

## Independent Programme Review Report

|                           |               |
|---------------------------|---------------|
| <b>Provider name</b>      | DBS           |
| <b>Date of site visit</b> | 25 April 2019 |
| <b>Date of report</b>     | 17 May 2019   |

|                            |  |  |
|----------------------------|--|--|
| <b>Principal programme</b> | <b>Title</b>   | Master of Science in Information and Library Management  |
|                            | <b>Award</b>   | Master of Science  |
|                            | <b>Credit</b>  | 90   |
|                            | <b>Duration<sup>1</sup></b><br><i>(years, months, weeks)</i> | Full-time: 3 semesters of 12 weeks each across 12 months<br>Part-time: 5 semesters of 12 weeks each across 24 months |

|                           |                 |   |
|---------------------------|-----------------|---|
| <b>Embedded programme</b> | <b>Title</b>    | Postgraduate Diploma in Information and Library Management  |
|                           | <b>Award</b>    | Postgraduate Diploma in Science   |
|                           | <b>Credit</b>   | 60  |
|                           | <b>Duration</b> | Full-time: 2 semesters of 12 weeks each across 9 months<br>Part-time: 4 semesters of 12 weeks each across 18 months |

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## 1 Introduction

The scope of the review encompassed two programmes within the DBS School of Business and Law. The programmes under review lead to the MSc in Information and Library Management, which is placed at Level 9 of the National Framework of Qualifications. Also under review is the new Postgraduate Diploma in Information and Library Management, an embedded programme which supports a major EXIT award at Level 9 on the Framework. These programmes are due for review under the QQI requirement for periodic monitoring and review, and also require review to conform with recent policies, including QQI Core Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2016), Core Statutory Quality Assurance (QA) Guidelines (QQI, 2016) and in accordance with the QQI Programme Review Manual 2016/2017. Programme approval is required from 1st September 2019.

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

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

### Objectives of the Programme Review

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

- (1) What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
- (2) What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
- (3) What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?

- (4) What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
- (5) Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
- (6) What other modifications need to be made to the programme and its awards to improve or reorient it?
- (7) Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
- (8) Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
- (9) What is the justification (or otherwise) for the provider continuing to offer the programme(modified or unmodified)?
- (10) What changes need to be made to related policies, criteria and procedures (including QA procedures)?

## 2 Independent Review Process

### 2.1 Evidence Perused

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

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

The guiding principles underpinning this review were:

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

The Programme Team has engaged in a significant consultative process to ensure that the programmes provide an appropriate and relevant mix of academic content and practical application

to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes, in so far as these were available. See Section 3.1 of this report for more information

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

### Membership of Provider's Review Team

|                            |  |
|----------------------------|--|
| Dr Tony Murphy             | Head of Quality Enhancement and Innovation in Teaching and Learning<br>Acting Programme Leader<br>Lecturer/Subject Specialist - Research Methods               |
| Maria Barry                | Lecturer/Subject Specialist -IT<br>BIS Programme Leader  |
| Brian Hickey               | Lecturer/Subject Specialist - ICT  |
| David Hughes               | DBS Systems Librarian<br>Lecturer/Subject Specialist - IT and electronic resources, systems librarian roles and functions and Library Management Systems (LMS) |
| Trevor Haugh               | DBS Librarian<br>Lecturer/Subject Specialist - Information Literacy  |
| Eileen Corrigan            | Lecturer/Subject Specialist - Professional Development and Organisational Awareness  |
| Laura Rooney Ferris        | Librarian<br>Lecturer/Subject Specialist - Professional Development in the information services and library sector   |
| Isabelle Courtney          | Librarian<br>Lecturer/Subject Specialist - Records Management  |
| Donagh Farrell             | Lecturer/Subject Specialist -Record Management Law   |
| Dr Amir Esmaeily           | Lecturer/Subject Specialist - Data Analytics   |
| Dr Shazia Afzal            | Lecturer/Subject Specialist - IT/Information Architecture and UX   |
| Catriona Sharkey           | Lecturer/Subject Specialist - Library/Learning and Knowledge Management  |
| Dr Clare Thornley          | Lecturer/Subject Specialist - Information Organisation and Retrieval   |
| Christoph Schmidt-Supprian | Librarian<br>Lecturer/Subject Specialist - Information Organisation  |
| Dr Marta Bustillo          | Lecturer/Subject Specialist - Information Organisation and Retrieval   |
| Lori Johnston              | Registrar  |
| Dr Martin Doris            | Assistant Registrar  |
| Dr Lee Richardson          | Data Analytics and Reporting Manager   |
| Emma Balfe                 | Head of Faculty and School Operations  |
| Dr Kerry McCall Magan      | Head of Academic Programmes  |
| Darragh Breathnach         | Head of Academic Operations  |

|                         |   |
|-------------------------|---|
| Shane Mooney            | Head of Student Experience                      |
| Jane Buggle             | Deputy Librarian<br>Lecturer/Subject Specialist |
| Anita Dwyer             | School Executive Officer                        |
| Grant Goodwin           | Quality Assurance Officer                       |
| Viviana Moreira Montero | Programme Coordinator                           |
| Sarah Sharkey           | Student Engagement Officer                      |

## 2.2 Agenda

Reference agenda document included at Appendix 2.

## 2.3 Persons (Staff, Students and Graduates) with whom the Panel Met

### Senior Management

| Name                  | Job Title with the Provider   |
|-----------------------|---|
| Andrew Conlan-Trant   | Executive Dean  |
| Dr Kerry McCall Magan | Head of Academic Programmes   |
| Lori Johnston         | Registrar   |
| David Williams        | Course Director   |
| Dr Tony Murphy        | Head of Quality Enhancement and Innovation in Teaching and Learning |
| Emma Balfe            | Head of Faculty and School (Acting)                                 |
| Shane Mooney          | Head of Student Experience  |

### Dialogue on Learning Opportunities:

| Name                    | Job Title with the Provider   |
|-------------------------|---|
| Dr Kerry McCall Magan   | Head of Academic Programmes   |
| Lori Johnston           | Registrar   |
| David Williams          | Course Director   |
| Dr Tony Murphy          | Head of Quality Enhancement and Innovation in Teaching and Learning |
| Emma Balfe              | Head of Faculty and School (Acting)                                 |
| Shane Mooney            | Head of Student Experience  |
| Anita Dwyer             | School Administrative Officer                                       |
| Jane Buggle             | Deputy Librarian/Teaching Faculty                                   |
| Dr Martin Doris         | Assistant Registrar   |
| Grant Goodwin           | Quality Assurance Officer   |
| Viviana Moreira Montero | Programme Coordinator   |

### Facilities Review:

| Name          | Job Title with the Provider |
|---------------|-----------------------------|
| Eddie Ormonde | Head of IT                  |

### Standards and Participation in the Programmes

| <b>Name</b>           | <b>Job Title with the Provider</b>   |
|-----------------------|--|
| Lori Johnston         | Registrar  |
| Dr Kerry McCall Magan | Head of Academic Programmes  |
| David Williams        | Course Director  |
| Emma Balfe            | Head of Faculty and School (Acting)  |
| Tanya Balfe           | Admissions Manager   |
| Grant Goodwin         | QA Officer   |
| Dr Garry Prentice     | Dissertation Coordinator   |
| Dr Tony Murphy        | Head of Quality Enhancement and Innovation in Teaching and Learning/Teaching Faculty |
| Isabelle Courtney     | Teaching Faculty   |
| Eileen Corrigan       | Teaching Faculty   |
| Dr Shazia Afzal       | Teaching Faculty   |
| Trevor Haugh          | Information Skills Librarian/Teaching Faculty  |
| Dr Amir Esmaeily      | Teaching Faculty   |
| Dr Marta Bustillo     | Teaching Faculty   |
| David Hughes          | Systems Librarian/Teaching Faculty   |
| Jane Buggle           | Deputy Librarian/Teaching Faculty  |

#### **Learners and Graduates**

|                    |                 |
|--------------------|-----------------|
| Zoe O'Donnell      | Current Student |
| Tiernan O'Sullivan | Current Student |
| Sarah Stapleton    | Current Student |



### 3 Review of the Programme Review Report

In general the panel found that the documents provided were well structured, clear in the presentation of facts and easy to read.

The contents followed the template provided in Section 5.2 of the Programme Review Manual 2016/2017. The panel complemented the reflective nature of the review undertaken, and the SWOT analysis provided as prescribed by the guidelines.

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

#### 3.1 Fitness for Purpose of the Programme

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and these were duly factored into the review process. Internal stakeholders consisted of students and staff (academic, support and administrative).

Re Professional bodies- the MSc programme content is mapped to the Professional Knowledge and Skills Base (PKSB) - a professional development framework created by the Chartered Institute of Library and Information Professionals (CILIP), in consultation with employers in the information and library management sector. This mapping process was completed as per accreditation criteria of the Library Association of Ireland (LAI). The mapping process revealed a strong correlation between employer demands and module aims of the programme. Consultation regarding continued accreditation of the programme with the Library Association of Ireland (LAI) is ongoing. Separate considerations are required for LAI accreditation of the Postgraduate Diploma.

Consultations with key employer stakeholders such as A&L Goodbody, Dun Laoghaire Rathdown County Council, Health Research Board, Health Service Executive, Hibernia College, Interleaf, King's Inn and National University of Ireland Maynooth were carried out for the review, as was an extensive consultation with graduates of the programme. On the basis of stakeholder feedback, the programme has been refined to develop modules that focus on the skills gap identified by prospective employers, in order to provide learners with the most desirable skills and attributes identified.

The review process was also informed by the comparator analysis undertaken by DBS (with both national and international programmes), a review of External Examiner reports and feedback obtained from industry and professional organisations.

The panel found that the consultation process had been comprehensive and concluded that the proposed programmes were fit for purpose. Further commentary is provided in Sections 7.6 and 7.7 of this report.

#### 3.2 Achievement of the Programme of its Stated Objectives

The aims, objectives and graduate profiles of both programmes were outlined.

For both the MSc in Information and Library Management and the Postgraduate Diploma in Information and Library Management it was stated that successful completion of the programme provided learners with the knowledge, skills and competencies required to progress within specialist areas in the field of information and library management.

The panel found that the programme objectives and outcomes were clear and consistent with the QQI awards sought. Further commentary is included in Sections 7.6 and 7.7 of this report.

### 3.3 Learner Profile

This programme is aimed at learners with minimum second class second division (2.2) honours undergraduate/ bachelor degree in any discipline, from a recognised third-level institution, or equivalent qualification, who wish to pursue a career in information and library management at a professional level.

The programme is also aimed at existing library personnel who wish to obtain a professional library qualification for entry into a professional role in the sector. Therefore, the profile of target learners that would be enrolled are those who wish to specialise in the field of information and library management with a view to entering industry, or those with industry experience who are seeking to achieve a professional qualification.

On completion of this programme, learners will have the skills to work in a number of areas. They will have the information and library skills and the management expertise to make them suited to a broad range of career and professional development options and progress on the path towards becoming a professional working in this field.

### 3.4 Learner Performance

A quantitative analysis was provided for the existing MSc programme covering the areas specified in the Programme Review Manual 2016/2017 Section 3.

- ***Enrolments and Applications***

A total number of 96 students enrolled on the MSc in Information and Library Management programme, in full-time and part-time mode, over the previous four academic years – with enrolments ranging from 10 in academic year 2014/15 to 30 in academic year 2017/18. Data in the report was provided on the total enrolment numbers for the last four years broken down by mode, nationality, demographic and gender – the specific information for learner admission numbers per academic year, to 2018/2019 (including full-time and part-time mode), was provided in supporting documentation pack.

Review documentation indicates that applicant interest in the programme is rising and has grown from applications of 11 for full-time mode and 16 part-time applications to a strong growth in the full-time applications to 31 in the current application cycle. This is considered to have happened for a variety of reasons and may particularly be due to the growing reputation of the programme, which has served to increase the number of individuals who wish to professionalise and upskill in this area and (now) enter this programme soon after completion of their primary degree as well as increasing interest in higher education in Ireland generally. Further commentary is provided in Section 7.6 of this report.

- ***Attrition, Transfer, Progression, Completion, Drop Outs and Repeat Learners***

Successful completion of each stage of the programme and progression through to graduation is a critical indicator of a successful programme. A comprehensive analysis was provided for the single-stage MSc programme, including reasons for learners dropping out or being academically withdrawn. Data was provided for retention and progression statistics from 2014-2018, and the

panel were impressed with the efforts made by the programme team to determine the rationale for learner drop-out/academic withdrawal.

The composition and role of the Student Engagement and Success Unit (SESU) was outlined to the panel. The panel considered this a very positive move by DBS to support learner engagement, retention and progression.

The documentation indicated that the percentage of students who pass each programme year generally exceeds 85% with the exception of part-time mode, first year – academic year 2014/15, part-time mode, second year – academic year 2015/16 and full-time mode first year continuing – academic year 2017/18.

Commentary on attendance is included in Section 7.13 of this report.

- ***Analysis of Grades and QQI Classifications***

An analysis was provided for the MSc programme grades and their QQI classifications, which included benchmarking of the programme's pass, fail and non-active rates in relation to entry qualifications for the academic years 2014/15-2017/18.

The percentage of students who pass each programme year is shown to exceed the DBS benchmark of 85%, with exceptions as listed under the above (progression, etc) bullet.

The MSc Information and Library Management learner outcomes are comparable with those of other programmes at DBS and other providers.

- H1s are achieved by 14-19% of total; the MSc in Information and Library Management graduates for DBS shows an outcome within the range, although there was a noted dip in DBS in 2017 to 5%.
- H2 as a percentage of the total is quite similar, between 2014 and 2018, again with a similar noted dip in 2017 in DBS.

Overall, the percentage of students graduating with a first and second-class honours is stated to be higher than both the DBS average and other Private Providers. The percentage of students graduating with a Pass award by corollary is lower than both the DBS average and Private Providers.

Refer to Section 7.12 of this report for further background.

### 3.5 Quality of the Learning Environment

Commentary was provided on the teaching strategy, the use of guest speakers, the use of Moodle as a virtual learning environment and the current and planned developments for the blended learning elements of the programme. A tour, including a short presentation of the facilities and services, was provided of the College library for the panel. There appeared to be a difference between the IT Manager's perception of DBS student laptop provision/uptake and that of the final year students met by the panel. These particular students had not availed of the DBS laptops.

During the tour, the panel also heard that there was a software-mediated functionality – facilitated by an interface between the timetabling/room-allocation software and Moodle – that could flag assignment hand-in dates to prevent clumping. The students interviewed said that the hand-in times sometimes came too close together.

Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed. An outline of physical facilities and resources was also included in the documentation. The panel concluded that the learning environment was consistent with the needs of the learners.

Further commentary is provided in Section 7.11 of this report.

### 3.6 Suitability of Learner Workload

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

The panel explored the programme team's intentions for content of the self-directed and e-learning elements of the programme as identified in the learner contact hours for the individual module descriptors. It was agreed that further clarity among the delivery team was required in relation to the proposed e-learning elements of the individual modules.

From the discussions with the programme team, the panel considers that the scheduling of assessment across the programme's semesters needs to be defined by the programme team, and published for access by all relevant stakeholders. During the tour of facilities, the panel also heard that there was a software-mediated functionality that could flag assignment hand-in dates to prevent clumping. The students interviewed said that the hand-in times sometimes came too close together. A published assessment schedule may alert academic staff and students to deadlines/scheduling clashes or excessive clustering of due dates.

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

Feedback from students and graduates confirmed that the workloads for the programme was appropriate, but would be better supported with a more explicit statement of the assessment schedule. The panel further noted the feedback from students confirmed the willingness of teaching staff to address any issues brought to them.

Refer to Sections 7.12 and 7.13 for further background.

### 3.7 Effectiveness of Procedures for Assessment

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

The panel found the assessment processes relating to the programmes to be appropriate.

Further commentary is provided in Section 7.12 of this report.

### 3.8 Quality Assurance Arrangements

All DBS quality assurance policies and procedures are detailed in the Quality Assurance Handbook (QAH). This is the first point of reference for all stakeholders involved in the design and monitoring

of programmes. The programmes under review have been designed to comply with the DBS QAH and, in turn, with QQI's statutory quality assurance guidelines with respect to governance; quality assurance; assessment; and access, transfer and progression. Programme-specific quality assurance considerations include supporting the research project/dissertation and work-based learning opportunities.

Evidentiary documentation of the implementation of the programme quality assurance arrangements were provided for the panel. The panel would like to see more formal arrangements in place for work practice host organisation sign-off regarding the learning experience (e.g. a *pro forma*).

The panel concluded that the quality assurance arrangements applied to the programmes were generally effective.

### 3.9 Proposed Modifications

The proposed modifications to the MSc in Information and Library Management programme are set out in the programme review documentation provided, as extracted below. These changes arise in response to changes in technology and within the sector, and in response to stakeholder feedback.

Detailed action plans have been prepared to implement the revised MSc programme (with embedded exit Postgraduate Diploma award) from September 2019.

#### **Overview of the programme modifications following internal review:**

- Inclusion of a Postgraduate Diploma as an exit award at 60 ECTS, which will allow DBS to acknowledge attainment for learners who cannot progress, in particular for international learners whereby a transcript with ECTS alone may not be fully recognised or understood by employers in their home country.
- The re-distribution of content and organisation across some modules which will necessitate the re-naming of those modules.
- Removal of module *Network Resource Management*
- Introduction of new module *Open Librarianship*
- *Management for Information Professionals* to develop from a 5 ECTS to a 10 ECTS module, to be modified accordingly, and to be delivered online, with the option of an element of face-to-face delivery.
- The *Information Organisation* module to be assessed by continuous assessment rather than by summative examination.
- The *Dissertation* module will be reduced from 30 ECTS to 25 ECTS, and modified accordingly
- *Research Methods* reduced from 10 ECTS to 5 ECTS, and modified accordingly.
- All modules updated as appropriate in relation to content, syllabus, reading lists, etc.

## 4 Evaluation of the Modified Programme

### 4.1 Report

See Appendix 1.

## 5 Outcome of the Review

### 5.1 Summary

Following the panel's consideration of the programmatic review process and output, three conditions, sixteen recommendations and eight commendations have been identified. These are listed in Section 7 Appendix 1, Part 2 of this report.

### 5.2 Recommendations

|                            |                       |  |
|----------------------------|-----------------------|--|
| <b>Principal programme</b> | <b>Title</b>          | Master of Science in Information and Library Management  |
|                            | <b>Award</b>          | Master of Science  |
|                            | <b>Credit</b>         | 90   |
|                            | <b>Recommendation</b> | Satisfactory, subject to proposed conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed <b>(minor)</b> things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination) |

|                           |                       |  |
|---------------------------|-----------------------|--|
| <b>Embedded programme</b> | <b>Title</b>          | Postgraduate Diploma in Information and Library Management   |
|                           | <b>Award</b>          | Postgraduate Diploma in Science  |
|                           | <b>Credit</b>         | 60   |
|                           | <b>Recommendation</b> | Satisfactory, subject to proposed conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed <b>(minor)</b> things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination) |

## 6 Panel

| <b>Name</b>                   | <b>Role</b>              | <b>Affiliation</b>  |
|-------------------------------|--------------------------|---|
| Dr Michael Hall               | Chair                    | Head of Department of Health and Leisure Studies, Institute of Technology, Tralee   |
| Dr Diane Rasmussen Pennington | Academic in Subject area | Course Director for the MSc/PGDip in Information and Library Management in the Department of Computer and Information Sciences, University of Strathclyde |
| Jane Burns                    | Academic in Subject area | Lecturer, School of Information & Communication Studies at UCD<br>Institute Librarian at Athlone IT   |

|                 |   |  |
|-----------------|---|--|
| David Kane      | Professional Member of Panel  | Systems Librarian, Luke Wadding Library, Waterford Institute of Technology   |
| Kate Kelly      | Professional Member of Panel/<br>Industry Representative                    | Chair of the Library Association of Ireland's Professional Standards Committee<br>Chief Librarian and Director of Library Services at RCSI Library |
| Dr Philip Cohen | Professional Member of Panel/<br>Industry Representative<br>(Desk Reviewer) | President of the Library Association of Ireland<br>former Head of Library Services, DIT  |
| Linda Fennessy  | Learner Rep on the Panel  | University College Dublin  |
| Mary Doyle      | Secretary   | Independent Academic QA Consultant   |

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

## 7 Appendix 1: independent Programme Review Report

### Part 1

|                           |                           |
|---------------------------|---------------------------|
| <b>Provider name</b>      | DBS                       |
| <b>Date of site visit</b> | 25 April 2019             |
| <b>Date of report</b>     | 13 <sup>th</sup> May 2019 |

|   |   |                    |
|---|---|--------------------|
|   | <b>First intake</b>   | <b>Last intake</b> |
| <b>Proposed Enrolment interval</b>      | September 2019  | September 2023     |
| <b>Maximum number of annual intakes</b> | Two intakes: <ul style="list-style-type: none"> <li>September</li> <li>January</li> </ul> |                    |

|                            |  |  |
|----------------------------|--|--|
| <b>Principal programme</b> | <b>Title</b>   | Master of Science in Information and Library Management  |
|                            | <b>Award</b>   | Master of Science  |
|                            | <b>Credit</b>  | 90   |
|                            | <b>Duration<sup>2</sup></b><br><i>(years, months, weeks)</i> | Full-time: 3 semesters of 12 weeks each across 12 months<br>Part-time: 5 semesters of 12 weeks each across 24 months   |
|                            | <b>Recommendation</b>  | Satisfactory, subject to proposed conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed <b>(minor)</b> things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination) |

|                           |  |  |
|---------------------------|--|--|
| <b>Embedded programme</b> | <b>Title</b>                                     | Postgraduate Diploma in Information and Library Management   |
|                           | <b>Award</b>                                     | Postgraduate Diploma in Science  |
|                           | <b>Credit</b>                                    | 60   |
|                           | <b>Duration</b><br><i>(years, months, weeks)</i> | Full-time: 2 semesters of 12 weeks each across 9 months<br>Part-time: 4 semesters of 12 weeks each across 18 months  |
|                           | <b>Recommendation</b>                            | Satisfactory, subject to proposed conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed <b>(minor)</b> things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination) |

### 7.1 Evaluators

| <b>Name</b>                   | <b>Role</b>              | <b>Affiliation</b>  |
|-------------------------------|--------------------------|---|
| Dr Michael Hall               | Chair                    | Head of Department of Health and Leisure Studies, Institute of Technology, Tralee |
| Dr Diane Rasmussen Pennington | Academic in Subject area | Course Director for the MSc/PGDip in Information and Library Management in the    |

<sup>2</sup> Expressed in terms of time from initial enrolment to completion



|                 |  |  |
|-----------------|--|--|
|                 |  | Department of Computer and Information Sciences at the University of Strathclyde   |
| Jane Burns      | Academic in Subject area   | Lecturer, School of Information & Communication Studies at UCD<br>Institute Librarian at Athlone IT  |
| David Kane      | Professional Member of Panel   | Systems Librarian, Luke Wadding Library, Waterford Institute of Technology   |
| Kate Kelly      | Professional Member of Panel/<br>Industry Representative                 | Chair of the Library Association of Ireland's Professional Standards Committee<br>Chief Librarian and Director of Library Services at RCSI Library |
| Dr Philip Cohen | Professional Member of Panel/<br>Industry Representative (Desk Reviewer) | President of the Library Association of Ireland<br>former Head of Library Services DIT   |
| Linda Fennessy  | Learner Rep on the Panel   | University College Dublin  |
| Mary Doyle      | Secretary  | Independent Academic QA Consultant   |

## 7.2 Principal Programme: Master of Science in Information and Library Management

| Names of Centres Where the Programmes are to be provided |   | Maximum number of learners | Minimum number of learners |
|--|---|----------------------------|----------------------------|
| DBS: Dublin Campus                                       |   | 100                        | 8                          |
| <b>Target learner groups</b>                             | This programme is aimed at learners with a minimum of second class second division (2.2) honours undergraduate/bachelor degree in any discipline, from a recognised third level institution, or equivalent qualification, who wish to pursue a career in information and library management at a professional level. The programme is also aimed at existing library personnel who wish to obtain a professional library qualification for entry into a professional role in the sector. On completion of this programme, learners will have the applied professional knowledge, research skills and competencies required of a manager within the information and library sector. Moreover, they will be able to identify and critically evaluate technological, political, social, regulatory and economic change and to solve practical and complex problems within a variety of information and library environments. |                            |                            |
| <b>Number of learners per intake</b>                     | A minimum of 8  |                            |                            |
| <b>Countries for provision</b>                           | Ireland   |                            |                            |
| <b>Delivery mode: Full-time/Part-time</b>                | Full-time and part-time   |                            |                            |
| <b>The teaching and learning modalities</b>              | <ul style="list-style-type: none"> <li>• Case-based learning</li> <li>• Practical skills workshops</li> <li>• Tutorials</li> <li>• Classroom lectures</li> </ul>  |                            |                            |

|   |   |                               |
|---|---|-------------------------------|
|   | <ul style="list-style-type: none"> <li>• Guest lectures delivered by practitioners</li> <li>• Student presentations</li> <li>• Individual and group work</li> <li>• Online lectures</li> <li>• Online tutorials</li> <li>• Directed online activities</li> <li>• Supervised research</li> <li>• 3-week work placement in a library/information management environment</li> </ul>  |                               |
| <b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b> | Given the transformative and increasingly diverse nature of the sector, information and library professionals need analytical, organisational, communicative and strategic skills built on a systematic understanding of the principles, theory and application of information and library management. The MSc in Information and Library Management provides that theoretical foundation and exposes learners to the necessary skills required for managing the retrieval, organisation and dissemination of information, whether for the general public, business or academia. In achieving those goals on the programme, learners will participate in classroom-based lectures, practical workshops, group work, presentations and online lectures and tutorials, notwithstanding the significant amount of independent study required at level nine, all of which will be supported by directed online content. Over one-year full-time or two-year part-time, the programme consists of nine taught modules of 65 ECTS and a research dissertation of 25 ECTS, leading to an award of MSc in Information and Library Management. |                               |
| <b>Specifications for teaching staff</b>  | Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters level qualification in the following areas: <ul style="list-style-type: none"> <li>• Information management,</li> <li>• Information technology and librarianship</li> </ul> In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant library management experience may also be considered.   |                               |
| <b>Specifications for the ratio of learners to teaching-staff</b>   | <b>Staff to learner ratio</b>   | <b>Learning activity type</b> |
|   | 1/50  | Classroom sessions            |
|   | 1/25  | Workshops                     |
|   | 1/25  | Practical sessions            |
| 1.15/50 = 0.023   |   |                               |

### 7.3 Embedded Programme: Postgraduate Diploma in Information and Library Management

| <b>Names of Centres Where the Programmes are to be provided</b> | <b>Maximum number of learners</b> | <b>Minimum number of learners</b> |
|---|-----------------------------------|-----------------------------------|
| DBS: Dublin Campus  | 100                               | 8                                 |

|   |  |
|---|--|
| <b>Target learner groups</b>  | This programme is aimed at learners with a minimum of second class second division (2.2) honours undergraduate/ bachelor degree in any discipline, from a recognised third level institution, or equivalent qualification, who wish to pursue a career in information and library management at a professional level. The programme is also aimed at existing library personnel who wish to obtain a professional library qualification for entry into a professional role in the sector. On completion of this programme, learners will have the applied professional knowledge, research skills and competencies required of a manager within the information and library sector. Moreover, they will be able to identify and critically evaluate technological, political, social, regulatory and economic change and to solve practical and complex problems within a variety of information and library environments.   |
| <b>Number of learners per intake</b>  | n/a  |
| <b>Countries for provision</b>  | Ireland  |
| <b>Delivery mode: Full-time/Part-time</b>   | Full-time and part-time  |
| <b>The teaching and learning modalities</b>   | <ul style="list-style-type: none"> <li>• Case-based learning</li> <li>• Practical skills workshops</li> <li>• Tutorials</li> <li>• Classroom lectures</li> <li>• Guest Lectures delivered by practitioners</li> <li>• Student presentations</li> <li>• Individual and group work</li> <li>• Online lectures</li> <li>• Online tutorials</li> <li>• Directed online activities</li> <li>• 3-week work placement in a library/information management environment</li> </ul>  |
| <b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b> | Given the transformative and increasingly diverse nature of the sector, information and library professionals need analytical, organisational, communicative and strategic skills built on a systematic understanding of the principles, theory and application of information and library management. The Postgraduate Diploma in Information and Library Management provides that theoretical foundation and exposes learners to the necessary skills required for managing the retrieval, organisation and dissemination of information, whether for the general public, business or academia. In achieving those goals on the programme, learners will participate in classroom-based lectures, practical workshops, group work and presentations, notwithstanding the significant amount of independent study required at Level 9, all of which will be supported by directed online content. Over 9 months full-time or 19 months part-time, the programme consists of nine taught modules of 60 ECTS to exit with the Postgraduate Diploma in Information and Library Management. |

|   |   |                        |
|---|---|------------------------|
| <b>Specifications for teaching staff</b>                          | Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters level qualification in the following areas: <ul style="list-style-type: none"> <li>• Information management,</li> <li>• Information technology and librarianship</li> </ul> In modules where industry experience is desirable, those who are exceptionally qualified by virtue of senior significant library management experience may also be considered. |                        |
| <b>Specifications for the ratio of learners to teaching-staff</b> | Staff to learner ratio  | Learning activity type |
|   | 1/50  | Classroom sessions     |
|   | 1/25  | Workshops              |
|   | $1.15/50 = 0.023$   |                        |

#### 7.4 Other noteworthy features of the application

There were no other features of note with the application.

## Part 2 Evaluation against the validation criteria

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

| Satisfactory | Comment | Sub criteria   |
|--------------|---------|--|
| Yes          |         | a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.  |
| Yes          |         | b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. |
| Yes          |         | c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>3</sup>  |

As an established provider of higher education programmes, DBS has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of these programmes. It was noted that DBS has in place procedures for access, transfer and progression.

DBS has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI.

DBS participated in the Pilot Re-Engagement process for re-approval of QA procedures with QQI in 2017/18 and has submitted an application for full Re-Engagement to QQI in early 2019. Process, policies and procedures were reviewed as part of the re-engagement application and self-evaluation process.

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

#### **Commendation(s)**

**#1:** The panel commended the documentation generated and presented to the panel, and the process of the review undertaken within the College as outlined both in the documents and to the panel.

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

| Satisfactory | Comment | Sub-criteria  |
|--------------|---------|---|
| Yes          |         | a) The programme aims and objectives are expressed plainly.                 |
|              |         | b) A QQI award is specified for those who complete the programme.           |
| Yes          |         | (i) Where applicable, a QQI award is specified for each embedded programme. |

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | c) There is a satisfactory rationale for the choice of QQI award(s).   |
| Yes          |         | d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i> .  |
| Yes          |         | e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.                               |
|              |         | f) The programme title and any embedded programme titles are   |
| Yes          |         | (i) Consistent with the title of the QQI award sought.   |
| Yes          |         | (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.   |
|              |         | g) For each programme and embedded programme   |
| Yes          |         | (i) The <b>minimum intended programme learning outcomes</b> and any other educational or training objectives of the programme are explicitly specified. <sup>4</sup>             |
| Yes          |         | (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are <b>consistent with</b> the relevant QQI awards standards.                          |
| Yes          |         | h) Where applicable, the <b>minimum intended module learning outcomes</b> are explicitly specified for each of the programme's modules.  |
|              |         | i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.   |
| Yes          |         | (i) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards. <sup>5</sup> |

The panel found that the aims, objectives and rationale for the programme were expressed clearly. It was noted that the 60 ECTS credit Postgraduate Diploma in Information and Library Management will be available to learners who have successfully completed the taught modules but are prevented from progressing with their studies, or do not wish to. In fact, 65 credits are to be delivered in the first two semesters.

In relation to the exit award the panel cautioned the team and recommended that they ensure that *Research Methods* module (identified as the 5 credits over and above the 60 delivered in the first two semesters) is adequately valued in light of the Exit Award (i.e. based on the fact that its 5 ECTS credits does not contribute to the 60 ECTS credits required to achieve the exit award).

In considering the aims, objectives and rationale for the MSc programme, the panel were conscious that renewed Library Association of Ireland (LAI) accreditation is to be secured before registration of students onto the post-programmatic reviewed/revalidated programme (if this is what programme promotional literature is to say).

The panel also agreed that LAI accreditation for the new Postgraduate Diploma (exit award) should be separately pursued, and the LAI, the DBS and student information must be clear on the professional implications for graduates of that exit award.

It was concluded that the programme and module learning outcomes (with the exception of those for the *Open Librarianship* module) have been clearly outlined and were appropriate to the level of the awards. The panel recommended that an opportunity is provided for the MIMLOs for the *Open Librarianship* module to be restated (in conjunction with the syllabus 'flesh-out', and assessment instrument re-design) on appointment of the new staff member who will deliver this module.

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

**Condition(s)**

- #1: Renewed Library Association of Ireland (LAI) accreditation to be secured before registration of students onto the post-programmatic reviewed/revalidated programme (if this is what programme promotional literature is to say).
- #2: LAI accreditation for the new Postgraduate Diploma to be separately pursued, and student information to be clear on the professional implications for graduates of that programme.

**Recommendation(s)**

- #1: The panel recommended that the programme team ensure that *Research Methods* module is adequately valued in light of the Exit Award
- #2: Re the *Open Librarianship* module - The panel recommended that an opportunity is provided for the MIMLOs for the *Open Librarianship* module to be restated (in conjunction with the syllabus 'flesh-out', and assessment instrument re-design) on appointment of the new staff member [and programme schedule updated if/as required].

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

| Satisfactory | Comment | Sub-criteria  |
|--------------|---------|---|
| Yes          |         | a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory |

|     |  |   |
|-----|--|---|
|     |  | bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives. <sup>6</sup>                                   |
|     |  | b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes. |
| Yes |  | (i) There is a satisfactory rationale for providing the programme.  |
| Yes |  | (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.  |
| Yes |  | (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).   |
| Yes |  | (iv) There is evidence <sup>7</sup> of learner demand for the programme.  |
| Yes |  | (v) There is evidence of employment opportunities for graduates where relevant <sup>8</sup> .   |
| Yes |  | (vi) The programme meets genuine education and training needs. <sup>9</sup>   |
| Yes |  | c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.  |
| Yes |  | d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.             |
| Yes |  | e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.  |

The panel was informed of the comprehensive consultation process undertaken for this review, a description of which is provided in Section 3.1 of this report. Clarity was provided by the programme team on the stated graduate attributes versus potential graduate competencies on completion of the programme. The programme team described the programme as highly interdisciplinary with graduates developing technical hard skills, soft skills and attributes, information literacy and applied



skills. The panel commended the team input to the review and their openness to engagement with the panel in particular to considering the elements of this discussion.

The panel was updated around the issues with regard to re-accreditation of the programme with the Library Association of Ireland (LAI). Consultations have been ongoing as part of the programme re-structure, and correspondence was included in the documentation pack.

It was clear from feedback from academic and College library staff that DBS has been proactive in keeping abreast of developments in the sector, contributing to discussions and developing professional networks. There have been some challenges in scheduling and managing between full-time and part-time modes, which is mitigated through the same MIPLOs, commonality of teaching staff, and the same T&L methods used.

The changing demographic for the MSc programme (growth in younger, entry straight from undergraduate studies, early career learners versus mature) means that enrolled students have changing needs – including distance learning options, and programme delivery in part-time mode. The College is well-placed to cater for this differing profile of students.

While the three-week work placement provided a vital insight for learners on the programme, the panel considered it important that a more formal sign-off for placement organisation personnel to support the quality assurance of the placement experience.

Students with whom the panel met indicated that the programme was useful in enabling them to broaden their perspective on the potential career paths which might suit graduates of the programme– across the broad scope of the library profession within public bodies, academic institutions and business organisations. A graduate of this programme is expected to be able to move seamlessly across these professional areas.

**Recommendation(s)**

- #3: The panel considered it important that a more formal (*pro forma*) sign-off for placement organisation personnel be introduced to support the quality assurance of the placement experience

**Commendation(s)**

- #2: The panel commended the DBS team input to the review and their openness to engagement with the panel.

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

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for |

|     |  |  |
|-----|--|--|
|     |  | providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied <sup>10</sup> .   |
| Yes |  | b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.  |
| Yes |  | c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR <sup>11</sup> ) in order to enable learners to reach the required standard for the QQI award. |
| Yes |  | d) The programme specifies the learning (knowledge, skill and competence) that <b>target learners</b> are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).  |
| Yes |  | e) The programme includes suitable procedures and criteria for the <b>recognition of prior learning</b> for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.   |
|     |  | f) The programme title (the title used to refer to the programme):-  |
| Yes |  | (i) Reflects the core <i>intended programme learning outcomes</i> , and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).   |
| Yes |  | (ii) Is learner focused and meaningful to the learners;  |
| Yes |  | (iii) Has long-lasting significance.   |
| Yes |  | g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.  |

The panel was satisfied that the programmes' access, transfer and progression arrangements are clearly articulated and working in practice. Information on access, transfer and progression is provided for students through DBS website, promotional material and the Student Handbooks. Open evening supports consultation and management of experience with the prospective learner. This includes information on EU and non-EU entry requirements and information for students with disabilities.

The admission process was discussed with the programme team. The concept of a non-cognate discipline was explored in the context of the minimum of a L8 requirement, versus how RPL consideration works. The team confirmed that RPL is implemented using mapping of applicant's prior learning against the L8 generic award standards, plus an interview.

Discussions with students confirmed that current enrolled students present with a diverse range of undergraduate qualifications, from DBS and other providers.

The programme team provided an overview of the graduate outcomes, i.e. the likely attributes and competencies of the graduate of the programme and how these are reflected by the objectives identified in the programme documentation provided. The panel commended the team's positivity and focus on student experience.

**Commendation(s)**

#3: The panel praised the team's positivity and focus on student experience at DBS.

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

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions. |
| Yes          |         | b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.   |
| Yes          |         | c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.  |
| Yes          |         | d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.  |
| Yes          |         | e) The programme is structured and scheduled realistically based on sound educational and training principles <sup>12</sup> .  |

|     |  |  |
|-----|--|--|
| Yes |  | f) The curriculum is comprehensively and systematically documented.  |
| Yes |  | g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.  |
| Yes |  | h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.  |
| Yes |  | i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.  |
| Yes |  | j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation. <sup>13</sup> |

The panel was generally satisfied that the programmes and their modules were appropriately structured and scheduled, with the exceptions identified for specific modules below.

The panel recommended that the programme team consider a meeting to review the totality of the programme to ensure optimal cohesiveness of the programme. (#12)

In reviewing the structure the panel explored the concept of independent learning versus directed-learning (the college supports scaffolded learning through Moodle, online, in-class). eLearning resources (and recorded lectures) may be used to facilitate students' engagement with programme material. The overall allocation of hours for self/e-/directed learning needs to be reflected more accurately. DBS have recently recruited a Learning Technologist and are intending to recruit an Instructional Designer to support lecturers' teaching and learning strategies.

The panel recommends that the programme team define the e-learning element of each module within its module descriptor for clarity. This need not be identical for each module. (#13)

The panel suggested that the programme team consider giving each student ownership of a web-based library application (developmental sandbox) early in the programme. The purpose of sandbox would be to host instances of key library applications, which would support students' academic development across different modules (#9).

The panel also recommends that the programme team would create an assessment schedule (#14) and consider clarifying re-assessment strategy into clearly articulated forms (#15), for each (all) module(s) within the programmes.

When reviewing the individual module descriptors, the programme team should clarify regarding Essential Texts versus Recommended Texts, to rationalise the text book list to identify a key/primary text with supplementary reading (#10).

## Recommendations (Regarding Individual Modules)

- *Records Management and Information Law*

Irish Statute Book/Relevant Legislation could be included in reference material listing.

- *Open Librarianship*

This module is to be taught by external expert who is currently being engaged by the College.

(#2) The programme team should take the opportunity to restate of MIMLOs for appropriateness to L9, 'flesh-out' the syllabus, and design an assessment instrument on appointment of this new staff member [and programme schedule updated if/as required].

- *Information Organisation*

(#4) The assessment strategies for this module should be amended where it is currently not as intended [and programme schedule updated if/as required].

- *Research Methods*

(#1) The panel recommended that the programme team ensure *Research Methods* module (identified as the 5 credits over and above the 60 delivered in the first two semesters) is adequately valued in light of the Exit Award.

(#5) With regard to the outcomes of this *Research Methods* module– the panel recommended that the programme team agree an approach to this module which would support autonomous research in graduates' careers.

- *Information Architecture*

(#4) The assessment strategies for this module should be amended where it is currently not as intended [and programme schedule updated if/as required].

- *Information Technologies*

(#6) Possibility that in delivery that this is re-sequenced to semester 1 as it provides the ground work for other modules, including information architecture[and programme schedule updated if/as required].

- *Professional Development and Organisational Awareness*

This module includes the facility for a three-week work placement.(#7) The programme team should clarify the process, and go-to person, for assisting students in securing their work placement.

(#3) The College also needs to implement a *pro forma* checklist for employer sign-off to support confirmation of student engagement with, and the quality assurance of, this work placement.

- *Dissertation/ Applied Research Project*

DBS was advised to encourage learners to contribute to the DBS Business Review peer-reviewed journal.

The Programme management team were advised to consider the staff requirements for supervision if the programme ever enrolled the maximum number of students proposed in the programme documentation.

In concluding these module-specific discussions, the panel remarked the following commendation(s)

- #1: The documentation generated and presented, and the process of the review undertaken within the College as outlined both in the documents and to the panel.
- #2: Team input to the review and their openness to engagement with the panel.
- #3: The positivity and focus on student experience at DBS.

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

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (7.16c). |
| Yes          |         | b) The programme has an identified complement of staff <sup>14</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.  |
| Yes          |         | c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.  |
| Yes          |         | d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development <sup>15</sup> opportunities <sup>16</sup> .   |
| Yes          |         | e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.   |
| Yes          |         | f) Where the programme is to be provided by staff not already in post there are  |

|  |  |   |
|--|--|---|
|  |  | arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post. |
|--|--|---|

The panel was advised that teaching staff are qualified to a minimum of NFQ Level 9 with a number qualified to doctoral level. The panel noted that a cohort of experienced library practitioners (current DBS library staff and others) is involved in the delivery of the programme.

In considering the dual roles that a number of library staff hold in the delivery of the programme, the panel recommended that the programme management team ensure that appropriate expertise exists for each module as stated in proposed documentation, particularly where inconsistency exists. The College should further seek to distinguish between the role and person in role. This would facilitate the College to mitigate against risk with regard to roles in relation to academic, support and pastoral activities by defining and demarcating relevant roles

In addition, with the recent departure of the Head Librarian from the College, who acted as the previous subject lead for this programme, the programme team should clarify the process and go-to person for assisting students in securing work placement.

The recent appointment of Learning Technologist and plan for recruitment of Instructional Designer to support the college's ambitions in relation to blended and e-learning, and support staff in its implementation, was commended by the Panel.

The Student supports available within DBS, and the commitment of module leaders to academic process and student development, were particularly remarked upon.

The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned.

### **Condition #3**

DBS are required to clarify and demonstrate roles and responsibilities around work placement and Librarians' input to teaching and supporting students on this programme.

### **Recommendation(s)**

**#8:** The panel recommended that the College ensure that appropriate expertise exists for each module as stated in proposed documentation, particularly where inconsistency exists. This is critical where a module covers very specialised subject matter. The College should further seek to distinguish between the role and person in role.

### **Commendation(s)**

**#4:** The recent appointment of Learning Technologist and plan for recruitment of Instructional Designer to support the college's ambitions in relation to blended and e-learning was commended by the Panel.

#5: The student supports available within DBS, and the commitment of module leaders to academic process and student development were particularly remarked upon.

#6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned.

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

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (7.16d). |
|              |         | b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:   |
| Yes          |         | (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)  |
| Yes          |         | (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)   |
| Yes          |         | (iii) printed and electronic material (including software) for teaching, learning and assessment   |
| Yes          |         | (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable  |
| Yes          |         | (v) technical support  |
| Yes          |         | (vi) administrative support  |
| Yes          |         | (vii) company placements/internships – if applicable   |
| Yes          |         | c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).   |
|              |         | d) There is a five-year plan for the programme. It should address  |



|     |  |   |
|-----|--|---|
| Yes |  | (i) Planned intake (first five years) and   |
| Yes |  | (ii) The total costs and income over the five years based on the planned intake.  |
| Yes |  | e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required. |

The panel noted that a five year plan had been provided for each of the programmes under review.

A tour of the library facilities in the Aungier Street Campus was undertaken, and the open meeting and study areas throughout the campus to facilitate group work and peer study support was acknowledged.

It was noted that the library facilities deploy a wide range of technology resources to support learners and staff. The library is engaged in publishing the DBS journals for the School of Business, featuring peer-reviewed research by both staff and students. This is in line with a core pillar of DBS's strategy on achieving academic excellence.

Work placement –all students are required to complete work experience, which may be completed before, during, or after the programme. The programme team needs to clarify process and go-to person for assisting students in securing work placement, and create an appropriate pro forma for placement host sign-off on completion.

To support their course work, each learner is provided with their own cloud space. The panel recommends that the programme team would consider providing students with a web-based library application (developmental sandbox) on which to support their academic development.

#### Recommendation(s)

- #7: The programme team needs to clarify process and go-to person for assisting students in securing work placement.
- #3: Implement a *pro forma* checklist for employer sign-off to support confirmation of student engagement with their work placement.
- #9: Consider providing students with a web-based library application (developmental sandbox) to support their academic development.

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

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes. |

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| Yes |  | b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.  |
| Yes |  | c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace. |

The panel noted that a five-year plan had been provided for the programme under review. With the variance on projected numbers, the feasibility of this plan was not particularly clear, however the programme team clarified that the programme was a flagship programme in the College's programme portfolio.

The panel also noted the recent update of the DBS strategic plan, and were advised that the development of eLearning/blended learning programmes is a strategic objective of the College.

A description of the learning environment in place to support students is provided in Section 3.5 of this report. A tour of the physical facilities in the Aungier Street Campus, particularly the library, was undertaken. The library is engaged in publishing the DBS Review - a journal featuring peer-reviewed research by both staff and students. This is in line with a core pillar of DBS's strategy on achieving academic excellence.

To support their course work, each learner is provided with their own cloud space. The panel recommends that the programme team would consider providing students with a web-based library application (developmental sandbox) on which to support their academic development.

The (3-week) work placement needs to be formalised in relation to the sign-off by the host organisation in relation to the students' experience.

### Recommendation(s)

**#3:** Implement a *pro forma* checklist for employer sign-off to support confirmation of student engagement with the work placement.

**#9:** Consider providing students with a web-based library application (developmental sandbox) to support their academic development.

### 7.13 Criterion 9: There are sound teaching and learning strategies

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | a) The teaching strategies support achievement of the intended programme/module learning outcomes. |
| Yes          |         | b) The programme provides authentic learning opportunities to enable learners                      |

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|     |  | to achieve the intended programme learning outcomes.   |
| Yes |  | c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload). |
| Yes |  | d) Learning is monitored/supervised.   |
| Yes |  | e) Individualised guidance, support <sup>17</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.  |

The College has developed a Learning Teaching and Assessment Strategy which was provided in the documentation pack for the panel, and appropriate extracts and references were included in the programme documentation. The purpose of this strategy is to support the enhancement of learning and teaching at DBS by establishing a framework, aligned with the overall College Strategy.

The recent appointment of a Learning Technologist and plan for recruitment of Instructional Designer will support the college's ambitions in relation to blended and e-learning, as outlined in the Learning Teaching and Assessment Strategy and to support staff in its implementation. However, in relation to this MSc programme, the programme team should define the e-learning element of each module within the module descriptor for clarity. This need not be identical for each module.

In meetings with students and graduates, the panel found that they were very positive about the level of support received from lecturers and other staff. They appreciated the small class sizes and the easy access to teaching staff who were generally very responsive to requests for support, clarification or feedback, which was delivered in a timely manner.

The strategy for the Student Engagement and Success Unit (SESU) is also aligned with this teaching and learning strategy. The establishment of the SESU, as a multidisciplinary intervention to support non-engaging students, was considered a very positive move by DBS to support learner engagement, retention and progression.

Feedback from students and graduates also confirmed that the workload for the MSc programme was appropriate but that more structure around this workload was required. The panel were of the opinion that this could be further supported by the creation of an assessment schedule, which would be visible/accessible to all.

The panel further noted the feedback from students confirmed the willingness of teaching staff to address any issues brought to them.

### **Recommendation(s)**

**#10:** Clarify listings of Essential Texts versus Recommended Texts within the module descriptors.

- #8: The panel recommended that the College ensure that appropriate expertise exists for each module as stated in proposed documentation, particularly where inconsistency exists. This is critical where a module covers very specialised subject matter. The College should further seek to distinguish between the role and person in role.
- #7: Clarify process and go-to person for assisting students in securing work placement.
- #11: Mitigate against risk with regard to roles in relation to academic, support and pastoral activities by defining and demarcating the relevant roles
- #12: Consider team meeting to review the totality of the programme to ensure optimal cohesiveness of the programme
- #9: Consider providing students with a web-based library application (developmental sandbox) to support their academic development.
- #13: Define e-learning element of each module within the module descriptor for clarity. This need not be identical for each module.
- #3: Implement a *pro forma* checklist for employer sign-off to support confirmation of student engagement with their work placement.

**Commendation(s)**

- #5: The student supports available within DBS, and the commitment of module leaders to academic process and student development were particularly remarked upon.
- #6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned.
- #4: The recent appointment of Learning Technologist and plan for recruitment of Instructional Designer to support the college’s ambitions in relation to blended and e-learning, and support staff in its implementation, was commended by the Panel.
- #7: The employment focus of the programme, and engagement with professional networks to support programme development and graduate employment
- #8: The establishment of the Student Engagement and Success Unit (SESU), as a multidisciplinary intervention to support non-engaging students, was considered a very positive move by DBS to support learner engagement, retention and progression.

7.14 Criterion 10: There are sound assessment strategies

| Satisfactory | Comment | Sub-criteria   |
|--------------|---------|--|
| Yes          |         | a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i> <sup>18</sup> |
| Yes          |         | b) The programme’s assessment procedures   |

|     |  |   |
|-----|--|---|
|     |  | interface effectively with the provider's QQI approved quality assurance procedures.  |
| Yes |  | c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme. <sup>19</sup> |
| Yes |  | d) The programme includes formative assessment to support learning.   |
| Yes |  | e) There is a satisfactory written <b>programme assessment strategy</b> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules. <sup>20</sup>  |
| Yes |  | f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.   |
| Yes |  | g) There are sound procedures for the moderation of summative assessment results.   |
| Yes |  | h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award. <sup>21</sup>                              |

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

In relation to areas for improvement, following feedback from students, the panel recommended that the programme team consider meeting to review the totality of the programme to ensure optimal cohesiveness of the programme, and to create an assessment schedule, visible to all.

In addition, the panel recommended that the programme team consider clarifying the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

#### **Recommendation(s)**

**#12:** The panel recommended that the programme team consider meeting to review the totality of the programme to ensure optimal cohesiveness of the programme.

#14: The panel recommended that the programme team consider creating an assessment schedule for the full programme, visible to all.

#15: In addition, the panel recommended that the programme team consider clarifying the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

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

| Satisfactory | Comment | Sub-criteria  |
|--------------|---------|---|
| Yes          |         | a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments. |
| Yes          |         | b) Information is provided about learner supports that are available to learners enrolled on the programme.   |
| Yes          |         | c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.                                     |
| Yes          |         | d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.     |
| Yes          |         | e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities. |
| Yes          |         | f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.          |
| Yes          |         | g) The programme provides supports for enrolled learners who have special education and training needs.   |
| Yes          |         | h) The programme makes reasonable accommodations for learners with disabilities <sup>22</sup> .   |
| Yes          |         | i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of</i>  |

<sup>22</sup>For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

|     |  |   |
|-----|--|---|
|     |  | <i>Programmes to International Students</i> <sup>23</sup> 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. |
| Yes |  | j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).                                  |

The panel noted that the Student Handbooks and website contain information on the supports and services available to students.

The composition and role of the Student Engagement and Success Unit (SESU) was outlined to the panel. The panel considered this a very positive move by DBS to support learner engagement, retention and progression.

The students that met with the panel were positive about their initial engagements with the programme; however, there may be some communication gaps as a result of the resignation of a key member of programme staff during the year.

The panel recommends that the College seeks to redress this situation, ensures that expertise exists for each module, and distinguishes between role and person in role to support communication to learners. This would also require clarification of the process and go-to person for assisting students in securing work placement.

#### Condition(s)

- #1: Renewed Library Association of Ireland (LAI) accreditation to be secured before registration of students onto the post-programmatic reviewed/revalidated programme (if this is what programme promotional literature is to say).
- #2: LAI accreditation for the new Postgraduate Diploma to be separately pursued, and student information is to be clear on the professional implications for graduates of that programme.
- #3: Clarify and demonstrate roles and responsibilities around work placement and Librarians' input to teaching and supporting students on this programme.

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<sup>23</sup>See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

### Recommendation(s)

- #9: Consider providing students with a web-based library application (developmental sandbox) on which to support students' academic development.
- #13: Define e-learning element of each module within the module descriptor for clarity. This need not be identical for each module.
- #7: Clarify process and go-to person for assisting students in securing work placement.
- #15: Consider clarifying module re-assessment strategy in the programme into a more clearly articulated and standard format.

### 7.16 Criterion 12: The programme is well managed

| Satisfactory | Comment | Sub-criteria  |
|--------------|---------|---|
| Yes          |         | a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.   |
| Yes          |         | b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not. |
| Yes          |         | c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.  |
| Yes          |         | d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.  |
| Yes          |         | e) Quality assurance <sup>24</sup> is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.   |
| Yes          |         | f) The programme-specific quality assurance arrangements are consistent   |



|     |  |  |
|-----|--|--|
|     |  | with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved. |
| Yes |  | g) The programme operation and management arrangements are coherently documented and suitable.   |
| Yes |  | h) There are sound procedures for interface with QQI certification.  |

The panel were satisfied that there are effective structures in place for the governance and management of the programmes under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

In balancing the recent loss of key staff *vis a vis* future plans for the programme, and future-proofing it, the panel recommends that the programme management team ensure expertise continues to exist for each module as stated in proposed documentation, particularly where/if inconsistency exists and to distinguish between role and person in role. In addition, the College should mitigate against risk with regard to roles in relation to academic, support and pastoral activities by defining and demarcating the relevant roles.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines, and that DBS have submitted an application to QQI for reengagement. The process for interim programme change was outlined to the panel by the programme team. The programme-specific quality assurance arrangements are outlined in Section 3.8 of this report.

### Recommendations

- #3: The panel considered it important that a more formal sign-off for placement organisation personnel to support the quality assurance of the placement experience
- #8: The panel recommended that the College ensure that appropriate expertise exists for each module as stated in proposed documentation, particularly where inconsistency exists. This is critical where a module covers very specialised subject matter. The College should further seek to distinguish between the role and person in role.
- #11: Mitigate against risk with regard to roles in relation to academic, support and pastoral activities by defining and demarcating the relevant roles
- #12: Consider team meeting to review the totality of the programme to ensure optimal cohesiveness of the programme
- #7 Clarify process and go-to person for assisting students in securing work placement.
- #15: Consider clarifying re-assessment strategy for the modules in the programme into clearly articulated and standard format.

#16: Clarify the composition of the Board of Studies within the College, particularly to indicate if it includes library staff.

**Commendation(s)**

- #5: The student supports available within DBS, and the commitment of module leaders to academic process and student development were particularly remarked upon.
- #6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned.
- #4: The recent appointment of Learning Technologist and plan for recruitment of Instructional Designer to support the college’s ambitions in relation to blended and e-learning, and support staff in its implementation, was commended by the Panel.
- #7: The employment focus of the programme, and engagement with professional networks to support programme development and graduate employment
- #8: The establishment of the Student Engagement and Success Unit (SESU), as a multidisciplinary intervention to support non-engaging students, was considered a very positive move by DBS to support learner engagement, retention and progression.

## 8 Overall recommendation to DBS

### Master of Science in Information and Library Management

|            |  |
|------------|--|
| Select one |  |
|            | Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;  |
| X          | Satisfactory subject to proposed conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>25</sup> |
|            | Not satisfactory.  |

## 8.1 Reasons<sup>26</sup> for the overall recommendation

### The Proposed Conditions

- #1: Renewed Library Association of Ireland (LAI) accreditation to be secured before registration of students onto the post-programmatic reviewed/revalidated programme (if this is what programme promotional literature is to say).
- #2: LAI accreditation for the new Postgraduate Diploma to be separately pursued, and student information to be clear on the professional implications for graduates of that programme.
- #3: Clarify and demonstrate roles and responsibilities around work placement and Librarians' input to teaching and supporting students on this programme.

These conditions should be implemented before learners register for the programme in September 2019.

## 8.2 Summary of recommendations

- #1: The panel recommended that the programme team ensure that *Research Methods* module is adequately valued in light of the Exit Award
- #2: Re the *Open Librarianship* module - The panel recommended that an opportunity is provided for the MIMLOs for the *Open Librarianship* module to be restated (in conjunction with the syllabus 'flesh-out', and assessment instrument re-design) on appointment of the new staff member [and programme schedule updated if/as required].
- #3: The panel considered it important that a more formal (*pro forma*) sign-off for placement organisation personnel be introduced to support the quality assurance of the placement experience.
- #4: Amend assessment strategies in modules where this is currently not as intended (e.g. *Information Organisation* and *Information Architecture*) [and update programme schedule if/as required].
- #5: With regard to the outcomes of the *Research Methods* module– the panel recommended that the programme team agree an approach to this module which would support autonomous research in graduates' careers.
- #6: The panel recommended that in its delivery the *Information Technologies* module is re-sequenced to semester 1 (as it provides the ground work for other modules, including information architecture)[and programme schedule updated if/as required].
- #7: The programme team should clarify the process, and go-to person, for assisting students in securing their work placement.

- #8:** The College should ensure expertise exists for each module as stated in proposed documentation, particularly where inconsistency exists. This is critical where a module covers very specialised subject matter. Distinguish between role and person in role.
- #9:** Consider providing students with a web-based library application (developmental sandbox) on which to support students academic development.
- #10:** Clarify listings of Essential Texts versus Recommended Texts within the module descriptors.
- #11:** Mitigate against risk with regard to roles in relation to academic, support and pastoral activities by defining and demarking relevant roles
- #12:** Consider organising a team meeting to review the totality of the programme to ensure optimal cohesiveness of the programme.
- #13:** Define e-learning element of each module within the module descriptor for clarity. This need not be identical for each module.
- #14:** The panel recommended that the programme team consider creating an assessment schedule for the full programme, visible to all.
- #15:** Consider clarifying re-assessment strategy for the modules in the programme into clearly articulated and standard format.
- #16:** Clarify composition of Board of Studies within the College, particularly to indicate if it includes library staff?

### 8.3 Summary of commendations

- #1:** The panel commended the documentation generated and presented to the panel, and the process of the review undertaken within the College as outlined both in the documents and to the panel.
- #2:** The panel commended the DBS team input to the review and their openness to engagement with the panel.
- #3:** The panel praised the team's Positivity and focus on student experience at DBS.
- #4:** The recent appointment of Learning Technologist and plan for recruitment of Instructional Designer to support the college's ambitions in relation to blended and e-learning, and support staff in its implementation, was commended by the Panel.
- #5:** The student supports available within DBS, and the commitment of module leaders to academic process and student development were particularly remarked upon.
- #6:** The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned.
- #7:** The employment focus of the programme, and engagement with professional networks to support programme development and graduate employment

**#8:** The establishment of the Student Engagement and Success Unit (SESU), as a multidisciplinary intervention to support non-engaging students, was considered a very positive move by DBS to support learner engagement, retention and progression.

## 9 Declaration of Evaluator's Interests


Mary Doyle has previously held the role of position of Registrar at Dublin Business School. Since leaving this role, in 2009, she has not engaged in any professional relationship with the College and/or its staff. In addition, there have been extensive changes at senior/middle management within DBS in the interim and Ms Doyle has not had any professional relationship with the incumbents, during or prior to their taking up their roles at DBS.

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

Panel chairperson: Dr Michael C. Hall

Date: 17 May 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.

### Part 3: Proposed programme schedules

#### MSc (Full-Time)

| Name of Provider:  |  | Dublin Business School                                     |                                     |                                     |             |                      |                     |   |   |                      |                            |                          |
|--|--|--|-------------------------------------|-------------------------------------|-------------|----------------------|---------------------|---|---|----------------------|----------------------------|--------------------------|
| Programme Title (i.e. Named Award):  |  | Master of Science in Information and Library Management    |                                     |                                     |             |                      |                     |   |   |                      |                            |                          |
| Award Title (HETEC Named Award):   |  | Master of Science  |                                     |                                     |             |                      |                     |   |   |                      |                            |                          |
| Stage Exit Award Title:  |  | Postgraduate Diploma in Information and Library Management |                                     |                                     |             |                      |                     |   |   |                      |                            |                          |
| Modes of Delivery (FT/PT)  |  | FT   |                                     |                                     |             |                      |                     |   |   |                      |                            |                          |
| Award Class  | Award NFQ Level                                    | Award EFQ Level  | Stage (1,2,3,4, ... or Award Stage) | Stage NFQ                           | Stage EFQ   | Stage Credits (ECTS) | Date Effective      | ISCED Subject Code  | Allocation of Marks (from the module assessment strategy) |                      |                            |                          |
| Major  | 9  | 7  | Award                               | 9                                   | 7           | 90                   | September 2019      | 0322  | CA %  | Supervised Project % | Proctored Practical Exam % | Proctored Written Exam % |
| Module Title<br>(Up to 70 characters including spaces)   | Semester Number where applicable (Semester 1 or 2) | Module   |                                     | Total Student Effort Module (hours) |             |                      |                     | Allocation of Marks (from the module assessment strategy) |   |                      |                            |                          |
|  |  | Status   | NFQ Level where specified           | ECTS Credit Number                  | Total hours | Contact Hours        | Directed E-learning | Independent Learning hours                                | CA %  | Supervised Project % | Proctored Practical Exam % | Proctored Written Exam % |
| The Teaching Librarian   | 1  | M  | 9                                   | 5                                   | 125         | 24                   | 25                  | 76  | 100   |                      |                            |                          |
| Records Management and Information Law   | 1  | M  | 9                                   | 5                                   | 125         | 24                   | 49                  | 52  | 100   |                      |                            |                          |
| Open Librarianship   | 1  | M  | 9                                   | 10                                  | 250         | 48                   | 50                  | 152   | 100   |                      |                            |                          |
| Information Organisation   | 1  | M  | 9                                   | 10                                  | 250         | 48                   | 22                  | 180   | 100   |                      |                            |                          |
| Research Methods   | 2  | M  | 9                                   | 5                                   | 125         | 24                   | 50                  | 51  | 100   |                      |                            |                          |
| Management for Information and Library Professionals   | 2  | M  | 9                                   | 10                                  | 250         | 36                   | 62                  | 152   | 100   |                      |                            |                          |
| Information Architecture   | 2  | M  | 9                                   | 5                                   | 125         | 24                   | 25                  | 76  | 70  |                      | 30                         |                          |
| Information Technologies   | 2  | M  | 9                                   | 10                                  | 250         | 48                   | 32                  | 170   | 100   |                      |                            |                          |
| Professional Development and Organisational Awareness  | 2  | M  | 9                                   | 5                                   | 125         | 24                   | 16                  | 85  | 100   |                      |                            |                          |
| Dissertation/ Applied Research Project   | 3  | M  | 9                                   | 25                                  | 625         | 12                   |                     | 613   | 100   |                      |                            |                          |
| <b>Special Regulations:</b>  |  |  |                                     |                                     |             |                      |                     |   |   |                      |                            |                          |
| Learners will not progress to the Dissertation/ Applied Research Project unless all taught modules have been passed. |  |  |                                     |                                     |             |                      |                     |   |   |                      |                            |                          |

## MSc (Part-Time)

|  |  |  |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |
|--|--|--|-------------------------------------|--------------------|-------------------------------------|----------------------|----------------------------|--------------------|---|----------------------------|--------------------------|--|
| Name of Provider:  |  | Dublin Business School                                     |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |
| Programme Title (i.e. Named Award):  |  | Master of Science in Information and Library Management    |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |
| Award Title (HETEC Named Award):   |  | Master of Science  |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |
| Stage Exit Award Title:  |  | Postgraduate Diploma in Information and Library Management |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |
| Modes of Delivery (FT/PT)  |  | PT   |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |
| Award Class  | Award NFAQ Level                                   | Award EFQ Level  | Stage [1,2,3,4, ...] or Award Stage | Stage NFAQ         | Stage EFQ                           | Stage Credits (ECTS) | Date Effective             | ISCED Subject Code |   |                            |                          |  |
| Major  | 9  | 7  | Award                               | 9                  | 7                                   | 90                   | September 2019             | 0322               |   |                            |                          |  |
| Module Title<br>(Up to 70 characters including spaces)   | Semester Number where applicable (Semester 1 or 2) | Module Status  | NFQ Level where specified           | ECTS Credit Number | Total Student Effort Module (hours) |                      |                            |                    | Allocation of Marks (from the module assessment strategy) |                            |                          |  |
|  |  |  |                                     |                    | Contact Hours                       | Directed E-learning  | Independent Learning hours | CA %               | Supervised Project %                                      | Proctored Practical Exam % | Proctored Written Exam % |  |
| The Teaching Librarian   | 1  | M  | 9                                   | 5                  | 18                                  | 31                   | 76                         | 100                |   |                            |                          |  |
| Records Management and Information Law   | 1  | M  | 9                                   | 5                  | 18                                  | 55                   | 52                         | 100                |   |                            |                          |  |
| Open Librarianship   | 1  | M  | 9                                   | 10                 | 36                                  | 62                   | 152                        | 100                |   |                            |                          |  |
| Information Organisation   | 1  | M  | 9                                   | 10                 | 36                                  | 34                   | 180                        | 100                |   |                            |                          |  |
| Research Methods   | 2  | M  | 9                                   | 5                  | 18                                  | 56                   | 51                         | 100                |   |                            |                          |  |
| Management for Information and Library Professionals   | 2  | M  | 9                                   | 10                 | 28                                  | 70                   | 152                        | 100                |   |                            |                          |  |
| Information Architecture   | 2  | M  | 9                                   | 5                  | 18                                  | 31                   | 76                         | 70                 | 30  |                            |                          |  |
| Information Technologies   | 2  | M  | 9                                   | 10                 | 36                                  | 44                   | 170                        | 100                |   |                            |                          |  |
| Professional Development and Organisational Awareness  | 2  | M  | 9                                   | 5                  | 18                                  | 22                   | 85                         | 100                |   |                            |                          |  |
| Dissertation/ Applied Research Project   | 3  | M  | 9                                   | 25                 | 625                                 | 12                   | 613                        | 100                |   |                            |                          |  |
| <b>Special Regulations:</b>  |  |  |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |
| Learners will not progress to the Dissertation/ Applied Research Project unless all taught modules have been passed. |  |  |                                     |                    |                                     |                      |                            |                    |   |                            |                          |  |

## Postgraduate Diploma (Full-Time)

| <b>Name of Provider:</b>                               |  | Dublin Business School                                     |                                     |                    |             |                      |                     |                            |   |                      |                            |                          |
|--|--|--|-------------------------------------|--------------------|-------------|----------------------|---------------------|----------------------------|---|----------------------|----------------------------|--------------------------|
| <b>Programme Title (i.e. Named Award):</b>             |  | Postgraduate Diploma in Information and Library Management |                                     |                    |             |                      |                     |                            |   |                      |                            |                          |
| <b>Award Title (HETEC Named Award):</b>                |  | Postgraduate Diploma                                       |                                     |                    |             |                      |                     |                            |   |                      |                            |                          |
| <b>Stage Exit Award Title:</b>                         |  | N/A  |                                     |                    |             |                      |                     |                            |   |                      |                            |                          |
| <b>Modes of Delivery (FT/FT)</b>                       |  | FT   |                                     |                    |             |                      |                     |                            |   |                      |                            |                          |
| Award Class  | Award NFAQ Level                                   | Award EFQ Level  | Stage [1,2,3,4, ...] or Award Stage | Stage NFAQ         | Stage EFQ   | Stage Credits (ECTS) | Date Effective      | ISCED Subject Code         | Allocation of Marks (from the module assessment strategy) |                      |                            |                          |
| Major  | 9  | 7  | Award                               | 9                  | 7           | 60                   | September 2019      | 0322                       | CA %  | Supervised Project % | Proctored Practical Exam % | Proctored Written Exam % |
| Module Title<br>(Up to 70 characters including spaces) | Semester Number where applicable (Semester 1 or 2) | Status   | NFAQ Level where specified          | ECTS Credit Number | Total hours | Contact Hours        | Directed E-learning | Independent Learning hours | CA %  | Supervised Project % | Proctored Practical Exam % | Proctored Written Exam % |
| The Teaching Librarian                                 | 1  | M  | 9                                   | 5                  | 125         | 24                   | 25                  | 76                         | 100   |                      |                            |                          |
| Records Management and Information Law                 | 1  | M  | 9                                   | 5                  | 125         | 24                   | 49                  | 52                         | 100   |                      |                            |                          |
| Open Librarianship                                     | 1  | M  | 9                                   | 10                 | 250         | 48                   | 50                  | 152                        | 100   |                      |                            |                          |
| Information Organisation                               | 1  | M  | 9                                   | 10                 | 250         | 48                   | 22                  | 180                        | 100   |                      |                            |                          |
| Management for Information and Library Professionals   | 2  | M  | 9                                   | 10                 | 250         | 36                   | 62                  | 152                        | 100   |                      |                            |                          |
| Information Architecture                               | 2  | M  | 9                                   | 5                  | 125         | 24                   | 25                  | 76                         | 70  |                      | 30                         |                          |
| Information Technologies                               | 2  | M  | 9                                   | 10                 | 250         | 48                   | 32                  | 170                        | 100   |                      |                            |                          |
| Professional Development and Organisational Awareness  | 2  | M  | 9                                   | 5                  | 125         | 24                   | 16                  | 85                         | 100   |                      |                            |                          |
| <b>Special Regulations:</b>                            |  |  |                                     |                    |             |                      |                     |                            |   |                      |                            |                          |



## Postgraduate Diploma (Part-Time)

|  |  |  |                                     |                    |                                     |                      |                            |                      |   |                            |                          |
|--|--|--|-------------------------------------|--------------------|-------------------------------------|----------------------|----------------------------|----------------------|---|----------------------------|--------------------------|
| Name of Provider:                                      |  | Dublin Business School                                     |                                     |                    |                                     |                      |                            |                      |   |                            |                          |
| Programme Title (i.e. Named Award):                    |  | Postgraduate Diploma in Information and Library Management |                                     |                    |                                     |                      |                            |                      |   |                            |                          |
| Award Title (HETEC Named Award):                       |  | Postgraduate Diploma                                       |                                     |                    |                                     |                      |                            |                      |   |                            |                          |
| Stage Exit Award Title:                                |  | N/A  |                                     |                    |                                     |                      |                            |                      |   |                            |                          |
| Modes of Delivery (FT/PT)                              |  | PT   |                                     |                    |                                     |                      |                            |                      |   |                            |                          |
| Award Class  | Award NFQ Level                                    | Award EFQ Level  | Stage (1,2,3,4, ... or Award Stage) | Stage NFQ          | Stage EFQ                           | Stage Credits (ECTS) | Date Effective             | ISCED Subject Code   |   |                            |                          |
| Major  | 9  | 7  | Award                               | 9                  | 7                                   | 60                   | September 2019             | 0322                 |   |                            |                          |
| Module Title<br>(Up to 70 characters including spaces) | Semester Number where applicable (Semester 1 or 2) | Module   |                                     |                    | Total Student Effort Module (hours) |                      |                            |                      | Allocation of Marks (from the module assessment strategy) |                            |                          |
|  |  | Status   | NFQ Level where specified           | ECTS Credit Number | Contact Hours                       | Directed E-learning  | Independent Learning hours | Supervised Project % | CA %  | Proctored Practical Exam % | Proctored Written Exam % |
| The Teaching Librarian                                 | 1  | M  | 9                                   | 5                  | 18                                  | 31                   | 76                         | 100                  |   |                            |                          |
| Records Management and Information Law                 | 1  | M  | 9                                   | 5                  | 18                                  | 55                   | 52                         | 100                  |   |                            |                          |
| Open Librarianship                                     | 1  | M  | 9                                   | 10                 | 36                                  | 62                   | 152                        | 100                  |   |                            |                          |
| Information Organisation                               | 1  | M  | 9                                   | 10                 | 36                                  | 34                   | 180                        | 100                  |   |                            |                          |
| Management for Information and Library Professionals   | 2  | M  | 9                                   | 10                 | 28                                  | 70                   | 152                        | 100                  |   |                            |                          |
| Information Architecture                               | 2  | M  | 9                                   | 5                  | 18                                  | 31                   | 76                         | 70                   |   | 30                         |                          |
| Information Technologies                               | 2  | M  | 9                                   | 10                 | 36                                  | 44                   | 170                        | 100                  |   |                            |                          |
| Professional Development and Organisational Awareness  | 2  | M  | 9                                   | 5                  | 18                                  | 22                   | 85                         | 100                  |   |                            |                          |
| Special Regulations:                                   |  |  |                                     |                    |                                     |                      |                            |                      |   |                            |                          |

## 10 Appendix 2: Agenda

**School of Business and Law  
Programmatic Review**

**Master of Science  
in Information and Library Management**

**Location: Room 3.10 – DBS, Castle House, 73-83, South Great George's Street**

**Agenda**

**Thursday, 25th April 2019**

| <b>Time</b>   | <b>Activity</b>   |
|---------------|---|
| 08.45 - 10.00 | Private Meeting of Panel  |
| 10.00 - 10.30 | Meeting with Senior Management to Discuss: <ul style="list-style-type: none"><li>• Strategic and Institutional Issues</li><li>• Rationale for the development of the programmes</li></ul>   |
| 10:30 - 11.15 | Dialogue on Learning Opportunities: <ul style="list-style-type: none"><li>• Model of Provision</li><li>• Resourcing of proposed programme provision</li><li>• Staffing of the proposed programme provision</li></ul>  |
| 11.15 - 11:45 | Tea/Coffee Break and Private Meeting of Panel   |
| 11:45– 12.30  | Facilities Review   |
| 12.30- 13.15  | Lunch and Private Meeting of Panel  |
| 13.15 - 14.45 | Standards and Participation in the Programmes: <ul style="list-style-type: none"><li>• Internal approval process</li><li>• Access and admission requirements for the programmes</li><li>• Structure, aims, objectives and intended learning outcomes of the programmes</li><li>• Curriculum design and content</li><li>• Assessment</li></ul> |
| 14:45 - 15:30 | Meet with Students and Graduates  |
| 15:30 - 16:45 | Tea/Coffee Break and Private Meeting of Panel   |
| 16:45 - 17.00 | Preliminary Oral Feedback to DBS Senior Staff   |