QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	16 March 2022 (conducted by Zoom because of ongoing issues relating to the Covid pandemic)
Date of report	31 March 2022

Section A. Overall recommendations

Principal programme	**Title**	BA (Hons) in Business (Global Business)
	Award	BA NFQ Level 8
	Credit	180 ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Section B. Expert Panel

Name	Role	Affiliation
Dr Philip Owende	Chair	TU Dublin
Jacqui Treacy	Subject Matter Expert	Griffith College Dublin
Paul McGuckin	Subject Matter Expert	Letterkenny IT
Dr Deirdre Nuttall	Secretary	Adverbage Ltd
Michaela Waters	Learner Representative	Maynooth University
Barbara Mangan	Industry Representative	Global Compliance Manager in Globalization Partners

Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	**Maximum number of learners** *(per centre)*	**Minimum number of learners**
Dublin Business School	450	10

Proposed Enrolment	
Date of first intake	September 2022
Maximum number of annual intakes	3
Maximum total number of learners per intake	150
Intake Schedule *(e.g. September, January)*	September, January, April
Programme duration *(months from start to completion)*	Full-time: 3 years (6 semesters of 12 weeks each) Part-time: 4 years (8 semesters of 12 weeks each)
Panel Commentary on proposed enrolment: The panel is satisfied that Dublin Business School has made all the necessary arrangements to cater for the proposed enrolment.	

Target learner groups	
● Leaving certificate applicants, who must apply through the CAO system and have achieved 2 H5s + 4 O6/H7s, to include Mathematics and English or another language. ● Learners who have earned a full FETAC award at Level 5 on the NFQ and which includes a Distinction grade in at least three modules. ● Mature learners who do not meet the minimum entry requirements will be assessed on the basis of age, work experience, general education standard, motivation, and commitment to the programme for which they are applying. Mature learners are those who are 23 years of age by January 1st of the year of admission.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and Part-time
The teaching and learning modalities • Classroom lectures • Case-based learning • Practical skills sessions • Workshops • Tutorials	

- Individual and group work
- Online synchronous and asynchronous learning

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

The programme is for school-leavers and mature learners who wish to acquire a strong base of contemporary global business knowledge through theory, concepts, and methods constituting an in-depth academic grounding in the core disciplines and skills required for a career in general business. It provides them with expertise in the major aspects of the essential business disciplines and the skills they need to expand their knowledge. It helps them to develop a methodical, rational approach to business problem solving and decision-making and to develop advanced reasoning, evaluative, communication, and interpersonal skills. Students learn how to organise and present information, how to critically assess and analyse data, and to specialise in an area of particular interest to them.

The panel has been convened specifically to examine the addition of a Global Business specialisation to the BA (Hons) programme, to assess whether the specialisation is fit for purpose and meets learners' needs in the context of the BA (Hons), which was validated in 2019.

Summary of specifications for teaching staff	**WTE**
Faculty will have a minimum of a Level 9 Postgraduate Diploma, with relevant and significant industry experience and/or PhD. Holders of level 8 honours degrees in a relevant discipline, who are exceptionally qualified by virtue of significant senior industry experience, will also be considered. Whereas Dublin Business School has provided detailed Curriculum Vitae information for all of the lecturing staff currently employed, itemising their qualifications for each module taught by them, assignment to the six new modules is yet to be confirmed.	

Learning Activity	**Ratio of learners to teaching staff**
Classroom sessions	1/150
Workshops	1/40
Practical sessions	1/40
Online Class (live)	1/150
Online tutorial (interactive	1/25

Panel Commentary on programme outline and staffing:

Overall, the panel had no major concerns about the programme or about the staff proposed for the programme. On examining the materials relating to the Global Business stream, some concerns were raised about some aspects of the specialisation, which will be discussed in detail in Part Two.

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

Section D. Other noteworthy features of the application

The BA (Hons) in Business was validated in 2019 and is approved to 2024. The panel has been convened in 2022 specifically to explore the new proposed specialisation pathway in Global Business, which Dublin Business School wishes to append to the already-approved BA (Hons) in Business. Therefore, the panel's deliberations have focused specifically on the Differential Validation.

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

n/a

Part 2. Evaluation against the validation criteria

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

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

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

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[1]

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	The provider is eligible to apply for validation of the programme. The BA in Business (Hons) was validated in 2019 and this validation stands until 2024. The panel met on this occasion specifically to examine the proposed new Global Business specialisation. The panel has no concerns about the provider's eligibility to apply for the validation of the programme.

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

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

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

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.[3]

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	The programme objectives and outcomes are clear and consistent with the QQI awards sought. However, with respect to the new Global Business specialisation, the panel is not completely satisfied that MIPLO 8, in particular, fits with the Award Standard, and has made a recommendation in this regard. *Recommendation:* To rephrase the MIPLO 8 to ensure that it is pitched at appropriate Award Standard. For example, rather than "Develop Critical Awareness...", one would have expected that at the designated Award Standard for Business, students should develop "Detailed knowledge and understanding to enable informed decisions... etc."

[2] Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.
[3] Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

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

a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.[4]

b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
   (i) There is a satisfactory rationale for providing the programme.
   (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
   (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
   (iv) There is evidence[5] of learner demand for the programme.
   (v) There is evidence of employment opportunities for graduates where relevant[6].
   (vi) The programme meets genuine education and training needs.[7]

c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.

d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.

e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	While the panel has no concerns about the programme overall, which was validated in 2019, it does have some concerns about the new proposed Global Business specialisation in terms of how it compares to other programmes. Namely, the programme material provided by Dublin Business School benchmarks the new module to a number of programmes on offer in other universities and colleges, but the panel feels that this benchmarking is not entirely accurate, as the other programmes described typically include other features, such as a study abroad year, or a language offering, that are not provided by the specialisation stream under consideration here. The panel has made a recommendation in this area. *Recommendation:* Dublin Business School to revise its documentation with respect to the benchmarking against programmes in other institutions for accuracy and clarity. As it stands, Dublin Business School may be proposing a unique construct in Global Business, but the selected benchmarking is

[4] Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.
[5] This might be predictive or indirect.
[6] It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.
[7] There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		inaccurate, as it does not compare like with like. It is particularly important to provide clarity for students with respect to how the programme develops employment and employability fit for a different type of Global Business graduates.

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

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[8].

b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.

c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL[9]) in order to enable learners to reach the required standard for the QQI award.

d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).

e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.

f) The programme title (the title used to refer to the programme):-

   (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).

   (ii) Is learner focused and meaningful to the learners;

   (iii) Has long-lasting significance.

g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	The programme's access, transfer, and progression arrangements are satisfactory.

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

- Progression and transfer routes
- Entry arrangements
- Information provision

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

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

a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
e) The programme is structured and scheduled realistically based on sound educational and training principles[10].
f) The curriculum is comprehensively and systematically documented.
g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.
j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[11]

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	The programme's written curriculum is well structured and fit for purpose. As the BA (Hons) in Business was validated in 2019, the comments here refer specifically to the new proposed specialisation in Global Business. Overall, the panel is satisfied, but it does have a number of minor concerns. It feels that insufficient weight has been given to issues relating to sustainability and that there needs to be greater clarity around the context of the module, and that greater attention needs to be paid to the reading material learners are expected to study, especially as the same reading texts appears to be used in various modules. *Recommendation:* The panel would like to see more thorough handling of sustainability, particularly in the context of UN Principles for Responsible Management Education, Global Responsible Leadership Initiative, stronger handling of business ethics, and corporate social responsibility. The panel suggests that Dublin Business School revise the reading lists, particularly to ensure currency and that introductory texts and resources do not form bases for teaching in the award stage of programme.

[10] This applies recursively to each and every element of the programme from enrolment through to completion.
In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.
[11] If the duration is variable, for example, when advanced entry is available, this should be explained and justified

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

a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
b) The programme has an identified complement of staff[12] (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[13] opportunities[14].
e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	The panel has no concerns about the staff proposed for the course under the previous validation, or in general about the staff (full- and part-time) employed by Dublin Business School, but it would like to see much more information about the staff proposed for the new Global Business module. The current documentation is vague about who will teach the programme and what their qualifications are, and the panel has a recommendation in this area. *Recommendation:* Dublin Business School to provide details of the staff who will be delivering the new proposed modules, and to provide full curriculum vitae reflecting requisite expertise and experiences in the relevant areas covered under the Global Business curriculum.

[12] Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.
[13] Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.
[14] Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

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

a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
   (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
   (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
   (iii) printed and electronic material (including software) for teaching, learning and assessment
   (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
   (v) technical support
   (vi) administrative support
   (vii) company placements/internships – if applicable
c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
d) There is a five-year plan for the programme. It should address
   (i) Planned intake (first five years) and
   (ii) The total costs and income over the five years based on the planned intake.
e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	Yes, the physical resources provided by DBS to implement the programme as planned are adequate. Minimum provisions are prescribed under the quality framework. The panel explored this issue in depth in the validation of the programme in 2019, and is satisfied that it has no concerns in this area.

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

a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	The learning environment is consistent with the needs of the programme's learners

Criterion 9. There are sound teaching and learning strategies

a) The teaching strategies support achievement of the intended programme/module learning outcomes.
b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
d) Learning is monitored/supervised.
e) Individualised guidance, support15 and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	Dublin Business School has sound teaching and learning strategies. While the panel recognises that most institutions are finding issues relating to proctoring challenging at the current time, it would like to see a clear example of Dublin Business School's policy with regard to this issue. Since the validation of the BA (Hons) in Business in 2019, the Covid pandemic and the dramatic increase in learning and assessment carried out remotely has brought new urgency to this issue. The panel would also like to receive more detailed information about Dublin Business School's procedures around how groupwork is handled, considering how important groupwork is both in terms of building learners' abilities and assessing them (see also criterion 10, below). *Recommendation:* • The panel requests information on principles and underpinning policy regarding how Dublin Business School is dealing with ensuring academic integrity (i.e., in the stated procedures for proctoring of assessment) in light of the challenging environment that all academic institutions are facing, specifically those underpinning remote learning and assessment. • Dublin Business School should provide more detailed information about how competencies attained by individual learners are assessed in the context of group and teamwork projects.

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

Criterion 10. There are sound assessment strategies

a) All assessment is undertaken consistently with ***Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards***[16]
b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.[17]
d) The programme includes formative assessment to support learning.
e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.[18]
f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
g) There are sound procedures for the moderation of summative assessment results.
h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.[19]

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	Dublin Business School has sound assessment strategies. The panel has some minor concerns around the issue of assessing individual student competencies where groupwork is concerned, noting that this is always a complex issue. The representatives of Dublin Business School provided more details in their feedback, but the panel would also like to see a more clearly written policy statement on this matter. *Recommendation:* Dublin Business School should provide more detailed information about how competencies attained by individual learners are assessed in the context of group and teamwork projects.

[16] See the section on transitional arrangements.
[17] This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.
[18] The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.
[19] If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

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

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.
b) Information is provided about learner supports that are available to learners enrolled on the programme.
c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
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.
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.
f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
g) The programme provides supports for enrolled learners who have special education and training needs.
h) The programme makes reasonable accommodations for learners with disabilities[20].
i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*[21] and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
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).

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	Learners enrolled on the programme are well informed, guided, and cared for.

[20] For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).
[21] See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Criterion 12. The programme is well managed

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.
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.
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.
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.
e) Quality assurance[22] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
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.
g) The programme operation and management arrangements are coherently documented and suitable.
h) There are sound procedures for interface with QQI certification.

	Satisfactory? (yes, no, partially)	**Comment**
Principal Programme	Yes	The programme is well managed.

[22] See also QQI's Policy on Monitoring (QQI, 2014)

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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

Reasons for the overall recommendation

The BA (Hons) in Business was validated in 2019, and the panel is satisfied that, in general, the programme is fit for purpose. With respect to the proposed new Global Business Stream, and in light of changes in the educational environment heralded or accelerated by the recent and ongoing Covid pandemic, the panel has a number of recommendations, which have been highlighted above and are further itemised below.

Commendations

The panel commends Dublin Business School for the professional, friendly, and collegiate attitudes very evident in their open and frank engagement with the panel.

Recommendations

Criterion 2: To rephrase MIPLO 8 to ensure that it is pitched at appropriate Award Standard. For example, rather than "Develop Critical Awareness...", one would have expected that at the designated Award Standard for Business, students should develop "Detailed knowledge and understanding to enable informed decisions...etc."

Criterion 3: The panel is not satisfied that the programmes against which the BA (Hons) in Business with a specialisation in Global Business are benchmarked are appropriate. The comparison programmes typically including study abroad offerings that are not part of the proposed BA (Hons) in Business with Global Business. The panel asks Dublin Business School to revise this element of the documentation for greater accuracy and clarity.

Criterion 5: The panel would like to see more thorough handling of sustainability, particularly in the context of UN Principles for Responsible Management Education, Global Responsible Leadership Initiative, stronger handling of business ethics and corporate social responsibility. The panel would also like Dublin Business School to revise the reading lists, particularly to ensure currency and that introductory texts and resources do not form bases for teaching in the award stage of programme.

Criterion 6: Dublin Business School to provide details of the staff who will be delivering the new proposed modules, and to provide full curriculum vitae reflecting requisite expertise and experiences in the relevant areas covered under Global Business curricular.

Criterion 9: The panel requests information on principles and underpinning policy on how Dublin Business School is dealing with ensuring academic integrity (i.e., in the stated procedures for

proctoring of assessment) in light of the challenging environment that all academic institutions are facing, specifically those underpinning remote learning and assessment.

Criterion 10: Dublin Business School should provide more detailed information about how competencies attained by individual learners are assessed in the context of group and teamwork projects.

Summary of recommendations to the provider

1. Dublin Business School to provide details of the staff who will be delivering the new proposed modules, and to provide full curriculum vitae reflecting requisite expertise and experiences in the relevant areas covered in the Global Business curriculum.
2. The panel would like to see more thorough handling of sustainability, particularly in the context of UN Principles for Responsible Management Education, Global Responsible Leadership Initiative, stronger handling of business ethics and corporate social responsibility.
3. To rephrase MIPLO 8 to ensure that it is pitched at appropriate Award Standard. For example, rather than "Develop Critical Awareness...", one would have expected that at the designated Award Standard for Business, students should develop "Detailed knowledge and Understanding to enable informed decisions...etc."
4. Dublin Business School to revise its documentation with respect to the benchmarking against programmes in other institutions for accuracy and clarity. As it stands, Dublin Business School may be proposing a unique construct in Global Business, but the selected benchmarking is inaccurate as it does not compare like-with-like. It is particularly important to provide clarity for students, how the programme develops employment and employability fit as different type of Global Business graduates.
5. The panel requests information on principles and underpinning policy on how Dublin Business School is dealing with ensuring academic integrity (i.e., in the stated procedures for proctoring of assessment) in light of the challenging environment that all academic institutions are facing, specifically those underpinning remote learning and assessment.
6. Dublin Business School should provide more detailed information about how competencies attained by individual learners are assessed in the context of group and teamwork projects.
7. To revise the reading lists, particularly to ensure currency and that introductory texts and resources do not form bases for teaching in the award stage of programme.

Declarations of Evaluators' Interests

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

Panel chairperson: Philip Owende Date: 31 March 2022

Signed: 

3.2 Disclaimer

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

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