Independent Programme Review Report

Provider name	DBS
Date of site visit	13 May 2019
Date of report	11 June 2019

Principal programme	**Title**	Bachelor of Laws (Hons)
	Award	Bachelor of Laws (Hons)
	Credit	180
	Duration[1] *(years, months, weeks)*	Full-time: 3 academic years of 24 weeks each (6 semesters) Part-time: 3 academic years of 24 weeks each (6 semesters)

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1 Introduction

The scope of the review encompassedtheLevel 8 *Bachelor of Law (Hons)* and the Level 7 *Bachelor of Arts in Legal Studies* programmes offered by DBS which are due for Programme Review in 2019. These programmes are due for review under the QQI requirement for periodic monitoring and review, and also require review to conform with recent policies, including QQI Core Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2016), Core Statutory Quality Assurance (QA) Guidelines (QQI, 2016) and in accordance with the QQI Programme Review Manual 2016/2017.Programme approval is required from 1 September 2019 to facilitate admission to the programme.

The Bachelor of Laws (Hons) programme is recognised by the Honorable Society of King's Inn and the Law Society of Ireland.

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 viewsdo the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?

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

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

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

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

(8) Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?

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

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

2 Independent Review Process

2.1 Evidence Perused

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

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

The guiding principles underpinning this review were:

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

The Programme Team has engaged in a significant consultative process to ensure that the programmes provide an appropriate and relevant mix of academic content and practical application to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes, in so far as these were available. See Section 7.2 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 report 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/Programme Leader
Dr Eimear Long	Programme Lead and Student Queries – Bachelor of Laws (Hons) Lecturer: *Legal Research Skills, Law of Tort, Contemporary Issues in the Law, Advocacy and Legal Research Skills*
Sharon Sheehan	Programme Lead and Student Queries – BA in Legal Studies Lecturer: *Contract Law, Practical Legal Skills, Irish Legal System, Principles and Practice of Employment Law, Commercial Law*
Maryrose Molloy	Lecturer: *Company Law, Employment Law, Legal Systems*
Clem McGauley	Lecturer:*Constitutional Law, Administrative Law*
Mike Venn	Lecturer: *Law of Real Property*
Bernie Lydon	Lecturer: *IT for Law Students*
Donagh Farrell	Lecturer: *Criminal Law, European Union Law*
Stephen Boggs	Lecturer : *Mooting and Professional Practice, Family Law, Contemporary Issues in Law*
Stewart Duffy	Lecturer: *Constitutional Law*
Daniel Dwyer	Lecturer: *Law of Real Property, Equity and Trusts*
David Ewins	Lecturer : *Jurisprudence*
Alex Layden	Lecturer: *Constitutional Law, Evidence, Commercial Law, International Law, Mooting and Professional Practice*
Lori Johnston	Registrar
Dr Martin Doris	Assistant Registrar
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Dr Lee Richardson	Data Analytics and Reporting Manager
Dr Kerry McCall Magan	Head of Academic Programmes
Emma Balfe	Head of Faculty and School Operations
Darragh Breathnach	Head of Academic Operations
Shane Mooney	Head of Student Experience
Jane Buggle	Deputy Librarian
Eimear Forde	Programme Coordinator
Grant Goodwin	Quality Assurance Officer
Anita Dwyer	School Administrative Officer
Sarah Sharkey	Student Engagement Officer

2.2 Agenda

See Appendix 2.

2.3 Persons Met

Staff, Students and Graduates with whom the Panel Met

1. **Evaluation of Programme Proposed for Revalidation against QQI validation Criterion 1. The provider is eligible to apply for validation of the programmes(s)**

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

2. **Evaluation of the Programme Review Process and Report**

Name	**Job Title with the Provider**
Dr Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Dr Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Shane Mooney	Head of Student Experience
Ann Masterson	Course Director(Acting)
Dr Eimear Long	Programme Leader
Sharon Sheehan	Programme Leader
Dr Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer

3. **Evaluation of Programme Proposed for Revalidation against QQI validation criteria- Programme Rationale and overall structure**

Name	**Job Title with the Provider**
Dr Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Shane Mooney	Head of Student Experience
Ann Masterson	Course Director(Acting)
Dr Eimear Long	Programme Leader
Sharon Sheehan	Programme Leader
Dr Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer
Tanya Balfe	Admissions Manager

Seamus Coogan	Faculty Manager, Business and Law

4. Panel Meeting with Student and Graduate Representatives

A large cohort of learners representing all three stages of the Bachelor of Laws (Hons) programme, both full-time and part-time, including a learner who gained access through RPL, and graduates of the programme attended this session.

5. Curriculum, Learning Teaching & Assessment - Proposed Programme: Bachelor of Laws (Hons)

Name	**Job Title with the Provider**
Dr Kerry McCall Magan	Head of Academic Programmes
Seamus Coogan	Faculty Manager, Business and Law
Dr Eimear Long	Programme Leader: Bachelor of Laws (Hons) Lecturer: *Legal Research Skills, Law of Tort, Contemporary Issues in the Law, Advocacy and Legal Research Skills*
Sharon Sheehan	Programme Leader: BA in Legal Studies Lecturer: *Contract Law, Practical Legal Skills, Irish Legal System, Principles and Practice of Employment Law, Commercial Law*
Stephen Boggs	Lecturer: *Mooting and Professional Practice, Family Law, Contemporary Issues in Law*
Daniel Dwyer	Lecturer: *Law of Real Property, Equity and Trusts*
Donagh Farrell	Lecturer: *Criminal Law, European Union Law*
Alex Layden	Lecturer: *Constitutional Law, Evidence, Commercial Law, International Law, Mooting and Professional Practice*
Bernie Lydon	Lecturer: IT for Law Students
Clem McAuley	Lecturer: *Constitutional Law, Administrative Law*
Maryrose Molloy	Lecturer: *Company Law, Employment Law, Legal Systems*
Mike Venn	Lecturer: *Law of Real Property*

6. College Tour for the Panel

Name	**Job Title with the Provider**
Shane Mooney	Head of Student Experience
Library Staff	

7. Resourcing and Supports for Learners

Name	**Job Title with the Provider**
Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School Operations (Acting)
Seamus Coogan	Faculty Manager, Business and Law
Shane Mooney	Head of Student Experience
Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Ann Masterson	Course Director(Acting)
Eimear Long	Programme Leader

Sharon Sheehan	Programme Leader
Martin Doris	Assistant Registrar
Grant Goodwin	QA Officer
Darragh Breathnach	Head of Academic Operations
Jane Bugler	Deputy Librarian

3 Review of the Programme Review Report

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

The contents followed the template provided in Section 5.2 of the Programme Review Manual 2016/2017.The panel complemented the reflective nature of the review undertaken, but noted that the programme team needed to identify more effectively the steps taken with regard to the programme to respond to outcome statistics and data generated.

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

3.1 Fitness for Purpose of the Programme

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

The Programme Team have engaged with the professional bodies as well as within industry to ensure the programme is appropriate for graduates who wish to pursue a variety of paths. The professional paths necessitate a law graduate to progress to the professional bodies namely The Law Society, The Honourable Society of King's Inns and the Irish Institute of Legal Executives to qualify as a barrister, solicitor, legal executive or paralegal. The Bachelor of Laws (Hons) sees graduates entitled to direct entry to the Kings Inns and to apply to take the Law Society of Ireland.

In the design of the Bachelor of Laws (Hons), Dublin Business School, specifically the Programme Team carried out consultations on the programme design and module content with relevant employers and a range of key industry stakeholders and utilised strategic as well as academic sources (as listed in section 3.5 of the programme document).

In addition, an extensive consultation with graduates of the programme was also carried out for the review.

On the basis of stakeholder feedback, the programme has been refined to develop modules that focus on the skills gap identified by prospective employers and to facilitate the feedback from graduates of the programme, in order to provide learners with the most desirable skills and attributes identified.

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

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

3.2 Achievement of the Programme of its Stated Objectives

The aims, objectives and graduate profiles of the programme were outlined.

It was stated that the Bachelor of Laws (Hons) programme aims to provide learners with a rigorous legal education, to create in learners a critical understanding of foundational legal concepts and principles, and an ability to make connections between them and appreciate the relationship between the various areas of law. It also aims to enhance the practical skills of the learners, such as analysis, research, communication, interpersonal and organisation skills. The content, depth and breadth of the modules on the programme ensure that learners develop their understanding across the breadth of the core legal areas, along with some more specialised ones, as well as allowing learners to explore certain areas in more detail to allow for full expression of their analytical and reasoning abilities.

The programme also aims to prepare learners for progression to professional legal qualifications in Ireland by requiring students to develop a fundamental understanding of the core Irish legal subjects to facilitate progression to the Law Society of Ireland (Solicitors) or the Honorable Society of King's Inns (Barristers) Examinations.

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

3.3 Learner Profile

This programme is aimed at learners wishing to undertake an undergraduate programme in law and also at those wishing to study for a law degree on a part-time basis. The programme is aimed both at those who wish to pursue professional qualifications in law after graduating along with those seeking the general legal education and useful transferable skills that are an integral part of the programme.

On completion of this programme, learners will possess a strong foundation in all of the core areas of law (as prescribed by the professional bodies), as well as knowledge of certain more specialised legal areas that will facilitate work in practice, in industry and in the public and non-profit sectors. The skills pillar in the programme ensures that learners will have acquired critical and innovative thinking and reasoning skills, strong research and information literacy skills and communication skills.

The programme is targeted at the following learners:

- Recent school-leavers who wish to gain an undergraduate education in law.
- Full and part-time learners who are seeking career advancement by obtaining a legal education, including both those currently seeking employment and those working wishing to upskill in the area of law.
- Applicants who meet the minimum entry requirements of two H5 + four O6/H7, to include English in Irish Leaving Certificate. Any FETAC Level 5/6 award with three Distinctions will also meet the entry requirements for all programmes.
- Applicants without this will be considered on the basis of the recognition of prior learning (RPL). Such applicants are considered on a case-by-case basis.

Mature applicants who are over 23 years of age on the 1st of January on the year of admission and do not meet the minimum entry requirements, are also welcomed. Mature students apply directly to the Admissions Office at Dublin Business School and are assessed on the basis of age, work experience, general education standard, motivation and commitment to the programme for which they are applying.

3.4 Learner Performance

A summary and quantitative analysis of the recruitment, learner enrolment, application and performance statistics for the existing programme over the past five years was provided for the existing programme covering the areas specified in the Programme Review Manual 2016/2017 Section 3.

- ***Enrolments and Applications***

  The learner profiles and demographics for the programme intakes from 2013/14 to the 2018/19academic year – a total of 486 learners were enrolled on the programme. Data in the report was provided on the total enrolment numbers for the last five years, broken down by mode, nationality, demographic and gender.

  From a gender perspective, over the period analysed 51% were Female and 49% Male. In terms of domiciliary origin for the total number of learners, the majority (76%) were domestic learners, 8% were European and 16% were International (outside the EU) learners. The age of learners ranged from 17 years of age up to 55 years of age, with the main age group represented being between 21-25 years of age (mode - 34%). The breakdown of learning mode over the period 2014/15 - 2017/18 was 46% full time learners, with 54% enrolled in part time mode. The specific information for learner admission numbers per academic year, to 2018/2019 (including full-time and part-time mode), was provided in supporting documentation pack.

  Further commentary is provided in Section 7.6 of this report.

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

  Successful completion of each stage of the programme and progression through to graduation is a critical indicator of a successful programme. A comprehensive analysis was provided for the programme, including reasons for learners dropping out or being academically withdrawn. Data was provided for retention and progression statistics from 2014-2018, and the panel were impressed with the efforts made by the programme team to determine the rationale for learner drop-out/academic withdrawal.

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

  The documentation indicated that from 2014/15 to the 2017/18 intake, there were 309 learners enrolled. Of these, 275 of these learners (89%) sat exams, and 240 of the learners (87%) who sat exams passed all assessments.

  A total of 35 learners failed (11%) while 34 learners (11%) were not active on the programme.

  The data presents indicated a very clear progression rate for students on the Bachelor of Laws (Hons) over the past 4 intakes with an overall 78% pass/successful completion rate.

A first class award was achieved by 1.5% of graduates over the period, a 2.1 award by 35% of the graduates, and a 2.2 award by 46% of graduates.

Programme attendance data was also provided in programme review documentation.

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

  An analysis was provided for the programme grades and their QQI classifications (as identified above). Benchmarking of the programme's pass, fail and non-active rates in relation to entry qualifications for the academic years 2014/15-2017/18 was it conducted as this was not supported by the current learner management system – there are plans to replace this system in Autumn 2019.

  Examining the data from 2014/15 to the 2017/18 intake, there were 309 learners enrolled. Of these, 275 of these learners (89%) sat exams and 240 of the learners (87%) who sat exams passed all assessments. A total of 35 learners failed (11%) while 34 learners (11%) were not active on the programme. This data represents a 78% pass rate on the Bachelor of Laws (Hons) over the past 4 intakes, which is lower than the DBS benchmark of 85%.

  In reviewing the performance of the 309 learners enrolled on the programme, 240 learners passing all assessments. A total of 35 learners failed after sitting all exams. These learners were given the opportunity to repeat the module the following year. In total, 12 learners enrolled for this repeat opportunity and of them, 5 learners (42%), passed after the repeat.

  The Bachelor of Laws (Hons) learner outcomes (overall award classifications for the period 2014/15 to 2017/18 as a whole) are as follows:

  - First class award was achieved by 1.5% of graduates over the period
  - 2.1 award by 35% of graduates
  - 2.2 award by 46% of graduates.

  A comparison of award classifications between the Bachelor of Laws (Hons) programme and both: other Level 8 programmes offered within DBS, and other Level 8 programmes offered by private providers, for the period 2014/15 to 2017/18 was also conducted.

  The 1.39% of students to graduate with First Class Honours is much lower than both the DBS average (25%) and that of Private Providers (19%). The percentage of students graduating with Upper second Class Honours at 35% is closer to, although still lower than, the DBS average (44%) and that of Private Providers (42%). The percentage of students graduating with Lower Second Class Honours (46%) or a Pass Award (18%) is higher than both the DBS average and that of Private Providers.

  The Bachelor of Laws (Hons) award stage provides a viable and useful progression route for graduates of the BA in Legal Studies.

  Refer to Section 7.12of this report for further background.

3.5 Quality of the Learning Environment

Commentary was provided on the teaching strategy, the use of guest speakers, the use of Moodle as a virtual learning environment and the current and planned developments for the blended learning elements of the programme.

A tour, including a short presentation of the facilities and services, was provided of the College library for the panel.

There appeared to be a difference between the College's perception of DBS student laptop provision/uptake and that of the final year students met by the panel. These particular students had not availed of the DBS laptops.

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

Further commentary is provided in Section 7.11 of this report.

3.6 Suitability of Learner Workload

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

The panel explored the learner contact hours for the individual module descriptors. From the discussions with the programme team, the panel considers that the scheduling of assessment across the programme's semesters needs to be defined by the programme team, and published for access by all relevant stakeholders. The students interviewed said that the hand-in times sometimes came too close together. A published assessment schedule may alert academic staff and students to deadlines/scheduling clashes or excessive clustering of due dates.

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

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

Refer to Sections 7.12 and 7.13 for further background.

3.7 Effectiveness of Procedures for Assessment

It was noted that the programme team state that all assessment for the programmes conforms to the DBS assessment regulations which are informed by QQI Assessment and Standards, Revised 2013. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from reviews and validations. The subsequent/follow-up actions taken by the programme team to 'close the loop' should have a positive impact on/enhance the effectiveness of assessment procedures. The College needs to ensure that it is closing the loop and addressing the issues identified in feedback processes, the process for implementing and closing out on such enhancement activities was not clear from the documentation provided.

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

Further commentary is provided in Section 7.12of this report.

3.8 Quality Assurance Arrangements

DBS quality assurance policies and procedures are detailed in the Quality Assurance Handbook (QAH). This is the first point of reference for all stakeholders involved in the design and monitoring of programmes. The programmes under review have been designed to comply with the DBS QAH and, in turn, with QQI's statutory quality assurance guidelines with respect to governance; quality assurance; assessment; and access, transfer and progression. Programme-specific quality assurance considerations include supporting the research project/dissertation and work-based learning opportunities.

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

Evidentiary documentation of the implementation of the programme quality assurance arrangements were provided for the panel in the documentation pack. The panel concluded that the quality assurance arrangements applied to the programmes are generally effective, however, the College needs to ensure that it is taking all the steps to close the quality assurance loop and address the issues identified through the application of the quality assurance feedback processes.

3.9 Proposed Modifications

- Based on stakeholder feedback and the ongoing analysis of the programme and outcomes, the programme team feels that the current programme is functioning well and that the modules and module content remain appropriate.
- Stakeholder feedback, specifically employer and industry, have requested a strong underpinning in IT Skills for Law as well as practical legal skills and competencies.
- It is proposed that we continue to offer graduates of the BA in Legal Studies the opportunity to progress to Level 8 and enter Year 3 of the Bachelor of Laws (Hons).
- Whilst stakeholder feedback in relation to both programmes is favourable, updates in some areas are required to ensure the continued currency and relevance of the programme to learners and to address some identified gaps in the existing programme.
- Minimum Intended Programme Learning Outcomes have been redrafted and rationalised ensuring constructive alignment with graduate attributes and the overall design of the programme.
- No major changes to the module content are proposed, however the programme documentation, including module descriptors, will be extensively reviewed to ensure alignment with the updated QQI Programme Validation template and assessed against the QQI Criteria for Validation of Programmes. All reading lists, including electronic resources, will be updated across the Programme modules.
- It is proposed to re-distribute and re-organise a total of 15 ECTS within the Bachelor of Laws (Hons) programme content by reorganising and redistributing programme content as follows:

  Year 1: It is proposed to remove Learning to Learn (5 ECTS) and the credit weighting for *IT Skills for Law* will increase from 5 ECTS to 10 ECTS due to an increased range of content added to the module.

Year 2: It is proposed to remove the following electives: *Project Planning and Control* and *People in Organisations* as they are largely redundant, with learners on the programme very rarely choosing to undertake these modules. The *Commercial Law* module, which is currently an elective, will be reorganised and will now be a mandatory module.

Year 3: It is proposed to remove the following electives: *Taxation Systems* and *Human Resource Management*. As above, these are largely redundant as learners on the programme rarely choose to study them. In their place a new module entitled *International Law* will be offered.

- It is further proposed to revise the assessment strategy and weighting to ensure both innovative and appropriate learning in the discipline, as follows:

Specific Proposed Modifications to the Bachelor of Laws (Hons)

- **Year 1:***IT Skills for Law* – In line with stakeholder feedback (employer and industry), specifically requesting area specific skills and competencies as well as generic IT skills, it is proposed that IT Skills for Law increases from a 5 ECTS module to a 10 ECTS module. The learner would receive generic IT skills training - a key skills pillar for their studies. Specifically, within the proposed module the learner will be introduced to the tools/ techniques for drafting legal documents, will gain an understanding of legal document storage software, in addition to appropriate filing systems. The learner will also learn to use Excel to build spreadsheets for legal business purposes. The learner will be introduced to the concepts of eDiscovery and related processes, and those legal obligations emerging from GDPR and data privacy legislation.

  Learning to Learn – It is proposed that this module be removed and that the learning outcomes, such as time management and referencing from the current module be attained through all modules in Year 1, including Legal Research Skills which brings the Learning to Learn content within a discipline specific context.

- **Year 2:**It is proposed to remove two electives namely *Project Planning and Control* and *People in Organisations* and place *Commercial Law* as a mandatory module (it is currently only an elective). The proposed change is in response to stakeholder feedback from student focus groups, industry and employer feedback as well as graduate feedback.

  All stakeholders believe *Commercial Law* and its MIMLOs to be essential for the law graduate in their planned career, whether as aspiring solicitors, barristers or in another industry/profession where their legal skills are required.

- **Year 3:**It is proposed to remove the following electives; *Taxation Systems* and *Human Resource Management* and in their place offer a new module namely *International Law* (10 ECTS). The *International Law* module will provide learners with an introduction to the key principles and theories of international law. Learners will be exposed to how the laws, rules, and principles of international law apply to the conduct of nation states and international organisations, as well as the relationship between the individual and international law. The proposed module will look to sources of international law, including treaties, customary international law and the decisions of international tribunals. Learners will also be exposed to discussions on the wider political context in which international law operates. The proposed module will build on learners' previous learning experience such as *Constitutional Law, Criminal Law* (Year 1) *Commercial Law* and *EU Law* (Year 2) and will complement *Contemporary Issues in Law* (Year 3). The proposed module will be of particular interest to

the learner who would like to focus their professional practice in international law and lends itself to further postgraduate studies in the field.

4 Evaluation of the Modified Programme

4.1 Report

See Appendix 1.

5 Outcome of the Review

5.1 Summary

5.2 Recommendations

Principal programme	**Title**	Bachelor of Laws (Hons)
	Award	Bachelor of Laws (Hons)
	Credit	180
	Recommendation	Satisfactory

6 Panel

Name	**Role**	**Affiliation**
Dr Andrew O'Regan	Chair	Acting Programme Director, Carlow College, St. Patrick's, College Street, Carlow
Professor David Gwynn Morgan	Academic in Subject area	Emeritus Professor of Law, University College Cork
Eavan Murphy	Academic in Subject area	Law Lecturer, Dublin Institute of Technology, Dublin 2
Mark Declan Finan BL	Professional/ Employer Representative	The Law Library, The Four Courts, Inns Quay, Dublin 7
Ellen Coll	Learner representative on the panel	Student, Trinity College Dublin
Mary Doyle	Secretary	Independent Academic QA Consultant

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

7 Appendix 1: independent Programme Review Report

Part 1

Provider name	DBS
Date of site visit	13 May 2019
Date of report	

	First intake	**Last intake**
Proposed Enrolment interval	September 2019	September 2023
Maximum number of annual intakes	Two intakes: • September • January	

Principal programme	**Title**	Bachelor of Laws (Hons)
	Award	Bachelor of Laws (Hons)
	Credit	180
	Duration[2] *(years, months, weeks)*	Full-time: 3 academic years of 24 weeks each (6 semesters) Part-time: 3 academic years of 24 weeks each (6 semesters)
	Recommendation	Satisfactory

Evaluators

Name	**Role**	**Affiliation**
Dr Andrew O'Regan	Chair	Acting Programme Director, Carlow College, St. Patrick's, College Street, Carlow
Professor David Gwynn Morgan	Academic in Subject area	Emeritus Professor of Law, University College Cork
Eavan Murphy	Academic in Subject area	Law Lecturer, Dublin Institute of Technology, Dublin 2
Mark Declan Finan BL	Professional/ Employer Representative	The Law Library, The Four Courts, Inns Quay, Dublin 7
Ellen Coll	Learner representative on the panel	Student, Trinity College Dublin
Mary Doyle	Secretary	Independent Academic QA Consultant

7.1 Principal Programme: Bachelor of Laws (Hons)

Names of Centres Where the Programmes are to be provided		**Maximum number of learners**	**Minimum number of learners**
DBS: Dublin Campus		200	10
Target learner groups	This programme is aimed at learners wishing to undertake		

[2] Expressed in terms of time from initial enrolment to completion

	an undergraduate primary bachelor's degree programme in law and also at those wishing to study for a law degree on a part-time basis. The programme is aimed both at those who wish to pursue professional qualifications in law after graduating along with those seeking the general legal education and useful transferable skills that are an integral part of the programme. On completion of this programme, learners will possess a strong foundation in all of the core areas of law (as prescribed by the professional bodies), as well as knowledge of certain more specialised legal areas that will facilitate work in practice, in industry and in the public and non-profit sectors. The skills pillar in the programme ensures that learners will have acquired critical and innovative thinking and reasoning skills, strong research and information literacy skills and communication skills. The programme is targeted at the following learners: ● Recent school-leavers who wish to gain an undergraduate education in law. ● Full and part-time learners who are seeking career advancement by obtaining a legal education, including both those currently seeking employment and those working wishing to upskill in the area of law. ● Applicants who meet the minimum entry requirements of two H5 + four O6/H7, to include English in Irish Leaving Certificate. Any FETAC Level 5/6 award with three Distinctions will also meet the entry requirements for all programmes. ● Applicants without this will be considered on the basis of the recognition of prior learning (RPL). Such applicants are considered on a case-by-case basis. Mature applicants who are over 23 years of age on the 1st of January on the year of admission and do not meet the minimum entry requirements, are also welcomed.
Number of learners per intake	
Countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and part-time
The teaching and learning modalities	1. Classroom lectures 2. Case-based learning 3. Practical skills sessions 4. Workshops 5. Tutorials 6. Individual and group work 7. 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 Bachelor of Laws (Hons) programme aims to provide learners with a rigorous legal education. The programme aims to create in learners a critical understanding of foundational legal concepts and principles, and an ability to make connections between them and appreciate the relationship between the various areas of law. It also aims

<table>
<tr><td></td><td>to enhance the practical skills of the learners, such as analysis, research, communication, interpersonal and organisation skills. The content, depth and breadth of the modules on the programme ensure that learners develop their understanding across the breadth of the core legal areas, along with some more specialised ones, as well as allowing learners to explore certain areas in more detail to allow for full expression of their analytical and reasoning abilities.

The programme also aims to prepare learners for progression to professional legal qualifications in Ireland by requiring students to develop a fundamental understanding of the core Irish legal subjects to facilitate progression to the Law Society of Ireland (Solicitors) or Honourable Society of King's Inns (Barristers) Examinations. In addition, as the programme attracts learners from England and Wales, Northern Ireland and Nigeria, the programme also aims to provide a solid base for learners seeking to obtain professional legal qualifications in other international jurisdictions.

At the same time, it is recognised that while, initially, many students will aspire to qualify professionally and engage in private practice, a significant number of our graduates will enter different career pathways. Accordingly, the programme aims to equip students for a range of careers by using teaching and learning techniques that develop their intellectual and transferable skills. These skills are designed to strengthen their employability in careers that may be unrelated to the professional practice of law.

Widening access to the benefits to be derived from a rigorous legal education remains the core justification for the programme. In addition, emphasis is also placed on strengthening the transferable skills dimension of the programme in order to enhance the employment opportunities of our graduates.</td></tr>
<tr><td>Specifications for teaching staff</td><td>Lecturing staff will have a minimum of a Master and/or PhD in law, or an Honours Bachelors Level 8 degree and a professional legal qualification.</td></tr>
<tr><td>Specifications for the ratio of learners to teaching-staff</td><td>
<table>
<tr><td>Staff to learner ratio</td><td>Learning activity type</td></tr>
<tr><td>1/100</td><td>Classroom sessions</td></tr>
<tr><td>1/25</td><td>Workshops</td></tr>
<tr><td>1/25</td><td>Practical sessions</td></tr>
<tr><td colspan="2">1.15/100 = 0.012:1</td></tr>
</table>
</td></tr>
</table>

Other noteworthy features of the application

Part 2 Evaluation against the validation criteria

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

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

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

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

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

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

Commendation(s)

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

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

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

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

The panel found that the aims, objectives and rationale for the programme were expressed clearly.

The MIPLOs were informed by the QQI Generic Awards Standards, and the *Awards Standards for Honours Bachelor of Laws and Master of Laws* (2014), and have been mapped against these standards. It was concluded that the MIPLOs and MIMLOs have been clearly outlined and were appropriate to the level of the award.

The panel noted that MIPLO #9 needs to be reflected throughout the documentation and mapped accordingly to indicate which MIMLOs facilitate its achievement through engagement with contemporary issues, and support learners to provide them with a world view and an awareness of their role in society.

Recommendation(s)

#1: The panel recommends that MIPLO #9 be reflected, and mapped accordingly, throughout the documentation for this programme. This should be completed prior to the submission of the programme documentation to QQI.

Commendation(s)

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

#2: The panel commends the DBS team input and openness to engagement with the panel.

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

Satisfactory	Comment	Sub-criteria
Yes		a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.[6]
Yes		b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
Yes		(i) There is a satisfactory rationale for providing the programme.
Yes		(ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
Yes		(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
Yes		(iv) There is evidence[7] of learner demand for the programme.
Yes		(v) There is evidence of employment opportunities for graduates where relevant[8.]

Yes		(vi) The programme meets genuine education and training needs.[9]
Yes		c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
Yes		d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
Yes		e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

It was stated that oversight is vital to assure that programme is delivered as identified, and the panel was informed of the externality of the oversight of the current programme(through internal moderator and external examiner process), and the comprehensive consultation process undertaken for this review, a description of which is provided in Section 3.1 of this report.

The comments and suggestions from internal and external stakeholders were noted and duly factored into the review process. Feedback had been sought from students, graduates, staff (academic, support and administrative), external examiners and professional bodies.

The panel was of the opinion that more detail on these exercises, and their interpretation, would be welcome in the document as they are currently quite briefly presented, but were well described at the panel event. The panel concluded that the consultation process had been comprehensive.

It was noted that the part-time academic staff did not seem to attend external examiner meetings and seemed poorly involved in programme review on an on-going basis. The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness - i.e. considering the placement and integration of modules within the programme, and the development of knowledge, skills and competencies.

Students and graduates with whom the panel met indicated that the programme was useful in enabling them to achieve their academic and professional objectives.

The panel commends the fact that this programme facilitates progression from the BA in Legal Studies programme by RPL into the year 3, thereby facilitating learners' ultimate access to a level 8 programme for those learners who might not otherwise get a chance to engage with an honours Law degree programme.

The panel recommends that more communication would help learners progressing from the BA in Legal Studies to the Bachelor of Laws (Hons) to understand the concept of ordinary and honours degrees, and the ladder system which they support.

In addition, the panel recommends that some interpersonal developmental work may be required to facilitate the progression graduates of this programme to Year 3 of the Bachelor of Laws (Hons)

programme, to facilitate the progression of a significant group of learners into an already established class group, and to support class integration.

Recommendation(s)

#2: The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness.

#3: The panel recommends that more communication would help learners progressing from the BA in Legal Studies to the Bachelor of Laws (Hons) to understand the concept of ordinary and honours degrees, and the ladder system which they support.

#4: The panel recommends that some interpersonal developmental work may be required to facilitate the progression graduates of this programme to Year 3 of the Bachelor of Laws (Hons) programme, to facilitate the progression of a significant group of learners into an already established class group, and to support class integration.

Commendation(s)

#3: The panel commends the College's facilitation of access of BA in Legal Studies graduates, who may not have achieved sufficient requirements for direct entry to the Bachelor of Laws (Hons) level 8 programme.

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

Satisfactory	Comment	Sub-criteria
Yes		a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[10].
Yes		b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
Yes		c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European

		Framework of Reference for Languages (CEFRL[11]) in order to enable learners to reach the required standard for the QQI award.
Yes		d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
Yes		e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
Yes		f) The programme title (the title used to refer to the programme):-
Yes		(i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
Yes		(ii) Is learner focused and meaningful to the learners;
Yes		(iii) Has long-lasting significance.
Yes		g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

The admissions process was discussed with the programme team, and the need to support learners transferring from other programmes to the third year of the programme. In addition, supports for the learners are provided in relation to the class size, with particular focus on learner retention and engagement.

The panel commends the fact that the BA in Legal Studies programme facilitates an alternative entry point for learners to this Bachelor of Laws (Hons) programme, by RPL into the year 3, thereby facilitating learners' ultimate access to a level 8 programme of those learners who might not otherwise get a chance to engage with an honours Law degree programme.

The panel recommends that some interpersonal developmental work may be required to facilitate the progression graduates of this programme to Year 3 of the Bachelor of Laws (Hons) programme, to facilitate the progression of a significant group of learners into an already established class group, and to support class integration.

Academic Staff are cognisant of the pedagogical aspect of dealing with the small class and the in-class experience resulting from this.Teaching is adjusted to facilitate the smaller class size and peer supported learning is a specific feature.In addition, the adjustment of the in-class experience between the full-time and part-time delivery mode, to allow for the diversity and maturity of learners is to be commended. This will need to be further managed with the College's plan for a

second intake on this programme (in particular to the implications for failed CA, exam sittings and Boards, etc.).

The panel recommends that some interpersonal developmental work may be required to facilitate the progression graduates of this programme to Year 3 of the Bachelor of Laws (Hons) programme, to facilitate the progression of a significant group of learners into an already established class group, and to support class integration.

Following feedback from students, the panel stated that it is important that where learners are required to complete continuous assessment assignments, as far as possible, there is coordination between various lecturers in the setting of deadlines, to ensure that learners are not unduly burdened with competing deadlines. This would serve to support learner examination performance and progression. Therefore, the panel recommends that the programme team create a programme assessment schedule, visible to all, and that this would also be provided for learners in hard-copy.

The level of feedback provided on assignments appeared to be very helpful, and mostly in a timely fashion, and learners appeared satisfied that they could meet with lecturers for further feedback if they so desired. As far as possible, it would be beneficial if learners received feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

The panel were advised that when recruiting staff, the Faculty manager identifies new staff to the academic appointments sub-committee. The establishment and role of this committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation and professional development at the College.

A CPD programme/strategy is being developed for academic staff within the College to support their teaching and learning endeavours, which will be anchored by a planned teaching and learning qualification (with small number of credits).

Recommendation(s)

#4: The panel recommends that some interpersonal developmental work may be required to facilitate the progression graduates of this programme to Year 3 of the Bachelor of Laws (Hons) programme, to facilitate the progression of a significant group of learners into an already established class group, and to support class integration.

#3: The panel recommends that more communication would help learners progressing from the BA in Legal Studies to the Bachelor of Laws (Hons) to understand the concept of ordinary and honours degrees, and the ladder system which they support.

#5: The panel recommends that clarity is required on the number of intakes to this programme in any academic year.

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

#7: The panel also recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#8: The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

Commendation(s)

#3: The panel commends the College's maintenance of an award to facilitate access of learners, who may not have achieved sufficient requirements for entry to the Bachelor of Laws (Hons) level 8 programme.

#4: The panel praised the team's positivity and focus on student experience at DBS (particularly in the case of small class size and lower entry qualifications of learners).

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

#6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation and professional development at the College (in the context of supporting small class sizes).

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

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

Yes		e) The programme is structured and scheduled realistically based on sound educational and training principles[12].
Yes		f) The curriculum is comprehensively and systematically documented.
Yes		g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
Yes		h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
Yes		i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
Yes		j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[13]

The panel was generally satisfied that the programmes and their modules were appropriately structured and scheduled. The rational for the inclusion of new modules, and the stakeholder engagement which informed their content, and that of the revised modules, was discussed with the programme team.

The programme team identified how the programme is different to the BA in Legal Studies – there is a broader range of topics on the BA (Level 7), with more depth provided, and analysis and judgements required in this Level 8 programme.

It was noted by the panel that the part-time academic staff did not seem to attend the external examiner meetings/boards and seemed poorly involved in programme review on an on-going basis. The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness - i.e. considering the placement and integration of modules within the programme, and the development of knowledge, skills and competencies.

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

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

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

The level of feedback provided on assignments (online/Moodle in annotated docs or in hard copy) appeared to be very helpful, and mostly in a timely fashion. General overall feedback was provided to the class, and often supplemented with an interview (face to face) will be held with the learners. The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam. Learners appeared satisfied that they could meet with lecturers for further feedback if they so desired.

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

Recommendation(s)

#2: The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness.

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

#7: The panel also recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#8: The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

#9: In addition, the panel recommends that the programme team clarify the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

#10: The programme team should define thee-learning element of each module within the module descriptor for clarity. This need not be identical for each module.

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

Commendation(s)

#2: The panel commends the DBS team input and openness to engagement with the panel.

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

Satisfactory	Comment	Sub-criteria

Yes		a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (7.13c).
Yes		b) The programme has an identified complement of staff[14] (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
Yes		c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
Yes		d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[15] opportunities[16].
Yes		e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
Yes		f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

The panel was informed that the monitoring of the programme is implemented by the Course leader, and the internal moderator also facilitates this monitoring process.

The programme management structure had been *ad hoc*, and without records, and it was stated that this was in the process of being systematised. However the panel did acknowledge that the College is seeking to redress this matter with recent appointments and some improvement is already evident. The panel recommends that the Programme Management structure and processes be strengthened, through greater systematisation and recording.

It was also noted that the part-time academic staff did not seem to attend the external examiner meetings/boards and seemed poorly involved in programme review on an on-going basis. The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also

serve to enhance overall programme cohesiveness - i.e. considering the placement and integration of modules within the programme, and the development of knowledge, skills and competencies.

The panel recommends that scheduling of assessment should be considered by the programme team to ensure learners aren't overburdened and workload is appropriate. To support this, the panel recommends that the programme team would create an assessment schedule, and consider clarifying re-assessment strategy into clearly articulated forms, for each (all) module(s) within the programme.

The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

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

It was noted that few of the teaching staff have a PhD and, no doubt partly because of the heavy teaching load, there does not seem to be much emphasis placed on research for faculty. The staff scholarship scheme was outlined and one member of the programme staff had utilised this resource to support his research (although it was noted that the Programme Document, Section 7.8, indicated that 3 team members had availed of this support).

The Student supports available within DBS, and the commitment of module leaders to academic process and student development, were particularly remarked upon. According to the programme team, working with small classes has its own challenges, where the classroom becomes more discursive. Greater resources are provided to support this experience.

Part-time lecturing staff provided insight into their experience of the programme, and indicated that they felt greatly supported, and praised the collegiate interaction and support received. They stated that it was a good place to come and work.

The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned. This committee also identifies the requirements for each newly appointed member of staff to be supported through their orientation and professional development at the College. However, the panel cautioned that sourcing part-time staff primarily through referrals and recommendations may not be a sustainable method of assuring externality and a challenging and supportive academic environment, and recommended that alternative mechanisms be employed.

Recommendation(s)

#2: The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness.

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

#7: The panel also recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#9: The panel recommends that the programme team clarify the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

#12: The panel recommends that the Programme Management structure and process be strengthened through greater systematisation and recording.

#13: The panel recommends that the College utilise alternative mechanisms for sourcing part-time staff (rather than through referrals and recommendations, which may not be a sustainable method of assuring externality and a challenging and supportive academic environment).

Commendation(s)

#2: The panel commends the DBS team input and openness to engagement with the panel.

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

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

#6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation and professional development at the College.

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

Satisfactory	Comment	Sub-criteria
Yes		a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (7.13d).
Yes		b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
Yes		(i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the

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

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

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

It was noted that the library facilities deploy a wide range of text, which the students and graduates indicated that they like to use. Library resources are deemed sufficient to meet learners' needs, in addition, learners said that there is an arrangement with Trinity College for inter-library loans.

The panel were advised of the mobile IT laboratory facility whereby charged laptops are available within classrooms to provide a flexible, responsive computer laboratory option. Owing to the class sizes on this programme, these particular students had not needed to avail of these DBS laptops.

To support their course work, each learner is provided with their own cloud space.

The student quality evaluation/feedback at programme and module level showed low engagement levels and a poor response rate (20%). This challenge, and the previous identified issue in relation to part-time academic staff involvement, seems symptomatic of an organisation focused on operational delivery, with perhaps insufficient resources being put into evaluation and

improvement. However the panel did acknowledge that the College is seeking to redress this matter with recent appointments, and some improvement is already evident. To continue to enhance the student quality evaluation/feedback practice, the panel recommends that the system for eliciting and recording learners' quality evaluations of the programme and its modules be reviewed so as to and reflect best practice and to improve the amount and representative nature of the information received.

Recommendation(s)

#14: The panel recommends that the system for eliciting and recording learners' quality evaluations of the programme and its modules be reviewed to ensure it reflect best practice and improves the amount and representative nature of the information received.

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

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

The panel noted that a five-year plan had been provided for the programme under review. With the difference between projected numbers and those on the current programme, the feasibility of this plan was not particularly clear. The panel recommends that, at an early stage, the College/programme team undertake scenario planning so as to ascertain the capacity of the learning environment to meet learners' needs in the event of a substantially increased learner enrolment.

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

A description of the learning environment in place to support students is provided in Section 3.5 of this report. A tour of the physical facilities in the Aungier Street Campus, particularly the library, was undertaken.

To support their course work, each learner is provided with their own cloud space.

Academic Staff are cognisant of the pedagogical aspect of dealing with the small class and the in-class experience resulting from this. Teaching is adjusted to facilitate the smaller class size and peer supported learning is a specific feature. In addition, the adjustment of the in-class experience between the full-time and part-time delivery mode, to allow for the diversity and maturity of learners is to be commended. This will need to be further managed with the College's plan for a second intake on this programme (in particular to the implications for failed CA, exam sittings and Boards, etc.).

In meetings with students and graduates, the panel found that they were very positive about the level of support received from lecturers and other staff. They appreciated the small class sizes, and the easy access to teaching staff who were generally very responsive to requests for support. However, it was also noted that in some instances, issues raised at meetings between the learners and the College may not be resolved in a timely manner.

The student quality evaluation/feedback at programme and module level showed low engagement levels and a poor response rate (20%). This challenge, and the previously identified issue in relation to part-time academic staff involvement, seems symptomatic of an organisation focused on operational delivery, with perhaps insufficient resources being put into evaluation and improvement. However the panel did acknowledge that the College is seeking to redress this matter with recent appointments, and some improvement is already evident. To continue to enhance the student quality evaluation/feedback practice, the panel recommends that the system for eliciting and recording learners' quality evaluations of the programme and its modules be reviewed so as to and reflect best practice and to improve the amount and representative nature of the information received.

The level of feedback provided on assignments appeared to be very helpful, and mostly in a timely fashion, and learners appeared satisfied that they could meet with lecturers for further feedback if they so desired. As far as possible, it would be beneficial if learners received feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

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

The students' Law Society, which is open to Level 7 and Level 8 learners as well as those undertaking law modules on other programmes, facilitates learners to network with their peers within the College, and with guest lecturers and employers who present at speeches and seminars during the academic year.

Recommendation(s)

#4: The panel recommends that some interpersonal developmental work may be required to facilitate the progression graduates of this programme to Year 3 of the Bachelor of Laws (Hons) programme, to facilitate the progression of a significant group of learners into an already established class group, and to support class integration.

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

#7: The panel also recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#14: The panel recommends that the system for eliciting and recording learners' quality evaluations of the programme and its modules is reviewed to ensure it reflects best practice and improves the amount and representative nature of the information received.

#8: The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

#9: The panel recommends that the programme team consider clarifying the re-assessment strategy for the modules in the programme document into clearly articulated and standard format to ensure consistency.

#15: The panel recommends that, at an early stage, the College/programme team undertake scenario planning so as to ascertain the capacity of the learning environment to meet learners' needs in the event of a substantially increased learner enrolment.

7.10 Criterion 9: There are sound teaching and learning strategies

Satisfactory	Comment	Sub-criteria
Yes		a) The teaching strategies support achievement of the intended programme/module learning outcomes.
Yes		b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
Yes		c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
Yes		d) Learning is monitored/supervised.
Yes		e) Individualised guidance, support[17] and timely formative feedback is regularly provided to enrolled learners as they progress within the

		programme.

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

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

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

Guest lecturers are also used throughout the year, and programme stages, to provide learners with a relevant and current experience, and the learners also get a change to attend court and to observe the legal system in action.

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

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

The level of feedback provided on assignments appeared to be very helpful, and mostly in a timely fashion, and learners appeared satisfied that they could meet with lecturers for further feedback if they so desired. As far as possible, it would be beneficial if learners received feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

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

Recommendation(s)

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

#10: The programme team should define e-learning element of each module within the module descriptor for clarity. This need not be identical for each module.

#9: The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

Commendation(s)

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

#6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation and professional development at the College.

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

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

7.11 Criterion 10: There are sound assessment strategies

Satisfactory	Comment	Sub-criteria
Yes		a) All assessment is undertaken consistently with ***Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards***[18]
Yes		b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
Yes		c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.[19]
Yes		d) The programme includes formative assessment to support learning.
Yes		e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.[20]
Yes		f) Sample assessment instruments, tasks,

		marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
Yes		g) There are sound procedures for the moderation of summative assessment results.
Yes		h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.[21]

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

The programme team stated that there is little overlap between assessment components – integrated assessment is not a feature of the programme. Learners also identified the challenges of group work within the programme based on interpersonal matters, and availability of learners to participate, particularly for the part-time programme.

Following feedback from students, the panel stated that it is important that where learners are required to complete continuous assessment assignments, as far as possible, there is coordination between various lecturers in the setting of deadlines, to ensure that learners are not unduly burdened with competing deadlines. Therefore, The panel recommends that the programme team create a programme assessment schedule, visible to all.

The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

The panel noted the possibility that an overloading of continuous assessment assignment deadlines may also inadvertently cause a decrease in attendance, as learners may concentrate on completion of assignments they are required to submit rather than attend classes.

The level of feedback provided on assignments appeared to be very helpful, and mostly in a timely fashion, and learners appeared satisfied that they could meet with lecturers for further feedback if they so desired. As far as possible, it would be beneficial if learners received feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

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

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

requirements for each staff to be supported through their orientation and professional development at the College.

Recommendation(s)

#2: The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness.

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

#7: The panel also recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#8: The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

#9: The panel recommends that the programme team consider clarifying the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

Commendation(s)

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

#6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation and professional development at the College.

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

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

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

Satisfactory	Comment	Sub-criteria
Yes		a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.

Yes		b) Information is provided about learner supports that are available to learners enrolled on the programme.
Yes		c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
Yes		d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
Yes		e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
Yes		f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
Yes		g) The programme provides supports for enrolled learners who have special education and training needs.
Yes		h) The programme makes reasonable accommodations for learners with disabilities[22].
Yes		i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*[23]and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
Yes		j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

The panel noted that the Student Handbooks and website contain information on the supports and services available to students. However, it also noted that where learners are required to complete continuous assessment assignments, the programme team should create a programme assessment schedule, visible to all, to ensure that learners are not unduly burdened with competing deadlines.

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

The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

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

The learners and graduates that met with the panel spoke extremely positively and impressively about both the BA Legal Studies programme and the Bachelor of Laws (Hons) programme. It appeared they were well informed of what assignments were required of them and learners praised their lecturers highly.

The panel recommends that more communication would help learners progressing from the BA in Legal Studies to the Bachelor of Laws (Hons) to understand the concept of ordinary and honours degrees, and the ladder system which they support.

It appeared that the lecturers were very dedicated to lecturing and to the learning of their students.

Recommendation(s)

#7: The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#10: The programme team should define the e-learning element of each module within the module descriptor for clarity. This need not be identical for each module.

#9: The panel recommends that the programme team clarify the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

#3: The panel recommends that more communication would help learners progressing from the BA in Legal Studies to the Bachelor of Laws (Hons) to understand the concept of ordinary and honours degrees, and the ladder system which they support.

7.13 Criterion 12: The programme is well managed

Satisfactory	Comment	Sub-criteria
Yes		a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
Yes		b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures

		and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
Yes		c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
Yes		d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
Yes		e) Quality assurance[24] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
Yes		f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
Yes		g) The programme operation and management arrangements are coherently documented and suitable.
Yes		h) There are sound procedures for interface with QQI certification.

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

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

The programme management structure had been *ad hoc*, and without records, and it was stated that this was in the process of being systematised. However the panel did acknowledge that the College is seeking to redress this matter with recent appointments and some improvement is already evident. The panel recommends that the Programme Management structure and processes be strengthened, through greater systematisation and recording.

It was also noted that the part-time academic staff did not seem to attend the external examiner meetings/boards and seemed poorly involved in programme review on an on-going basis. The panel recommends that the part-time practice based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to

enhance overall programme cohesiveness - i.e. considering the placement and integration of modules within the programme, and the development of knowledge, skills and competencies.

The student quality evaluation/feedback at programme and module level showed low engagement levels and a poor response rate (20%). Both this challenge, and the previous identified issue in relation to part-time academic staff involvement, seem symptomatic of an organisation focused on operational delivery, with perhaps insufficient resources being put into evaluation and improvement. However the panel did acknowledge that the College was seeking to redress this matter with recent appointments, and some improvement is already evident. To continue to enhance the student quality evaluation/feedback practice, the panel recommends that the system for eliciting and recording learners' quality evaluations of the programme and its modules be reviewed so as to and reflect best practice and to improve the amount and representative nature of the information received.

In relation to areas for improvement, following feedback from students, the panel stated that it is important that where learners are required to complete continuous assessment assignments, as far as possible, there is coordination between various lecturers in the setting of deadlines, to ensure that learners are not unduly burdened with competing deadlines. Therefore, the panel recommends that the programme team create a programme assessment schedule, visible to all.

The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

The panel noted the possibility that an overloading of continuous assessment assignment deadlines may also inadvertently cause a decrease in attendance, as learners may concentrate on completion of assignments they are required to submit rather than attend classes.

The level of feedback provided on assignments appeared to be very helpful, and mostly in a timely fashion, and learners appeared satisfied that they could meet with lecturers for further feedback if they so desired. As far as possible, it would be beneficial if learners received feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

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

The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned (including assessment). The committee also identifies the requirements for each staff to be supported through their orientation and professional development at the College.

Recommendation(s)

#12: The panel recommends that the Programme Management structure and process be strengthened through greater systematisation and recording.

#2: The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness.

#14: The panel recommends that the system for eliciting and recording learners' quality evaluations of the programme and its modules is reviewed to ensure it reflects best practice and improves the amount and representative nature of the information received.

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

#7: The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#8: The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

#9: The panel recommends that the programme team consider clarifying the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

Commendation(s)

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

#6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation and professional development at the College.

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

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

8 Overall recommendation to DBS

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

8.1 Reasons[26] for the overall recommendation

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

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

8.2 Summary of recommendations

#1: The panel recommends that MIPLO #9 be reflected, and mapped accordingly, throughout the documentation for this programme. This should be completed prior to the submission of the programme documentation to QQI.

#2: The panel recommends that the part-time practice-based lecturers on the programme be more closely involved in the overall annual oversight, evaluation and review of the programme. This would also serve to enhance overall programme cohesiveness.

#3: The panel recommends that more communication would help learners progressing from the BA in Legal Studies to the Bachelor of Laws (Hons) to understand the concept of ordinary and honours degrees, and the ladder system which they support.

#4: The panel recommends that some interpersonal developmental work may be required to facilitate the progression graduates of this programme to Year 3 of the Bachelor of Laws (Hons) programme, to facilitate the progression of a significant group of learners into an already established class group, and to support class integration.

#5: The panel recommends that the College provides clarity on the number of intakes to this programme in any academic year.

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

#7: The panel recommends that learners receive a hardcopy of the assessment deadlines' schedule for the programme modules at the commencement of the semester/stage, rather than rely on learners accessing the information via Moodle.

#8: The panel recommends that learners receive feedback on assignments within the recommended four-week timeframe. This is especially important where there is an assignment component and a written exam – learners should be made aware of their results in an assignment prior to sitting their exam.

#9: The panel recommends that the programme team clarify the re-assessment strategy for the modules in the programme into clearly articulated and standard format.

#10: The programme team should define the e-learning element of each module within the module descriptor for clarity. This need not be identical for each module.

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

#12: The panel recommends that the Programme Management structure and process be strengthened through greater systematisation and recording.

#13: The panel recommends that the College utilise alternative mechanisms for sourcing part-time staff (rather than through referrals and recommendations, which may not be a sustainable method of assuring externality and a challenging and supportive academic environment).

#14: The panel recommends that the system for eliciting and recording learners' quality evaluations of the programme and its modules is reviewed to ensure it reflects best practice and improves the amount and representative nature of the information received.

#15: The panel recommends that, at an early stage, the College/programme team undertake scenario planning so as to ascertain the capacity of the learning environment to meet learners' needs in the event of a substantially increased learner enrolment.

8.3 Summary of commendations

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

#2: The panel commends the DBS team input and openness to engagement with the panel.

#3: The panel commends the College's maintenance of an award to facilitate access of learners, who may not have achieved sufficient requirements for entry to the Bachelor of Laws (Hons) level 8 programme.

#4: The panel praised the team's positivity and focus on student experience at DBS (particularly in the case of small class size and lower entry qualifications of learners).

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

#6: The establishment and role of the academic appointments sub-committee was particularly commended in terms of assuring that sufficient qualified and capable programme staff are available to implement the programme as planned, and identifying the requirements for each newly appointed staff member to be supported through their orientation and professional development at the College.

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

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

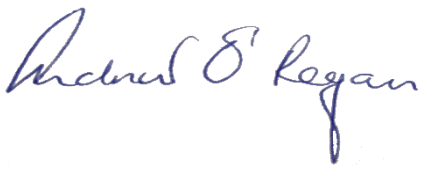
9 Declaration of Evaluator's Interests

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

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

Panel chairperson: Dr Andrew O'Regan Date: 11 June 2019

Signed:



9.1 Disclaimer

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

Part 3: Proposed programme schedules

Name of Provider:	Dublin Business School
Programme Title	Bachelor of Law (Hons)
Award Title	Bachelor of Law (Hons)
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Full-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	**Award NFQ level**	**Award EQF Level**	**Stage** (1, 2, 3, 4, …, or Award Stage)**:**	**Stage NFQ Level**[2]	**Stage EQF Level**[2]	**Stage Credit (ECTS)**	**Date Effective**	**ISCED Subject code**
Major	8	6	1	6		60	September 2019	0421

Module Title (Up to 70 characters including spaces)	**Semester no where applicable. (Semester 1 or Semester2)**	**Module**		**Credit Number**[5]	**Total Student Effort Module (hours)**					**Allocation Of Marks (from the module assessment strategy)**			
		Status[27]	**NFQ Level**[1] **where specified**	**Credit Units**	**Total Hours**	**Class (or equiv) Contact Hours**	**Directed e-learning**	**Hours of Independent Learning**	**Work-based learning effort**[28]	**C.A. %**	**Supervised Project %**	**Proctored practical demonstration %**	**Proctored written exam %**
Introduction to Legal Research Skills	1 and 2	M	6	10	250	72		178		100			
IT Skills for Law	1 and 2	M	6	10	250	72		178		100			
Criminal Law	1 and 2	M	6	10	250	72		178		40			60
Constitutional Law	1 and 2	M	6	10	250	72		178		40			60
Legal Systems	1 and 2	M	6	10	250	72		178		40			60
Contract Law	1 and 2	M	6	10	250	72		178		20			80
Special Regulations (Up to 280 characters)													

[27] Mandatory (m) or elective (E)

[28] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:	Dublin Business School
Programme Title	Bachelor of Law (Hons)
Award Title	Bachelor of Law (Hons)
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Full-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	**Award NFQ level**	**Award EQF Level**	**Stage** (1, 2, 3, 4, …, or Award Stage)**:**	**Stage NFQ Level**[2]	**Stage EQF Level**[2]	**Stage Credit (ECTS)**	**Date Effective**	**ISCED Subject code**
Major	8	6	2	7		60	September 2019	0421

Module Title (Up to 70 characters including spaces)	**Semester no where applicable. (Semester 1 or Semester2)**	**Module**		**Credit Number**[5]	**Total Student Effort Module (hours)**					**Allocation Of Marks (from the module assessment strategy)**			
		Status[29]	**NFQ Level**[1] **where specified**	**Credit Units**	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[30]	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Mooting and Professional Practice	1 and 2	M	7	10	250	64		186		100			
Law of Tort	1 and 2	M	7	10	250	64		186		40			60
European Union Law	1 and 2	M	7	10	250	64		186		10			90
Law of Real Property	1 and 2	M	7	10	250	64		186		25			75
Company Law	1 and 2	M	7	10	250	64		186		25			75
Commercial Law	1 and 2	M	7	10	250	64		186		100			
Special Regulations (Up to 280 characters)													

[29] Mandatory (m) or elective (E)

[30] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:	Dublin Business School
Programme Title	Dublin Business School
Award Title	Bachelor of Law (Hons)
Stage Exit Award Title[3]	Bachelor of Law (Hons)
Modes of Delivery (FT/PT):	Full-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	**Award NFQ level**	**Award EQF Level**	**Stage** (1, 2, 3, 4, …, or Award Stage)**:**	**Stage NFQ Level**[2]	**Stage EQF Level**[2]	**Stage Credit (ECTS)**	**Date Effective**	**ISCED Subject code**
Major	8	6	Award	8		60	September 2019	0421

Module Title (Up to 70 characters including spaces)	**Semester no where applicable. (Semester 1 or Semester2)**	**Module**		**CreditNumber**[5]	**Total Student Effort Module (hours)**					**Allocation Of Marks (from the module assessment strategy)**			
		Status[31]	**NFQ Level**[1] **where specified**	**Credit Units**	**Total Hours**	**Class (or equiv) Contact Hours**	**Directed e-learning**	**Hours of Independent Learning**	**Work-based learning effort32**	**C.A. %**	**Supervised Project %**	**Proctored practical demonstration %**	**Proctored written exam %**
Contemporary Issues in Law	1 and 2	M	8	10	250	60		190		100			
Equity and Trusts	1 and 2	M	8	10	250	60		190					100
Administrative Law	1 and 2	M	8	10	250	60		190		25			75
Jurisprudence	1 and 2	E	8	10	250	60		190		25			75
Family Law	1 and 2	E	8	10	250	60		190		25			75
Law of Evidence	1 and 2	E	8	10	250	60		190		40			60
Employment Law	1 and 2	E	8	10	250	60		190		50			50
International Law	1 and 2	E	8	10	250	60		190		100			
Special Regulations (Up to 280 characters)													

[31] Mandatory (m) or elective (E)

[32] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:	Dublin Business School
Programme Title	Bachelor of Law (Hons)
Award Title	Bachelor of Law (Hons)
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	**Award NFQ level**	**Award EQF Level**	**Stage** (1, 2, 3, 4, …, or Award Stage)**:**	**Stage NFQ Level**[2]	**Stage EQF Level**[2]	**Stage Credit (ECTS)**	**Date Effective**	**ISCED Subject code**
Major	8	6	1	6		60	September 2019	0421

Module Title (Up to 70 characters including spaces)	**Semester no where applicable. (Semester 1 or Semester2)**	**Module**		**CreditNumber**[5]	**Total Student Effort Module (hours)**					**Allocation Of Marks (from the module assessment strategy)**			
		Status[33]	**NFQ Level**[1] **where specified**	**Credit Units**	**Total Hours**	**Class (or equiv) Contact Hours**	**Directed e-learning**	**Hours of Independent Learning**	**Work-based learning effort**[34]	**C.A. %**	**Supervised Project %**	**Proctored practical demonstration %**	**Proctored written exam %**
Introduction to Legal Research Skills	1 and 2	M	6	10	250	36		214		100			
IT Skills for Law	1 and 2	M	6	10	250	36		214		100			
Criminal Law	1 and 2	M	6	10	250	36		214		40			60
Constitutional Law	1 and 2	M	6	10	250	36		214		40			60
Legal Systems	1 and 2	M	6	10	250	36		214		40			60
Contract Law	1 and 2	M	6	10	250	36		214		20			80
Special Regulations (Up to 280 characters)													

[33] Mandatory (m) or elective (E)

[34] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:	Dublin Business School
Programme Title	Bachelor of Law (Hons)
Award Title	Bachelor of Law (Hons)
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	**Award NFQ level**	**Award EQF Level**	**Stage** (1, 2, 3, 4, …, or Award Stage)**:**	**Stage NFQ Level**[2]	**Stage EQF Level**[2]	**Stage Credit (ECTS)**	**Date Effective**	**ISCED Subject code**
Major	8	6	2	7		60	September 2019	0421

Module Title (Up to 70 characters including spaces)	**Semester no where applicable. (Semester 1 or Semester2)**	**Module**		**Credit Number**[5]	**Total Student Effort Module (hours)**					**Allocation Of Marks (from the module assessment strategy)**			
		Status[35]	**NFQ Level**[1] **where specified**	**Credit Units**	**Total Hours**	**Class (or equiv) Contact Hours**	**Directed e-learning**	**Hours of Independent Learning**	**Work-based learning effort**[36]	**C.A. %**	**Supervised Project %**	**Proctored practical demonstration %**	**Proctored written exam %**
Mooting and Professional Practice	1 and 2	M	7	10	250	36		214		100			
Law of Tort	1 and 2	M	7	10	250	36		214		40			60
European Union Law	1 and 2	M	7	10	250	36		214		10			90
Law of Real Property	1 and 2	M	7	10	250	36		214		25			75
Company Law	1 and 2	M	7	10	250	36		214		25			75
Commercial Law	1 and 2	M	7	10	250	36		214		100			

Special Regulations (Up to 280 characters)

[35] Mandatory (m) or elective (E)

[36] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:	Dublin Business School
Name of Provider:	Dublin Business School
Programme Title	Bachelor of Law (Hons)
Award Title	Bachelor of Law (Hons)
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	**Award NFQ level**	**Award EQF Level**	**Stage** (1, 2, 3, 4, …, or Award Stage)**:**	**Stage NFQ Level**[2]	**Stage EQF Level**[2]	**Stage Credit (ECTS)**	**Date Effective**	**ISCED Subject code**
Major	8	6	Award	8		60	September 2019	0421

Module Title (Up to 70 characters including spaces)	**Semester no where applicable. (Semester 1 or Semester2)**	**Module**		**Credit Number**[5]	**Total Student Effort Module (hours)**					**Allocation Of Marks (from the module assessment strategy)**			
		Status[37]	**NFQ Level**[1] **where specified**	**Credit Units**	**Total Hours**	**Class (or equiv) Contact Hours**	**Directed e-learning**	**Hours of Independent Learning**	**Work-based learning effort**[38]	**C.A. %**	**Supervised Project %**	**Proctored practical demonstration %**	**Proctored written exam %**
Contemporary Issues in Law	1 and 2	M	8	10	250	36		214		100			
Equity and Trusts	1 and 2	M	8	10	250	36		214					100
Administrative Law	1 and 2	M	8	10	250	36		214		25			75
Jurisprudence	1 and 2	E	8	10	250	36		214		25			75
Family Law	1 and 2	E	8	10	250	36		214		40			60
Law of Evidence	1 and 2	E	8	10	250	36		214		25			75
Employment Law	1 and 2	E	8	10	250	36		214		50			50
International Law	1 and 2	E	8	10	250	36		214		100			
Special Regulations (Up to 280 characters)													

[37] Mandatory (m) or elective (E)

[38] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

10 Appendix 2: Agenda

DUBLIN BUSINESS SCHOOL

Programme Review and Revalidation

BA in Legal Studies
Bachelor of Laws (Hons)

Agenda: Monday, 13th May 2019

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

Time	Item	DBS Attendees
08.45hrs	**Panel Private Meeting (with Tea & Coffee)**	N/a
10.00 hrs	**1. Evaluation of Programme Proposed for Revalidation against QQI validation criteria** *Criterion 1. The provider is eligible to apply for validation of the programmes(s)*	Andrew Conlan-Trant, Executive Dean Dr Kerry McCall Magan, Head of Academic Programmes Lori Johnston, Registrar Emma Balfe, Head of Faculty and School (Acting) Dr Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning Shane Mooney, Head of Student Experience Ann Masterson, Course Director (Acting)
10.15 hrs	**2. Evaluation of the Programme Review Process and Report** (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; (b) the actual achievement by the programme of its stated objectives; (c) the profile of learners who were enrolled and its suitability for the programme; (d) the performance of enrolled learners (grades, attrition, completion, benchmarking) and how the provider has responded to this; (e) the quality of the learning environment and the learning opportunities afforded to learners by the programme; (f) the suitability of the learner workload in light of experience (whether it is excessive or inadequate); (g) the effectiveness of procedures for the assessment of learners including summative and formative assessment of learners and external examining procedures; (h) the quality assurance arrangements that are	Dr Kerry McCall Magan, Head of Academic Programmes Lori Johnston, Registrar Emma Balfe, Head of Faculty and School (Acting) Dr Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning Shane Mooney, Head of Student Experience Ann Masterson, Course Director(Acting) Dr Eimear Long, Programme Leader Sharon Sheehan, Programme Leader Dr Martin Doris, Assistant Registrar Grant Goodwin, QA Officer

Time	Item	DBS Attendees
	specific to the programme; (i) the proposed modifications to the programme.	
10.45 hrs	**Break – Tea & Coffee**	N/a
11.00hrs	**3. Evaluation of Programme Proposed for Revalidation against QQI validation criteria** **- Programme Rationale and overall structure** *Criterion 2: Programme objectives and outcomes are clear and consistent with QQI awards sought.* *Criterion 3: Programme concept, implementationstrategy and interpretation of QQI award standards are well informed and soundly based* *Criterion 4: Access Transfer & Progression arrangements are satisfactory*	Dr Kerry McCall Magan, Head of Academic Programmes Lori Johnston, Registrar Emma Balfe, Head of Faculty and School (Acting) Shane Mooney, Head of Student Experience Ann Masterson, Course Director(Acting) Dr Eimear Long, Programme Leader Sharon Sheehan, Programme Leader Dr Martin Doris, Assistant Registrar Grant Goodwin, QA Officer Tanya Balfe, Admissions Manager Seamus Cogley, Head of Faculty of Business and Law
11.45hrs	**4. Tour of College for Panel**	Shane Mooney, Head of Student Experience Library Staff
12.15hrs	**Private Panel Discussion (with Lunch)**	N/a
13.00hrs	**5. (a) Curriculum, Learning Teaching & Assessment** **- Proposed Programme: BA in Legal Studies** *Criterion 5: Written curriculum is well structured and fit for purpose* *Criterion 9: There are sound learning and teaching strategies* *Criterion 10: There are sound assessment strategies*	Sharon Sheehan, Programme Leader Dr Kerry McCall Magan, Head of Academic Programmes Seamus Cogley, Head of Faculty of Business and Law Teaching Faculty: - Stephen Boggs - Daniel Dwyer - Donagh Farrell - Alex Layden - Dr Eimear Long - Bernie Lydon - Clem McAuley - Maryrose Molloy - Mike Venn
14.00hrs	**Private Panel Discussion**	N/a
14.15hrs	**5. (b) Curriculum, Learning Teaching & Assessment** **- Proposed Programme: Bachelor of Laws (Hons)** *Criterion 5: Written curriculum is well structured and fit for purpose* *Criterion 9: There are sound learning and teaching strategies* *Criterion 10: There are sound assessment strategies*	Dr Eimear Long, Programme Leader Dr Kerry McCall Magan, Head of Academic Programmes Seamus XX, Head of Faculty of Business and Law Teaching Faculty: - Stephen Boggs - Daniel Dwyer - Donagh Farrell - Alex Layden - Dr Eimear Long - Bernie Lydon - Clem McAuley - Maryrose Molloy - Sharon Sheehan - Mike Venn

Time	Item	DBS Attendees
15.15hrs	**Private Panel Discussion**	N/a
15.30hrs	**6. Panel Meeting with Student and Graduate Representatives**	
16.00hrs	**7. Resourcing and Supports for Learners** *Criterion 6: There are sufficient qualified and capable programme staff available to implement the programme as planned* *Criterion 7: There are sufficient physical resources available to implement the programme as planned* *Criterion 8: The learning environment is consistent with the needs of the programme learners* *Criterion 11: Learners enrolled on the programme are well informed and cared for* *Criterion 12: The programme is well managed*	Kerry McCall Magan, Head of Academic Programmes Lori Johnston, Registrar Emma Balfe, Head of Faculty and School Operations (Acting) Seamus XX, Head of Faculty of Business and Law Shane Mooney, Head of Student Experience Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning Ann Masterson, Course Director(Acting) Eimear Long, Programme Leader Sharon Sheehan, Programme Leader Martin Doris, Assistant Registrar Grant Goodwin, QA Officer Programme Coordinator (tbc) DarraghBreathnach, Head of Academic Operations Jane Bugler, Deputy Librarian
16.30hrs	**Deliberation of the panel**	N/a
17.15hrs-17.45hrs	**Oral feedback to Senior DBS Staff**	Andrew Conlan-Trant, Executive Dean Dr Kerry McCall Magan, Head of Academic Programmes Lori Johnston, Registrar Emma Balfe, Head of Faculty and School (Acting) Dr Tony Murphy, Head of Quality Enhancement and Innovation in Teaching and Learning Shane Mooney, Head of Student Experience Seamus Cogley, Head of Faculty of Business and Law Ann Masterson, Course Director(Acting) Dr Eimear Long, Programme Leader Sharon Sheehan, Programme Leader Dr Martin Doris, Assistant Registrar Grant Goodwin, QA Officer