

INDEPENDENT PROGRAMME REVIEW REPORT

Provider name	DBS
Date of site visit	27/06/2019
Date of report	30.08.2019

Principal programme	Title	Bachelor of Arts (Hons) in Business
	Award	BA
	Credit	180 ECTS
	Duration <i>(years, months, weeks)</i>	Full-time: 3 years (6 semesters of 12 weeks each) Part-time: 4 years (8 semesters of 12 weeks each)

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1 Introduction

The scope of this review encompassed a series of detailed interview sessions with academic staff, support staff, and students attending the course. The detailed course materials, which were provided by DBS in a timely fashion were reviewed prior to the interviews. Any particular points requiring further clarification were reviewed in detail in the course of the various meetings held between the panel members, staff, and a selection of students.

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

Specific objectives of a Programme Review are (QQI Programme Review Manual 2016/2017) to evaluate the programme as implemented in light of the provider's experience of delivering 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 (students, 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 not) 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 policies, criteria and procedures (including QA procedures)?

2 Independent Review Process

2.1 Review Agenda

The Independent Panel Review was conducted on Wednesday June 26, 2019. The main consultation sessions were held in Room 1.2 at the DBS Campus building, 13-14 Aungier Street. See specific details of the schedule in Appendix 1.

2.2 Provider's Programme Team

Ann Masterson	Acting Programme Leader
Andrew Quinn	Lecturer
Gary Bernie	Lecturer
Chantal Ladias	Lecturer
Paul Laird	Lecturer
Claire Devlin	Lecturer
Eileen Corrigan	Lecturer
Dr Damian McNamara	Lecturer
David Wallace	Lecturer
John Staunton	Lecturer
Dr PJ Paul	Lecturer
Enda Murphy	Lecturer
Philip Hickey	Lecturer
Brian Raymond	Lecturer
Dr Shakeel Siddiqui	Lecturer
Paul Taaffe	Lecturer
Debora Zorzi	Lecturer
Harnaik Dhoot	Lecturer
John Rowley	Lecturer
Peter Purcell	Lecturer
Ray Whelan	Lecturer
Martin O'Dea	Lecturer
Garry Prentice	Academic/Dissertation Coordinator
Niamh Cullen	Lecturer
Lori Johnston	Registrar
Dr Martin Doris	Assistant Registrar
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Dr Lee Richardson	Data Analytics and Reporting Manager
Dr Kerry McCall Magan	Head of Academic Programmes
Emma Balfe	Acting Head of Faculty and School Operations
Darragh Breathnach	Head of Academic Operations
Shane Mooney	Head of Student Experience
Jane Buggle	Deputy Librarian
Grant Goodwin	Quality Assurance Officer
Sarah Sharkey	Student Engagement Officer
Viviana Moreira Montero	Programme Coordinator

2.3 Staff, Student and Graduate Consultation Panels

Senior Management Team:

Andrew Conlan-Trant	Executive Dean
Kerry McCall Magan	Head of Academic Programmes
Lori Johnson	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Tony Murphy	Head of Quality Enhancement and Innovation in teaching and learning
Shane Mooney	Head of Student Experience
Ann Masterson	Course Director (Acting) Business and Law

Academic Staff:

Ann Masterson	Course Director (Acting) Business and Law
Andrew Quinn	Course Director, Accounting and Finance
David Williams	Course Director, ICT
Michael Maguire	Course Director, Marketing
Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Tony Murphy	Head of Quality Enhancement and Innovation
Shane Murphy	Head of Student Experience
Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer
Sarah Sharkey	Student Engagement Officer
Andrew Quinn	Corporate Financial Management
Gary Bernie	Research Methods I; Research Methods II
Chantal Ladias	Marketing Innovations
Paul Laird	Developing Content for the Cloud
Claire Devlin	Business Strategy
Eileen Corrigan	Personal and Professional Development
Dr Damian McNamara	Research Methods I; Research Methods II
David Wallace	Strategies for Human Resources
John Staunton	Performance Driven Marketing; Integrated Marketing Communications in a Digital Age
Dr PJ Paul	International Management; Research Methods I; Research Methods II
Enda Murphy	International Management; Operation and Governance of Financial Markets; Financial Analysis
Philip Hickey	Financial Analysis
Brian Raymond	Information Systems Development
Dr Shakeel Siddiqui	Research Methods I; Research Methods II; Integrated Marketing; Communications in a Digital Age
Paul Taaffe	Project Management Tools and Techniques; Project Management Planning and Control
Debora Zorzi	Research Methods I
Harnaik Dhoot	Innovation and IT Management Information Systems Development
John Rowley	Theory of Cloud Computing
Peter Purcell	Performance and Reward Management
Ray Whelan	Performance and Reward Management
Martin O'Dea	Strategies for Human Resources; Business Strategy
Garry Prentice	Academic/Dissertation Coordinator

Programme Team:

Ann Masterson	Course Director (Acting) Business and Law
Andrew Quinn	Course Director, Accounting and Finance
David Williams	Course Director, ICT
Michael Maguire	Course Director, Marketing
Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Tony Murphy	Head of Quality Enhancement and Innovation
Shane Murphy	Head of Student Experience
Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer
Sarah Sharkey	Student Engagement Officer

Support Facilities and Services Staff

Shane Murphy	Student Engagement Officer
Jane Buggle	Deputy Librarian
Laoise Durragh	Library Team
Trevor Haugh	Library Team
Andrew Mulligan	Careers Hub
Susan Sweeney	Careers Hub
Ntsoaki Phakoe	Careers Hub

Learners and Graduates

Conor Lalor	Year 1 of Study
Laura Lyons	Year 1 of Study
Jack O'Sullivan	Year 2 of Study
Georgina Ward	Year 3 of Study
Sean Kinsella	Year 3 of Study
Richard Banahan	Year 3 of Study
Michael Kearns	Graduate
Carol Balfe	Graduate
Irah Malfi	Graduate

2.4 Evidence Considered

The review process was led by the Programme Leaders working with the Programme Team, and critically reviewed all aspects of the programme. Pertinent consultations considered a range of relevant aspects to the programme, including:

- Programme rationale.
- Programme aims, objectives and learning outcomes.
- Programme structure.
- Constituent modules and their contents.
- Teaching, learning and assessment strategies and methods.
- Access, transfer and progression.

The guiding principles underpinning the review were:

- That assessment of learning achieved to adhere to the relevant QQI Assessment and Standards Revised 2013.
- That proposal for the programmatic review has been developed and approved internally through the DBS quality assurance procedures.

- That the proposed programme will assist DBS, and specifically the School of Arts, in the endeavours to align with the DBS institutional mission and strategic plan.
- That the programme learning outcomes will meet the needs of current and future learners, employers and other stakeholders.
- That teaching, learning, and research activity at any level will be conducted professionally and in an ethical manner.

The Programme Team undertook necessary consultations to ensure that the programme includes appropriate mix of the relevant academic content and practical application scenarios to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current students, external examiners, employers and employment organisations, faculty, current reports by government agencies on requirements for labour force, as well as benchmarking against similar programmes offered elsewhere.

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

3 Outline of Programme Review

3.1 Fitness for Purpose of the Programme

In general, this programme was considered fit-for-purpose. The modules are well thought-out and cover relevant topics for a BA in Business at NFQ Level 8. The academic staff are adequately qualified to deliver programme and dedicated to achieving the programme learning outcomes. On completion of the programme, graduates are adequately prepared to enter employment or to progress to further study in a business-related field. The specific noteworthy features of the programme, summary of recommended special conditions, and summary of recommendations to the provider are outlined in Section 5 *Outcomes of the Review*.

3.2 Achievement of Programme's Stated Objectives

DBS provided the following information about the aims and objectives of the BA programme:

- To provide learners with a strong base of contemporary business knowledge through theory, concepts and methods constituting an in-depth academic grounding in the core disciplines and skills required for a career in general business.
- To imbue learners with appropriate expertise in the major aspects of the essential business disciplines and an awareness of the means by which the frontiers of the disciplines can be expanded and new knowledge appraised.
- To develop in learners a methodical and rational approach to business problem solving and decision making, with the capability to apply acquired knowledge and skills to practical business situations.
- To develop in learners a range of intellectual skills, encompassing reasoning and evaluative skills and communication skills that develop as fully as possible their interpersonal abilities.
- To develop learners' capacity to organise information, argue, negotiate and defend conclusions and to present them in a clear and coherent fashion.
- To encourage learners to deal with knowledge in a critical and analytical way, with the capacity and confidence to evaluate ideas and opinions underpinned by qualitative and quantitative research findings.
- To provide learners with a substantial opportunity to apply learned knowledge and skills in a workplace environment, and to reflect on the relevance of prior learning to the real world of work.

- To provide learners with the opportunity to also specialise in a sub-field of business learning, and to increase their knowledge and skills in the specialised areas such as Management, Project Management, Human Resource Management, Psychology or Law. This specialism is in addition to the objectives outlined previously.

3.3 Learner Profile

DBS provided the following information about the profile of its learners:

- This programme is for prospective students intending to pursue a career in business or management; those intending to start their own business; those wishing to pursue a general higher education programme and develop industry relevant skills, in a supportive academic environment.
- It is targeted at school leavers and mature students preparing for a career in business. Students will acquire a broad knowledge of modern business management operations and be able to demonstrate a range of skills and competencies relevant to the current industry context.

The entry requirements are:

- Leaving certificate applicants must apply through the CAO system and have achieved 2 H5s + 4 O6/H7s, to include Mathematics and English or another language. Under the old (pre-2017) CAO 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 Mathematics, English and a language).
- A full FETAC award at Level 5 on the NFQ and which includes a Distinction grade in at least three modules.
- 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.

There was evidence of positive relationship between students enrolled straight from secondary school and the more mature entrants to the programme. The panel was particularly interested to hear feedback from number of mature students who spoke very positively about all aspects of the course, including the level of pastoral care and support, the content and usefulness of the modules taught, and the very positive impact that their educational experience has had on their self-esteem, work performance, and employment prospects. The students whom the panel met commented that any concerns they had about how the two groups would integrate were quickly dispelled. It also noted that the younger students, who enrolled in DBS immediately after leaving secondary school, also spoke very positively about the course, while interacting with their older colleagues in a positive and collegiate manner.

3.4 Learner Performance

The overall average pass rate (total passed enrolled) in 2014/15 was ca. 90%, with the pass rate for full-time learners slightly higher than that of part-time Learners. Overall, 4% of learners failed the programme, and ca. 6% of learners were non-active. In 2015/16, the pass rate was 88%, with the pass rate for full-time learners in line at par with that of part-time cohorts. Overall, ca. 5.4% of learners failed the programme, and 7% of learners were non-active. Approximately 18% of graduates from the programme transition into further education, either at DBS or in another institution; students who earn a 2.2 or higher are qualified to attend the MBA programme. Overall, learner performance compares well with that of students enrolled on similar programmes elsewhere.

3.5 Quality of the Learning Environment

The students benefit from college-wide WIFI, access to the online Moodle system, a library well-stocked with books and electronic resources, and extremely well-qualified, helpful and motivated staff, who actively engage with students to assist them in obtaining whatever they need and making the best use of the

resources available to them. Moreover, it is notable that the teaching staff, as well as the support staff, take their role extremely seriously. The staff are well-qualified, and students are offered a broad variety of courses. In general, students report that they are happy with the level and quality of feedback they receive. DBS is also to be commended for the very proactive manner in which it searches for and obtains guest lecturers.

DBS has systems in place to support students with a wide variety of learning issues and challenges, including students from non-traditional backgrounds, students with dyslexia, and so forth. Beyond academic support for students, a wide range of practical supports is also in place, including assistance with accommodation and other practical matters, which are especially pressing for international students, and of particular importance to recent school-leavers from overseas, who are adjusting to college life, adult life, and life in a foreign country. For example, incoming students are provided with a phone number that they can use on WhatsApp to access practical and emotional support. Interactions are carried out in a GDPR-aware environment. When the college has to contact students, it does so in an appropriate fashion. DBS is also exploring various ways in which to integrate social media into the learning experience, while also respecting students' privacy and remaining GDPR-compliant.

The panel noted the high level of pastoral care extended to students, and students themselves expressed their satisfaction with this element of college life. The Moodle VLE system is used college-wide assists in identifying "red flag issues" such as students who do not access available learning resources, poor class attendance etc, as basis for timely interventions with supports, guidance, and mentorship. DBS is keenly aware of the additional challenges faced by international students. While many international students are generally very well-prepared, they also have to deal with some unique expectations around learning/assessment strategies, therefore, may require tailored supports in the initial stages of the BA. The comprehensive pastoral support and good physical and online resources help them to acclimatise and to engage fully with the programme. The courses are set in ladder system template, i.e., taught at NQF Level 6, Level 7, and Level 8, for Year 1, Year 2 and Year 3 of Study, respectively.

3.6 Outline of Constituent Modules

DBS provided the following information about the modules in the BA (Honours) in Business course:

Stage	Stage synopsis
1	Stage 1 will provide learners with knowledge of relevant disciplines such as management and organisation, marketing essentials and an introduction to Business Finance, Information Technology and Economics. Learners will also learn skills relevant to professional practice such as business frameworks, context, etc.
2	Stage 2 will build on the knowledge developed at Stage 1 in advanced economics perspectives, financial management, business ethics, business information systems, social psychology, project planning and control, innovation and selling and sales management, programming for business and, database design and cloud technologies. In addition, learners will gain an understanding of principles of professional practice, specifically law, psychology and project management.
Award	Stage 3 will complete learners' instruction in global business, strategic management, human resource management and development, organisational psychology, performance management, creativity, innovation and entrepreneurship, corporate law and governance, and business systems analysis and business intelligence and visualisation, cloud networking, security and cloud platform development etc. Learners will complete their award stage with a capstone project.

The programme includes a number of electives that help students to forge their own career pathway. These were designed with the help of external experts in the various relevant areas.

DBS provided the following information about the modules taught on the BA in business:

Stage	Module title	ECTS	Module synopsis
1	Maths and Stats for Business (Mandatory)	10	This module introduces the learner to concepts and techniques within mathematics and statistics that are relevant in the modern business environment. Learners will study different data collection methods and sampling techniques, along with appropriate methods for summarising 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 learners to cultivate an approach and methodology for solving contemporary business problems using appropriate mathematical and statistical tools.
1	Business Context and Organisation (Mandatory)	10	This module introduces students to analysis of the business environment. The module provides learners with an appreciation of the external and internal business environment. The module introduces environmental analysis tools, examines the contribution of the various functional areas, and introduces the concepts of organisational change, ethics, and entrepreneurship. Finally, the module also exposes learners to an introductory review of business law and regulation.
1	Marketing Essentials (Mandatory)	10	This module introduces the learner to marketing concepts and theories that provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. Learners 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 marketing led organisations.
1	IT Essentials (Mandatory)	10	This module enables learners to focus on the essential concepts of computing and related technologies. Learners focus upon the fundamental issues surrounding the world of computing through a balance between theory and applied learning. Learners will build practical skills in database, spreadsheets and web technologies. Learners will also contextualise the role that computer technologies have played in facilitating the evolution and development of business systems, and the legal and ethical issues that have emerged through this process.
1	Economic Perspectives (Mandatory)	10	This module is designed to expose learners to contemporary economic perspectives, for example: free market versus government interventionist policies. By applying theoretical frameworks to various industries and different economies

			learners will develop and in-depth view of this complex environment and an understanding of real-world developments.
1	Learning to Learn (Mandatory)	5	This module provides the learners with knowledge of the behaviour required to transition into third level education. The module builds upon existing learning and equips the learner with the skills required in an academic and the business context. This module provides learners with the practical strategies to thrive both as individuals and in teams in a third level environment. The module is specifically designed to develop the following skills and competencies: academic and referencing, the ability to operate in groups, and the techniques of effective public speaking.
1	Introduction to Business Finance (Mandatory)	5	This module will introduce learners to the principles, concepts and techniques required to understand the core components of business finance and internal/external financial analysis. Students will develop a knowledge and understanding of finance in the key areas of financial reporting, budgeting, variance analysis, performance evaluation and the role of various stakeholders.
2	Management (Mandatory)	10	This module introduces the learner to the nature of management and advocates the importance of good managerial practice in contemporary organisations. The module is designed to explain the integrative nature of managerial functions. The module identifies how their environment affects organisations and how organisations in turn create change, through innovation and adapt to their local and global environments. Learners will be encouraged to understand how management has evolved and continues to be influenced by institutional and cultural factors. The module places an increased emphasis on corporate governance, ethics, data mining for performance management, entrepreneurship, innovation, change management and operations and supply chain management.
2	Financial Management (Mandatory)	10	This module introduces learners to financial management principles. The module provides learners with the knowledge and understanding to apply the basic principles, concepts and techniques of financial management in commercial situations.
2	Business Information Systems (Mandatory)	10	The module introduces learners to the role of Information Systems in a business organisation. It focuses on how modern businesses use information technology and systems to support management, business functions and activities. Multiple emerging digital technologies are becoming the basis of competitive strategies that are having a profound impact on existing businesses and creating opportunities for new ones. Learners will also develop practical skills in web design using client-side technologies such as HTML, CSS and JavaScript which meet current web standards while also building a series of interactive spreadsheet data analysis models to meet business requirements,

2	Business Ethics and Research Practice (Mandatory)	5	The module will provide the environment to assist the learner to apply ethical principles in a given situation whether in business practice or in research. The importance of leadership and teamwork in relation to ethical practices will be appraised. Learners will be encouraged to scrutinise both Irish and international government legislations, policies and company responsibilities in relation to ensuring ethical business and research practices. The module will be delivered using a combination of teaching and learning strategies including lectures, case studies, published research papers, and self-directed learning. In addition, the module will provide workshops enabling students to debate and apply their knowledge to practical business situations.
2	Advanced Economic Perspectives (Mandatory)	5	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 in the real-world context.
2	Psychology (Elective)	10	This module introduces learners to empirical research methodology and key topics in Psychology. Lectures derive from a number of sub-disciplines including History and Schools, Social Psychology, Cognitive Psychology, Developmental Psychology, Abnormal Psychology, Health Psychology and Organisational Psychology.
2	Social Psychology (Elective)	10	This module introduces learners to the field of social psychology, and to understanding the individual's behaviour within social contexts. Particular emphasis is placed on social behaviour within workplace settings. The module will give learners more insight into the applied nature of Social psychology; using social psychological theories, principles, research findings, and experimental methods to understand social issues and to offer real-world solutions for a variety of social problems, and thus may help them develop towards reaching their career goals. The knowledge, skills and competencies acquired are relevant to personal development, participation in society and community, employment, and access to additional training and employment.
2	Principles of Business Law (Elective)	10	The module is designed to provide learners with a Foundation in the fundamental principles of law, relevant to the business world. The module introduces learners to the primary areas and functions of law and provides an underpinning in the legal principles, which apply, to the primary areas of business. The module enables learners to enter the legal world should they chose the law stream. The module underpins the interface between business and law enabling learners to gain an

			understanding of EU law and its impact on the Irish legal systems. The learner will apply a methodological approach of legal analysis to relevant problem scenarios and develop an appreciation of the necessity for ongoing legal reform and the challenges the law creates for the business environment.
2	Employee Relations and Law (Elective)	10	This module aims to provide an overall knowledge and insight into the three main areas of labour law (trade union law, industrial relations law and employment law) and the corresponding legislation and judicial decisions that underpin them. The learner will understand and appreciate key areas of importance in the everyday application of labour law in the workplace. The learner will gain a strong foundation in labour law so as to assist them in the crucial business of maintaining full legal compliance in the Irish workplace.
2	Organisational Behaviour for Managers (Elective)	10	The module gives the learner an insight into the various influences affecting peoples' behaviour and satisfaction within organisations, and the workplace. It helps learners explore and appreciate the relationship between those influences and the bottom line dependent variables or metrics in which organisations are interested. The module works through three categories of influencing variables, Individual, Group and contextual / organisational factors. The module will enable the learner to understand how we can manage or manipulate the influencing factors or at least understand them. Learners will appreciate individual difference and diversity, and therefore increase their empathy toward people, and improve their people management skills.
2	Selling and Sales Management (Elective)	10	This module aims to develop in learners an understanding of the selling function and its strategic relationship with marketing in a market-driven organisation. It will provide learners with an understanding of the multi-faceted role of the sales manager and will enable learners to gain the knowledge, skills, and competences in preparing and delivering effective sales presentations in a B2B environment. The learner will gain practical skills required to prepare and deliver a professional B2B sales presentation and solve a prospective client's problems.
2	Project Planning and Control (Elective)	10	This module provides the participant with an understanding of the importance of Project Planning & Control in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Planning & Control within Project Management. Planning and control focuses on the reconciliation between what the market requires and what the operations resources can deliver. This module will enable learners to gain mechanisms to communicate what tasks need to get done and identify the different organisational resources to be

			allocated in order for tasks to be completed within a specific timeframe.
2	Project Feasibility (Elective)	10	This module provides the learner with an understanding of the importance of Project Feasibility in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Feasibility within Project Management. Project management is important because it ensures proper expectations are set around what can be delivered, by when, and for how much. Effective project managers should be able to negotiate reasonable and achievable deadlines and milestones across stakeholders, teams, and management. Many of the issues that impact a project result in one way or another from project risk. The learner will gain theoretical and practical skills required to develop Project Feasibility. Learners will apply appropriate methodologies and understand basic approaches, best-practice techniques as well as appreciate the dynamic project management environment and the approach that underpin it.
2	Database Design and Cloud Technologies (Elective)	10	In this module, learners will develop robust databases using current database technologies, languages and development tools. They will be introduced to the cloud environment and evaluate current cloud computing delivery and service model as well as create and deploy a database to a cloud-based service. The database is the underlying framework of the information system. Learning key design methodologies to understand database design and building key skills in database languages provide the learners with key technical skills in database languages a key requirement for Information Systems graduates.
2	Cloud Marketing and Sales (Elective)	10	In this module, learners will explore cloud computing concepts and evaluate cloud services and cloud deployment models. Learners will become acquainted with commonly used industry terms, typical business scenarios, applications for the cloud, as well as benefits and limitations inherent in the cloud paradigm. Learners will examine how organisations use different cloud solutions, including private, public, and hybrid clouds. Developing trust and sustainable relationships with clients is a key to ensuring competitive advantage. Learners will use case studies and examples to learn how to understand customer requirements and sell Cloud Computing solutions and services tailored to customer needs. Developing excellent communication skills through presentations of solutions accompanied with reports and technical specifications of proposed solutions and plans form a key competence for learners of this module. Learners will explore digital marketing and sales applications to enable them to effectively target customers.
2	Business Programming	10	This module introduces the learner to fundamental programming concepts and theories and the key objective is to provide a

	(Elective)		comprehensive foundation within the Programming subject area. Learners will build practical skills in writing small programs that accomplish useful goals and will gain an understanding of the process involved in producing simple applications. A basic understanding of programming will be beneficial to graduates seeking to work in cross-functional business/IT areas or for those who may wish to pursue further studies in IT and data related fields.
Award	Strategic Management (Mandatory)	10	This module provides learners with the knowledge, skills, concepts, and tools necessary to understand, and respond to, the increasingly complex, global, volatile, and dynamic context in which organisational strategy formulation and development take place today. This module will conduct a detailed study of the nature of strategy content, and of strategic processes, in a variety of organisational/industry settings designed to equip learners for further study at post-graduate level and for future career development.
Award	Global Business (Mandatory)	10	This module provides an integrated framework whereby global business-relevant trends/issues may be identified and analysed, their strategic implications may be understood, and informed business responses may be deployed.
Award	Human Resource Management (Mandatory)	10	The module provides learners with a comprehensive and modern view of talent planning, management and resourcing. Learners will view how Human Resource (HR) specialists demonstrably add value in pursuit of competitive advantage and organisational sustainability. Among other contemporary issues, like HR metrics and data analytics, learners will be introduced to the complexity surrounding the reconfiguration of the HR role, the impact of environmental factors on HR performance, the rise of the HR strategic business partner, the potential of e-enabled HR and HR outsourcing opportunities. The module also includes an assessment of the traditional HR activities, recruitment and selection, training and development and associated sophisticated policies and practices.
Award	Organisational Psychology (Elective)	10	This module builds on the learner's knowledge of topics within psychology, to focus specifically on organisational applications. Learners will explore both classic and contemporary approaches to areas including effective human resources decisions and actions, employee attitudes and behaviours, the role of social groups within the organisation, and health and well-being at work.
Award	Personality and Individual Differences (Elective)	10	This module provides an overview of the different theoretical perspectives used in Psychology to understand individual differences in personality and intelligence. It also provides learners with an understanding of how the theoretical and empirical findings can be applied to the work environment. Learners will gain the knowledge, skills and competencies

			relevant to personal development, participation in society and community, employment and access to additional training and employment.
Award	Human Resource Development (Elective)	10	The module provides learners an opportunity to focus on the HRD (Human Resources Development) aspect of Human Resources Management; on the HRD function within organisations, and the theory of adult learning processes. Learners will apply these through analysing needs and designing and implementing learning interventions in support of Organisational strategy. The module also gives learners an indication of the real world of HRD by introducing them to the politics and dynamics of the modern HRD function. HRM stream learners, need to focus on the learning function within organisations as a major HRM subset and responsibility. As the learning function becomes more and more decentralised, and as training and development responsibility is more and more within the remit of line managers, learners in other streams, need as potential managers to be able to understand the learning function, assess different methods and interventions, and design simple interventions.
Award	Contemporary Performance Management (Elective)	10	This module helps learners to develop and implement innovative performance management strategies to improve talent management, employee engagement and business results. It presents a holistic approach to performance management detailing how to build a culture of ongoing feedback and coaching and provides case studies of how this approach to building performance has been effective in organisations. Filled with practical advice, including how to deal with underperformers, it enables organisations to remove overly bureaucratic and ineffective systems based on top-down judgments and ratings, and demonstrates how to get line managers' support for the process focusing on actionable feedback and growth.
Award	Corporate Law and Governance (Elective)	10	This module builds on the learner's prior knowledge of law and explores corporate laws and governance with an emphasis on the strict regulation that companies must comply with in order to ensure effective corporate governance. This module looks at the Companies Act, 2014 (as amended) as to the formation of a company, financial management, directors' duties and liquidation. The module ensures the learner acquires an analytical approach to problem solving within the ever-evolving regulatory framework under the umbrella of The Companies Act, 2014 (as amended) but involves an awareness of complementary legislation and regulations related to insider trading and money laundering. The module is suitable for learners who are or who would like to work in the legal and/or financial services or any area where regulatory compliance is important.

Award	Advanced Business and Commercial Law (Elective)	10	This module is designed to provide learners with an in-depth understanding of specific areas of business and commercial law and the leading legal issues influencing the functioning of the commercial environment on a domestic, European and International level. The module is aimed at learners who have an interest in developing their knowledge and understanding of the regulatory restraints and obligations imposed upon the operation of commercial entities. This module is increasingly important in today's regulation and compliance driven world and learners will acquire in depth knowledge on data protection, GDPR as well as Intellectual Property. Furthermore, the learner will acknowledge the importance of professional duty of care as well as the impact of consumer protection law.
Award	Project Planning Techniques (Elective)	10	This module enables the learner to understand the importance of Project Planning Techniques in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Planning Techniques within Project Management. The module provides the context for application of theories and concepts to the workplace. The project management simulation will take the form of participation in a business game where learners will apply the knowledge they have gained to resolve a workplace problem incorporating role play. Learners will assess their skill acquisition across the programme and prepare a Personal Development E-Portfolio which they can use subsequently to aid career choice and continuing professional development. Learners will complete Learning Logs as they progress to facilitate recording of skill acquisition.
Award	Project Management and Evaluation (Elective)	10	This module provides the participant with an understanding of the importance of Project Management & Evaluation in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Management & Feasibility within Project Management. The learner will gain theoretical and practical skills required to develop Project Management & Feasibility. Learners will apply appropriate methodologies and understand basic approaches, best-practice techniques as well as appreciate the dynamic project management environment and the approach that underpin it.
Award	Data Management and Analytics (Elective)	10	This module is designed to provide learners with an in-depth understanding of the strategic approach to the use of data in organisations. Learners are introduced to the concept of data as a tool for achieving and sustaining competitive advantage and for improving efficiency and effectiveness in business processes and managerial decision making. Data is now viewed as a critical asset and it has a significant impact on both our daily lives and the day to day running of

			organisations. Knowing how to evaluate and manage this key asset will be an important tool for our business graduates.
Award	Performance Management (Accounting) (Elective)	10	This module further develops the fundamental elements of planning, control and decision making. The module expands previous learnings to consider performance measurement and evaluation. The module will focus on the application of management accounting techniques to assist management in a range of business scenarios.
Award	Creativity, Innovation and Entrepreneurship (Elective)	10	Rapid changes have prompted today's organisations to ensure their survival by the launching innovative products and services with advanced technology and different and new ways of thinking. These approaches require creativity, innovation, and entrepreneurship. The role of these three important factors can be summarised as follows: Creativity is an ability that can lead to an invention or idea by the creative person. Change refers to the active process of introducing a change that moves an organisation over time from established ways of doing things to new, desired, and more successful ways of operating. Innovation is the process to convert invention or idea into a marketable product or service. Entrepreneurship is an individual characteristic that leads the innovation process successfully in bringing a product or offering a new service to market despite many obstacles.
Award	Cloud Networking and Security (Elective)	10	The cloud computing paradigm is an evolution of information technology which has had an impact on organisations' functions and processes. This module will specifically address cloud technologies from a networking and security perspective. The module will allow the learner to understand traditional networking and also address the typical network setup of cloud computing architectures. It will also allow the learner to identify and mitigate against the security risks associated with cloud computing.
Award	Cloud Platform Development (Elective)	10	This module develops learner knowledge in the application of cloud computing from a development perspective. The learner will be introduced to the concepts of cloud applications design, development and deployment. Benefits and issues relating to cloud platforms will be identified plus considerations such as scalability, storage, security and costs. The module will encompass evaluation of different vendor's platform as a service (PaaS) service offerings.
Award	Business Intelligence and Visualisation (Elective)	10	Business Intelligence is the basis for informed decision making, allowing users to drill down into data and identify potential patterns among subsets, both visually and through numerical anomalies. This module concentrates upon the importance of visualisation in the effective communication and interpretation of data analysis in enhanced end-user decision making. Business

			Intelligence and the data storage solutions which support it are a key enabler of effective visualisations, and this module provides a solid grounding in these techniques.
Award	Business Systems Analysis (Elective)	10	The aim of this module is to provide learners with a broad range of proven techniques for understanding, measuring, analysing, and improving productivity, capacity, quality, and business processes. This module makes use of the International Institute of Business Analysis (IIBA) Business Analysis Body of Knowledge (BABOK). This module equips students with the techniques and skills that are needed to analyse the IS needs of end-users and bridges the gap between IT and business disciplines.
Award	Capstone Project (Mandatory)	10	This 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 organised and critical manner. The module will enable learners to develop their research and analytical skills. The capstone module, business project synergises previous learning and ensures graduate attributes such as independent learning, analytical and problem-solving skills as well as research and development are captured by the learner and necessitates time management and planning. 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.

DBS integrates problem-based learning across all of its BA programmes, which is facilitated through small tutorial or workshop groups, enabling the sort of intense, hands-on experience that they need to explore topics in detail. Support, feedback and support material are provided via Moodle VLE as well as in a variety of face-to-face environments. The capstone project in the programme is essentially a mini-dissertation; therefore, it should be more clearly described as such, to avoid any misinterpretation.

3.7 Outline of Assessment Strategies

Material provide by DBS states that its aims are:

- To develop graduates who can demonstrate the achievement of the learning outcomes of this programme.
- To develop graduates who possess the attributes expected of a graduate of the programme.
- To evaluate how successfully the graduate has achieved those learning outcomes by way of an award classified on the basis of criterion referenced assessment of the stated programme learning outcomes.

In general, DBS has robust systems for assessment in place, including a rigorous approach to ensuring that its standards are consistent with those of similar programmes on offer elsewhere. It works with an array of external examiners to ensure that standards of assessment are consistent. However, a large portion of the coursework assessment is graded on Continuous Assessment basis, therefore lacking in external moderation. Whereas external examiners review and moderate examination papers and accompanying model solutions prior to the sitting, their oversight of Continuous Assessment is facilitated after the administering and grading processes.

3.8 Quality Assurance Arrangements

All academic programmes are subject to DBS assessment regulations, which are published in the Quality Assurance Handbook and are in line with *QQI Assessment and Standards Revised 2013* and documents referred to therein. The Handbook is reviewed on an annual basis, and a current copy is available on the DBS website.

DBS takes an active approach to obtaining learner feedback, in the form of focus groups, formal and informal contact with former students, and interaction with class representatives, who are provided with training via the Enstep programme and from the student council. They reach out to the students and are still in touch with many former students via phone and social media and they have fed back. They have used graduate feedback, not just linear surveys. DBS has engaged in focus groups with students and have used the resulting feedback in creating changes and optimising the ways in which modules are delivered. DBS also obtains corporate feedback about the modules on offer to ensure that the course remains fresh and that it prepares students well for the work environment.

DBS takes an active approach to obtaining learner feedback, in the form of focus groups, formal and informal contact with former students, and interaction with class representatives, who are provided with training via the Enstep programme and from the student council. Students are also facilitated in providing feedback anonymously via the Moodle VLE. The institution takes all such feedback on board, and considered the same in formulating the proposed modifications to the programme outlined below.

Plagiarism and contract cheating are notable potential breaches to academic integrity in all third-level institutions. DBS take a proactive stance on this matter that includes teaching students how to avoid plagiarism and expecting students to give presentations of their own work, to demonstrate that they are familiar with it and are not merely repeating someone else's words. Plagiarism detection system is used to identify plagiarism where it occurs.

3.9 Proposed Modifications to Programme

DBS has provided the following information about their proposed changes to the programme:

- *Communications for Personal Success* (Level 6, Mandatory, 5 ECTS) to be replaced with *Introduction to Business Finance* (Level 6, Mandatory, 5 ECTS). The proposed module is deemed necessary by the Programme Team as under the existing programme, learners take *Business Finance* (10 ECTS) at Level 7 and previous programme construct did not provide for a grounding in the area of finance at this level. The proposed module, *Introduction to Business Finance* (Level 6, Mandatory, 5 ECTS), introduces learners to the principles of business finance and builds an awareness of financial accounting skills as central to the business environment. Moreover, the proposed module equips learners with an understanding as to how financial decision-making can affect the overall performance of an organisation. The introduction of this module ensures appropriate alignment to the Business Award Standards.
- *Maths and Statistics for Business* (Level 6, Mandatory, 10 ECTS) is to be reorganised and realigned to ensure learners have the necessary tools and are building competencies necessary for the proposed *Financial Management* module at Level 7 and grounding in basic statistical principles should they wish to choose the Performance Management (Accounting) module at Level 8. This module also provides foundational statistical knowledge which will be useful for learners in research focussed modules and specifically the Capstone Project (10 ECTS) at Level 8. The Programme Team consider the *Maths and Statistics for Business* module as pivotal and core to learning in this programme in ensuring learners have numeracy and foundational statistical analysis / research skills.

- Retitle of *Business Finance* (Level 7, Mandatory, 10 ECTS) to *Financial Management* (Level 7, Mandatory, 10 ECTS). *Introduction to Business Finance*, as proposed, provides a platform from which the learners can smoothly progress to *Financial Management* in Year 2 ensuring learners have a holistic appreciation of the importance of appropriate financial solutions, which lead to sustainable and ethical decision making within the business environment. It also provides a foundation for *Performance Management (Accounting)* module (Level 8, Elective, 10 ECTS) at Level 8, should learners wish to focus on managerial accounting and build their accounting and finance competencies and skills.
- *Employability Skills* (Level 7, Mandatory, 5 ECTS) to be replaced by *Advanced Economic Perspectives* (Level 7, Mandatory, 5 ECTS) in line with graduate attributes, employer and industry feedback and ensuring appropriate alignment with the Business Award Standards. This module exposes learners to contemporary economic perspectives. By applying theoretical frameworks to various industries and different economies learners will develop an in-depth view of this complex environment and an understanding of real world developments. The proposed module ensures learners are provided with core knowledge in business in the area of advanced economics.
- *Advanced Economic Perspectives* (Level 7, Elective, 10 ECTS) is an elective option in the management pathway for undergraduate learners. It is now proposed to make this a core module (Level 7, Mandatory, 5 ECTS) for all learners in order to provide them with core knowledge in business in the area of advanced economics and ensuring appropriate alignment with the Business Award Standards.
- *Business Ethics and Research Practice* (Level 7, Mandatory, 5 ECTS) is proposed as a mandatory module at Level 7. This ensures all learners are provided with core knowledge in the area of business ethics and understand how to approach business decisions with an ethical mindset and informed decision making. This module will also assist the learner in understanding how to apply ethical principles in a given situation whether in business practice or in research. In this way, this module provides an underpinning and understanding of ethical research practices for the Level 8 *Capstone Project* (Mandatory, 10 ECTS). The importance of leadership and teamwork in relation to ethical practices will also be appraised. The introduction of this module ensures appropriate alignment with the Business Award Standards at this level.
- *Employability in Action* (Level 8, Mandatory, 5 ECTS) and *Lifelong Learning* (Level 8, Mandatory, 5 ECTS) to be replaced with the *Capstone Project* module (Level 8, Mandatory, 10 ECTS). The *Capstone Project* module (Level 8, Mandatory, 10 ECTS) is a research focussed module which provides learners with the opportunity to synthesise their previous learning and demonstrate their ability to work on a well-defined research question in an organised and critical manner. The module will enable learners to develop their analytical and research skills within the pillars of business and equips learners with the critical skills necessary in the global business environment such as; research approach, literature review, application of methodologies, collection of data and to critically appraise their findings, and construct appropriate recommendations.
- *Introduction of the proposed module, Capstone Project* (Level 8, Mandatory, 10 ECTS) ensures appropriate alignment with the Business Award Standards at this level. It is also in line with stakeholder feedback and ensures learners are provided with modules which provide for enhanced graduate attributes, competencies and skillsets.

Refinement of titles in specialist pathways:

- **Psychology** pathway at Level 7 and Level 8:
 - (a) *Psychology of Work* (Level 7, Elective, 10 ECTS) is to be retitled as *Organisational Psychology* reflecting industry norms and module lead feedback. The title change is also appropriate in light of content, which has also been reviewed and updated pursuant to stakeholder feedback.

- (b) *Individual Differences* (Level 8, Elective, 10 ECTS) is to be retitled as *Personality and Individual Differences* reflecting industry norms and module lead feedback. The title change is also appropriate in light of content, which has also been reviewed and updated pursuant to stakeholder feedback.
- **Human Resource Management** pathway at Level 7 and Level 8:
 - (a) *People in Organisations* (Level 7, Elective, 10 ECTS) is to be retitled as *Organisational Behaviour for Managers* (Level 7, Elective, 10 ECTS). This is in response to stakeholder feedback and the programme team also considered this title to be more reflective of current trends in industry and professional business practice.
 - (b) *HR Performance Management* (Level 8, Elective, 10 ECTS) retitled to *Contemporary Performance Management* (Level 8, Elective, 10 ECTS) along with an update of module content and a refresh of the reading list for this module.
- **Law** pathway at Level 7 and Level 8:
To remain as is along with a refresh of module content, and the reading list for this module.
- **Project Management** pathway at Level 7 and Level 8:
To remain as is along with a refresh of module content, and the reading list for this module.
- **Management** pathway at Level 7 and Level 8:
Advanced Economic Perspectives (Level 7, Elective, 10 ECTS) is to be made mandatory as a core subject for all learners at Level 7 on the BA Hons in Business programme (Mandatory, 5 ECTS). The extra 5 ECTS which this has made available has been reassigned to a new mandatory module which has been proposed above (*Business Ethics and Research Practice*, Level 7, Mandatory, 5 ECTS). The management pathway has now been reconfigured as 2 Level 7 electives of *Selling and Sales Management* (Level 7, Elective, 10 ECTS) and *Project Feasibility* (Level 7, Elective, 10 ECTS) and at Level 8, the two elective modules are: *Data, Management and Analytics* (Level 8, Elective, 10 ECTS) and *Creativity, Innovation and Entrepreneurship* (Level 8, Elective, 10 ECTS). The change in the management pathway is very much justified through feedback from industry who have strongly emphasised the importance of a graduate's ability to be able to analyse and understand data as well as think and work with a creative and innovative mindset. This is reinforced through industry research and reports such as the *World Economic Forum*, the *National Skills Bulletin* and Ireland's *National Skills Strategy 2025*.

It is proposed to add two new learning specialist pathways in Information Systems and Cloud Computing as elective options totalling 20 ECTS at Levels 7 and 8. The details of these additional elective pathways are as follows:

- Introduction of **Information Systems** new pathway:
 - (a) Level 7: Database Design and Cloud Technologies (10 ECTS); Business Programming (10 ECTS).
 - (b) Level 8: Business Intelligence and Visualisation (10 ECTS); Business Systems Analysis (10 ECTS).
- Introduction of **Cloud Computing** new pathway:
 - (a) Level 7: Database Design and Cloud Technologies (10 ECTS); Cloud Marketing and Sales.
 - (b) Level 8: Cloud Networking and Security (10 ECTS); Cloud Platform Development (10 ECTS).

One of the issues taken into consideration by DBS in their proposed modifications was the importance of covering GDPR for students intended to enter today's workforce, and DBS has taken this on board, covering the topic in classes, including it in examinations, and inviting guest lecturers who are experts on this topic. As this issue is relevant across a range of modules, it is covered in all of them.

4 Evaluation of the Application and the Modified Programme

See full text of the Independent Programme Review Report in Appendix 2.

5 Outcome of the Review

5.1 Noteworthy features of the application

1. The DBS Senior Management Team, Academic and Support Staff, and samples of both continuing students and graduates interviewed as part of the review, engaged fully with the process. The Review Panel is most grateful for the comprehensive review programme schedule, cooperation through pre-visit communications and during the on-site sessions, and the overall hospitality accorded throughout the visit on June 26, 2019.
2. In general, the modules in the programme are well thought-out and cover the topics that should feature on a BA in business, preparing students for employment or for further study. The teaching staff are well qualified and dedicated. Graduates are suitably prepared to enter employment or to progress to further study in a business-related field. While there is room for improvement in a areas that are specifically mentioned in the recommendations, the panel viewed the programme as fitness for purpose.
3. DBS informed the panel that the overall average pass rate (total passed enrolled) in 2014/15 was ca. 90%, with the pass rate for full-time students marginally higher than that of part-time students. Overall, ca. 4% of learners failed to complete the programme, and 6% of learners were non-active. In 2015/16, the pass rate was ca. 88%, with the pass rate for full-time learners at par with that of part-time learners. Overall, ca. 5% of learners failed the programme, and 7% of learners were registered to be inactive.
4. Approximately 18% of graduates from the programme progress into further education, either at DBS or in other institutions; students who earn honours grade 2.2 or higher qualifications are may enrol to a Masters programme. Overall, learner performance compares well with that of students enrolled on similar programmes elsewhere.
5. The review application included the DBS's own comprehensive Quality Assurance Handbook (2016/17 Edition). The handbook provides relevant information and guidance on Academic Quality matters to the management team and academic staff and those involved in curriculum design/development, programme delivery, and oversight on academic quality assurance and enhancement across different modules. The handbook contains approved DBS quality assurance policies and procedures intended to be easily accessible to staff, learners, and other stakeholders. Associated regulations or policies relating to the use of services such as the library, facilities or IT are only referenced in the handbook, but are accessible through the DBS web pages. The approach to management of quality matters is through both the DBS governance structures and various academic committee structure as assigned.
6. There was evidence of a high level of interest in the wellbeing of students, with clear support structures provided.

5.2 Summary of Recommended Special Conditions

1. A substantial proportion of modules (ca. 48% or 20/42, including mandatory and electives) are weighted at 100% Continuous Assessment. For 100% CA weighting, it is recommended that:
 - 1.1 DBS to provide rationale or basis for the assignment the weighting;
 - 1.2 The individual module descriptors to include enough detail on the assessment instruments/briefs employed in such modules, to enable review and/or determination of the rigour of related assessment;

- 1.3 DBS to provide clear guidelines for External Examiner moderation of such modules. Adduced evidence indicates that, currently, the external examiners can only see the outcome of the assessment and do not contribute in any way in the peer-review and/or moderation of contents and process to instil best practice for the formative intents.
2. (Arising from Criterion 8) Student feedback indicated that, while there are robust measures in place to monitor attendance, some students register themselves as present, or ask their colleagues to register them as present, without actually attending all classes. This situation gives rise to tension for other students, who deem the situation unfair. The management will need to investigate this further so as to guarantee system integrity.
3. The DBS should adopt a systematic Annual Programme Review (APR) process that will ensure that any problems /issues identified in the programme are dealt with conclusively by the end of each academic year, and that such do not spill into the next academic year (see extended comment under Criterion 12).

5.3 Summary of Recommendations to the Provider

1. Whereas the application includes DBS own comprehensive Quality Assurance Handbook (2016/17 Edition), it is the considered view of the panel that an objective QA framework must be communicative to all DBS staff who are required to use or implement different aspect of quality assurance and quality enhancement; 356 pages is a tome does not easily lend to such requirement.
2. Therefore, the panel recommends that DBS consider electronic publication of the independent sections to provide for more focused access. While the handbook is still useful in the consolidated form, a smaller, pithy and more targeted user-friendly Course Design & Delivery Handbook would be a more pragmatic approach to ensuring that the manual is communicative.
3. Overall, the panel recommends that DBS continue to ensure that there is sufficient oversight by external examiners, especially in the area of continuous assessment.
4. DBS must ensure that the content of each examination paper for the summer and autumn sittings are substantially different.
5. To consider changing the title of the capstone project to “mini-dissertation” to more accurately reflect what the work involves.
6. Given that, a lot of student learning takes place outside the programme, initiatives to formally recognise the contribution of such extracurricular events is recommended.
7. While learners indicated that most staff provide feedback in a timely manner, there may be some exceptions. Expectations and requirements around the provision of learner feedback should be formalised.

Lastly, as an overarching comment on the panel’s experience with the review process as a whole: A Criterion-Specific Summary Report, incorporating pointers to *How*, *Who* and *Where* an institution under review deems to satisfy all the prescribed QQI Criteria 1 through 12 should accompany the documents provided to the QQI Review Panels. In this case, the core programme handbook as presented did not interface well with the criteria for review of programme. As such (and to effectively review and engage with the programme team), the review team members had to root through a lot of information, much of which was secondary to the criteria and/or repetitious. This was more challenging and obstructive to the review process, as the panel had to consider both the BA and MBA programmes of DBS in a day’s sitting. This is not to say that the core programme handbook should never have been provided, but a concise criteria-oriented synopsis, and appropriately formulated to guide to the relevant parts of the core programme document(s) should have considerably enhanced the panel’s efficacy towards completion of review tasks.

Appendix 1: Schedule of the Review Panel Visit

DUBLIN BUSINESS SCHOOL

Programme Review Schedule¹

Master of Business Administration & Bachelor of Arts (Hons) in Business

Wednesday 26 June 2019

Location: DBS Campus building, 13-14 Aungier Street, Room 1.2

Time	Item	DBS Attendees
8.45am – 10am	Private meeting of the Panel	
10am – 10.15am	Meeting with Senior Management <ul style="list-style-type: none"> • Strategic and Institutional Issues • Rationale for the development of the programmes <p><i>Criterion 1: The provider is eligible to apply for validation of the programmes</i></p>	<ul style="list-style-type: none"> • Andrew Conlan-Trant, Executive Dean • Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Shane Mooney, Head of Student Experience • Ann Masterson, Course Director (Acting) Business and Law • Martin Doris, Assistant Registrar
	<i>Master of Business Administration</i>	
10.15am – 10.45am	Evaluation of the Programme Review process and Report	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Andrew Quinn, Course Director, Accounting and Finance • David Williams, Course Director, ICT • Michael Maguire, Course Director, Marketing • Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Shane Mooney, Head of Student Experience • Martin Doris, Assistant Registrar • Grant Goodwin, QA Officer • Sarah Sharkey, Student Engagement Officer

¹ Note that the panel requested for amalgamation of the following sessions for the respective reviews:

(a) MBA sessions 10.15 am to 12:45 pm

(b) BA sessions 2.00pm to 4 pm

Time	Item	DBS Attendees
10.45am – 11.15am	<p>Evaluation of the Programme Proposed for Revalidation against QQI validation – Programme rationale, overall structure and dialogue on learning opportunities</p> <p><i>Criterion 2: Programme objectives are clear and consistent with QQI awards sought</i></p> <p><i>Criterion 3: Programme concept, implementation strategy and interpretation of QQI award standards are well informed and soundly based</i></p> <p><i>Criterion 4: Access Transfer and Progression arrangements are satisfactory</i></p>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Andrew Quinn, Course Director, Accounting and Finance • David Williams, Course Director, ICT • Michael Maguire, Course Director, Marketing • Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Shane Mooney, Head of Student Experience • Martin Doris, Assistant Registrar • Grant Goodwin, QA Officer • Tanya Balfe, Admissions Manager • Sarah Sharkey, Student Engagement Officer • Teaching Faculty (list to be provided separately)
11.15– 11.30am	Tea/Coffee break and private meeting of the panel	
11.30am – 12.45pm	<p>Curriculum, Learning Teaching and Assessment</p> <p><i>Criterion 5: Written curriculum is well structured and fit for purpose</i></p> <p><i>Criterion 9: There are sound learning and teaching strategies</i></p> <p><i>Criterion 10: There are sound assessment strategies</i></p>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Andrew Quinn, Course Director, Accounting and Finance • David Williams, Course Director, ICT • Michael Maguire, Course Director, Marketing • Teaching Faculty (list to be provided separately) • Kerry McCall Magan, Head of Academic Programmes • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Lori Johnston, Registrar • Martin Doris, Assistant Registrar
12.45pm – 1.15pm	Tour of the College with Panel	
1.15pm – 2pm	Lunch with private panel discussion	

Time	Item	DBS Attendees
	<i>Bachelor of Arts (Honours) in Business</i>	
2pm – 2.30pm	Evaluation of the Programme Review process and Report	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Andrew Quinn, Course Director, Accounting and Finance • David Williams, Course Director, ICT • Michael Maguire, Course Director, Marketing • Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Shane Mooney, Head of Student Experience • Martin Doris, Assistant Registrar • Grant Goodwin, QA Officer • Sarah Sharkey, Student Retention Officer • Maria Barry, Lecturer • Damian Kettle, Lecturer • Darina Reilly, Lecturer • David Wallace, Lecturer • Patrick Mongey, Lecturer • Dr Patricia Orr, Lecturer • Mary Rose Molloy, Lecturer
2.30pm – 3pm	Evaluation of the Programme Proposed for Revalidation against QQI validation – Programme rationale, overall structure and dialogue on learning opportunities <i>Criterion 2: Programme objectives are clear and consistent with QQI awards sought</i> <i>Criterion 3: Programme concept, implementation strategy and interpretation of QQI award standards are well informed and soundly based</i> <i>Criterion 4: Access Transfer and Progression arrangements are satisfactory</i>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Andrew Quinn, Course Director, Accounting and Finance • David Williams, Course Director, ICT • Michael Maguire, Course Director, Marketing • Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Shane Mooney, Head of Student Experience • Martin Doris, Assistant Registrar • Grant Goodwin, QA Officer • Tanya Balfe, Admissions Manager • Sarah Sharkey, Student Retention Officer • Teaching Faculty (list to be provided separately)

Time	Item	DBS Attendees
3pm – 3.15pm	Tea/Coffee break and private meeting of the panel	
3.15pm – 4pm	<p>Curriculum, Learning Teaching and Assessment</p> <p><i>Criterion 5: Written curriculum is well structured and fit for purpose</i></p> <p><i>Criterion 9: There are sound learning and teaching strategies</i></p> <p><i>Criterion 10: There are sound assessment strategies</i></p>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Andrew Quinn, Course Director, Accounting and Finance • David Williams, Course Director, ICT • Michael Maguire, Course Director, Marketing • Teaching Faculty (list to be provided separately) • Kerry McCall Magan, Head of Academic Programmes • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Lori Johnston, Registrar • Martin Doris, Assistant Registrar
4pm – 4.15pm	Private meeting of the Panel	
4.15pm – 4.45pm	<p>Panel meeting with Learners and Graduate representatives –</p> <p>Parallel meetings with representatives from both programmes</p>	<p>MBA</p> <ul style="list-style-type: none"> • Patricia Montserrat Arevalo Lopez • Oluwatoyin David Ajayi, • Nishita Joshi • Sean O'Sullivan • Ntsoaki Phakoe (Graduate) • Johnson Varghese (Graduate) <p>BA (Hons)</p> <ul style="list-style-type: none"> • Banahan Richard (3rd year) • Jack O'Sullivan (2nd year) • Conor Lalor (1st year) • Laura Lyons (1st year) • Michael Kearns (Graduate)
4.45pm – 5.15pm	<p>Resourcing and Supports for Learners</p> <p><i>Criterion 6: There are sufficient qualified and capable programme staff available to implement the programmes as planned</i></p> <p><i>Criterion 7: There are sufficient physical resources available to implement the programmes as planned</i></p> <p><i>Criterion 8: The learning environment is consistent with the needs of the programme learners</i></p>	<ul style="list-style-type: none"> • Ann Masterson, Course Director (Acting) Business and Law • Kerry McCall Magan, Head of Academic Programmes • Lori Johnston, Registrar • Emma Balfe, Head of Faculty and School (Acting) • Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning • Shane Mooney, Head of Student Experience • Martin Doris, Assistant Registrar • Grant Goodwin, QA Officer • Darragh Breathnach, Head of Academic Operations • Jane Buggle, Deputy Librarian • Tanya Balfe, Admissions Manager • Viviana Moreira Montero, MBA Programme Coordinator

	<p><i>Criterion 11: Learners enrolled on the programme are well informed and cared for</i></p> <p><i>Criterion 12: The programmes are well managed</i></p>	<ul style="list-style-type: none"> • Macdara O'Maolbhuidh, BA (Hons) in Business Programme Coordinator • Sarah Sharkey, Student Engagement Officer
5.15pm – 5.45pm	Deliberation of the Panel	
5.45pm – 6pm	Preliminary oral feedback to senior DBS staff	

Appendix 2: Full Text of the Independent Programme Review Report

6 Part 1 Programme Overview

Provider name	DBS
Date of site visit	27.06.2019
Date of report	26.07.2019
Is this a re-validation report (Yes/No)	Yes

Principal programme	Title	Bachelor of Arts (Hons) in Business
	Award	BA
	Credit²	180 ECTS
	Recommendation	Satisfactory subject to proposed conditions

Evaluators:

Name	Role	Principal occupation
Dr Philip Owende	Chair	TU Dublin
Dr Deirdre Nuttall	Secretary	Adverbage Ltd
Jacqui Tracy	Academic Panellist	Griffith College Dublin
Paul McGuckin	Academic Panellist	Letterkenny IT
Prof. David Gwynn Morgan	Academic Panellist	Kuwait International Law School and University College Cork
Barbara Mangan	Industry Representative	Independent Management Consultant
Stephen Fitzgerald	Student Rep. (BA)	BA Business Student, IT Carlow
Brian Power	Student Rep. (MBA)	MBA Student, Trinity College Dublin

Principal Programme: Bachelor of Arts (Hons) in Business

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
Dublin Business School	450	10
Enrolment interval (normally 5 years)	Date of first intake	September 2019
	Date of last intake	April 2024
Maximum number of annual intakes	3 intakes: September intake January intake April intake	

² Specify the credit units because more than one system of units is in use. E.g. 20 (ECTS).

Maximum total number of learners per intake (over all centres)	450	
Programme duration (months from start to completion)	Full-time: 3 years (6 semesters of 12 weeks each) Part-time: 4 years (8 semesters of 12 weeks each)	
Target learner groups	The BA (Honours) in Business is targeted at school-leavers and mature students preparing for a career in business. Students will acquire a broad knowledge of modern business management operations and be able to demonstrate a range of skills and competencies relevant to the current industry context.	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full-time and Part-time	
The teaching and learning modalities	Classroom lectures Case-based learning Practical skills sessions Workshops Tutorials Individual and group work Online 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.)	The programme is for school-leavers and mature students who wish to acquire a strong base of contemporary business knowledge through theory, concepts and methods constituting an in-depth academic grounding in the core disciplines and skills required for a career in general business. It provides them with expertise in the major aspects of the essential business disciplines and the skills they need to expand their knowledge. It helps them to develop a methodical, rational approach to business problem solving and decision-making and to develop advanced reasoning, evaluative, communication and interpersonal skills. Students learn how to organise and present information, how to critically assess and analyse data, and to specialise in an area of particular interest to them.	
Summary of specifications for teaching staff	Faculty will have a minimum of a Level 9 Postgraduate Diploma, with relevant and significant industry experience and/or PhD. Holders of level 8 honours degrees in a relevant discipline, who are exceptionally qualified by virtue of significant senior industry experience, will also be considered. DBS has provided detailed Curriculum Vitae information for all of the lecturing staff, itemising their qualifications for each module taught by them.	
Summary of specifications for the ratio of learners to teaching-staff	Staff to learner ratio	Learning activity type
	1/150	Classroom sessions
	1/40	Workshops
	1/40	Practical sessions
	1/150	Online Class (live)
	1/25	Online tutorial (interactive)

7 Part 2 Evaluation against the validation criteria

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

<ul style="list-style-type: none"> a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.³ 	
Satisfactory (yes, no, partially)	Comment Yes, the provider is eligible to apply for validation of the programme.

BA in Business

The relevant programme submission documents meet all of the prerequisites to apply for the programme validation.

At the initial meeting with the DBS Senior Management Team, the panel inquired and was duly assured that the information provided was truthful, and that all the applicable criteria have been addressed, and all relevant supporting declarations of compliance were satisfied.

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

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (i) Where applicable, a QQI award is specified for each embedded programme. c) There is a satisfactory rationale for the choice of QQI award(s). d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>. 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 <ul style="list-style-type: none"> (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. g) For each programme and embedded programme <ul style="list-style-type: none"> (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.⁴ (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards. h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules. i) Any QQI minor awards sought for those who complete the modules are specified, where applicable. For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.⁵ 	
Satisfactory (yes, no, partially)	Comment Yes. The programme's aims and objectives are clearly expressed.

³ This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

⁴ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁵ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

BA in Business

1. The programme aims to provide learners with a sound basis in business and expertise in skills relevant to business. The modules and learning practice have been designed with this in mind.
2. There is no inconsistency between the stated objectives of the programme and the modules or teaching provided. The range of modules on offer are suitable and fit for purpose, and the minimum intended module learning outcomes are explicitly specified for each of the programme modules.
3. Courses are designed to meet students' educational needs and to develop their skills in a wide variety of areas.
4. The module learning outcomes are objectively mapped to the QQI Award Standards for Business at Level 8 of the NFQ.

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)

<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> (i) There is a satisfactory rationale for providing the programme. (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find. (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies). (iv) There is evidence⁷ of learner demand for the programme. (v) There is evidence of employment opportunities for graduates where relevant⁸. (vi) The programme meets genuine education and training needs.⁹ c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders. d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented. e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications. 	
Satisfactory (yes, no, partially)	Comment Yes, the programme concept, implementation strategy and interpretation of QQI awards standards are well-informed and soundly based.

BA in Business

1. DBs provided robust evidence of engagement with a range of stakeholders, including learner focus groups, class representatives, graduates, staff, and members of industry, including employers of former

⁶ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁷ This might be predictive or indirect.

⁸ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁹ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

DBS students. Formal meetings are held with class representatives (once per semester), and DBS is actively engaged with graduates of the college. DBS staff regularly attend seminars and events for professional development and are actively engaged with the peers in similar colleges in Ireland and overseas.

2. The BA in Business is a popular choice among Irish and overseas students alike. There is clear demand for this programme also from employers, who as stakeholders, and are periodically consulted during the design and implementation of the programme.
3. Graduates of the programme are well prepared to enter employment or to progress to higher degree in cognate disciplines.
4. DBS is aware of the importance of ensuring that the programme is continuously updated and acts appropriately—for example, in integrating information about GDPR across all modules where relevant.

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

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied¹⁰.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR¹¹) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
	Yes, the programme’s access, transfer and progression arrangements are satisfactory

BA in Business

¹⁰Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹¹http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

1. Should students wish to transfer from another institution to DBS, the relevant academic transcripts are produced. Should students wish to transfer from DBS to another institution, the academic transcripts are similarly provided.
2. The manual provided to students is comprehensive. DBS is aware that students do not always read all of the data relevant to them, so various alternative mechanisms to access the information are also provided. There may be some scope for streamlining and simplifying this material. DBS also uses Moodle. Students benefit from support and feedback from staff.
3. International applicants whose first language is not English and who have not previously undertaken a degree taught in English must provide evidence of proficiency in English language equivalent to B2+ or above on the Common European Framework of Reference for Languages (CEFR). This must be evidenced through a recognised English Language test such as IELTS, Cambridge Certificate, or DBS English Assessment. Test certificates should be dated within the last two years to be considered valid.
4. Particularly in the case of mature students, their prior learning and work experience are taken into consideration when they apply to the course and they may be considered through the College's normal RPL procedures. In such instances, an interview of the candidate may be required. DBS recognises its mature students as a valuable element of the student body, and the insights and support that they can provide to their younger colleagues in learning.
5. The documentation provided by DBS is clear about entry requirements.

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

<ol style="list-style-type: none"> a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions. b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs. c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes. d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff. e) The programme is structured and scheduled realistically based on sound educational and training principles¹². f) The curriculum is comprehensively and systematically documented. g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes. h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes. i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements. j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹³ 	
Satisfactory (yes, no, partially)	Comment Yes, the programme's written curriculum is well-structured and fit for purpose

BA in Business

¹² This applies recursively to each and every element of the programme from enrolment through to completion. In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹³ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

- 1) Generally, the programme’s curriculum is well structured and fit for purpose. The curriculum is comprehensively and systematically documented; i.e., the course and constituent module contents are well described with clear programme learning outcomes and module learning outcomes pitched at appropriate NFQ level. They align well with assessment strategies to meet the designated outcomes.
- 2) A suite of Elective subjects enable students to align their learning opportunities and training needs to their individual interests and preferences.
- 3) DBS has paid attention to the documentation of its curriculum, specifically in respect of credit allocation to each module for academic rigour.

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

<ol style="list-style-type: none"> a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c). b) The programme has an identified complement of staff¹⁴ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments. c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required. 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 development¹⁵ opportunities¹⁶. e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance. f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post. 			
<table border="1"> <tr> <td style="width: 15%;">Satisfactory (yes, no, partially)</td> <td>Comment Yes, DBS has a full complement of suitably qualified, capable and engaged staff.</td> </tr> </table>	Satisfactory (yes, no, partially)	Comment Yes, DBS has a full complement of suitably qualified, capable and engaged staff.	
Satisfactory (yes, no, partially)	Comment Yes, DBS has a full complement of suitably qualified, capable and engaged staff.		

BA in Business

1. Staff/student ratios compare reasonably well with similar programmes elsewhere at the designated level of the award, both for purposes of course delivery and provisions for student support such as pastoral care.
2. The programme is supported by a good complement of suitably qualified teaching and support staff. However, the panel noted that curriculum vitae for a number of staff were thin on relevant information, primarily focusing on current teaching roles and not how they qualify for the same, therefore are incongruent to the declared staff specification. It is recommended that DBS adopt a

¹⁴ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹⁵ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁶ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

standard CV format to clearly reflect the relevant qualifications and experience against staff teaching and supervision assignments.

3. Given the heavy teaching workload, the opportunity for staff to engage in research and professional development is limited, despite the fact that DBS does have systems in place to facilitate staff development. In cases of staff who do not yet hold doctorates, where appropriate for areas of specialisation, staff members are encouraged to pursue PhD studies.

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

<ol style="list-style-type: none"> a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d). 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: <ol style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable 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 <ol style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required. 	
Satisfactory (yes, no, partially)	Comment
	Yes, the physical resources provided by DBS to implement the programme as planned are adequate. Minimum provisions are prescribed under quality framework.

BA in Business

1. The DBS has suitable accommodation for meeting the learning and human needs of its students. The review panel visited a range of teaching spaces and IT labs and noted that the learning spaces were well-equipped and provided comfortable working environment.
2. The DBS library was noted to be an exceptionally well-run facility supported by qualified, engaged, and helpful staff. Students have access to a wide range of printed and online resources.
3. The DBS uses Moodle Virtual Learning Environment to support course delivery.
4. DBS has a detailed five-year plan, incorporating all necessary elements and criteria.
5. Programme controls includes programme agreement as part of the Quality process and considers a range of operations aspects including intellectual property rights (see DBS Quality Handbook, pp. 73).

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

<ol style="list-style-type: none"> a) The programme’s physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes. b) Learners can interact with, and are supported by, others in the programme’s learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
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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.	
Satisfactory (yes, no, partially)	Comment Partially Satisfactory. There was evidence of embedded sense of duty of care by staff to DBS students, which was confirmed in the interview with both ongoing students and recent graduates. However, there was evidence to suggest potential flaw in the attendance monitoring system, which requires further investigation and action.

BA in Business

1. DBS provided evidence of the typical opportunities offered by its unique combination of a multi-cultural learning environment composed of local and international students, and the blend of mature and younger students. It takes creative advantage of these, especially in encouraging and managing peer mentoring and peer support that are crucial to the students' well-being and sense of belonging at undergraduate level.
2. DBS has excellent library and other learning resources, and proactive systems in place to ensure that learners are facilitated in making use of them.
3. DBS has adopted Moodle as its Virtual Learning Environment (VLE), which complements and supports the onsite face-to-face delivery of programmes.
4. Students interviewed by the panel mentioned that, while a robust electronic student-card based system is in place to record attendance, there seems to be inherent flaw in the management of the system, allowing for potential abuse and therefore inaccuracy in recording of student attendance data (See Point 2 under Summary of recommended special conditions of validation).

Criterion 9 There are sound teaching and learning strategies

a) The teaching strategies support achievement of the intended programme/module learning outcomes. b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload). d) Learning is monitored/supervised. e) Individualised guidance, support ¹⁷ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.	
Satisfactory (yes, no, partially)	Comment Yes, there are sound teaching and learning strategies

BA in Business

1. The course documents reviewed showed evidence of comprehensive teaching strategies capable of meeting programme outcomes and learning outcomes of the designated award.
2. There was evidence that learning is closely monitored, and most of the students interviewed spoke in positive terms about the nature of the formative feedback they receive from their lecturers/tutors, and the timeliness with which they receive it.
3. Students express the view that lecturers and support staff have their best interests at heart and that they are diligent and professional in their approach.

¹⁷ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10 There are sound assessment strategies

<ul style="list-style-type: none"> a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁸ b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures. c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁹ d) The programme includes formative assessment to support learning. e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.²⁰ f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable. g) There are sound procedures for the moderation of summative assessment results. h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.²¹ 	
<p>Satisfactory (yes, no, partially)</p>	<p>Comment</p> <p>Partially Satisfactory. Assessment is undertaken consistently with assessment guidelines, conventions and protocols for programmes leading to QQI awards. Specific areas of concern to the panel were highlighted and discussed with the programme team (see Point 2 below).</p>

BA in Business

1. The assessment strategies used in the programme were generally consistent with assessment guidelines, conventions and protocols for programmes leading to QQI awards. This was evidenced from individual module descriptors, examination papers and student scripts and direct interactions with academic staff during the panel visit.
2. A substantial portion of assessment strategy is via continuous assessments, encompassing presentations, teamwork and other modes of formative opportunities for learning. The submission and course documents reviewed included sample assessment instruments, tasks, marking schemes and related evidence to indicate that the assessments were likely to be valid/reliable.
3. External examiners have access to sample assignments for the continuous assessment work for the annual moderation and reports.
4. The programme teams are aware of the necessity of maintaining academic integrity in assessments, vis-à-vis the challenges posed by the internet with respect to plagiarism and/or contract cheating in educational environment. The college employs Urkund plagiarism detection software for counterchecking of academic integrity of assignments submitted by students.
5. Noted similarity in some contents of examination papers for summer and autumn sittings. Not particularly rampant but requiring additional attention to retain objective assessment and rigour.

¹⁸ See the section on transitional arrangements.

¹⁹ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

²⁰ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²¹ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

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

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²².</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>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 successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>	
Satisfactory (yes, no, partially)	Comment Yes, DBS performs very strongly in this area. There is abundant evidence to indicate that enrolled students are well-informed, guided and cared for.

BA in Business

1. Students are provided with all the material they need, and they are also followed up, reminded, and supported if they are experiencing challenges. There are excellent systems in place that ensure that students who may need support are identified and provided with all the help they need. There are rigorous systems in place to ensure that the most at-risk students are quickly identified and supported. DBS formally encourages peer support and peer mentoring.
2. DBS performs admirably in the area of learner supports, both in terms of providing students with information about supports, and in supporting them comprehensively. There are provisions to accommodate students with a variety of particular educational needs, e.g.: provisions for students with a variety of disabilities; provisions for language support etc. (see Learning Support in DBS incorporating promotion of inclusion in DBS Quality Assurance Handbook, section 9.3.1).
3. Many of the students at DBS are international students, and DBS has demonstrated a highly-refined ability to dealing with a diverse student body and performs excellently in this area, including recognising this situation as representing opportunity for the student body as well as challenges.
4. There is a transparent and fair procedure for appeals and complaints (see section 6.12 in DBS Quality Assurance Handbook).

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)

Criterion 12 The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance²⁴ is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>	
<p>Satisfactory (yes, no, partially)</p>	<p>Comment</p> <p>Partially Satisfactory. Generally, there was evidence that the programme is well-managed. However, Annual Programme Review (APR) is critical to ensure consistent learning experience.</p>

BA in Business

1. The programme has a comprehensive quality assurance framework defining relevant policies and procedures²⁵, and which was available to the panel. Among other aspects, the QA manual defines intrinsic governance strictures and processes, protocols for course development, monitoring and review, and teaching, learning and compatible assessment frameworks.
2. The programme governance structure includes the following posts (among others): An Executive Dean; Registrar; Discipline-specific Course Directors for covering the thematic subjects on offer at DBS; Head of Academic Programmes; Head of Faculty and School; Head of Quality Enhancement and Innovation in Teaching and Learning; Head of Student Experience; Admissions Manager; Student Engagement Officer. These posts ensure that their jurisdictions functionally interface with the general institutional procedures.
3. While the overall assessment of programme management was deemed satisfactory, a systematic Annual Programme Review (APR) is critical to ensuring that any problems /issues identified in the programme are dealt with conclusively, and do not spill into the next academic year. Such a strategy and accompanying reporting can be informed by learner feedback, lecturer performance feedback, and External Examiners feedback, which are all collated by DBS in each academic year.

²⁴ See also QQI’s Policy on Monitoring (QQI, 2014)

²⁵ DBS Quality Assurance Handbook 2016-17 Edition, 359 pp.

8 Overall recommendation to QQI

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
√	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); ²⁶
	Not satisfactory.

8.1 Reasons²⁷ for the overall recommendation

From the evidences adduced to the panel and the subsequent discussions with the programme team, the following criteria were determined as *Partially Satisfactory*:

- *Criterion 8*: The learning environment is consistent with the needs of the programme’s learners.
- *Criterion 10*: There are sound assessment strategies.
- *Criterion 12*: The programme is well managed.

Whereas the noted deficits were not adjudged as qualifying to determine the BA programme as Unsatisfactory; individually and collectively, they bear significant impedance to meeting the designated awards standards and high-quality learning experience.

8.2 Summary of recommended special conditions of validation

1. A substantial proportion of modules (ca. 48% or 20/42, including mandatory and electives) are weighted at 100% Continuous Assessment. For 100% CA weighting, it is recommended that:
 - 1.1 DBS to provide rationale or basis for the assignment the weighting;
 - 1.2 The individual module descriptors to include enough detail on the assessment instruments/briefs employed in such modules, to enable review and/or determination of the rigour of related assessment;
 - 1.3 DBS to provide clear guidelines for External Examiner moderation of such modules. Adduced evidence indicates that, currently, the external examiners can only see the outcome of the assessment and do not contribute in any way in the peer-review and/or moderation of contents and process to instil best practice for the formative intents.
2. (Arising from Criterion 8) Student feedback indicated that, while there are robust measures in place to monitor attendance, some students register themselves as present, or ask their colleagues to register

²⁶Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

²⁷Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

them as present, without actually attending all classes. This situation gives rise to tension for other students, who deem the situation unfair. The management will need to investigate this further so as to guarantee system integrity.

3. The DBS should adopt a systematic Annual Programme Review (APR) process that will ensure that any problems /issues identified in the programme are dealt with conclusively by the end of each academic year, and that such do not spill into the next academic year (see extended comment under Criterion 12).

Summary of recommendations to the provider

1. Whereas the application includes DBS own comprehensive Quality Assurance Handbook (2016/17 Edition), it is the considered view of the panel that an objective QA framework must be communicative to all DBS staff who are required to use or implement different aspect of quality assurance and quality enhancement; 356 pages is a tome does not easily lend to such requirement.
2. Therefore, the panel recommends that DBS consider electronic publication of the independent sections to provide for more focused access. While the handbook is still useful in the consolidated form, a smaller, pithy and more targeted user-friendly Course Design & Delivery Handbook would be a more pragmatic approach to ensuring that the manual is communicative.
3. Overall, the panel recommends that DBS continue to ensure that there is sufficient oversight by external examiners, especially in the area of continuous assessment.
4. DBS must ensure that the content of each examination paper for the summer and autumn sittings are substantially different.
5. To consider changing the title of the capstone project to “mini-dissertation” to more accurately reflect what the work involves.
6. Given that, a lot of student learning takes place outside the programme, initiatives to formally recognise the contribution of such extracurricular events is recommended.
7. While learners indicated that most staff provide feedback in a timely manner, there may be some exceptions. Expectations and requirements around the provision of learner feedback should be formalised.

Lastly, as an overarching comment on the panel’s experience with the review process as a whole: A Criterion-Specific Summary Report, incorporating pointers to *How*, *Who* and *Where* an institution under review deems to satisfy all the prescribed QQI Criteria 1 through 12 should accompany the documents provided to the QQI Review Panels. In this case, the core programme handbook as presented did not interface well with the criteria for review of programme. As such (and to effectively review and engage with the programme team), the review team members had to root through a lot of information, much of which was secondary to the criteria and/or repetitious. This was more challenging and obstructive to the review process, as the panel had to consider both the BA and MBA programmes of DBS in a day’s sitting. This is not to say that the core programme handbook should never have been provided, but a concise criteria-oriented synopsis, and appropriately formulated to guide to the relevant parts of the core programme document(s) should have considerably enhanced the panel’s efficacy towards completion of review tasks.

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: Dr Philip Owende

Date: August 30, 2019



Signed:

9.1 Disclaimer

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

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

10 Part 3: Proposed programme schedules

3.1 Full-time Programme Schedule for Year 1 of Study

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Business												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title ³		N/A												
Modes of Delivery (FT/PT):		Full-time												
Teaching and learning modalities		As per module descriptors												
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²			Stage Credit (ECTS)	Date Effective	ISCED Subject code				
Major	8		1	6	5			60	September 2019	0410				
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Numbers	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Statu s	NFQ Level ¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directe d e-learnin g	Hours of Independe nt Learning	Work-based learnin g effort	C.A. %	Supervise d Project %	Proctored practical demonstratio n %	Proctore d written exam %
Maths and Stats for Business		1 and 2	M	6	10 ECTS	250	72	50	128		40			60

Business Context and Organisation	1 and 2	M	6	10 ECTS	250	72	50	128		50			50
Marketing Essentials	1 and 2	M	6	10 ECTS	250	72	50	128		100			-
IT Essentials	1 and 2	M	6	10 ECTS	250	72	50	128		100			-
Economic Perspectives	1 and 2	M	6	10 ECTS	250	72	50	128		40	20		40
Learning to Learn	1	M	6	5 ECTS	125	32	25	68		100			-
Introduction to Business Finance	2	M	6	5 ECTS	125	32	25	68		100			-
Special Regulations (Up to 280 characters)													

3.2 Full-time Programme Schedule for Year 2 of Study

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Business											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title ³		N/A											
Modes of Delivery (FT/PT):		Full-time											
Teaching and learning modalities		As per module descriptors											
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8		2	7	6	60	Sept 2019	0410					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Numbers	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level ¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Management	1 and 2	M	7	10 ECTS	250	64	50	136		100			-
Financial Management	1 and 2	M	7	10 ECTS	250	64	50	136		30			70

Business Information Systems	1 and 2	M	7	10 ECTS	250	64	50	136		50			50
Business Ethics and Research Practice	1	M	7	5 ECTS	125	32	25	68		100			-
Advanced Economic Perspectives	2	M	7	5 ECTS	125	32	25	68		50			50
Psychology	1 and 2	E	7	10 ECTS	250	64	50	136		100			-
Social Psychology	1 and 2	E	7	10 ECTS	250	64	50	136		100			-
Principles of Business Law	1 and 2	E	7	10 ECTS	250	64	50	136		100			-
Employee Relations and the Law	1 and 2	E	7	10 ECTS	250	64	50	136		50			50
Organisational Behaviour for Managers	1 and 2	E	7	10 ECTS	250	64	50	136		40			60
Selling and Sales Management	1 and 2	E	7	10 ECTS	250	64	50	136		50			50
Project Planning and Control	1 and 2	E	7	10 ECTS	250	64	50	136		100			-
Project Feasibility	1 and 2	E	7	10 ECTS	250	64	50	136		100			-
Database Design and	1 and 2	E	7	10 ECTS	250	64	50	136		70		30	-

Cloud Technologies												
Cloud Marketing and Sales	1 and 2	E	7	10 ECTS	250	64	50	136		50		50
Business Programming	1 and 2	E	7	10 ECTS	250	64	50	136		50		50
	<p>Learners on the general pathway must choose two electives at Level 7 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both Level 7 elective modules from that pathway. The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> BA (Hons) Business: management pathway: Selling and Sales Management / Project Feasibility BA (Hons) Business: project management pathway: Project Planning and Control / Project Feasibility BA (Hons) Business: human resource management pathway: Employee Relations and the Law / Organisational Behaviour for Managers BA (Hons) Business: psychology pathway: Psychology / Social Psychology BA (Hons) Business: law pathway: Principles of Business Law / Employee Relations and the Law BA (Hons) Business: information systems pathway: Database Design and Cloud Technologies / Business Programming BA (Hons) Business: cloud computing pathway: Database Design and Cloud Technologies / Cloud Marketing and Sales 											

3.3 Full-time Programme Schedule for Year 3 of Study

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Business												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title ³		N/A												
Modes of Delivery (FT/PT):		Full-time												
Teaching and learning modalities		As per module descriptors												
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Award	8	6	60	Sept 2019	0410						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Numbers	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Statu s	NFQ Level ¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directe d e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervise d Project %	Proctored practical demonstration %	Proctore d written exam %
Strategic Management		1 and 2	M	8	10 ECTS	250	60	50	140		100			-
Global Business		1 and 2	M	8	10 ECTS	250	60	50	140		50			50

Human Resource Management	1 and 2	M	8	10 ECTS	250	60	50	140		100			-
Organisational Psychology	1 and 2	E	8	10 ECTS	250	60	50	140		100			-
Personality and Individual Differences	1 and 2	E	8	10 ECTS	250	60	50	140		100			-
Human Resource Development	1 and 2	E	8	10 ECTS	250	60	50	140		35		15	50
Contemporary Performance Management	1 and 2	E	8	10 ECTS	250	60	50	140		50			50
Corporate Law and Governance	1 and 2	E	8	10 ECTS	250	60	50	140		40			60
Advanced Business and Commercial Law	1 and 2	E	8	10 ECTS	250	60	50	140		40			60
Project Planning Techniques	1 and 2	E	8	10 ECTS	250	60	50	140		100			-
Project Management and Evaluation	1 and 2	E	8	10 ECTS	250	60	50	140		100			-
Data Management and Analytics	1 and 2	E	8	10 ECTS	250	60	50	140		50			50
Performance Management (Accounting)	1 and 2	E	8	10 ECTS	250	60	50	140		30			70

Creativity, Innovation and Entrepreneurship	1 and 2	E	8	10ECTS	250					100			-
Cloud Networking and Security	1 and 2	E	8	10 ECTS	250	60	50	140		50		50	-
Cloud Platform Development	1 and 2	E	8	10 ECTS	250	60	50	140		60			40
Business Intelligence and Visualisation	1 and 2	E	8	10 ECTS	250	60	50	140		60			40
Business Systems Analysis	1 and 2	E	8	10 ECTS	250	60	50	140		100			-
Capstone Project	1 and 2	M	8	10 ECTS	250	18	50	182		100			-
Special Regulations (Up to 280 characters)	<p>Learners on the general pathway must choose two electives at Level 8 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both Level 8 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> BA (Hons) Business: management pathway: Data Management and Analytics / Creativity, Innovation and Entrepreneurship BA (Hons) Business: project management pathway: Project Planning Techniques / Project Management and Evaluation BA (Hons) Business: human resource management pathway: Human Resource Development / Contemporary Performance Management BA (Hons) Business: psychology pathway: Organisational Psychology / Personality and Individual Differences BA (Hons) Business: law pathway: Corporate Law and Governance / Advanced Business and Commercial Law BA (Hons) Business: information systems pathway: Business Intelligence and Visualisation / Business Systems Analysis BA (Hons) Business: cloud computing pathway: Cloud Networking and Security / Cloud Platform Development 												

3.4 Part-time Programme Schedule for Year 1 of Study

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Business											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title ³		N/A											
Modes of Delivery (FT/PT):		Part-Time											
Teaching and learning modalities		As per module descriptors											
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8		1	6	5	60	September 2019	0410					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Numbers ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level ¹ where specified	Credit Units	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 %
				HET Credits									
Maths and Stats for Business	1 and 2	M		10 ECTS	250	36	50	164		40			60
Business Context and Organisation	1 and 2	M		10 ECTS	250	36	50	164		50			50

Marketing Essentials	1 and 2	M		10 ECTS	250	36	50	164		100			
IT Essentials	1 and 2	M		10 ECTS	250	36	50	164		100			-
Economic Perspectives	1 and 2	M		10 ECTS	250	36	50	164		40	20		40
Learning to Learn	1	M		5 ECTS	125	18	50	57		100			-
Introduction to Business Finance	2	M		5 ECTS	125	18	50	57		100			-
Special Regulations (Up to 280 characters)													

3.5 Part-time Programme Schedule for Year 2 of Study

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Business											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title ³													
Modes of Delivery (FT/PT):		Part-Time											
Teaching and learning modalities		As per module descriptors											
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8		2	6	7	60	Sept 2019	0410					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Numbers	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level ¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Management	1 and 2	M	7	10 ECTS	250	32	50	168		100			-
Financial Management	1 and 2	M	7	10 ECTS	250	32	50	168		30		10	60

Business Information Systems	1 and 2	M	7	10 ECTS	250	32	50	168		50			50
Business Ethics and Research Practices	1	M	7	5 ECTS	125	16	25	84		100			-
Advanced Economic Perspectives	2	M	7	5 ECTS	125	16	25	84		50			50
Psychology	1 and 2	E	7	10 ECTS	250	32	50	168		100			-
Social Psychology	1 and 2	E	7	10 ECTS	250	32	50	168		100			-
Principles of Business Law	1 and 2	E	7	10 ECTS	250	32	50	168		100			-
Employee Relations and the Law	1 and 2	E	7	10 ECTS	250	32	50	168		50			50
Organisational Behaviour for Managers	1 and 2	E	7	10 ECTS	250	32	50	168		40			60
Selling and Sales Management	1 and 2	E	7	10 ECTS	250	32	50	168		50			50
Project Planning and Control	1 and 2	E	7	10 ECTS	250	32	50	168		100			-
Project Feasibility	1 and 2	E	7	10 ECTS	250	32	50	168		100			-
Database Design and	1 and 2	E	7	10 ECTS	250	32	50	168		70		30	-

Cloud Technologies												
Cloud Marketing and Sales	1 and 2	E	7	10 ECTS	250	32	50	168		50		50
Business Programming	1 and 2	E	7	10 ECTS	250	32	50	168		50		50
Special Regulations (Up to 280 characters)	<p>Learners on the general pathway must choose two electives at Level 7 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both Level 7 elective modules from that pathway. The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> BA (Hons) Business: management pathway: Selling and Sales Management / Project Feasibility BA (Hons) Business: project management pathway: Project Planning and Control / Project Feasibility BA (Hons) Business: human resource management pathway: Employee Relations and the Law / Organisational Behaviour for Managers BA (Hons) Business: psychology pathway: Psychology / Social Psychology BA (Hons) Business: law pathway: Principles of Business Law / Employee Relations and the Law BA (Hons) Business: information systems pathway: Database Design and Cloud Technologies / Business Programming BA (Hons) Business: cloud computing pathway: Database Design and Cloud Technologies / Cloud Marketing and Sales 											

3.6 Part-time Programme Schedule for Year 3 of Study

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Business											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title ³		N/A											
Modes of Delivery (FT/PT):		Part-Time											
Teaching and learning modalities		As per module descriptors											
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	8	Award	8	6	60	Sept 2019	0410					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Numbers	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level ¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Strategic Management	1 and 2	M	8	10 ECTS	250	30	50	170		100			-
Global Business	1 and 2	M	8	10 ECTS	250	30	50	170		50			50

Human Resource Management	1 and 2	M	8	10 ECTS	250	60	50	170		100			-
Organisational Psychology	1 and 2	E	8	10 ECTS	250	30	50	170		100			-
Personality and Individual Differences	1 and 2	E	8	10 ECTS	250	30	50	170		100			-
Human Resource Development	1 and 2	E	8	10 ECTS	250	30	50	170		35		15	50
Contemporary Performance Management	1 and 2	E	8	10 ECTS	250	30	50	170		50			50
Corporate Law and Governance	1 and 2	E	8	10 ECTS	250	30	50	170		40			60
Advanced Business and Commercial Law	1 and 2	E	8	10 ECTS	250	30	50	170		40			60
Project Planning Techniques	1 and 2	E	8	10 ECTS	250	30	50	170		100			-
Project Management and Evaluation	1 and 2	E	8	10 ECTS	250	30	50	170		100			-
Data Management and Analytics	1 and 2	E	8	10 ECTS	250	30	50	170		50			50
Performance Management (Accounting)	1 and 2	E	8	10 ECTS	250	30	50	170		30			70

Creativity, Innovation and Entrepreneurship	1 and 2	E	8	10 ECTS	250	30	50	170		100			-
Cloud Networking and Security	1 and 2	E	8	10 ECTS	250	60	50	140		50		50	-
Cloud Platform Development	1 and 2	E	8	10 ECTS	250	60	50	140		60			40
Business Intelligence and Visualisation	1 and 2	E	8	10 ECTS	250	30	50	170		60			40
Business Systems Analysis	1 and 2	E	8	10 ECTS	250	30	50	170		100			-
Capstone Project	1 and 2	M	8	10 ECTS	250	12	50	188		100			-
Special Regulations (Up to 280 characters)	<p>Learners on the general pathway must choose two electives at Level 8 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both Level 8 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 8 are:</p> <ul style="list-style-type: none"> BA (Hons) Business: management pathway: Data Management and Analytics / Creativity, Innovation and Entrepreneurship BA (Hons) Business: project management pathway: Project Planning Techniques / Project Management and Evaluation BA (Hons) Business: human resource management pathway: Human Resource Development / Contemporary Performance Management BA (Hons) Business: psychology pathway: Organisational Psychology / Personality and Individual Differences BA (Hons) Business: law pathway: Corporate Law and Governance / Advanced Business and Commercial Law BA (Hons) Business: information systems pathway: Business Intelligence and Visualisation / Business Systems Analysis BA (Hons) Business: cloud computing pathway: Cloud Networking and Security / Cloud Platform Development 												