ensure students are given an accurate and unambiguous understanding of potential career pathways.</p> <p>The panel recommends a review of the likely demand for the programme with the observation that such programmes in Ireland rarely attract more</p>

⁴ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁵ This might be predictive or indirect.

⁶ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁷ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		than 30 students per year. A consideration of this factor as it relates to financial viability is strongly encouraged.
Embedded Programme 1	Yes	As above.

Criterion 4. The programme’s access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁸.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR⁹) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	Yes, the panel feels that the programme’s access, transfer and progression arrangements are satisfactory. It does, however, note that while the programme is also offered to international students, it appears to be primarily relevant to those who anticipate working in an Irish context. While students from other former British colonies may operate in broadly similar legal contexts, possibly the literature associated with the course might be amended slightly to reflect the fact that it is of primary interest to students who anticipate working in the Irish context.
Embedded Programme 1	Yes	As above.

⁸ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

⁹ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

Criterion 5. The programme’s written curriculum is well structured and fit-for-purpose

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁰.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹¹</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel is satisfied that the programme’s written curriculum is well structured and fit-for-purpose. However, it recommends that Dublin Business School create a map of the flow of content in the programme and, further, that as the course becomes established, it considers the addition of elective modules. This flow chart can also be used as a marketing tool.
Embedded Programme 1	Yes	As above.

¹⁰ This applies recursively to each and every element of the programme from enrolment through to completion.

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

¹¹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹³ opportunities¹⁴.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	While there is already considerable expertise available at Dublin Business School, it is noted that further recruitment will also be necessary. The panel is satisfied that Dublin Business School intends to recruit staff with suitable professional qualifications and expertise in the field of Criminology. Please note also the comments made on page 7 of this report.
Embedded Programme 1	Yes	As above.

¹² Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹³ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁴ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

Criterion 7. There are sufficient physical resources to implement the programme as planned

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel is satisfied that there are sufficient physical resources to implement the programme as planned. This was presented in good detail within the programme document and at the validation panel.
Embedded Programme 1	Yes	As above.

Criterion 8. The learning environment is consistent with the needs of the programme's learners

<p>a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel is satisfied that the learning environment is consistent with the needs of the programme's learners. The proposing team conveyed a compelling argument, underlined with evidence, that the learner experience is well considered.
Embedded Programme 1	Yes	As above.

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel is satisfied that there are sound teaching and learning strategies. The panel suggests that the proposing team be conscious in particular of Universal Design for Learning (UDL) practices.
Embedded Programme 1	Yes	As above.

¹⁵ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁶</p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁷</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.¹⁸</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.¹⁹</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	In general, the panel is satisfied that there are sound assessment strategies. However, it does have some recommendations : a) In the case of modules in which assessment is expected to take the form of two essays, it recommends that this be revisited with a view to using a wider variety of assessment formats to cater to a broader range of student abilities; b) the panel would also like to see greater transparency of expectation for each assessment piece; c) the panel also recommends a greater degree of consistency across modules for assignments, which should be the same sort of length and complexity in all the different modules; d) all assessments should be designed and considered from a perspective of the Universal Design for Learning.
Embedded Programme 1	Yes	As above.

¹⁶ See the section on transitional arrangements.

¹⁷ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁸ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

¹⁹ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

Criterion 11. Learners enrolled on the programme are well informed, guided and cared for

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²⁰.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²¹ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	Yes, the panel is satisfied that learners enrolled on the programme are well informed, guided and cared for. Dublin Business School is to be commended for the Duty of Care that it demonstrates to its students.
Embedded Programme 1	Yes	As above.

²⁰ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²¹ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance²² is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel is satisfied that the programme is well-managed. We were reassured by DBS’s long tradition of excellence across a broad range of disciplines.
Embedded Programme 1	Yes	As above.

²² See also QQI’s Policy on Monitoring (QQI, 2014)

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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

Reasons for the overall recommendation

1. Dublin Business School has demonstrated in detail and with clarity that it fulfils all of the relevant criteria to provide a Master of Arts in Criminology.

Commendations

1. The panel commends Dublin Business School for interacting with the panel in a positive and collegiate manner, including in the context of robust discussion of the various issues under exploration. It further commends Dublin Business School for demonstrating its Duty of Care to learners and for its dedication to creating a learner-centred environment.

Special Conditions of Validation (directive and with timescale for compliance)

1. There are no special conditions of validation.

Embedded programme 1:

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

Reasons for the overall recommendation

1. Dublin Business School has demonstrated in detail and with clarity that it fulfils all of the relevant criteria to provide a Postgraduate Diploma of Arts in Criminology as an exit award.

Commendations

1. As above.

Special Conditions of Validation (directive and with timescale for compliance)

1. As above.

Summary of recommended special conditions of validation

n/a

Summary of recommendations to the provider

- The panel **strongly recommends** a) that Dublin Business School hire at least one new lecturer in Criminology with a view to providing a greater breadth in experience for learners on this programme (supporting existing excellence in this area) and b) eliminates the possibility that someone without a level 9/10 qualification might be hired to teach a level 9 course (obviously with the exception of individuals with very strong industry experience who may be delivering guest lectures).
- The panel **recommends** that an Academic Director be appointed, and that this appointment should *not* be limited to individuals specifically trained in psychology, but rather also open to those with other relevant qualifications in the field of criminology.
- The panel **recommends** that any suggestions that graduates will be qualified to enter a criminal justice profession are rephrased to ensure students are given an accurate and unambiguous understanding of potential career pathways.
- The panel **recommends** a review of the likely demand for the programme with the observation that such programmes in Ireland rarely attract more than 30 students per year. A consideration of this factor as it relates to financial viability is strongly encouraged.
- The panel **recommends** that Dublin Business School create a map of the flow of content in the programme and, further, as the course becomes established, that it consider the addition of elective modules to broaden the scope of the programme.
- In the case of modules in which assessment is expected to take the form of two essays, the panel **recommends** that this be revisited with a view to using a wider variety of assessment formats to cater to a broader range of student abilities. The panel would also like to see b) greater transparency of expectation for each assessment piece, c) a greater degree of consistency across modules for assignments, which should be the same sort of length and complexity in all the different modules and d) all assessments designed and considered from the perspective of the Universal Design for Learning.

Declarations of Evaluators' Interests

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

Panel chairperson: Dr Pio Fenton Date: 12/6/2023

A handwritten signature in blue ink that reads "Pio Fenton". The signature is written in a cursive style with a large initial 'P'.

Signed:

3.2 Disclaimer

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

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

Part 4. Proposed programme schedules *(post panel feedback and consequent amendments, if any)*

Table 5.10a. Full-time Proposed Course Schedule for the Master of Arts in Contemporary Criminology

Name of Provider:		Dublin Business School												
Programme Title		Master of Arts in Contemporary Criminology												
Award Title		Master of Arts												
Stage Exit Award Title³		Postgraduate Diploma in Arts in Contemporary Criminology												
Modes of Delivery (FT/PT):		FT												
Teaching and learning modalities		Formal lectures, seminars, interactive group work, workshops, laboratory practicals, online synchronous lectures and tutorials.												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	9	7	Award	9	7	90	Sept '23	0314						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status²³	NFQ Level¹ where specified	Credit Units	Total Hours	Contact	Class (or equiv)	Directed e-learning	Independent Learning	Hours of effort²⁴	Work-based learning	C.A. %	Supervised Project %
Research Methods		1	M	9	10	250	48	48	154		100			
Criminological Theory		1/2	M	9	10	250	48	48	154		100			
The Criminal Justice System		1/2	M	9	10	250	48	48	154		100			
Contemporary Society and Issues in Criminology		1/2	M	9	10	250	48	48	154		100			
Psychology of Crime		1/2	M	9	10	250	48	48	154		100			
Policing, Social Action and Conflict		2	M	9	5	125	24	48	53		100			
Compliance & Corporate Crime		2	M	9	5	125	24	48	53		100			
Capstone Dissertation*		2/3	M	9	30	750	7	48	695		20	70	10	

²³ Mandatory (m) or elective (E)

²⁴ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Special Regulations

* If ethical approval is not achieved on the second submission of the dissertation proposal, the learner must repeat the module the following year. Any learner who does not pass the module overall must also repeat the module the following year, including resubmission for ethical approval and re-collection of data, if necessary, for both full- and part-time learners. If a proposal cannot be amended to meet ethical approval requirements within the following year, learners will exit the programme with the Postgraduate Diploma in Arts in Contemporary Criminology exit award.

*Learners have two opportunities to successfully complete the Dissertation. Learners who cannot complete their Dissertation within these two opportunities will be exited from the programme with the Postgraduate Diploma in Arts in Contemporary Criminology.

Table 5.10b. Part-time Proposed Course Schedule for the Master of Arts in Contemporary Criminology

Name of Provider:		Dublin Business School											
Programme Title		Master of Arts in Contemporary Criminology											
Award Title		Master of Arts											
Stage Exit Award Title³		Postgraduate Diploma in Arts in Criminology											
Modes of Delivery (FT/PT):		PT											
Teaching and learning modalities		Formal lectures, seminars, interactive group work, workshops, laboratory practicals, online synchronous lectures and tutorials.											
Award Class⁴	Award NFQ level	Award EQF Level		Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²		Stage Credit (ECTS)	Date Effective	ISCED Subject code			
Major	9	7		Award	9	7		90	Sept '23	0314			
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status²⁵	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of	Work-based learning effort²⁶	C.A. %	Supervised Project %	Proctored practical demonstratio
Research Methods	1/2	M	9	10	250	36	36	178		100			
Criminological Theory	1/2	M	9	10	250	36	36	178		100			
The Criminal Justice System	1/2	M	9	10	250	36	36	178		100			
Contemporary Society and Issues in Criminology	1/2	M	9	10	250	36	36	178		100			
Psychology of Crime	3	M	9	10	250	36	36	178		100			
Policing, Social Action and Conflict	3	M	9	5	125	18	36	71		100			
Compliance & Corporate Crime	3	M	9	5	125	18	36	71		100			
Capstone Dissertation*	3/4	M	9	30	750	7	48	695		20	70	10	

²⁵ Mandatory (m) or elective (E)

²⁶ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Special Regulations

* If ethical approval is not achieved on the second submission of the dissertation proposal, the learner must repeat the module the following year. Any learner who does not pass the module overall must also repeat the module the following year, including resubmission for ethical approval and re-collection of data, if necessary, for both full- and part-time learners. If a proposal cannot be amended to meet ethical approval requirements within the following year, learners will exit the programme with the Postgraduate Diploma in Arts in Contemporary Criminology exit award.

*Learners have two opportunities to successfully complete the Dissertation. Learners who cannot complete their Dissertation within these two opportunities will be exited from the programme with the Postgraduate Diploma in Arts in Contemporary Criminology.

Table 5.10c. Full-time Proposed Course Schedule for the Postgraduate Diploma in Arts in Contemporary Criminology

Name of Provider:		Dublin Business School													
Programme Title		Postgraduate Diploma in Arts in Criminology													
Award Title		Postgraduate Diploma in Arts													
Stage Exit Award Title³		N/A													
Modes of Delivery (FT/PT):		FT													
Teaching and learning modalities		Formal lectures, seminars, interactive group work, workshops, laboratory practicals, online synchronous lectures and tutorials.													
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²			Stage Credit (ECTS)	Date Effective	ISCED Subject code				
Major	9	7	Award		9	7			90	Sept '23	0314				
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status²⁷	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of effort²⁸	Work-based learning	C.A. %	Supervised Project %	Practical demonstration	Proctored practical
Research Methods		1	M	9	10	250	48	48	154		100				
Criminological Theory		1/2	M	9	10	250	48	48	154		100				
The Criminal Justice System		1/2	M	9	10	250	48	48	154		100				
Contemporary Society and Issues in Criminology		1/2	M	9	10	250	48	48	154		100				
Psychology of Crime		1/2	M	9	10	250	48	48	154		100				
Policing, Social Action and Conflict		2	M	9	5	125	24	48	53		100				
Compliance & Corporate Crime		2	M	9	5	125	24	48	53		100				
Special Regulations													N/A		

²⁷ Mandatory (m) or elective (E)

²⁸ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Table 5.10d. Part-time Proposed Course Schedule for the Postgraduate Diploma in Arts in Contemporary Criminology

Name of Provider:		Dublin Business School											
Programme Title		Postgraduate Diploma in Arts in Criminology											
Award Title		Postgraduate Diploma in Arts											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		PT											
Teaching and learning modalities		Formal lectures, seminars, interactive group work, workshops, laboratory practicals, online synchronous lectures and tutorials.											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):			Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code			
Major	9	7	Award			9	7	90	Sept '23	0314			
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status ²⁹	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of	Work-based learning effort ³⁰	C.A. %	Supervised Project %	Proctored practical demonstration
Research Methods	1/2	M	9	10	250	36	36	178		100			
Criminological Theory	1/2	M	9	10	250	36	36	178		100			
The Criminal Justice System	1/2	M	9	10	250	36	36	178		100			
Contemporary Society and Issues in Criminology	1/2	M	9	10	250	36	36	178		100			
Psychology of Crime	3	M	9	10	250	36	36	178		100			
Policing, Social Action and Conflict	3	M	9	5	125	18	36	71		100			
Compliance & Corporate Crime	3	M	9	5	125	18	36	71		100			
Special Regulations													
N/A													

²⁹ Mandatory (m) or elective (E)

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