

## Independent Programme Review Report

Provider name	DBS
Date of site visit	29 <sup>th</sup> May, 2019
Date of report	28 <sup>th</sup> June 2019

Principal programme	Title	Certificate in Business and English Language
	Award	NFQ Level 6
	Credit	60 ECTS
	Duration <sup>1</sup> (years, months, weeks)	Full-time: 2 semesters of 12 weeks each

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## 1 Introduction

The scope of the review encompassed a series of detailed interview sessions with lecturing staff, support staff, and students attending the course. The course materials, which were provided by DBS, and which were detailed and meticulous, were reviewed prior to the interviews, and a number of particular points of interest were reviewed in detail in the course of the various meetings held between the panel members, staff, and a selection of students.

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

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

### Objectives of the Programme Review

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 Arts in the achievement of DBS's mission and strategy
- That the programme learning outcomes will meet the needs of current and future learners, employers and other stakeholders
- That teaching and learning or research activity at any level shall be conducted in a manner morally and professionally ethical

The Programme Team has engaged in a consultative process to ensure that the programmes provide an appropriate and relevant mix of academic content and practical application to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes, in so far as these were available. See Section 7.2 of this report for more information.

The results and conclusions of this review process informed the proposed changes to the programmes which are outlined in this report. DBS provided the panel with a self-evaluation reports for each 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

Ann Masterson	Acting Course Director
Dr Chantal Ladias	Lecturer
Mike Venn	Lecturer
Bernie Lydon	Lecturer
Darina Reilly	Lecturer
Claire Devlin	Lecturer
Dermot Gallagher	Lecturer
James Browne	Lecturer
Dr Michael Maguire	Lecturer
David Wallace	Lecturer
Ray Whelan	Lecturer
Michael Kielty	Study Abroad Head of Department/Lecturer
Leo D’Arcy	Study Abroad Director of Studies/Lecturer
Andrew Browne	Lecturer
Donagh Farrell	Lecturer
Una Pittion	Lecturer
Donal Casey	Lecturer
Declan Scully	Lecturer
Noel Gardiner	Lecturer
Lori Johnston	Registrar
Dr Martin Doris	Assistant Registrar
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Dr Kerry McCall Magan	Head of Academic Programmes
Dr Lee Richardson	Data Analytics and Reporting Manager
Shane Mooney	Head of Student Experience
Jane Buggle	Deputy Librarian
Emma Balfe	Head of Faculty and School Operations
Darragh Breathnach	Head of Academic Operations
Anita Dwyer	School Executive Officer
Eimear Forde / Macadara O’Maolbhuidh	Programme Coordinators
Grant Goodwin	Quality Assurance Officer
Ainoa Zalabardo	Student Experience Officer – Study Abroad
Sarah Sharkey	Student Engagement Officer

#### 2.2 Agenda

See Appendix 2.

## 2.3 Persons Met

Staff, Students, and Graduates with whom the Panel Met

### Senior Management

Andrew Conlan-Trant	Executive Dean
Kerry McCall Mangan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Shane Mooney	Head of Student Experience
Ann Masterson	Course Director (Acting)
Michael Kiely	Head of Department, Arts, Language and Study Abroad
Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer

### Dialogue on Learning Opportunities:

Ann Masterson	Course Director
Michael Kiely	College Writing 1
Damien Lennon/Leo Darcy	Communication for Business 1
Michelle O'Connor	IT Skills
Una Pittion/Donal Casey	Self and Society
Declan Scully	Business Functions
Dr. Andrew Browne	Research Skills for Business
Leo Darcy	Enterprise and Communication
Donagh Farrell	College Writing Skills 2

### Programme Team

Name	Job Title with the Provider
Michael Kiely	College Writing 1
Damien Lennon/Leo Darcy	Communication for Business 1
Michelle O'Connor	IT skills
Una Pittion/Donal Casey	Self and Society
Declan Scully	Business Functions
Andrew Browne	Research Skills for Business
Leo Darcy	Enterprise and Communication
Donagh Farrell	College Writing Skills 2

### Learners and Graduates

Chen XiaoHui	Student, Certificate in Business and English Language
Ding Yuyang	Student, Certificate in Business and English Language





### 3 Review of the Programme Review Report

#### 3.1 Fitness for Purpose of the Programme

This programme is for international learners, whose first language is not English, to gain and practice additional skills, competencies and knowledge through English language acquisition to enable progression to first year of an undergraduate degree in Business in an Irish Higher Education Institution.

The feedback from learners, graduates, external examiners and members of BALEAP (British Association of Lecturers of English for Academic Purposes) as well as literature reviews and competitor analysis indicate that this well-established programme is fit for purpose and meets its stated objective.

The programme attracts international students who wish to complete a foundation-level course in business while also honing and improving their English language skills. Students receive a basic introduction to business skills over the course of the academic year and are given ample opportunity to improve their language skills, while in the classroom, in the context of group activities and, generally, in engaging with others in an English-language environment.

However, the panel expressed concern at the decline in student numbers since A/Y 2015/16 and recommended that a marketing plan be put together to increase student numbers enrolled on the programme. The panel noted the recent agreement with Xiamen Institute of Software Technology in China and other similar agreements in the pipeline, which may yield increased student numbers for the programme. Furthermore, the panel recommends that, from a marketing perspective, module titles should be reviewed to emphasise linkage with programme title.

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

The programme prepares students for the linguistic, academic, and cultural skills demanded in business education. The specific programme objectives are to:

1. Provide students with the language skills necessary to complete an undergraduate course of study through English.
2. Provide an introduction to key business areas.
3. Develop effective organisational skills, study skills, and critical thinking skills necessary to succeed in third level education.
4. Promote an understanding and knowledge of Irish education, culture and society.
5. Enable students to make informed choices regarding future career and study progression.

In general, the programme achieves these stated objectives. The destination of graduates from 2014 to 2018 highlights that 20 of the 30 graduates over this time-period have progressed and transferred within DBS to undergraduate programmes. A further 3 graduates have progressed to other institutions in Ireland (DIT & DCU), with another 5 being accepted into educational institutions in UK, Canada and US or gaining employment. In the period from 2014 to 2018, 77% of students remained within the Irish higher education system, and of the 20 CBEL graduates progressing within DBS, eight have so far completed their full programme of study in the Schools of Business and Law or Arts, with the majority at Level 8 and a minority at Level 9. This indicates that graduates of the programme have acquired English language and business skills to a sufficiently high level to proceed with further education.

### 3.3 Learner Profile

The target group are international learners whose first language is not English who wish to pursue study in a business and/or related subject at a higher level, through the medium of the English language. Learners will have completed the NARIC equivalent High School Diploma (equivalent to the Leaving Certificate) and require a language proficiency of CEFR B1 to access this programme. Accordingly, many students progress onto this programme after graduating from high school in their home country.

This programme also attracts students engaged on semester abroad and Erasmus programmes e.g. in A/Y 2018/19, 65 learners from a French Business & Design School are studying individual modules on the programme.

66% of enrolled students on the programme are Asians, which is broadly consistent with the statistic of 52% of students studying overseas are from Asia as provided by OECD in its report 'Education at a Glance 2017'.

### 3.4 Learner Performance

Target learners achieve competency in academic English language skills to a CEFR B2+ level to be eligible to apply to/access first year of an undergraduate programme of study delivered in English.

Learners are helped to acquire a good level of English spoken, written, and reading skills, incorporating elements tailored to a foreign studentship, including penmanship, which is particularly important for students used to writing in a non-Roman script. They are also given a basic grounding in business, to prepare them for pursuing studies in business or in a business-related field on graduation. They are also prepared for living and working in a diverse cultural environment and encouraged to understand and explore both their own and others' cultural backgrounds and to examine how these influence them on a wide range of levels.

This programme has witnessed relatively high failure (attrition) rates—as high as 46% in the academic year 2016/17. The college takes frequent attendance records and remains in close contact with students who are missing classes. The college representatives have spoken frankly about the challenges involved in dealing with students from diverse cultural backgrounds, whose expectations vis a vis learning can be very different, depending on where they come from and what they are used to.

Despite the many and complex challenges associated with the course, graduates of the programme do well; as stated above, 77% of those who did graduate since 2014 have proceeded successfully to further education in the area of business within the Irish education system.

### 3.5 Quality of the Learning Environment

Students typically have 36 hours of contact for each module worth 5 ECTS, as well as 89 hours of independent learning. They also have access to a well-stocked library with hard copy and electronic resources and to Moodle. Classes are interactive, with students actively engaged in the learning process. Classrooms are comfortable, and well-equipped with the latest educational technology.

DBS has formed and maintained relationships with other colleges offering similar courses in Ireland and in the UK and has used these contacts to assess the offerings of other colleges and provide mutual support and feedback on successful interventions with students.

Robust systems are in place to identify at-risk students who might be vulnerable to dropping out or failing, and early interventions are made with these students to provide them with the supports that they require.

Support services and academic support services are available to all students, as well as a comprehensive careers guidance service.

The physical environment of the college is appropriate, with well-ventilated rooms, college-wide WIFI, disabled access, and a well-equipped environment for teaching and learning.

The declining number of students attending this course is a factor that represents a risk to the quality of the learning environment, and the panel recommends that a marketing plan be put together to increase student numbers. The panel refers to the meeting with current students, who indicated that they started class with 10+ students in the group, but that when an Erasmus cohort departs, only three students will remain. The panel expresses concern that it is challenging to provide meaningful opportunities for conversation with such a small group of learners.

Staff members commented that the students requested more feedback on their assignments and performance and that they have responded to this in a positive and proactive manner, which the panel commends.

### 3.6 Suitability of Learner Workload

DBS provided the following information about the modules included on the Certificate in Business and English Language:

Stage label	Module title	ECTS	Module synopsis
Award	Information Technology	5	<i>Information Technology</i> is a distinct form of creative activity where human beings interact with their environments using appropriate materials (software) and processes (skills) in response to needs, wants and opportunities. This module integrates problem solving and practical skills in the production of useful documents and systems for survival in the world of work and higher education.
Award	Research Skills for Business	10	This module will introduce business research skills and expose learners to various library, e-library and other research resources in higher education so that they will be able to begin to approach assignments in a systematic way and be able to adhere to the appropriate academic conventions. Introduction of various primary research techniques will enable learners to design, carry out, and critically analyse and interpret research findings.
Award	College Writing 1	5	The purpose of this module is to prepare students to address written communication situations encountered in their undergraduate studies through the writing of essays, paragraphs, and exam answers, in order to foster critical thinking and problem-solving skills through the writing of effective communication in English.

Award	Business Functions	10	<i>Business Functions</i> is concerned with understanding how business operates in an ever-changing global context. This is achieved by understanding and applying knowledge within the fundamental business functions of accounting, management, marketing, and HR and applying it to organisations which operate both in Ireland and elsewhere. <i>Business Functions</i> aims to focus on the internal environment by introducing the functions above and by examining the external environment, particularly the general economic situation. Significant consideration is given to how Ireland is increasingly impacted by international developments.
Award	Communication for Business	5	This module is for learners who are listening and speaking in another language such as English and will do so in Irish Higher Education in order to give a simple presentation on a single familiar topic and summarise and paraphrase a simple text in their own words or narrate a simple story and explain assignments to classmates. Further, they will negotiate procedures and the assignment of roles in group activities. Learners will ask for repetition and some clarification from teachers, librarians and receptionists. Students will reuse speaking skills in other modules of the programme.
Award	Self and Society	10	This module is for international students seeking to continue in higher education. It aims to foster their personal experiences in order to enable them to benefit from a new social and cultural environment through learning and teaching. Leaving home to go and study in Ireland is an exciting prospect. There are many new and positive experiences waiting, but there may also be aspects of your life in the Ireland that present cultural challenges. In this module an understanding of the culture of Ireland will help learners to assess themselves and provide a background to the cultural challenges ahead. This is accomplished through lectures, discussions, news media, films and study tours.
Award	College Writing 2	10	This module aims to help students to develop their academic writing and critical reading skills. Producing academic written work in English can be demanding and will require careful management of learners' time. Students will produce regular written assignments in college. Each assignment will be prepared as a draft, and after feedback from their lecturer, students will write final, revised versions, which will be assessed. Students will be introduced to the concepts of how to structure an essay, develop an argument, and use language appropriate to a range of contexts.
Award	Enterprise and Communication	5	Firstly, the overall aim of this module is to develop an awareness of the issues involved in International enterprise development while guiding students in the development of a business plan for a proposed franchise business, and, in doing so, encourage innovation and entrepreneurship. Secondly,

			<p>learners will incorporate and integrate financial planning skills, awareness of international legal practices and local regulations as well as marketing and management theories.</p> <p>Finally, learners will be required to outline the key aspects of an enterprise research project covering time management, planning and organisational skills, leadership skills and communications, and produce professional documents and conduct simulated negotiations, business presentations, sales letters, marketing collateral, and a project proposal and plan.</p>
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In term of the structure of the curriculum, the panel recommends that the module titled ‘College Writing 2’ which is suggested to be a module of 10 credits in Semester 2, be reviewed to consider delivery over the two semesters i.e. year-long to enable the student to better manage workload. As a result, the title of the module on ‘College Writing 1’ in Semester 1 may need to be renamed to avoid confusion. The panel notes that plagiarism is being covered but recommends that this topic be specifically mentioned in modules in Semester 2 due to its importance in the context of international learners. The panel also recommends that the development of digital media skills through the medium of the English language be considered.

### 3.7 Effectiveness of Procedures for Assessment

Currently, module learning outcomes are assessed by means of both continuous assessment and examinations. Greater emphasis could be placed on continuous assessments rather than examinations, while recognising that terminal examinations can play an important role in preparing students for progression to further studies in higher education.

The panel commends the programme team in the use of joint assessment e.g. it is proposed that the modules on Research Skills for Business in Semester 1 & 2 are cross assessed with the modules Enterprise & Communications and Business Functions.

### 3.8 Quality Assurance Arrangements

DBS states that its programmes “are delivered within a robust, provider owned and established quality assurance infrastructure,” ensuring consistent, transparent application of policy across all schools and programmes within DBS. DBS policies and procedures are published in the Quality Assurance Manual, which is reviewed annually, and updated editions are published periodically. The current edition of the Quality Assurance Manual is on the DBS website. All academic programmes are subject to DBS assessment regulations, which are published in the Quality Assurance Handbook and are in accordance with *QQI Assessment and Standards Revised 2013* and documents referred to therein. The Quality Assurance Handbook is available to students through the Moodle system. Learners are also given information about how to initiate a complaints procedure, if necessary.

DBS encourage lecturing staff, and facilitate to some degree, to acquire a teaching qualification; several staff members have recently upgraded their qualifications from bachelor’s to master’s level, and from master’s to PhD. Staff in the Quality Enhancement and Innovation in Teaching and Learning Unit attend many conferences addressing current teaching methods and trends, staying

up to date with what students need to prepare them for today's workforce. The college provides ten research scholarships per year for staff and fund staff when they attend conferences.

Programme team meetings are held monthly and include a student representative. Class representatives are trained with Enstep; the Student Council meets monthly and provides feedback to the college.

### 3.9 Proposed Modifications

DBS proposes making the following changes to the Certificate in Business & English Language:

1. College Writing 2 and Critical Thinking. It is proposed that these two modules be combined into a single module, College Writing 2, because of the linkage between the modules such that the delineation between the two often became blurred. The new module will be delivered in seven hours of teaching time over ten weeks in Semester 2. The panel recommends that this new module on 'College Writing 2' be reviewed to consider delivery over the two semesters i.e. year-long to enable the student to better manage workload.
2. The modules Business Functions 1 and Business Functions 2 focus on Accounting and Management in Semester 1 and Economics and Marketing in Semester 2 which resulted in a lack of cohesion between the components. One new integrated business module (Business Functions) is proposed to provide a better reformulation of the interaction of management, economics, accounting and marketing as tools in the operation of business.
3. The modules Research Skills for Business 1 and Research Skills for Business 2 will become one module, Research Skills for Business to allow for continuity and cohesiveness with the newly designed module.
4. The module "Self and Society" is a new 10 credit module replacing two old modules Personal Development and Cultural Studies so that the content could better reflect an international learner's self-engagement with society as an active, welcoming and exciting opportunity.
5. Enterprise and Communication will be introduced as a new module in the second semester. This module is currently validated as part of the Certificate in International Business, Special Purpose Award Programme. It is a project-based module that has been already been successfully delivered and it permits students on the Certificate in Business & English Language to integrate with other learners, thus providing the opportunity for students to interact with one another through the medium of English.
6. The overall number of examinations to be reduced from eleven to six, following feedback from both teaching staff and students.

## 4 Evaluation of the Modified Programme

### 4.1 Report

See Appendix 1.

## 5 Outcome of the Review

### 5.1 Summary

The Panel proposes the continued approval of the Certificate in Business & English Language. In general, the course is fit for purpose, with evidence that students who graduate from the programme are well-prepared to move on with their studies, either in the Irish education system or in another English-language education system.

### 5.2 Recommendations

Principal programme	Title	Certificate in Business and English Language
	Award	NFQ 6
	Credit	60 ECTS
	Recommendation Satisfactory	<ul style="list-style-type: none"><li>• The module titled 'College Writing 2' be reviewed to consider delivery over the two semesters i.e. year-long to enable the student to better manage workload.</li><li>• Review the title of the module 'College Writing 1' in Semester 1 to avoid confusion.</li><li>• Consider changing module descriptors/titles to more accurately reflect the title of the programme.</li><li>• A marketing strategy be put into place to bring in higher numbers of students enrolled on the programme.</li><li>• The development of digital media skills through the medium of the English language be considered.</li><li>• Although plagiarism is being covered, this topic be specifically mentioned in modules in Semester 2 due to its importance in the context of international learners.</li></ul>

## 6 Panel

Name	Role	Affiliation
Marian Duggan	Chair	Limerick Institute of Technology
Deirdre Nuttall	Secretary	Independent Writer and Researcher
Martin Meagher	Academic Expert	Institute of Technology Carlow
Graham Heaslip	Academic Expert	Galway-Mayo Institute of Technology
Brian Marrinan	Industry Expert	Journey Partners
Barbara Mangan	Industry Expert	Independent HR Consultant
Ivan Robertson	Academic Expert	Lecturer ISB/CEA Dublin Adjunct Professor, Champlain College (Vermont/Dublin)
Emily Costigan	Student	Maynooth University

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



## 7 Appendix 1: independent Programme Review Report

### Part 1

Provider name	DBS
Date of site visit	29/05/2019
Date of report	28/08/2019

	First intake	Last intake
Proposed Enrolment interval	September 2019	August 2024
Maximum number of annual intakes	3 intakes: September, January, May	

Principal programme	Title	Certificate of Business and English Language
	Award	NFQ 6
	Credit	60 ECTS
	Duration <sup>2</sup> (years, months, weeks)	Full-time: 2 semesters of 12 weeks each
	Recommendation Satisfactory	Yes

### Principal Programme Certificate in Business and English Language

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
Dublin Business School	180	5
Target learner groups	International learners whose first language is not English and who wish to pursue study in a business and/or related subject at a higher level, through the medium of English language. Target learners will have completed the NARIC equivalent High School Diploma (equivalent to the Leaving Certificate) and require a language proficiency of CEFR B1+ to access the programme. Target learner will achieve competency in academic English language skills to a CEFR B2+ level and be eligible to apply to / access first year of an undergraduate programme delivered through English.	
Number of learners per intake	5 – 60	
Countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full time	
The teaching and learning modalities	<ol style="list-style-type: none"> <li>1. Classroom-lectures</li> <li>2. Case-based learning</li> </ol>	

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

	3. Practical skills sessions 4. Workshops 5. Tutorials 6. Individual and group work 7. Blended Learning	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	This is a one stage, two semester business and language programme for international learners, whose first language is not English, to gain and practice additional skills, competencies and knowledge through English language acquisition to enable progression to first year of an undergraduate programme in Business or a related discipline in an Irish higher education institution. This pathway programme will teach skills, knowledge and competencies necessary for the linguistic, academic and cultural skills necessary in business education.	
Specifications for teaching staff	All lecturing staff must have the following minimum BA (Hons), preferably at Master Level, qualification in the relevant area: <ul style="list-style-type: none"> <li>• Arts</li> <li>• Science</li> <li>• Business</li> <li>• IT</li> </ul> Staff on this programme must also have a TEFL Certificate and five years' teaching experience in higher education.	
Specifications for the ratio of learners to teaching staff	Staff to learner ratio	Learning activity type
	1:15	College Writing 1
	1:15	College Writing 2
	1:15	Communication for Business
	1:15	Enterprise and Communication
	1:30	Business Functions
	1:30	Self & Society
	1:30	Information Technology
	1:30	Research Skills for Business
	1.18 : 15 or 1 : 0787	

<b>Programmes being replaced (applicable to applications for revalidation)</b>		
<b>Code</b>	<b>Title</b>	<b>Last enrolment date</b>
<b>PG21113</b>	Bachelor of Arts (Honours) in Accounting and Finance	September 2018

## Part 2 Evaluation against the validation criteria

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

Satisfactory Yes	Comment	Sub criteria
Yes	The provider meets the prerequisites as stipulated	a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
Yes	DBS Executive Dean confirms that the information provided is truthful and that all the applicable criteria have been addressed.	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	DBS has declared that their programme complies with applicable statutory, regulatory, and professional body requirements.	c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>3</sup>

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

Satisfactory Yes	Comment	Sub-criteria
Yes	The aims and objectives of the programme were stated clearly both in the programme material provided by DBS to the panel and in meetings with the staff.	a) The programme aims and objectives are expressed plainly.
Yes	The award being sought is a Special Purpose Award NFQ Level 6	b) A QQI award is specified for those who complete the programme.
N/A		(i) Where applicable, a QQI award is specified for each embedded programme.
Yes	This is a pathway programme which will teach skills, knowledge and competencies necessary for the linguistic, academic and cultural skills necessary in business education.	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	Programme title is a Certificate in Business & English Language	(i) Consistent with the title of the QQI award sought.
Yes	Programme title is fit for purpose	(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
		g) For each programme and embedded programme
Yes	Minimum programme learning outcomes are clearly specified	(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>

Satisfactory Yes	Comment	Sub-criteria
Yes	Minimum programme learning outcomes have been mapped to the NFQ Level 6 Special Purpose Award-type descriptor and simultaneously with <i>Pre-Entry Education Foundation Programmes for International Students award standards</i> for prospective undergraduate learners.	(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	Minimum learning outcomes are clearly stated	h) Where applicable, the <b>minimum intended module learning outcomes</b> are explicitly specified for each of the programme's modules.
N/A		i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
N/A		(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>

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

Satisfactory Yes	Comment	Sub-criteria
Yes	As part of the review process, feedback has been obtained from learners, graduates, external examiners and members of BALEAP (British Association of Lecturers of English for Academic Purposes) as well as conducting literature reviews and competitor analysis.	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>
Yes	Minimum programme learning outcomes have been mapped to the NFQ Level 6 Special Purpose Award-type descriptor and simultaneously with <i>Pre-Entry Education Foundation Programmes for International Students award standards</i> for prospective undergraduate learners.	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	The rationale for providing the programme has been clearly and lucidly expressed.	(i) There is a satisfactory rationale for providing the programme.
Yes	A comparison was conducted with similar programmes offered by higher education institutions in Ireland.	(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	A recent study estimates that the value of global tuition revenues for pathway programmes at US\$825 million, with more than 1,400 pathway or foundation programmes available worldwide and an anticipation of further expansion of pathways to come, especially in the US and	(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).

	Continental Europe (ICEF Monitor, 2018).	
Yes	There has been a decline in the number of enrolled students since A/Y 2015/16 and the panel recommends that a marketing plan be put together to increase student numbers. The panel noted the recent agreement with Xiamen Institute of Software Technology in China and other similar agreements in the pipeline, which may yield increased student numbers for the programme.	(iv) There is evidence <sup>7</sup> of learner demand for the programme.
Yes	The destination of graduates from 2014 to 2018 highlights that 20 of the 30 graduates over this time-period have progressed and transferred within DBS to undergraduate programmes. A further 3 graduates have progressed to other institutions in Ireland (DIT & DCU), with another 5 being accepted into educational institutions in UK, Canada and US or gaining employment. In the period from 2014 to 2018, 77% of students remained within the Irish higher education system, and of the 20 CBEL graduates progressing within DBS, eight have so far completed their full programme of study in the Schools of Business and Law or Arts, with the majority at Level 8 and a minority at Level 9.	(v) There is evidence of employment opportunities for graduates where relevant <sup>8</sup> .
Yes	This pathway programme is aimed at international students, whose first language is not English, to gain and practice additional skills, competencies and knowledge through English language acquisition to enable progression to first year of an undergraduate programme in Business or a related discipline in an Irish higher education institution.	(vi) The programme meets genuine education and training needs. <sup>9</sup>



Yes	<p>DBS conducts learner surveys each year, typically two weeks after commencement of each module, and two weeks before the end of each module.</p> <p>DBS is actively engaged with external stakeholders, e.g. recruitment agencies for international students, education institutions overseas</p>	c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
N/A		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.

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

Satisfactory Yes	Comment	Sub-criteria
Yes	<p>Minimum entry requirements are stated as International learners who have completed the NARIC equivalent High School Diploma (equivalent to the Leaving Certificate) and an English language proficiency of CEFR B1+.</p> <p>Graduates will achieve competency in academic English language skills to a CEFR B2+ level and be eligible to apply to / access first year of an undergraduate programme in Business or a related area delivered through English.</p>	<p>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>.</p>
Yes	<p>The programme information is clearly enunciated. Furthermore, the panel recommends that, for a marketing perspective, modules titles should be reviewed to emphasise linkage with programme title.</p>	<p>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.</p>
	<p>This is a pathway programme, aimed at international students, whose first language is not English, to gain and practice additional skills, competencies and knowledge through English language acquisition to enable progression to first year of an undergraduate programme in Business or a related discipline in an Irish higher education institution. Therefore, minimum entry requirements are stated as International learners who have completed the NARIC equivalent High School Diploma (equivalent to the Leaving Certificate) and an English language proficiency of CEFR B1+.</p>	<p>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.</p>

Yes	Minimum entry requirements are stated as International learners who have completed the NARIC equivalent High School Diploma (equivalent to the Leaving Certificate) and an English language proficiency of CEFRL B1+.	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).
n/a	This programme is aimed at International learners who have completed the NARIC equivalent High School Diploma (equivalent to the Leaving Certificate) and is a pathway programme designed to enable learners achieve a basic knowledge of business and sufficient English skills to pursue higher education studies through the medium of English.	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	The programme title is consistent with the programme's learning outcomes. However, the panel recommends that modules titles should be reviewed to emphasise linkage with programme title.	(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.

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

Satisfactory Yes	Comment	Sub-criteria
Yes	<p>The programme is suitably structured to enable learners to achieve the programme learning outcomes. The panel recommends that the module titled 'College Writing 2' which is suggested to be a module of 10 credits in Semester 2, be reviewed to consider delivery over the two semesters i.e. year-long to enable the student to better manage workload. As a result, the title of the module on 'College Writing 1' in Semester 1 may need to be renamed to avoid confusion. The panel also recommends that the development of digital media skills through the medium of the English language be considered.</p> <p>This programme has witnessed relatively high failure (attrition) rates—as high as 46% in the academic year 2016/17. The college takes frequent attendance records and remains in close contact with students who are missing classes. The college representatives have spoken frankly about the challenges involved in dealing with students from diverse cultural backgrounds, whose expectations vis a vis learning can be very different, depending on where they come from and what they are used to.</p>	<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p>
N/A	<p>Due to the focus of the programmes, it is not feasible to offer electives.</p>	<p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p>
Yes	<p>The panel recommends that the module titled 'College Writing 2' which is suggested to be a module of 10 credits in Semester 2, be reviewed to consider delivery over the two semesters i.e. year-long.</p>	<p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p>

Yes	The objectives of the programme are clearly stated.	d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
Yes	The programme is thoughtfully structured and scheduled, based on sound education and training principles.	e) The programme is structured and scheduled realistically based on sound educational and training principles <sup>12</sup> .
Yes	Module documentation is comprehensive. The panel notes that plagiarism is being covered but recommends that this topic be specifically mentioned in modules in Semester 2 due to its importance in the context of international learners.	f) The curriculum is comprehensively and systematically documented.
Yes	The programme is a one-year full-time programme of 60 credits.	g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
Yes	Yes, the credits are reasonably allocated.	h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
N/A		i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
Yes	The programme is delivered over 2 semesters of 12 weeks each. Students typically have 36 hours of contact for each module worth 5 ECTs, as well as 89 hours of independent learning.	j) The programme <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation. <sup>13</sup>

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

Satisfactory Yes	Comment	Sub-criteria
Yes	Staffing requirements to deliver the programme are precise and appropriate.	a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (7.12c).
Yes	DBS has an identified complement of staff who are in a position to provide the specified programme.	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	The staff are well-qualified to enable learners to achieve the learning outcomes of the programme. Staff teaching on this programme must have a TEFL Certificate and five years' teaching experience in higher education.	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	Staff are encouraged and facilitated to engage in appropriate continuous professional development opportunities. Staff members attend conferences with learning and networking opportunities, and there is (limited) funding available for research.	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	Staff are subject to current DBS staff appraisal procedures.	e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.

Yes	DBS will only enrol students if it can guarantee the presence of suitable staff to teach the relevant course.	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.
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7.7 Criterion 7: There are sufficient physical resources to implement the programme as planned

Satisfactory Yes	Comment	Sub-criteria
Yes	Physical resource requirements to deliver the programme are precise and appropriate.	a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (7.12d).
		b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
Yes	DBS provides a suitable environment for learning in which students can study comfortably and safely, either individually or in groups.	(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	DBS uses Moodle as its virtual learning environment, and also has a full range of online and other digital resources (electronic journals, etc.) along with a highly-qualified complement of staff to assist students in this area. There is college-wide WIFI access.	(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
Yes	DBS has an award-winning library facility with a wide variety of printed and digital materials for teaching, learning and assessment.	(iii) printed and electronic material (including software) for teaching, learning and assessment
Yes	Classrooms and other venues for learning are fully equipped with all elements necessary for an appropriate learning experience.	(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
Yes	Technical support is available to both students and staff.	(v) technical support
Yes	Administrative support is available to both students and staff.	(vi) administrative support
Yes		(vii) company placements/internships – if applicable



n/a		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	The panel has recommended that a marketing plan be put together to increase student numbers enrolled on the programme.	(i) Planned intake (first five years) and
Yes	DBS has provided estimates of costs and income associated with the course for the next five years.	(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.

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

Satisfactory Yes	Comment	Sub-criteria
Yes	The programme's social, cultural and intellectual environment including resources and support systems are consistent with the intended programme learning outcomes.	a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
Yes	Learners are supported not only by lecturing team but also by staff in the range of support services available within DBS.	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.
n/a		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.

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

Satisfactory Yes	Comment	Sub-criteria
Yes	<p>The teaching strategies are thoughtful and well-designed.</p> <p>This programme has witnessed relatively high failure (attrition) rates—as high as 46% in the academic year 2016/17. The college takes frequent attendance records and remains in close contact with students who are missing classes. The college representatives have spoken frankly about the challenges involved in dealing with students from diverse cultural backgrounds, whose expectations vis a vis learning can be very different, depending on where they come from and what they are used to.</p>	<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p>
Yes	<p>While modules will be delivered through a mix of lectures, workshops, tutorials and practical sessions, teaching and learning methodologies adopted focus on active learning.</p>	<p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p>
Yes	<p>In term of the structure of the curriculum, the panel recommends that the module titled 'College Writing 2' which is suggested to be a module of 10 credits in Semester 2, be reviewed to consider delivery over the two semesters i.e. year-long to enable the student to better manage workload.</p>	<p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p>
Yes	<p>The programme is also committed to fostering a learning environment which encourages feedback on student performance.</p>	<p>d) Learning is monitored/supervised.</p>
Yes	<p>Students benefit from a close relationship with DBS, which provides an environment in which mentorship and attention to the students' needs is given great importance.</p>	<p>e) Individualised guidance, support<sup>17</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>

### 7.10 Criterion 10: There are sound assessment strategies

Satisfactory Yes	Comment	Sub-criteria
Yes		a) All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards <sup>18</sup>
Yes		b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
Yes	Assessments are fair and consistent to ensure that the programme learning outcomes are achieved by learners who successful completes the programme.	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	Currently, module learning outcomes are assessed by means of both continuous assessment and examinations. Greater emphasis could be placed on continuous assessments rather than examinations, while recognising that terminal examinations can play an important role in preparing students for progression to further studies in higher education. The panel commends the programme team in the use of joint assessment e.g. it is proposed that the modules on Research Skills for Business in Semester 1 & 2 are cross assessed with the modules Enterprise & Communications and Business Functions.	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	External examiners comments received over the last number of years reviewed, with no major issues identified.	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>

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

Satisfactory Yes	Comment	Sub-criteria
Yes	Students are well-informed; with DBS having systems in place to keep students up to date with schedules that relate to their learning.	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	Students are given full information about all the learning supports that are available to them.	b) Information is provided about learner supports that are available to learners enrolled on the programme.
Yes	From the outset, the students are given the information they need to make appeals and complaints in a manner consistent with best quality assurance practice.	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	The teaching and learning methodologies adopted are enriched by a diverse student population. DBS welcomes student diversity and strives to accommodate diverse needs.	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	DBS has a well-developed sense of its duty of care, and actively engages with all students enrolled on its programmes, including reaching out to those who have been identified as at risk.	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	Reasonable provision is made for students with a range of needs. For example, supports are in place for students with dyslexia, etc.	g) The programme provides supports for enrolled learners who have special education and training needs.
Yes	Reasonable accommodation is made for students with disabilities.	h) The programme makes reasonable accommodations for learners with disabilities <sup>22</sup> .

<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).

Yes	As this programme is aimed at international students, the college places great emphasis on support with language, technology and with adjusting to different cultural expectations, etc.	i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i> <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	DBS's duty of care extends to providing students with a safe physical and psycho-social environment, and it is cognisant and mindful of this fact.	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).

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

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

Satisfactory Yes	Comment	Sub-criteria
Yes		a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
Yes	DBS is actively engaged with QQI in ensuring that all quality assurance requirements are met.	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	DBS has effective procedures in place for selecting suitably qualified staff to teach on the programme.	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	DBS is committed to ensuring that programmes are provided with the specific resources necessary to create the optimum learning environment.	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	Programme operation and management arrangements are carefully documented and suited to their purpose.	g) The programme operation and management arrangements are coherently documented and suitable.
Yes		h) There are sound procedures for interface with QQI certification.

## 8 Overall recommendation to DBS

### 8.1 Certificate in Business and English Language

Select one	
Yes	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed 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.

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

This programme prepares students for further study through the medium of English by providing them with an introduction to business studies, and targeted English language tuition that helps them to raise the standard of their spoken, written, and academic English such that they are prepared to pursue their studies.

### 8.3 Summary of recommendations

- The module titled 'College Writing 2' be reviewed to consider delivery over the two semesters i.e. year-long to enable the student to better manage workload.
- Review the title of the module 'College Writing 1' in Semester 1 to avoid confusion.
- Consider changing module descriptors/titles to more accurately reflect the title of the programme.
- A marketing strategy be put into place to bring in higher numbers of students enrolled on the programme.
- The development of digital media skills through the medium of the English language be considered.
- Although plagiarism is being covered, this topic should be specifically mentioned in modules in Semester 2 due to its importance in the context of international learners.

#### 8.4 Summary of commendations

DBS is to be commended for the open and enthusiastic approach of staff in engaging with the queries from the panel. The panel also commended the programme team on the documentation provided. The panel notes that the college devotes great attention to supporting students' welfare, experience of learning, and outcomes.

## 9 Declarations of Evaluators' Interests

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

Panel chairperson: *MARION DUGGAN* Date: *3/7/2019*

Signed: *Marion Duggan*

### 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.

## 10 Part 3: Proposed programme schedules

<b>Name of Provider:</b>		Dublin Business School												
<b>Programme Title</b>		Certificate in Business and English Language												
<b>Award Title</b>		Certificate in Business and English Language												
<b>Stage Exit Award Title</b>		N/A												
<b>Modes of Delivery (FT/PT):</b>		Full-time												
<b>Teaching and learning modalities</b>		Classroom-based												
<b>Award Class</b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level:</b>	<b>Stage EQF Level</b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>						
Special Purpose Award	6	6	Award	Award	6	60	September 2019	0410						
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no where applicable. (Semester 1 or Semester2)</b>	<b>Module</b>		<b>Credit Number</b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>			
			<b>Status</b>	<b>NFQ Level where specified</b>	<b>Credit Units</b> ECTS	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed elearning</b>	<b>Hours Independent Learning</b>	<b>Work-based learning effort</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>	<b>Proctored written exam %</b>
College Writing Skills 1		1	M	6	5	125	48		77		50			50
Communication for Business		1	M	6	5	125	48		77		50			50
Information Technology		1	M	6	5	125	36		89			100		
Self & Society		1 and 2	M	6	10	250	72		178		50			50
Business Functions		1 and 2	M	6	10	250	72		178		35	35		30

Research Skills for Business	1 and 2	M	6	10	250	72		178		70			30
College Writing Skills 2	2	M	6	10	250	84		166		50			50
Enterprise and Communication	2	M	6	5	125	36		89			100		

## 11 Appendix 2: Agenda

DUBLIN BUSINESS SCHOOL

Programme Review and Revalidation

Higher Diploma in Business

Certificate in Business and English Language

Agenda: Wednesday 29th May 2019

[Room 1.2, DBS, 13/14 Aungier Street, Dublin 2]

08.45hrs		Panel Private Meeting (with Tea & Coffee)	N/a
10.00 hrs		<p>1. Evaluation of Programme Proposed for Revalidation against QQI validation criteria</p> <p>Criterion 1. The provider is eligible to apply for validation of the programmes(s)</p>	<ul style="list-style-type: none"> <li>• Andrew Conlan-Trant, Executive Dean</li> <li>• Kerry McCall Magan, Head of Academic Programmes</li> <li>• Lori Johnston, Registrar</li> </ul>
10.15 hrs		<p>2. Evaluation of the Programme Review Process and Report</p> <p>a. the fitness for purpose of the programme (including its objectives, intended learning outcomes, organisation, teaching, learning and assessment strategies, staffing, resources and management) in light of experience;</p> <p>b. the actual achievement by the programme of its stated objectives;</p> <p>c. the profile of learners who were enrolled and its suitability for the programme;</p> <p>d. the performance of enrolled learners (grades, attrition, completion, benchmarking) and how the provider has responded to this;</p> <p>e. the quality of the learning</p>	<ul style="list-style-type: none"> <li>• Emma Balfe, Head of Faculty and School (Acting)</li> <li>• Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning</li> <li>• Shane Mooney, Head of Student Experience</li> <li>• Ann Masterson, Course Director (Acting), Business and Law</li> <li>• Michael Kielty, Head of Department, Arts, Language and Study Abroad</li> <li>• Martin Doris, Assistant Registrar</li> <li>• Grant Goodwin, QA</li> </ul>

		<p>environment and the learning opportunities afforded to learners by the programme;</p> <p>f. the suitability of the learner workload in light of experience (whether it is excessive or inadequate);</p> <p>g. the effectiveness of procedures for the assessment of learners including summative and formative assessment of learners and external examining procedures;</p> <p>h. the quality assurance arrangements that are specific to the programme;</p> <p>i. the proposed modifications to the programme.</p>	Officer
10.45 hrs		Break – Tea & Coffee	N/a
11.00 hrs		<p>3. Evaluation of Programme Proposed for Revalidation against QQI validation criteria</p> <p>- Programme Rationale and overall structure</p> <p>Criterion 2: Programme objectives and outcomes are clear and consistent with QQI awards sought.</p> <p>Criterion 3: Programme concept, implementation strategy and interpretation of QQI award standards are well informed and soundly based</p> <p>Criterion 4: Access Transfer &amp; Progression arrangements are satisfactory</p>	<ul style="list-style-type: none"> <li>• Ann Masterson, Course Director(Acting), Business and Law</li> <li>• Michael Kielty, Head of Department, Arts, Language and Study Abroad</li> <li>• Kerry McCall Magan, Head of Academic Programmes</li> <li>• Lori Johnston, Registrar</li> <li>• Emma Balfe, Head of Faculty and School (Acting)</li> <li>• Shane Mooney, Head of Student Experience</li> <li>• Martin Doris, Assistant Registrar</li> <li>• Grant Goodwin, QA Officer</li> <li>• Tanya Balfe, Admissions Manager</li> </ul>



11.45hrs		4. Tour of College for Panel	
12.15hrs		Private Panel Discussion (with Lunch)	N/a
13.00hrs		<p>5. (a) Curriculum, Learning Teaching &amp; Assessment</p> <p>- Proposed Programme: HDip in Business</p> <p>Criterion 5: Written curriculum is well structured and fit for purpose</p> <p>Criterion 9: There are sound learning and teaching strategies</p> <p>Criterion 10: There are sound assessment strategies</p>	<ul style="list-style-type: none"> <li>• Ann Masterson, Course Director (Acting), Business and Law</li> <li>• Teaching Faculty (list provided separately)</li> </ul>
14.00hrs		Private Panel Discussion	N/a
14.15hrs		<p>5. (b) Curriculum, Learning Teaching &amp; Assessment</p> <p>- Proposed Programme: Certificate in Business and English Language</p> <p>Criterion 5: Written curriculum is well structured and fit for purpose</p> <p>Criterion 9: There are sound learning and teaching strategies</p> <p>Criterion 10: There are sound assessment strategies</p>	<ul style="list-style-type: none"> <li>• Michael Kielty, Head of Department, Arts, Language and Study Abroad</li> <li>• Teaching Faculty</li> </ul> <p>(list provided separately)</p>
15.15hrs		Private Panel Discussion	N/a
15.30hrs		6. Panel Meeting with Student and Graduate Representatives	
16.00hrs		<p>7. Resourcing and Supports for Learners</p> <p>Criterion 6: There are sufficient qualified and capable programme staff available to implement the programme as planned</p> <p>Criterion 7: There are sufficient physical resources available to implement the programme as planned</p>	<ul style="list-style-type: none"> <li>• Ann Masterson, Course Director(Acting), Business and Law</li> <li>• Michael Kielty, Head of Department, Arts, Language and Study Abroad</li> <li>• Kerry McCall Magan,</li> </ul>

		<p>Criterion 8: The learning environment is consistent with the needs of the programme learners</p> <p>Criterion 11: Learners enrolled on the programme are well informed and cared for</p> <p>Criterion 12: The programme is well managed</p>	<p>Head of Academic Programmes</p> <ul style="list-style-type: none"> <li>• Lori Johnston, Registrar</li> <li>• Emma Balfe, Head of Faculty and School (Acting)</li> <li>• Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning</li> <li>• Shane Mooney, Head of Student Experience</li> <li>• Darragh Breathnach, Head of Academic Operations</li> <li>• Jane Buggle, Deputy Librarian</li> <li>• Martin Doris, Assistant Registrar</li> <li>• Grant Goodwin, QA Officer</li> <li>• Programme Coordinator (tbc)</li> </ul>
16.30hrs		Deliberation of the panel	N/a
17.15hrs-17.45hrs		Oral feedback to Senior DBS Staff	