Independent Programme Review Report

Provider name	DBS
Date of site visit	29th April 2019
Date of report	11th June 2019

Principal programme	Title	BA (Hons) in Marketing
	Award	Bachelor of Arts
	Credit	180
	Duration[1] *(years, months, weeks)*	Full-time 3 years (6 semesters of 12 weeks) Part-time 4 years (8 semesters of 12 weeks each)

1 Introduction

The scope of the review encompassed the BA (Hons) in Marketing in the School of Arts in DBS, a three/four year degree programme.

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

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

Objectives of the Programme Review

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

(1) What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?

(2) What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?

(3) What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?

(4) What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?

(5) Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?

(6) What other modifications need to be made to the programme and its awards to improve or reorient it?

(7) Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?

(8) Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human

resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?

(9) What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?

(10) What changes need to be made to related polices, criteria and procedures (including QA procedures)?

2   Independent Review Process

2.1   Evidence Perused

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

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

The guiding principles underpinning this review were:

- That assessment of learning achieved shall adhere to the relevant QQI Assessment and Standards Revised 2013
- That the proposal for the programmatic review of the programmes has been developed and approved internally as a result of the DBS quality assurance procedures
- That the proposed programme will assist DBS and the School of Arts in the achievement of DBS's mission and strategy
- That the programme learning outcomes will meet the needs of current and future learners, employers and other stakeholders
- That teaching and learning or research activity at any level shall be conducted in a manner morally and professionally ethical

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

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

Membership of Provider's Review Team

Name	Job title with Provider
Alan Morgan	Course Director, Lecturer
Dermot Gallagher	Lecturer
Lynn Monaghan	Lecturer
Dr Heikki Laiho	Lecturer
Keeling Lee	Lecturer
Ray McDonnell	Lecturer
Ray Whelan	Lecturer
Mark Power	Lecturer
Ronan Frawley	Lecturer
Dr Michael Maguire	Lecturer
Ieva Masevic	Lecturer
John Nobel	Lecturer
Niamh Hickey	Lecturer
Emma Olohan	Lecturer
Victoria Doyle	Lecturer
Jacklyn Tully	Lecturer
Dr Chantal Ladias	Lecturer
Juan Pablo Fravego	Lecturer
Dr Shakeel Sidiqi	Lecturer
John Staunton	Lecturer

Stephen Kearney	Lecturer
Naomi Kendall	Lecturer
Aisling Duhy	Lecturer
Gary Bernie	Lecturer
Ian Sherwin	Lecturer
Emma Balfe	Head of Faculty and School Operations
Darragh Breathnach	Head of Academic Operations
Lori Johnston	Registrar
Dr Martin Doris	Assistant Registrar
Dr Kerry McCall Magan	Head of Academic Programmes
Dr Lee Richardson	Data Analytics and Reporting Manager
Shane Mooney	Head of Student Experience
Jane Buggle	Librarian
Grant Goodwin	QA Officer
Mary Fenlon	Programme Coordinator
Sarah Sharkey	Student Retention Officer

2.2 Agenda
See Appendix 2.

2.3 Persons Met

Staff, Students and Graduates with whom the Panel Met
Senior Management

Andrew Conlan-Trant	Executive Dean
Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting
Shane Mooney	Head of Student Experience

Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Alan Morgan	Course Director
Michael Maguire	Course Director

Dialogue on Learning Opportunities:

Alan Morgan	Course Director
Michael Maguire	Course Director
Kerry McCall Magan	Head of Academic Programmes
Emma Balfe	Head of Faculty and School (Acting)
Shane Mooney	Head of Student Experience
Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Tanya Balfe	Admissions Manager
Jane Buggle	Deputy Librarian
Martin Doris	Assistant Registrar
Grant Goodwin	Quality Assurance Officer
Darragh Breathnach	Head of Academic Operations

Programme Team

Name	Job Title with the Provider
Alan Morgan	Course Director
Michael Maguire	Course Director
Kerry McCall Magan	Head of Academic Programmes
Tanya Balfe	Admissions Manager
Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Lori Johnston	Registrar
Grant Goodwin	Quality Assurance Officer
Dermot Gallagher	Lecturer
Michelle O Connor	Lecturer
Bernadette Higgins	Lecturer
Susan Sweeney	Lecturer
Niamh Cullen	Lecturer
Darina Reilly	Lecturer
Dr. Heikki Laiho	Lecturer
Keelin Lee	Lecturer
Ray Whelen	Lecturer
Niamh Hickey	Lecturer
Ray McDonnell	Lecturer
Ronan Frawley	Lecturer
Ieva Masevic	Lecturer
John Noble	Lecturer

Emma Olohan	Lecturer
Victoria Doyle	Lecturer
Jacklyn Tully	Lecturer
Dr. Chantal Ladias	Lecturer
Juan Pablo Fravego	Lecturer
Dr. Shakeel Sidiqi	Lecturer
John Staunton	Lecturer

Facilities Review

Shane Mooney	Head of Student Experience

Learners and Graduates

Martin Hopp	Year 3
Stephen Callan	Year 3
Holly Johnson	Year 2

3   Review of the Programme Review Report

3.1   Fitness for Purpose of the Programme

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and found that these were duly factored into the review process. Internal stakeholders consisted of students and staff (academic, support and administrative) and professional bodies such as The Marketing Institute of Ireland. Further consultations were held with graduates and with a wide range of employers in the services sector, including SMEs, larger corporate companies and marketing agencies. The panel found that, to inform the review, DBS has reviewed key documents such as the government's National Skills Strategy 2025 (2017) and a recent report (Marketing Hiring Trends, 2017) into hiring trends which revealed a growing demand for marketing and digital marketing skills. The report states that 44% of companies need to hire more marketeers. The most in-demand expertise listed were digital advertising (27%), content creation and curation (23%) and content strategy (20%). It shows that between 2015 and last year, digital marketing hires grew by 19%. Furthermore, 42% of these hires were permanent positions.

The review process was also informed by the comparator analysis undertaken by DBS and a review of External Examiner reports.

The panel found that the consultation process had been comprehensive and it was concluded that the proposed programme was fit for purpose. Further commentary is provided in Sections 7.2 and 7.3 of this report.

3.2   Achievement of the Programme of its Stated Objectives

The aims, objectives and graduate profile of the programme were outlined. The panel found that the proposed programme learning outcomes have been mapped to the QQI Business Award Standards and satisfy the QQI Awards Standards for the Business Award at Level 8. it was stated that successful completion of the programme provided learners with the knowledge, skills and competencies required to progress in different areas of the marketing and social media sector such as SMEs, general marketing and digital agencies as well as larger corporate employers.

3.3   Learner Profile

The BA (Hons) in Marketing is aimed at learners wishing to undertake an undergraduate programme in marketing and also at those wishing to study for a marketing degree on a part-time basis. The broad nature of this degree also provides flexibility to learners as they have a theoretical knowledge of a range of marketing areas combined with experience of designing marketing strategies using a wide range of marketing tools and communications. It is designed for learners interested in pursuing careers in the increasingly diverse area of marketing. For those planning to pursue jobs in areas such as strategic marketing, market research, corporate marketing, advertising, public relations, digital and online marketing, event management and media this degree provides them with the theory and practical skills to work professionally in these areas. The degree also caters for those wishing to pursue further postgraduate studies in areas such as digital marketing, media studies, market research and marketing communications. The programme is targeted at the following learners:

● Full and part-time learners who are seeking career advancement or upskilling in the area of marketing either those who are currently seeking employment or working but may wish to reskill to improve their employment opportunities.

● To be eligible to apply for a place on this programme applicants must meet the minimum entry requirements of five O6/H7s, to include English under the new Common Points Scale for Leaving Certificate 2017. Using the old pre-2017 grading scheme, applicants must have obtained a minimum of grade D3 in five ordinary level subjects, including a language.

● Applications without certified minimum requirements will be considered on the basis of the recognition of prior learning (RPL). Such applicants are considered on a case-by-case basis.

3.4   Learner Performance

Access, Transfer, Progression and Retention and Completion and Progression by Stage
Information provided in the quantitative analysis in the Programme Review Document reviewed by the panel showed an overall average pass rate (total passed enrolled) in 2014/15 of 93.10%, with the pass rate for full-time learners slightly higher (93.29%) than that of part-time learners (92.86%). Overall, 3.83% of learners failed the programme, and 3.07% of learners were non-active.

The overall average pass rate (total passed enrolled) in 2016/17 was 89.84%, with the pass rate for full-time learners higher (94.57%) than that of part-time Learners (84.62%). Overall, 4.07% of learners failed the programme, and 6.10% of learners were non-active.

For the period 2014/15 to 2017/18 data provided showed a global pass rate of 90.90%, with 4.06% of learners failing the programme and 5.04% of learners non-active, and reflective of the data for each year given above, the pass rate for full-time learners (92.57%) is higher than that of part-time learners (88.89%). The academic year pass rate in 2014/15 was slightly higher at 93% compared to subsequent years where the pass rate remained fairly consistent at around 90%.

Withdrawal from the programme
There were 32 (3.17%) withdrawals in total from 2014/15 to 2017/18. There were more part-time Learner withdrawals (20; 2%) than full-time Learner withdrawals (12; 1.2%). The number of withdrawals, whilst small, has increased for part-time Learners from 2014/15 to 2017/18 and decreased for full-time Learners from 2014/15 to 2018/19.

Whilst a reason for withdrawal would be sought from learners by Programme Coordinators it is not always provided, where it was provided reasons for full-time learners were most commonly the programme not suiting and for part-time learners the programme not suiting, a change in employment or moving home (so studying in Dublin in the evening after work was no longer practical).

Analysis of Grades and QQI Award Classifications
The analysis focussed on 2014/15 to 2017/18.

The average mark in 2014/15 for Level 6 modules range from approximately 50% (B6AF102) to 75% (B6LL100). The average mark for Level 7 modules ranged from approximately 45% (B7IS108 and B7MK106) to 65% (B7MK104 and B7MN100). The average mark for Level 8 modules ranged from approximately 55% (B8MK102) to 75% (B8LL102).

Across each level, marks are reasonably well spread. The panel noted that across different years, students tended to perform poorly in the economics modules. This trend was not just in the marketing courses at DBS but in other business courses at the college.

Award classifications by academic year from 2014/15 to 2017/18. The percentage of First-Class Honours awards has steadily increased from 2014/15 to 2016/17 and then decreased back to the 2015/16 level. The percentage of Upper Second-Class Honours awards has varied over the years with no clear trend. The percentage of Lower Second Class Honours awards decreased from 2014/15 to 2015/16 and then subsequently increased. The percentage of pass awards was relatively consistent between 2014/15 and 2017/18 although there was a slight increase in 2016/17 and then a decrease.

Grades comparison with other private providers

The percentage of First-Class Honours awards (31%) is higher than the DBS average of 25% for Level 8 programmes, and that both are higher than the average of First-Class Honours awards for private providers (19%). Similarly, the percentage of Upper Second-Class Honours awards (47%) is higher than the DBS average of 44% for Level 8 programmes and the average of Lower Second Class Honours awards for private providers (42%).

The panel observed that the percentage of First Class Honours awards was considerably higher than the sectoral / higher education average. The percentage of Lower Second Class Honours awards (19%) is correspondingly lower than the average for both the DBS Level 8 programmes (23%) and private provider Level 8 programmes (28%). Similarly, the percentage of Pass awards (3%) is lower than the average for both the DBS Level 8 programmes (8%) and private provider Level 8 programmes (11%).

Attendance by module

The panel noted that the average attendance by module for the programme for the period 2014/15 to 2017/18 is 54.96%. Average attendance for the programme by academic year ranges from a low of 50.40% in 2014/15 to a high of 59.32% in 2016/17. The panel contrasted the attendance figures with the high proportions of First Class Honours. See 7.10 for further commentary on this point.

Destination of graduates

The BA (Hons) in Marketing has been specifically designed with the needs of current and future marketing professionals and managers in mind. The course is aimed at those seeking to advance their studies and/ or professional career in marketing and its related fields. The type of role for graduates include Head of Sales, Marketing Assistant, Marketing Manager, Digital Marketing Assistant, Visual Artist, Client Associate, Digital Marketing Executive, Multi Media Planning Assistant, Digital Marketing Intern, PA, Advertising Operations Manager, Sales & Marketing Manager.

Examples of recent graduates have obtained employment or progressed in their careers at:

1. Harvey Norman Retail
2. The Law Society
3. The RDS
4. Leinster Rugby
5. St. Vincent's Hospital
6. Google
7. Facebook
8. Airbnb

3.5 Quality of the Learning Environment

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

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

3.6   Suitability of Learner Workload

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

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

3.7   Effectiveness of Procedures for Assessment

It was noted that all assessment for the programmes conforms to the DBS assessment regulations which are informed by QQI Assessment and Standards Revised 2013. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from reviews and validations.

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

3.8   Quality Assurance Arrangements

All DBS quality assurance policies and procedures are detailed in the Quality Assurance Handbook (QAH). This is the first point of reference for all stakeholders involved in the design and monitoring of programmes. The programme under review has been designed to comply with the DBS QAH and, in turn, with QQI's statutory quality assurance guidelines with respect to governance, quality assurance, assessment, access, transfer and progression. It was noted that there were no programme-specific QA requirements and no special regulations, no special accreditation nor regulatory requirements for any professional bodies.

3.9   Proposed Modifications

Following analysis of the pertinent information regarding the BA (Hons) in Marketing, the following modifications to the proposed programme were identified. See also 7.3 and 7.5 of this report for further commentary.

As advised by QQI, the programme will now be mapped to the Business Award Standard; the award will be a BA (Hons) on successful completion of modules of a total credit value of 180 ECTS. All MIMLOs and MIPLOs have been mapped against the Business Award Standard.

The programme team took out the directed employability pillar modules from the programme and replace them by adapting the subject specific modules in a more applied way. The Learning to Learn module was retained in year one (at NFQ Level 6).

The inclusion of the Creativity, Innovation and Entrepreneurship module in year 3 gives the learner the opportunity to learn critical soft skills relevant to employment.

The Capstone Project module in year 3 also gives the learner the opportunity to apply, and in some cases link in, with industry with regard to addressing a particular marketing challenge.

As part of the overall review process assessment of all modules will be reviewed was reviewed and updated where necessary.

Stage 1

Overview

The 5 ECTS module Communication for Personal Success was considered to be outdated, and was removed. This modules was replaced with a new module, on Digital Content Creation, which covers necessary skills for marketing students at this level, which includes communication skills within the marketing context.

The module Maths and Statistics was also extensively updated as described below, to make it more current, relevant and applied for marketing students.

Economic Perspectives (10 ECTS)

This is an existing module on the programme. Content was updated generally to reflect the current environment, and reading lists reviewed.

IT Essentials (10 ECTS)

This module is an existing module on the programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Digital Content Creation (5 ECTS)

This module is a new addition at Level 6. Students today are actively manipulating digital media to participate in social and everyday life. Making and sharing media has become an increasingly important feature of how people communicate and engage with each other and with the wider world. The idea around this module is based on leveraging the learners' current basic knowledge and demonstrating to them that this can be enriched by utilising tools and technologies to enhance an organisations brand within the business environment. Digital Content is a key part of any businesses marketing strategy, and businesses that fail to recognise its importance will be left behind. This module introduces the learner to being creative with digital content and understand the creation skills and tools necessary to plan, create and implement effective digital content as part of the business marketing plans. Lectures and laboratory work will be the primary method of delivery with a focus on fieldwork as well. These are supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. Guest lecturers will be invited to offer seminars to develop the learners understanding of current practices in content marketing led organisations. An intranet site exists for the module where supplementary material and appropriate relevant links will be available.

Marketing Essentials (10 ECTS)

This is an existing module on the programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Business Context and Organisation (10 ECTS)

This module is an existing module on the programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Business Maths and Research Methods (10 ECTS)

This module is an update and modernisation of the current module 'Maths and Statistics for Business'. The module introduces the learner to concepts and techniques within mathematics and statistics that are relevant in the modern accounting and finance environment. Learners will study different data collection methods and sampling techniques, along with appropriate methods for summarizing and presenting data. Learners will apply various theories and concepts of research techniques and demonstrate how mathematical models can be applied to research activities. The module will enable

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learners to cultivate an approach and methodology for solving contemporary business problems using appropriate mathematical models.

Learning to Learn (5 ECTS)

This is an existing module on the programme. Content was updated and reading lists reviewed.

Stage 2

Overview

The following mandatory modules have been reviewed and it is proposed to remove them and replace the content with new modules: 'Innovation' (5 ECTS), 'Employability Skills' (5 ECTS), and 'Management' (5 ECTS). This allows for the introduction of a mandatory 10 ECTS module on Marketing Research, which will provide the foundation for Level 8 project for which knowledge of this area is required. A 5 ECTS module, 'Advanced Economic Perspectives', will also be introduced to ensure this key pillar of business is covered. The module 'Digital Marketing Concepts' will become mandatory also, in order to ensure learners have the key skills in this area. Electives will also be updated as below.

Marketing Communications (10 ECTS) (MANDATORY)

This is an existing module on the programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Selling and Sales Management (10 ECTS) (MANDATORY)

This is an existing module on the programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Marketing Research (10 ECTS) (MANDATORY)

On the current programme, Market Research is delivered at Level 8 (3rd year). This new module 'Marketing Research' is proposed to be adapted for delivery at Level 7, due to the fact that, under the Business Award Standards, learners must undertake a 'Capstone Project' in third year and knowledge of market research techniques is critical for this project. Marketing research is vital in helping managers to understand consumers intimately in order to take marketing decisions and design successful integrated marketing plans. Asking the right question is often the most difficult task to undertake in order to gather metrics and analyse these. Due to information technology overload, today's marketing managers will need to be able to draw insights from data metrics. In this module, learners are encouraged to go through the research process by practicing marketing research. Developing a research proposal for a marketing situation, designing a marketing questionnaire, undertaking research and analysing marketing data will be stages of the overall course assessment, knowing that each part represents a building block. Finally, learners will present their marketing research findings in the form of a poster.

Advanced Economic Perspectives (5 ECTS) (MANDATORY)

This is a new addition to the programme in 2nd year. Due to the new programme being mapped to the Business Award Standard, there is a requirement in 2nd year that the learner study one of the key pillars of business, which economics. Therefore, the learner builds on the 1st year module, Economic Perspectives, by investigating a more advanced enquiry into the subject. The module is designed to give learners a deeper appreciation of the roots of political economic perspectives existing in the world today, in order to understand the free market approach and the government interventionist approach of policy. Learners will also apply the theoretical frameworks provided in lectures to individual

markets/industries and wider macro environments to enable them to develop a more sophisticated view of the political economic events taking place outside the classroom.

Digital Marketing Concepts (5 ECTS) (MANDATORY)

This digital marketing module was previously a 10 ECTS elective at Stage 2. The proposal to offer this module as a compulsory module is motivated by the fact that digital marketing is now critically important in the marketing campaigns of every successful organisation. The learner will build upon their knowledge from Digital Content Creation at Stage 1. The module will now be delivered as 5 ECTS. The module will explore from a consumer's perspective the fundamentals of online marketing. While the evolution of the Internet has created a renaissance of marketing, new marketing opportunities have arisen which open up the use of digital technologies. As part of this course learners will focus on a project where they will be encouraged to compare and contrast the websites of two organisations within an industry of their choice. This classroom-based module will offer the learner both the theory and practice of digital marketing concepts.

Cloud Computing for Business and Marketing (10 ECTS) (ELECTIVE)

This is an existing elective module on the existing programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Digital Planning and Management (10 ECTS) (ELECTIVE)

This is an existing module on the programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Web Design and Client-Side Development (10 ECTS) (ELECTIVE)

This is a new proposed module on the programme and is an update to the existing module 'Web and Media Design'. The aim of this module is to introduce the learner to current client-side technologies for designing and developing web sites. Learners will understand the importance of 'universal design' by applying appropriate standards and best practice to configuring, coding and designing content for the web. Learners will further appreciate the technologies and platforms that underpin the web. Learners will also utilise effective project management techniques through the process of developing a website for a typical business scenario, including the application of basic web promotional elements.

Event Planning (10 ECTS) (ELECTIVE)

This module is an elective on the current programme and will remain as an elective on the new proposed programme. Content was updated generally to reflect the current environment and reading lists reviewed.

Events Environment (10 ECTS) (ELECTIVE)

This module is an elective on the current programme and will remain as an elective on the new proposed programme. Content has been updated generally to reflect the current environment and reading lists reviewed.

Stage 3

Overview

Through the proposed changes, the Stage 3 modules will be quite considerably different from those in the existing programme. As previously detailed, the Marketing Research module was changed and moved to Stage 2 as a Level 7 module, to provide sufficient grounding in this key area ahead of the Capstone Project. The existing mandatory modules, 'Consumer Analysis' and 'Strategic Marketing' were retained in updated format. The two 5 ECTS modules Lifelong Learning and Employability in Action were removed. The module 'Services Marketing', currently an elective, was made mandatory, and the Capstone Project was introduced as a 10 ECTS module.

Consumer Analysis (10 ECTS) (MANDATORY)

This is an existing module on the current programme. Content will be updated generally to reflect the current environment and reading lists reviewed.

Strategic Marketing (10 ECTS) (MANDATORY)

This module is proposed as a new inclusion on the programme. The current programme has Strategic Management as a level 8 module. The programme review team felt it important to have a Strategic Marketing module at this level in the final year of the programme. During this module, emphasis is placed on the practice of problem solving and decision making using the case study method. This module provides learners with the opportunity to reflect on and analyse real marketing case studies. A series of case studies will be selected at the beginning of this course as these relate to current issues in Marketing. Learners will be exposed to a variety of industries and will have the opportunity to apply the knowledge they have acquired in previous marketing modules. Case studies will be presented in class, and learners will be required to come prepared to participate actively in the class debates. In order to make informed decisions, learners will need to be fully prepared and familiar with the case study. The final assessment will be the writing of a case study and the presentation of this project in a conference format.

Services Marketing (10 ECTS) (MANDATORY)

This module is currently an elective on the existing programme. The module will now be delivered as a mandatory module due to the ever-growing importance of services in the Irish and International economies. Content was updated generally to reflect the current environment and reading lists reviewed.

Capstone Project (10 ECTS) (MANDATORY)

This is a new edition to the programme. The Capstone Project module was introduced to the programme as a result of the move to map the programme against the business standards. The Capstone Project is a requirement under the Level8 Business Award standard and is intended to offer the learner the experience of undertaking an applied project/industry specific project.

The module provides learners with the opportunity to demonstrate their ability to work independently, or in a group setting, on a well-defined research question in an organized and critical manner. The module will enable learners to develop their research and analytical skills. Learners will be provided with appropriate research topics in the specific domain they choose to focus upon. Learners will select their research question, determine the appropriate research approach, summarise the relevant literature, apply specific research methodologies, collect secondary data, critically appraise their findings, and construct appropriate recommendations.

International Marketing (10 ECTS) (ELECTIVE)

This module was updated to reflect the importance of the international environment in the marketing world which has been recently highlighted by challenges such as political intervention (Trump / China, Brexit, etc.). The module will be offered as an elective. This module reviews the complex issues international marketers face when entering international markets. Socio-Cultural, Technological, Economic, Competitiveness and Regulation challenges need to be assessed in order to evaluate market opportunities with the view of devising a successful International marketing plan. A sensitive approach and attitude to foreign markets is necessary to develop an in-depth understanding of foreign consumers. Learners in this module are encouraged to form cross-cultural teams to work on an international marketing project they will have to defend in front of an audience.

Creativity, Innovation and Entrepreneurship in Marketing (10 ECTS) (ELECTIVE)

This is a new module on the programme. The concept of entrepreneurship forms a huge input into the Irish economy where In Ireland, approximately 26,800 people reported they were involved in starting a new business in 2017. Creative, innovative and Entrepreneurial education focuses on the development of skills or attributes that enable the realization of marketing opportunity. The module helps to equip learners with an entrepreneurial mind-set at the outset of their career so that they will be more engaged and take ownership of their own success. The understanding of 'Innovation' and 'Entrepreneurship' in marketing will be a key learning, particularly in the area of capturing value for survival and growth. The module aims to review and introduce the portfolio of skills and competencies required of effective entrepreneurs, introduces learners, and makes them aware of different perspectives, theories, research underpinning marketing, both entrepreneurially, and creativity. This programme immerses the learner in the world of creative business and marketing thinking, helping them to prepare for employment or further study. They will develop their entrepreneurial and creative skills within a marketing context and allow learners to apply them to real life situations.

Web Marketing Design and Development (10 ECTS) (ELECTIVE)

This is an existing module on the current programme. The module is an elective and provides practical experience of website design and development. Content was updated generally to reflect the current environment and reading lists reviewed.

Cloud Technology for Marketing (10 ECTS) (ELECTIVE)

This module is currently offered on the existing programme. The module will be offered as an elective. Content was updated generally to reflect the current environment and reading lists reviewed.

Events Operations and Crowd Management (10 ECTS) ELECTIVE)

Event Operations and Crowd Management is an update of the module 'Event Operations'. Content was updated generally to reflect the current environment and reading lists reviewed.

Event Marketing (10 ECTS) (ELECTIVE)

This module is offered on the existing programme. Content was updated generally to reflect the current environment and reading lists reviewed.

4 Evaluation of the Modified Programme

4.1 Report

See Appendix 1.

5   Outcome of the Review

5.1   Summary

The panel concluded that the criteria had been met. They made 3 conditions, 8 recommendations and 6 commendations to the provider.

Principal programme	Title	BA (Hons) in Marketing
	Award	Bachelor of Arts
	Credit	180
	Recommendation *Satisfactory*	Satisfactory

6   Panel

Name	Role	Affiliation
Dr Michael Hall	Chair	Head of Department of Health and Leisure Studies, Institute of Technology, Tralee, Co. Kerry
Dr Patricia McHugh	Panel Member	Lecturer in Marketing and Programme Director, MSc Digital Marketing, School of Business and Economics, NUI Galway
Bairbre Brennan	Panel Member	Assistant Lecturer Technological University Dublin
Jordan Bowe	Student/Learner representative	Marketing Student National College of Ireland
Ian Bolton	Independent Industry Representative	Managing Director Colours International
Mary Jennings	Secretary	Communications Consultant

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

7 Appendix 1: independent Programme Review Report

Part 1

Provider name	DBS
Date of site visit	29th April 2019
Date of report	11th June 2019

	First intake	Last intake
Proposed Enrolment interval	September 2019	September 2023
Maximum number of annual intakes	3 per year, September, January, April	

Principal programme	Title	BA (Hons) in Marketing
	Award	Bachelor of Arts
	Credit	180
	Duration[2] *(years, months, weeks)*	Full-time 3 years (6 semesters of 12 weeks) Part-time 4 years (8 semesters of 12 weeks each)
	Recommendation *Satisfactory*	Satisfactory

Evaluators

Name	Role	Affiliation
Dr Michael Hall	Chair	Head of Department of Health and Leisure Studies, Institute of Technology, Tralee, Co. Kerry
Dr Patricia McHugh	Panel Member	Lecturer in Marketing and Programme Director, MSc Digital Marketing, School of Business and Economics, NUI Galway
Bairbre Brennan	Panel Member	Assistant Lecturer Technological University Dublin
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[2] Expressed in terms of time from initial enrolment to completion

7.1 BA (Hons) in Marketing

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS Dublin Campus	450	15
Target learner groups	The programme is aimed at full and part-time learners who meet the minimum entry requirements of 2H5's and 4 O6/H7, to include Mathematics and English or another language (under the new Common Points Scale for Leaving Certificate 2017). Using the old pre-2017 grading scheme, applicants must have obtained a minimum of grade C3 in 2 higher level subjects and a minimum of grade D3 in 4 Ordinary Level subjects (to include Maths, English and a language.	
	Mature Learners who do not meet the minimum entry requirements will be assessed on the basis of age, work experience, general education standard, motivation and commitment to the programme for which they are applying. Mature learners are those who are 23 years of age by January 1st of the year of admission.	
	On completion of this programme, learners will have the marketing expertise to take a strategic view and effectively integrate marketing into decision-making in their company. Learners will have the skills to develop strategic marketing programmes and to effectively evaluate the effectiveness of the organisation's marketing.	
Number of learners per intake	15 minimum, 450 maximum	
Countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full- time and part-time	
The teaching and learning modalities	1. Classroom lectures 2. Case based learning 3. Practical skills sessions 4. Workshops 5. Tutorials 6. Individual and group work 7. Synchronous and asynchronous learning	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	Understanding the interplay between the marketing function, and a business's components, and how these are aligned with the marketing strategy, is crucial to understanding the fundamentals of marketing a business's brand. In addition, the massive growth of new marketing channels in recent years, has meant that marketers need a strong skill set and knowledge base that is founded in traditional marketing theory but takes account of the digital and omnichannel world consumers experience.	
	As such, learners will gain a foundational understanding of marketing as a discipline within the context of business management. Through this programme they will gain skills in general and specialised marketing practices, teamwork and business practices. This will position learners as dynamic team players in any business environment. The overarching intent of the programme is to create learners with foundational marketing and	

	industry aligned knowledge to support them in their future career ambitions through a broad range of business and marketing modules. The programme is based on three years full-time or four years part-time. In year one, learners will complete seven foundation modules at Level 6 which will introduce them to the world of business and marketing. Key modules include: *Marketing Essentials; IT Essentials; Economic Perspectives; Business Context & Organisation; Maths & Stats for Business.* The learner will also be introduced to the digital world with the module *Digital Content Creation.* The concept of understanding how to learn at third level is captured in year one with the module entitled *Learning.* In year two, the learner will take five mandatory modules at Level 7. These modules will have a definitive marketing focus with modules such as *Marketing Communications* and *Digital Marketing Concepts* amongst others. In year two, learners will choose two modules from six elective modules. In year three (Level 8), learners will study five mandatory modules and again have the choice of two of six electives.
Specifications for teaching staff	Lecturing staff will have a minimum of a NFQ Level 9 Postgraduate Diploma or Masters qualification in the following areas: Marketing; Digital Marketing; Strategic Marketing; Services Marketing; Other relevant marketing disciplines. In modules where industry experience is desirable, holders of Level 8 Honours Degree in Marketing who are exceptionally qualified by virtue of significant business experience at senior level may also be considered.
Specifications for the ratio of learners to teaching-staff	

1/150 (max)	Classroom sessions
1/25	Workshops
1/25	Practical Sessions
1/50	Online Class
2.31/150 = 0.0154:1	Overall WTE ratio

Part 2 Evaluation against the validation criteria

7.1 Criterion1: The provider is eligible to apply for validation of the programme

Satisfactory Yes	Comment	Sub criteria	
Yes		a)	The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
Yes		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.
Yes		c)	The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[3]

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

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

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

Satisfactory Partially	Comment	Sub-criteria
Yes		a) The programme aims and objectives are expressed plainly.
		b) A QQI award is specified for those who complete the programme.
Yes		(i) Where applicable, a QQI award is specified for each embedded programme.
Yes		c) There is a satisfactory rationale for the choice of QQI award(s).
Yes		d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
Yes		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
Yes		(i) Consistent with the title of the QQI award sought.
Yes		(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
		g) For each programme and embedded programme
Yes		(i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.[4]
Yes		(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
Partially		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.
Yes		(i) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.[5]

The panel found that, overall, the aims, objectives and rationale for the programme were expressed clearly and were comprehensive and consistent with a Level 8 award. In reviewing the documentation provided, the panel concluded that there was a mismatch between the way the aims and learning outcomes were expressed in the MIMLOS and the level of award. For example, an objective to 'know and understand' a concept or theory is an appropriate description for a Level 6 stage, whereas the panel deemed that more Level-appropriate language should be used to reflect the content and learning outcomes of the modules at Level 7 and 8 (second and third year).

It is a condition that the module aims and MIMLOs are re-visited to ensure that the language used to describe these is NFQ-level appropriate.

The title of the programme was deemed to be appropriate and in line with the QQI standard for the Major Award Type on the NFQ.

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

7.3 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).

Satisfactory Yes	Comment	Sub-criteria
Yes		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.[6]
		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.
Yes		(i) There is a satisfactory rationale for providing the programme.
Yes		(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.
Yes		(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
Yes		(iv) There is evidence[7] of learner demand for the programme.
Yes		(v) There is evidence of employment opportunities for graduates where relevant[8].

Yes			(vi) The programme meets genuine education and training needs.[9]
Yes		c)	There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
Yes		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.
Yes		e)	The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

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

A comparative analysis of a similar programmes by a private provider in Ireland and one programme in the UK was undertaken as part of the review by DBS. The panel noted that while there are similarities in the reviews between all three programmes, the DBS programme focuses on those central marketing principles which assists in the development in the learner's ability to apply the knowledge learned during their degree programme.

Information was received in relation to the stakeholder consultation and the panel was satisfied that a comprehensive consultation was carried out with industry representatives, including employers and industry representative bodies. The panel noted that Faculty staff were actively involved in the process of developing the proposed changes to the programme which includes reviewing course content to reflect current trends such as behavioural economics for instance. Digital marketing is to be embedded in the programme, with services marketing now a mandatory module to reflect current trends, while there is a new module on digital content creation, and one on creativity, innovation and entrepreneurship, the panel learned. The capstone project, a new addition, is to offer the learner choice of taking an applied project/industry specific project. See Section 3.9 above for detailed information on the modifications proposed.

The panel was also informed that employers had strongly indicated that skills such as team work, capacity to find and build creative solutions to programmes, communication and presentation skills were equally important as more technical skills such as web development and creating and monitoring effective marketing plans. In conversation with staff and learners and graduates the panel was informed that these skills were embedded in the curriculum structure and in the learning and assessment strategies. These include structured group projects and group presentations where students collaborated on applied projects with an industry focus. The panel concluded that it was not sufficiently clearly set out in the documentation supplied how these work-related skills were developed and assessed.

It is recommended that in support of DBS policy for work-ready graduates, include in the documentation where work-related skills are developed and assessed.

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

DBS is commended for the range and breath of its industry links and engagement with large and smaller companies from different sectors.

7.4 Criterion 4: The programme's access, transfer and progression arrangements are satisfactory

Satisfactory Yes	Comment	Sub-criteria	
Yes		a)	The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[10].
Yes		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.
Yes		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 (CEFRL[11]) in order to enable learners to reach the required standard for the QQI award.
Yes		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).
Yes		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):-
Yes			(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).

Yes		(ii) Is learner focused and meaningful to the learners;
Yes		(iii) Has long-lasting significance.
Yes		g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

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

7.5 Criterion 5: The programme's written curriculum is well structured and fit-for-purpose

Satisfactory Yes	Comment	Sub-criteria
Yes		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.
Yes		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.
Yes		c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
Yes		d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
Yes		e) The programme is structured and scheduled realistically based on sound educational and training principles[12].
Yes		f) The curriculum is comprehensively and systematically documented.
Yes		g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
Yes		h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
Yes		i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
Yes		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.[13]

The panel noted that the proposed programme will now be mapped to the QQI Business Award Standard and was further advised that all MIMLOs and MIPLOs have been mapped against the Business Award Standard.

The panel was generally satisfied that the programme curriculum was appropriately structured and fit for purpose. The significant proposed changes to the programme as discussed in Section 7.3 and 3.9 of this report were considered to be appropriate for a programme where it was proposed to have a broad range of topics covered and available to students, rather than have a streamed approach in particular areas such as event management for instance. The proposed addition of the capstone research project had the objective of demonstrating how many different strands of marketing might be brought together, the panel was informed by staff at the site visit.

In conversation with staff, the panel was informed that the modifications to the programme content is to facilitate a broadening of the programme so that learners have the opportunity to have a thorough immersion in marketing, in particular. The panel was informed that this was in response to industry feedback which requires graduates to have a more all-round approach to marketing.

The panel was informed that staff held informal information sessions with students to appraise them of the pros and cons of taking particular electives. The panel was not entirely satisfied that informal sessions with students were sufficient when advising students who then make choices about particular electives.

It is recommended that more formal structures/procedures be put in place for the electives' information sessions.

The panel concluded that some aspects of the curriculum were not sufficiently or not explicitly covered in the documentation on the proposed programme. These are outlined below.

The panel was of the view that there was not adequate time allocated to cover quantitative research in the programme, whereas qualitative methods were more adequately represented. The panel consider that this was an area that needed consideration, particularly in preparation for the capstone project which, by its nature, required knowledge and understanding of a wide range of research techniques. They further considered that the module 'capstone project' would be renamed as a 'research project' or similar to more clearly reflect its purpose and intention.

It is a condition that DBS amend module content in marketing/research module (including MIMLOs) to more adequately reflect actual qualitative and quantitative content.

It is recommended that the title of 'capstone project' module be amended to reflect the core research element that it represents.

The panel considered that while the topic of finance was covered implicitly throughout the programme, as teaching staff outlined at the site visit, the topic warranted more explicit attention and specific assessment, given its importance in the realm of the effective management of marketing campaigns and initiatives.

It is recommended that DBS Include explicit mention of budgeting, finance and business plans in module content and ensure transparent coordination of this across module and assessments.

From the documentation in the proposed Programme Document, the panel noted the listed graduate attributes and competencies that the programme is intended to facilitate and nurture. The panel was of the view that there was an ambiguity as to what constituted an attribute and what

constituted a competency. The panel also concluded that it was not clear how the attributes (characteristics) and competencies (skills) were described in programme documentation.

It is recommended that DBS re-visit the competencies and attributes and show how each is amended and linked with programme and/or student engagement.

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

Satisfactory Yes	Comment	Sub-criteria
Yes		a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (7.12c).
Yes		b) The programme has an identified complement of staff[14] (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
Yes		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.
Yes		d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[15] opportunities[16].
Yes		e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
Yes		f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

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

There was evidence that staff were involved in continuous professional development, acting as external examiners, serving on editorial boards for industry publications, as well as writing articles in business journals, including DBS's own business journal, published by DBS library. As noted in 7.3 above DBS staff have a considerable network with industry and employers and they bring this to bear on the programme. The panel further noted that many were practitioners in the field and brought this experience in bringing up to date content to the programme.

At the site visit, the panel found that there was evidence of good team work and cooperation among staff and a sense of collegiality. This was demonstrated in the way that the review had been conducted, in the way that staff cooperated on assessment strategies, grading and student workload and from feedback from the students and graduates met. See also Sections 8, 9 and 10 of this report.

DBS is commended for the commitment, dedication and enthusiasm of staff.

DBS is commended for the team work and collegiality evident among staff.

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

Satisfactory Yes	Comment	Sub-criteria
Yes		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 (7.12d).
		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:
Yes		(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)
Yes		(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
Yes		(iii) printed and electronic material (including software) for teaching, learning and assessment
Yes		(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
Yes		(v) technical support
Yes		(vi) administrative support
Yes		(vii) company placements/internships – if applicable
Yes		c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
		d) There is a five-year plan for the programme. It should address
Yes		(i) Planned intake (first five years) and
Yes		(ii) The total costs and income over the five years based on the planned intake.
Yes		e) The programme includes controls to ensure entitlement to use the property

		(including intellectual property, premises, materials and equipment) required.

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

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

The panel found that the library uses technology effectively to support learners and staff, including access to an assignment planner, Kindle lending facilities, a Register of Scholarly Activity as well as a user-friendly search engine to enable ease of search for books and academic journals. It was noted that specialist library staff are employed to assist students to develop their research capabilities.

The library is engaged in publishing the DBS journals for the School of Arts and the School of Business and Law featuring peer-reviewed research by both staff and students. This initiative is in line with a core pillar of DBS's strategy on achieving academic excellence.

DBS is commended on the quality of the services provided by the library, particularly the supports provided to students.

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

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

Satisfactory Yes	Comment	Sub-criteria
Yes		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.
Yes		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.
Yes		c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

The panel was satisfied that the learning environment is consistent with the needs of learners.

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

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

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

7.9 Criterion 9: There are sound teaching and learning strategies

Satisfactory Yes	Comment	Sub-criteria	
Yes		a)	The teaching strategies support achievement of the intended programme/module learning outcomes.
Yes		b)	The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
Yes		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).
Yes		d)	Learning is monitored/supervised.
Yes		e)	Individualised guidance, support[17] and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

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

The panel noted that in the proposed programme an important teaching strategy is the use of group projects. The teaching staff informed the panel that this method was an effective way to learn authentic marketing skills, such as the creation of web sites and populating these with relevant content, and that they had the additional benefits of teaching skills prized by employers such as team work, communications, creative thinking and problem solving. Overall, group projects provided an experienced of applying learning to real life situations. The panel concluded that the use of group projects was carefully considered, with processes in place to ensure that any problems arising were dealt with speedily at local level, generally by teaching staff. The panel further concluded that there was a shared understanding among staff of the use and management of group projects as a teaching and learning resource.

The panel commends DBS on its use and management of group projects as a teaching and learning strategy.

The panel noted that there was a balance between the use of interactive classroom techniques, use of guest lecturers or visits to businesses or other organisations and on-line resources, including MOODLE to encourage effective learning. At the site visit, the teaching staff reiterated to the panel the emphasis placed on guest lecturers from industry as well as field visits to companies so that students were encountering the issues facing companies in effective marketing. The panel observed that, as the programme does not have a work placement element, this was an important aspect of the programme which was well managed through DBS's network in many sectors of industry. The panel considered, however, that it was not sufficiently clear how this work/industry/sectoral-related visits and seminars was formalised in the programme documentation and how this aspect of the learning and teaching strategy was linked to the various programme modules.

It is recommended that DBS embed work/industry/sectoral-related visits, seminars etc into course work to ensure that they link with modules.

The panel found that students and graduates appreciated the small class sizes and the support and access to lecturers on the programme, including smaller tutorial groups and additional support via the library on academic writing and in conducting research for the capstone projects or other assignments.

The panel noted from conversations with students and graduates that there was good coordination between lecturers resulting in an assignment work load that was manageable for part-time and full-time students alike.

7.10 Criterion 10: There are sound assessment strategies

Satisfactory Yes	Comment	Sub-criteria
Yes		a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*[18]
Yes		b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
Yes		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.[19]
Yes		d) The programme includes formative assessment to support learning.
Yes		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.[20]
Yes		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.
Yes		g) There are sound procedures for the moderation of summative assessment results.
Yes		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.[21]

The panel was advised that all assessment for the programme conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013. The panel noted

that assessment methods included students researching and presenting group projects, creating artefacts such as web site and web site content as part of continuous assessment on the programme, enabling students to develop research and skills in marketing. The panel was informed that the teaching staff had developed a common method of assessing the group and individual components of the project, including overall assessment of the project but including personal reflection by each student so that there was a fair assessment of each learner's effort. This was shown for example, in the assessment strategy for the module on Digital Marketing Content which was 100% continuous assessment, based on both group work and personal reflection.

At the site visit, the teaching staff informed the panel that the assessment strategy proposed for the programme was moving less towards examinations and more towards continuous assessment of practical, applied knowledge in keeping with the overall aim of the programme.

As outlined 3.4 of this report on Learner Performance, overall attendance at the formal teaching sessions of modules of the programme is just over 50% on average. The panel observed that low attendance needed to be taken together with other measures in assessing learning and student engagement.

It is recommended that DBS consider correlation of student engagement (e.g. MOODLE in class) in general with modules results, rather than attendance alone.

The panel concluded that it was not clear if students were aware of any consequences that may ensue for non-engagement, or understand which activities were optional and which were not. They panel considered that this was area that needed clarification and dissemination of relevant information so that students were well informed.

It is recommended that DBS have a process of providing information to students to ensure that they are fully aware of supervisory arrangements, optional activities and consequence of non-engagement.

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

Satisfactory Yes	Comment	Sub-criteria
Yes		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.
Yes		b) Information is provided about learner supports that are available to learners enrolled on the programme.
Yes		c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
Yes		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.
Yes		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.
Yes		f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
		g) The programme provides supports for enrolled learners who have special education and training needs.
Yes		h) The programme makes reasonable accommodations for learners with disabilities[22].
Yes		i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*[23] 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

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[22] 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).
[23] See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

			successfully participate in the programme.
Yes		j)	The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

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

Students reported that lecturers and staff were generally responsive to requests for support and information. In conversation with staff, they indicated that this process of support for students was routine and part of the overall culture within the college. The panel noted that students indicated that undertaking group assignments provided a basis for good peer support and that lecturers provided support for these projects. As noted in 7.3 above, group projects form an integral part of the course structure and facilitates the development of work-related skills.

It is recommended that DBS formalise the process behind 'routine' student supports from academic staff or capture the extent to which staff support students and the value of this to in student retention.

The panel also learned, in conversation with students and staff, that students were encouraged, through DBS supported clubs and societies, to organise industry-related events such as seminars, outside of formal class time. Students indicated to the panel that these kinds of activities were helpful in creating links with potential employers, and, at the same time in developing skills in event management, team work, leadership and entrepreneurship, topics which form part of the formal programme.

DBS is commended for the quality of the student experience provided.

7.12 Criterion 12: The programme is well managed

Satisfactory Yes	Comment	Sub-criteria
Yes		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.
Yes		b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
Yes		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.
Yes		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.
Yes		e) Quality assurance[24] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
Yes		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.
Yes		g) The programme operation and management arrangements are coherently documented and suitable.

Yes		h) There are sound procedures for interface with QQI certification.

The panel was satisfied that there are effective structures in place for the governance and management of the programme under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning. It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines. There were no programme-specific quality assurance arrangements required for this programme, the panel noted. See section 3.8 of this report also.

8   Overall recommendation to DBS

BA (Hons) in Marketing

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;
X	Satisfactory subject to proposed 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);[25]
	Not satisfactory.

8.1   Reasons[26] for the overall recommendation

The criteria have been met

8.2   Summary of conditions

- It is a condition that the module aims and MIMLOs are re-visited to ensure that the language used to describe these is NFQ-level appropriate.
- It is a condition that DBS amend module content in marketing/research module (including MIMLOs) to reflect actual qualitative and quantitative content.
- It is a condition that DBS re-visit the competencies and attributes and show how each is amended and linked with programme and/or student engagement.

8.3   Summary of recommendations

- It is recommended that more formal structures/procedures be put in place for the electives' information sessions.
- It is recommended that in support of DBS policy for work-ready graduates, include in the documentation where work-related skills are developed and assessed.
- It is recommended that DBS embed work/industry/sectoral-related visits, seminars etc into course work to ensure that they link with modules.
- It is recommended that the title of 'capstone project' be amended to reflect the core research element.
- It is recommended that DBS Include explicit mention of budgeting, finance and business plans in module content and ensure transparent coordination of this across module and assessments.
- It is recommended that DBS consider correlation of student engagement (e.g. MOODLE in class) in general with modules results, rather than attendance alone.
- It is recommended that DBS have a process of providing information to students to ensure that they are fully aware of supervisory arrangements, optional activities and consequence of non-engagement.

- It is recommended that DBS formalise the process behind 'routine' student supports from academic staff or capture the extent to which staff support students and the value of this to in student retention.

8.4   Summary of commendations

- DBS is commended for the range and breath of its Industry links and engagement with large and smaller companies from different sectors.
- DBS is commended for the commitment, dedication and enthusiasm of staff.
- DBS is commended for the team work and collegiality evident among staff.
- DBS is commended on the quality of the services provided by the library, particularly support provided to students.

- DBS is commended on its use and management of group projects as a teaching and learning strategy.
- DBS is commended for the quality of the student experience provided.

9 Declarations of Evaluators' Interests

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

Panel chairperson: Date:

Signed: 10ᵗʰ June 2019

9.1 Disclaimer

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

Part 3: Proposed programme schedules

Name of Provider:	Dublin Business School
Programme Title	Bachelor of Arts (Honours) in Marketing
Award Title	Bachelor of Arts
Stage Exit Award Title	N/A
Modes of Delivery (FT/PT):	Full-time
Teaching and learning modalities	As per module descriptors

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	7	1	6	6	60	1st Sept 2019	0404

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)				Allocation of Marks (from the module assessment strategy)		
		Status	NFQ Level		Credit Units	Class (or equiv)	Directed e-	Work-based	C.A. %	Proctored practical	Proctored

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	where specified	ECTS Credits	Total Hours	Contact Hours	learning	Hours of Independent Learning	learning effort	Supervised Project %	demonstration %	written exam %
Economic Perspectives	1 and 2	M	6	10	250	72	50	128	40	20		40
IT Essentials	1 and 2	M	6	10	250	72	50	128	100			
Marketing Essentials	1 and 2	M	6	10	250	72	50	128	100			
Business Context & Organisation	1 and 2	M	6	10	250	72	50	128	50			50
Maths & Stats for Business	1 and 2	M	6	10	250	72	50	128	40			60
Learning to Learn	1	M	6	5	125	36	25	64	100			
Digital Content Creation	2	M	6	5	125	36	25	64	100			

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	2	7	6	60	1st Sept 2019	0404

Module Title (Up to 70 characters including spaces)	Semester no where applicable	Module	Credit Number	Total Student Effort Module (hours)	Allocation of Marks (from the module assessment strategy)

	(Semester 1 or Semester 2)	Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Marketing Communications	1 and 2	M	7	10	250	64	50	136		50			50
Selling and Sales Management	1 and 2	M	7	10	250	64	50	136		50			50
Marketing Research	1 and 2	M	7	10	250	64	50	136		100			
Digital Marketing Concepts	1	M	7	5	125	32	25	68		50			50
Advanced Economic Perspectives	2	M	7	5	125	32	25	68		50			50
Cloud Computing for Business & Marketing	1 and 2	E	7	10	250	64	50	136		50			50
Digital Marketing Planning & Management	1 and 2	E	7	10	250	64	50	136		100			
Web Design and Client-Side Development	1 and 2	E	7	10	250	64	50	136		40	60		
Event Planning	1 and 2	E	7	10	250	64	50	132		20	80		

The Events Environment	1 and 2	E	7	10	250	64	50	132	50	50

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	3	8	6	60	1st Sept 2019	0404

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Units		Total Student Effort Module (hours)					Allocation of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Number		Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
				ECTS Credits										
Consumer Behaviour	1 and 2	M	8	10		250	60	50	140		50			50
Strategic Marketing	1 and 2	M	8	10		250	60	50	140		100			

Module	Semester	M/E										
Services Marketing	1 and 2	M	8	10	250	60	50	140		50		50
International Marketing	1 and 2	E	8	10	250	60	50	140		50		50
Creativity, Innovation & Entrepreneurship	1 and 2	E	8	10	250	60	50	140		100		
Web Marketing Design & Development	1 and 2	E	8	10	250	60	50	140		100		
Cloud Technology for Marketing	1 and 2	E	8	10	250	60	50	140	60	40		
Event Operations & Crowd Management	1 and 2	E	8	10	250	60	50	140		50		50
Event Marketing	1 and 2	E	8	10	250	60	50	140		50		50
Capstone Project	1 and 2	M	8	10	250	18	60	172	100			

Name of Provider:	Dublin Business School
Programme Title	Bachelor of Arts (Honours) in Marketing
Award Title	Bachelor of Arts
Stage Exit Award Title:	Level 8
Modes of Delivery (FT/PT):	Part-time

Teaching and learning modalities	As per module descriptors									
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code		
Major	8	7	1	6	6	60	1st Sept 2019	0404		

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Total Student Effort Module (hours)					Allocation of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units / ECTS Credits (Credit Number)	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration % / Proctored written exam %
Economic Perspectives	1 and 2	M	6	10	250	36	50	164		40	20	40
IT Essentials	1 and 2	M	6	10	250	36	50	164		100		
Marketing Essentials	1 and 2	M	6	10	250	36	50	164		100		
Maths & Stats for Business	1 and 2	M	6	10	250	36	50	164		40		60
Business Context & Organisation	1 and 2	M	6	10	250	36	50	164		50		50
Learning to Learn	1	M	6	5	125	18	25	84		100		

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	2	7	6	60	1st Sept 2019	0404

Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Status	NFQ Level where specified	Credit Units — ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Marketing Communications	1 and 2	M	7	10	250	32	50	168		50			50
Selling and Sales Management	1 and 2	M	7	10	250	32	50	168		50			50
Marketing Research	1 and 2	M	7	10	250	32	50	168		100			
Digital Marketing Concepts	1	M	7	5	125	16	25	84		50			50
Digital Content Creation		M	6	5	125	18	25	84	100			2	0

Module											
Advanced Economic Perspectives	2	M	7	5	125	16	25	84	50		50
Cloud Computing for Business & Marketing	1 and 2	E	7	10	250	32	50	168	50		50
Digital Marketing Planning & Management	1 and 2	E	7	10	250	32	50	168	100		
Web Design and Client-Side Development	1 and 2	E	7	10	250	32	50	168	40	60	
Event Planning	1 and 2	E	7	10	250	32	50	168	20	80	
The Events Environment	1 and 2	E	7	10	250	32	50	168	50		50

Award Class[1]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[3]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	4	8	6	60	1st Sept 2019	0404

Module Title (Up to 70 characters including spaces)	Semester no where applicable	Module	Credit Number	Total Student Effort Module (hours)	Allocation of Marks (from the module assessment strategy)

	(Semester 1 or Semester 2)	Status	NFQ Level where specified	ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Consumer Behaviour	1 and 2	M	8	10	25.	30	50	170		50			50
Strategic Marketing	1 and 2	M	8	10	250	30	50	170		100			
Services Marketing	1 and 2	M	8	10	250	30	50	170		50			50
International Marketing	1 and 2	E	8	10	250	30	50	170		50			50
Creativity, Innovation & Entrepreneurship	1 and 2	E	8	10	250	30	50	170		100			
Web Marketing Design & Development	1 and 2	E	8	10	250	30	50	170		100			60
Cloud Technology for Marketing	1 and 2	E	8	10	250	30	50	170		40	60		
Event Operations & Crowd Management	1 and 2	E	8	10	250	30	50	170		50			50
Event Marketing	1 and 2	E	8	10	250	30	50	170		50			50

Capstone Project	1 and 2	M	8	10	250	18	60	172		100		

10 Appendix 2: Agenda

Programme Review

Monday, 29th & Tuesday 20ᵗʰ April 2019

Location: DBS Campus, Room TBC

Agenda

Monday,29th April 2019

BA (Hons) in Marketing,

Time	Activity
8.45am–10.00am	Private meeting of panel
10.00am–10.30am	Meeting with Senior Management to discuss: • Strategic and institutional issues • Rationale for the development of the programmes
BA (Hons) in Marketing	
10:30am–11.15am	Dialogue on learning opportunities: • Model of provision • Resourcing of proposed programme provision • Staffing of the proposed programme provision
11.15am–11:45am	Tea/coffee break and private meeting of panel
11:45am–1.15pm	Standards and participation in the programme: • Internal approval process • Access and admission requirements for the programmes • Structure, aims, objectives and intended learning outcomes of the programmes • Curriculum design and content • Assessment
1.15pm –2.00pm	Lunch and private meeting of panel
3.45pm–4.30pm	Meet with students and graduates of the programmes Facilities review
4.30pm–5.45pm	Private meeting of panel
5.45pm–6.00pm	Preliminary oral feedback to team