

# QUALITY ASSURANCE HANDBOOK

2019 Edition – Part A

Section 1: Governance

As of Annual Quality Report 2021

Document Version as of AQR Reporting January 2021

Refer to [www.dbs.ie](http://www.dbs.ie) for live versions of policies.

2019

# Contents

## Contents 2

### Foreword 4

<b>1.1</b>	<b>Introduction to DBS and the <i>Quality Assurance Handbook</i>.....</b>	<b>5</b>
1.1.1	<i>DBS Purpose and Vision</i> .....	5
1.1.2	<i>Background to DBS</i> .....	5
1.1.3	<i>Overview of the Quality Assurance Handbook</i> .....	6
1.1.4	<i>Quality Assurance Document History</i> .....	7
1.1.5	<i>Quality Assurance Handbook Structure</i> .....	7
<b>1.2</b>	<b>DBS Governance and Organisation.....</b>	<b>9</b>
1.2.1	<i>Overview</i> .....	9
1.2.2	<i>Senior Governance</i> .....	9
1.2.3	<i>Boards and Committees</i> .....	12
<b>1.3</b>	<b>Terms of Reference for Governance Boards and Committees.....</b>	<b>17</b>
1.3.1	<i>Terms of Reference for the Board of Directors</i> .....	17
1.3.2	<i>Terms of Reference for the Academic Board</i> .....	18
1.3.3	<i>Terms of Reference for the Executive Board</i> .....	20
1.3.4	<i>Terms of Reference for Quality Enhancement and Risk Management Committee</i> .....	21
1.3.5	<i>Terms of Reference for the Programme Approval Sub-Committee</i> .....	22
1.3.6	<i>Terms of Reference for the Board of Studies</i> .....	23
1.3.7	<i>Terms of Reference for Programme Boards</i> .....	24
1.3.8	<i>Terms of Reference for the Admissions Committee</i> .....	25
1.3.9	<i>Terms of Reference for Academic Appointments Sub-Committee (AASC)</i> .....	26
1.3.10	<i>Terms of Reference for the Learning, Teaching and Assessment Committee</i> .....	28
1.3.11	<i>Terms of Reference for the IT Steering Committee</i> .....	29
1.3.12	<i>Terms of Reference for the Library Committee</i> .....	30
1.3.13	<i>Terms of Reference for the Research Committee</i> .....	31
<b>1.4</b>	<b>DBS Leadership Structure and Roles.....</b>	<b>33</b>
1.4.1	<i>Overview of DBS Leadership</i> .....	33
1.4.2	<i>Executive Dean</i> .....	34
1.4.3	<i>Director of Marketing and Admissions</i> .....	34
1.4.4	<i>Head of Academic Programmes</i> .....	35
1.4.5	<i>Registrar</i> .....	35
1.4.6	<i>Head of Faculty and School Operations</i> .....	36
1.4.7	<i>Head of Academic Operations</i> .....	36
1.4.8	<i>Head of Quality Enhancement and Innovation in Teaching and Learning</i> .....	37
1.4.9	<i>Head of Student Experience</i> .....	37

<b>1.5</b>	<b>Faculty Roles .....</b>	<b>38</b>
1.5.1	Course Directors .....	38
1.5.2	Lecturer/Teaching Faculty .....	39
<b>1.6</b>	<b>Management and Support Roles .....</b>	<b>41</b>
1.6.1	Admissions Manager .....	41
1.6.2	Student Retention Officer .....	41
1.6.3	Data Analytics and Reporting Manager .....	42
1.6.4	Academic Systems Manager .....	42
1.6.5	Programme Coordinators .....	42
1.6.6	Head of Academic Information and Resource Centre .....	43
1.6.7	Assessment and Regulations Manager .....	43
1.6.8	Assistant Registrar .....	43
1.6.9	Quality Assurance Officer .....	44
1.6.10	Exams Officers .....	44
1.6.11	Faculty Managers .....	44
1.6.12	Product Manager – Professional School .....	45
1.6.13	School Administrative Officer .....	46
1.6.14	Learning Technologist .....	46
<b>1.7</b>	<b>Staff Communications .....</b>	<b>47</b>
1.7.1	Faculty Meetings .....	47
1.7.2	Staff Engagement Group .....	47
1.7.3	Staff Intranet .....	47
<b>1.8</b>	<b>Other Parties Involved in Education and Training .....</b>	<b>48</b>

## Table of Figures

Figure 1:	DBS Senior Governance Boards.....	10
Table 1:	Summary of DBS Boards and Committees .....	12
Figure 2:	Governance and Operational Structures .....	15
Figure 3:	Annual Calendar of DBS Governance and Committees .....	16
Figure 4:	DBS Leadership.....	33
Figure 5:	Executive and Academic Leadership Roles .....	34
Figure 6:	Course Directors.....	38
Figure 7:	Management and Support Roles.....	41

## Foreword

This edition of the Dublin Business School *Quality Assurance Handbook* has been developed by DBS, for DBS learners and staff, as part of the Re-Engagement process with QQI in accordance with the *Education Act 2012*. As part of the process, DBS has taken the opportunity to extensively review its quality assurance policies, processes and procedures. A key focus has been to work towards ensuring greater clarity for learners, faculty and all stakeholders. This has been achieved through structuring the *Quality Assurance Handbook* into three distinct parts as follows:

- Governance and Policy
- Learner Journey
- Programme Quality

Of necessity, these three sections are themselves comprised of a number of subsections in order to adequately document the range of areas and functions that need to be covered. We have, however, tried to sign-post these areas as clearly as possible, in order to assist the reader in locating information as easily as possible.

Ultimately, our aim in DBS is to provide a high quality and consistent learning experience to all students, achieved through appropriate governance structures and supporting processes and procedures that ensure best practice in programme development, delivery and review, with sound approaches to teaching, learning and assessment, and clear mechanisms for learners and staff to engage with the College and to raise concerns or complaints.

In presenting this *Quality Assurance Handbook* and associated documentation, DBS is cognisant that quality assurance and enhancement remains an on-going endeavour, and it is important to acknowledge that this remains a 'live' document. Mechanisms for approval of refinements to existing policies and procedures, or introduction of proposed new policies and procedures, as required, exist through the DBS Academic Board. Learners and staff are invited to contribute to on-going quality assurance practices in DBS by e-mailing [quality@dbs.ie](mailto:quality@dbs.ie) regarding queries or comments on any element of this *Handbook*, or with suggestions for updates or additions to policy.

This *Quality Assurance Handbook* and associated policies and procedures will be published on the DBS website and is made available to staff and learners through the VLE, Moodle.

Lori Johnston  
Registrar  
July 2019

## 1.1 Introduction to DBS and the *Quality Assurance Handbook*

### 1.1.1 DBS Purpose and Vision

Quality assurance sits at the heart of DBS's purpose and vision.

**DBS Purpose:**

*To inspire and nurture every learner to realise their career ambitions.*

**DBS Vision:**

*DBS will be the most respected, diverse and progressive higher education institution in Ireland, renowned globally for making a difference and creating successful careers.*

### 1.1.2 Background to DBS

DBS was established in 1975 and is now the largest independent third-level college in Ireland, with over 8000 learners. The College is recognised nationally and internationally as a high-quality provider of third level education, with a record of distinction in learners' academic and career achievements. DBS programmes on the National Framework of Qualifications (NFQ) are accredited through Quality and Qualifications Ireland (QQI).

DBS provides a comprehensive range of programmes:

- Full-time and part-time undergraduate and postgraduate programmes, accredited through QQI (NFQ Level 6 to Level 9 programmes including Higher Certificate, Higher Diploma, BA, BA Hons, BSc, Postgraduate Diploma, MA, MSc programmes)
- Springboard and ICT programmes accredited through QQI
- Professional and executive education diplomas and programmes (IMI)
- Professional accountancy qualifications (ACCA)
- English language programmes.

The College currently offers over 100 programmes. Most programmes are offered on a full-time and part-time basis. Learners are recruited from over 50 different countries to a range of undergraduate, postgraduate and 'study abroad' programmes. There are currently over 1500 European and international learners on DBS programmes in Dublin, and, since the first international student was admitted in 1989, thousands of international learners have completed programmes at DBS.

The DBS campus is located in Dublin city centre, with premises on Aungier Street, South Great Georges Street, Balfe Street and Bow Lane. Facilities include lecture theatres, PC labs and tutorial

rooms, a library including study rooms, study areas and PC terminals, canteen facilities and student services, including student welfare and counselling, and careers services.

DBS graduates have progressed to successful careers and many occupy senior positions in professional and commercial institutions, both in Ireland and overseas.

DBS was acquired by Kaplan, Inc., the education division of Graham Holdings, in 2003. Kaplan, Inc. is a world leader in education, serving more than one million learners per year in over 400 locations in 30 countries. Kaplan's programmes include higher and professional education, language instruction, test preparation and services to primary/secondary learners and schools. In the area of professional education alone, Kaplan last year provided some 600,000 courses to individuals and firms in financial services and related fields around the globe. Kaplan, with 2013 revenues in excess of \$2.2 billion, is a subsidiary of Graham Holdings Company (NYSE: GHC).

### 1.1.3 Overview of the *Quality Assurance Handbook*

The *Quality Assurance Handbook* (QAH), Parts A, B and C, lays out all approved DBS quality assurance policies and procedures relating to the delivery of education programmes for the information of learners, staff, the public and all stakeholders.

The policies and procedures relating to the provision and assessment of academic programmes are subject to the provisions of the *Qualifications and Quality Assurance (Education and Training) Act 2012* and to the implementation of the provisions of this act by Quality and Qualifications Ireland (QQI). Quality assurance in DBS is managed through the Academic Board and its associated sub-committees. However, all DBS staff are involved in quality assurance and enhancement activities.

All quality assurance policies, processes and procedures have been developed by DBS in good faith with the key aim of ensuring clarity and transparency for all stakeholders involved in our education programmes. In developing its QA processes, DBS has endeavoured to be as exhaustive as possible. However, from time to time the need for revisions or additional provisions may arise. Where these are sufficiently minor in nature, or constitute enhancements or reasonable additions to existing policies that do not change the principle and essence of a policy, changes are agreed and managed internally, through the Quality Enhancement and Risk Management Committee, and approved by the Academic Board. Changes or additions of a major or significant nature may be required to be referred to QQI.

#### 1.1.4 Quality Assurance Document History

- Prior to 2005, DBS operated under agreed QA policies with its then-partner institutions/accrediting bodies, Liverpool John Moores University, the University of Wales, and HETAC.
- 2005: The DBS Quality Manual was published for agreement by HETAC.
- 2009: An extensively reviewed DBS *Quality Assurance Handbook* was published in advance of HETAC Institutional Review in 2010. This included a complete review of all QA policies and procedures and all existing policies were drawn together into a comprehensive, unified QA infrastructure with a single set of regulations that applied to all programmes.
- 2009–2015: Individual policies were approved externally by QQI or LJMU, or internally as appropriate.
- 2016/17: A review of policies and procedures reflecting establishment of QQI following the amalgamation of HETAC along with other statutory bodies, revised policies from QQI, and an amended organisational structure in DBS and the conclusion of offering joint awards with LJMU and University of Wales.
- The 2019 QAH has been revised for Re-Engagement with QQI against the *Core Statutory Quality Assurance Guidelines* (QQI, 2016). Consultation has been undertaken across the College and named personnel have been identified as owners of specified policies and procedures. This is intended as a means of further reinforcing a quality culture embraced institution-wide.

#### 1.1.5 Quality Assurance Handbook Structure

For the 2019 edition of the *Quality Assurance Handbook*, DBS undertook a mapping exercise against the QQI Core Statutory Quality Assurance Guidelines. In order to improve user experience and facilitate ease of access to relevant policy and procedure, as part of this mapping exercise the updated QAH has been grouped into sections as follows:

- Part A: Governance and Policy:  
This includes:
  - Overview of DBS
  - Governance and Organisation
  - Boards and Committees
  - Key Roles
  - QA Policy

- Self-Evaluation and Monitoring Policy
- Data, Child Protection and Garda Vetting Policies
- Part B: Learner Journey:
  - This includes:
    - Learner Admissions
    - Learner Supports
    - Learner Conduct, Appeals and Complaints
    - Programme Participation, Attendance, Deferrals, Mitigating Circumstances, Additional Needs
    - Assessment Regulations
    - Exam Board and Awards
  - Part C: Programme Quality:
    - This includes:
      - Staff Recruitment and Training
      - Programme Development and Approval
      - Collaborative, Transnational and Joint Provision

## 1.2 DBS Governance and Organisation

### 1.2.1 Overview

This section sets out the key bodies within the governance and committee structure of Dublin Business School.

DBS recognises the importance of governance structures in overseeing the provision of education, training and research activity. DBS has designed its committee structure with a view to ensuring that best practices are embedded in all areas of the College, and that academic standards and quality drive its operations and strategy at all times.

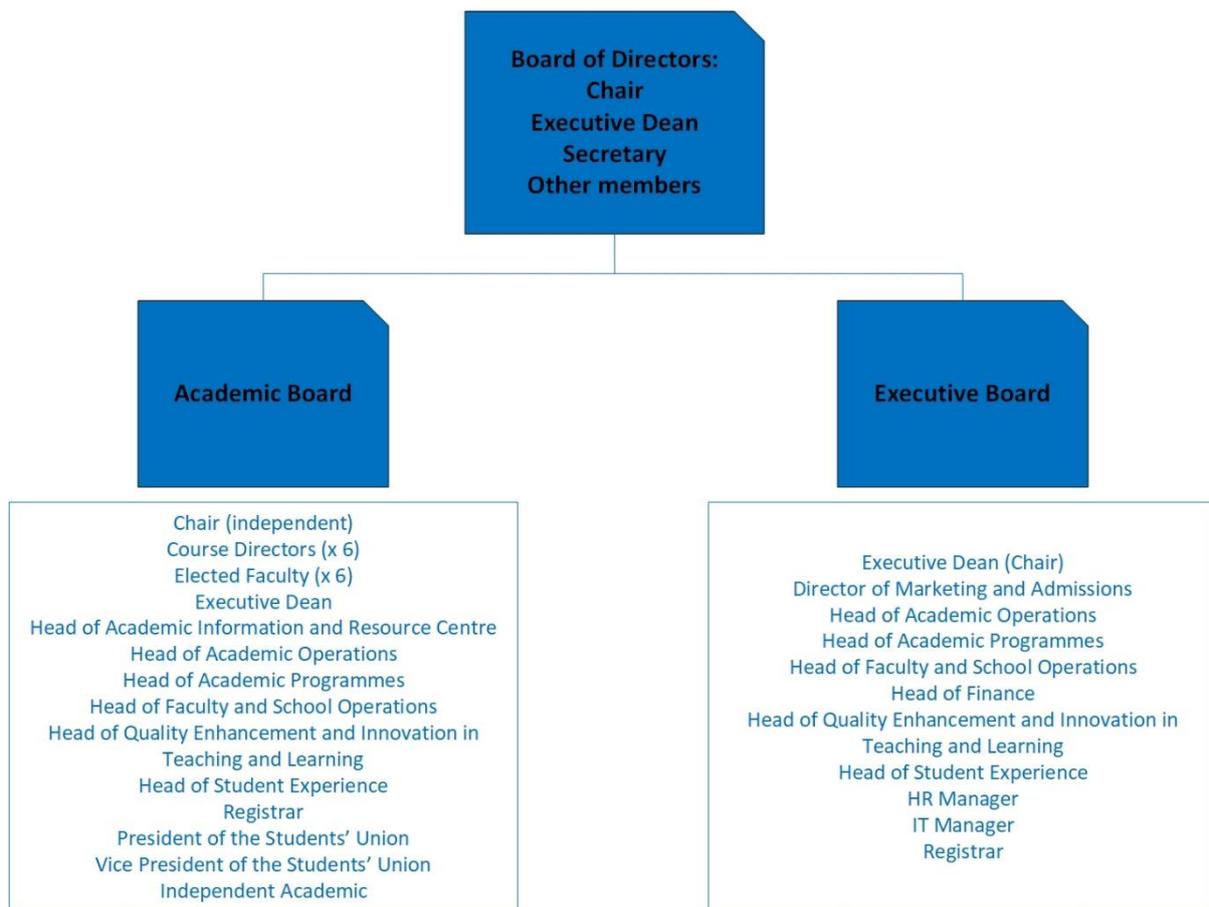
As per the QQI *Core Statutory Quality Assurance (QA) Guidelines* (2016, p.5)<sup>1</sup> DBS is aware of the need for a structure that ensures separation of decision-making powers and approval of decisions made. In designing its structure, DBS has also considered the governance vehicles of other higher education institutions in Ireland and the UK, including other private educational institutions.

### 1.2.2 Senior Governance

The overall governance structure of DBS comprises three related but distinct Boards: the Board of Directors; the Academic Board; and the Executive Board, also known as the Senior Leadership Team (SLT). The following graphic shows the composition and relative position of each Board.

---

<sup>1</sup> <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>



**Figure 1: DBS Senior Governance Boards**

**The Board of Directors** is the most senior authority of Dublin Business School, with responsibility for overseeing all activities and for directing the educational mission of the business. Its remit is to ensure the College functions effectively and legally, and in line with the overarching corporate goals. The Board of Directors is currently comprised of the Chair, Peter Houillon, CEO Kaplan UK, Ireland and Middle East; the DBS Head of Institution, Andrew Conlan-Trant, DBS Executive Dean; the Kaplan UK Director of Learning, Zoe Robinson; and the Secretary, Rachael Convery, General Counsel, Kaplan International. It is proposed to add to this representation with the addition of an external director from high office in the educational sector.

The Board of Directors has the authority to approve decisions made by other entities.

**The Academic Board** is the supreme senior academic authority of DBS, and ultimate guardian of the academic integrity and quality of its higher education Awards. The Academic Board has responsibility for overseeing all aspects of academic governance to ensure compliance with external and internal academic regulations, policy and quality assurance standards.

The Academic Board is chaired by an independent external member of high standing within the higher education sector. It also comprises the Executive Dean, Registrar, Head of Academic Programmes, Head of Faculty and School Operations, Head of Academic Operations, Head of Student Experience, Head of Quality Enhancement and Innovation in Teaching and Learning, Head Librarian, Course Directors, six elected Faculty representatives, (four from the School of Business and Law and two from the School of Arts), the President of the Students' Union, the Vice President of the Students' Union, and an independent academic member for another third-level institution.

The Academic Board delegates some matters relating to quality management to subcommittees, such as the Programme Approval Sub-Committee, Board of Studies, Programme Boards and the Academic Appointments Sub-Committee.

The Academic Board has the authority to ratify decisions made by other academic entities within the College. The Academic Board has ultimate decision-making powers and authority on academic matters, with responsibility to advise the Executive Board and Board of Directors accordingly.

**The Executive Board**, also known as the Senior Leadership Team, is comprised of all senior managers within the College, and operates in tandem with the Academic Board to ensure the effective operation and quality delivery of academic programmes alongside commercial viability of the College. The Executive Board holds responsibility for the character, mission, values and strategic development of the College. The Executive Board is chaired by the Executive Dean of the College, and comprises the Director of Marketing and Admissions, Registrar, Head of Academic Programmes, Head of Faculty and School Operations, Head of Academic Operations, Head of Student Experience, Head of Quality Enhancement and Innovation in Teaching and Learning, Head of Finance, HR Manager and IT Manager.

The Executive Board is a decision-making entity.

The interaction of these three Boards at the most senior level of the College is fundamental to the success of DBS in maintaining and improving quality and standards. As a private college, the business integrity of DBS is further safeguarded by strong corporate governance from the parent company, Kaplan Inc.

Academic governance is achieved through the Academic Board and its academic subcommittees. This ensures all aspects of the academic quality and standards are maintained.

### 1.2.3 Boards and Committees

Table 1 below summarises the different boards and committees that form the governance and operational structures of DBS, and the primary function of each. Figure 1 below shows the governance and operational structure graphically.

**Table 1: Summary of DBS Boards and Committees**

<b>Body</b>	<b>Function</b>
<b>Board of Directors</b>	Oversees the activities of the Academic Board and the Executive Board to safeguard the strategic interests of the business and ensure DBS functions effectively and legally, in accordance with our overarching corporate goals.
<b>Academic Board</b>	Oversees the academic governance of the College, thus ensuring compliance with external and internal academic regulations, policy and quality assurance standards.
<b>Executive Board</b>	Promotes the character, mission, values and strategic development of the College, to ensure the effective operation and quality delivery of academic programmes alongside the commercial viability of the College.
<b>Quality Enhancement and Risk Management Committee</b>	Monitors, reviews and updates (within its scope) our existing Quality Assurance policies and procedures; Identifies, critically assesses and manages risk with reference to the Executive Board and Academic Board.
<b>Programme Approval Sub-Committee</b>	Rigorously evaluates proposals for new programmes against current QQI criteria and against other relevant professional and/or industry standards.
<b>Board of Studies</b>	Cross-programme monitoring and review and collation of Annual Programme Reports.
<b>Programme Board</b>	Detailed reporting on an individual programme of study with respect to individual modules, learner outcomes, retention and progression, learning and teaching, assessment and external examiner feedback.

<b>Admissions Committee</b>	Monitors admissions data to ensure compliance with standards, processes and procedures for access, transfer and progression to programmes of study, and evaluates new or alternative qualifications for entry.
<b>Academic Approval Sub-Committee</b>	Reviews qualifications and the professional experience of proposed academic staff appointments, including lecturers, tutors and external examiners, and approves such appointments as appropriate and where found suitable.
<b>Learning, Teaching and Assessment Committee</b>	Supports the development and implementation of innovative learning and teaching activities within the College, that are linked to the assessment of programme and module learning outcomes.
<b>IT Steering Committee</b>	Ensures IT and business strategy are aligned, and senior management is involved and accountable for IT decisions regarding Investments, projects, risk, services and data.
<b>Library Committee</b>	Oversees the strategic position of the library and its contribution to the College, including supporting and contributing to quality assurance in learning, teaching, assessment and research.
<b>Research Committee</b>	Promotes a research ethos across the College and supports those carrying out research in support of the College's research strategy.
<b>Academic Operations</b>	Monitors and makes decisions regarding the day-to-day functions and operations of the College relating to all aspects of the learner journey, systems, enrolments, learner support, assessment and examinations.
<b>Exam Board</b>	Ratification of results of modules and stages in programmes, including degree classification at award stage.
<b>Appeals Committee</b>	Reviews all information relating to any learner Appeal with regard to grades/assessment outcomes or other academic decisions, and reaches a decision on the outcome of any such Appeal.

<b>Academic Impropriety (AI) Committee</b>	Reviews all information relating to a suspected case of Academic Impropriety, and reaches a decision on the outcome, with the imposition of appropriate penalties where applicable.
<b>Complaints Committee</b>	Reviews all information relating to any Complaint by a learner, and reaches a decision on the outcome of any such Complaint.
<b>Dissertation Viva Panel</b>	Undertakes oral examinations of learner submissions in order to confirm the authenticity and veracity of a learner's work, and assess the learner's understanding of their own analysis and the wider field of research.
<b>Research Ethics Committee</b>	Reviews all research proposals (learners and staff) to ensure the research meets the College's Ethical Approval criteria.

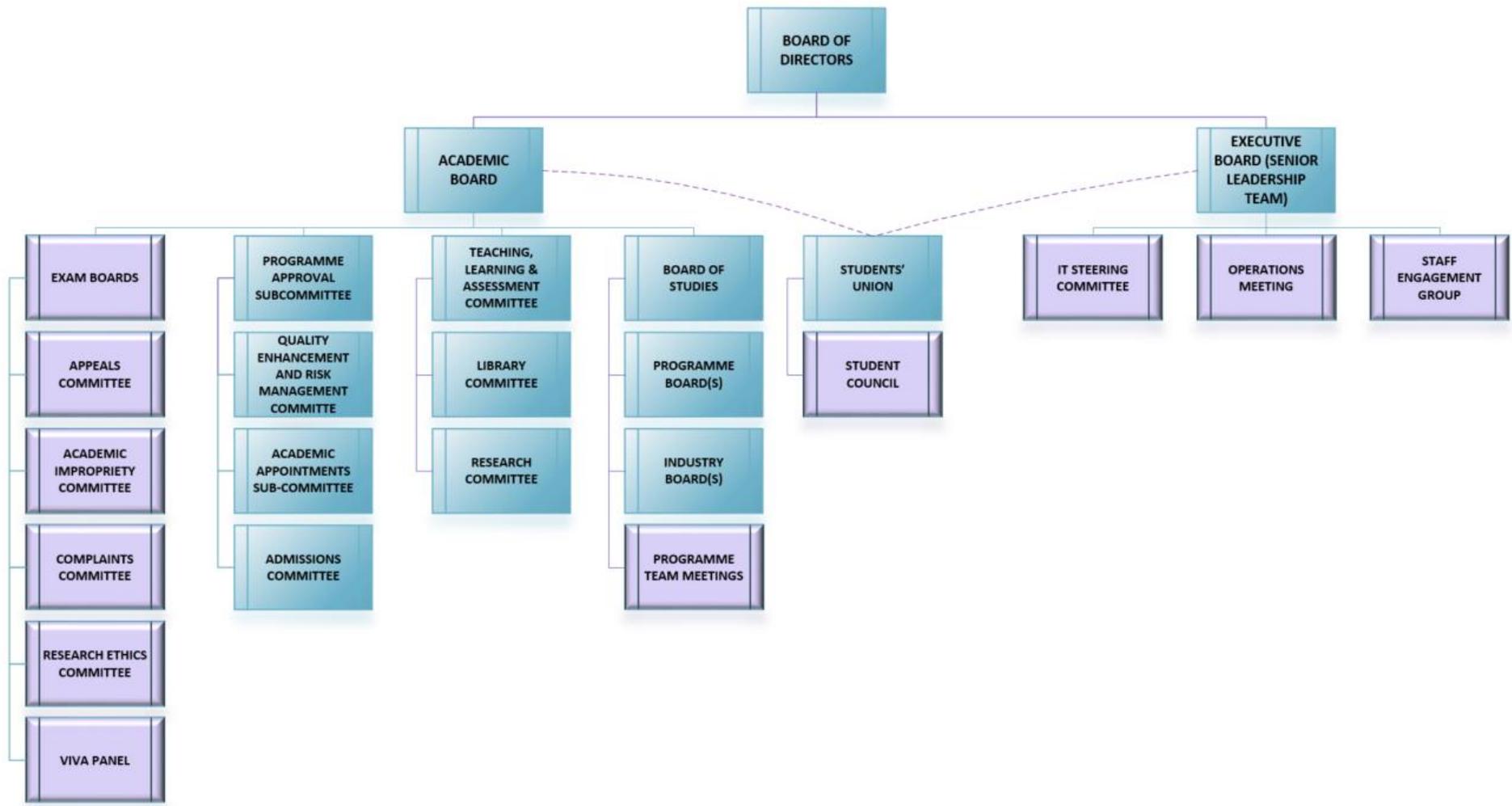


Figure 2: Governance and Operational Structures

ANNUAL CALENDAR OF GOVERNANCE BOARDS & COMMITTEES														
Board/ Committee/ Intake	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	Notes
SEPT-INTAKE	Start	SEMS 1			EXAMS	SEMS 2			EXAMS	Dissertation	REPEATS	[Start]		
JAN-INTAKE		[Dissertation]			Start	SEMS 1			EXAMS	SEMS 2		EXAMS		
APR-INTAKE		[SEMS 2]			[EXAMS]	[Dissertation]	Start	SEMS 1			EXAMS			
Board of Directors														(Unspecified) 4 times a year
Academic Board	X			X			X			X			X	
Executive Board	X	X	X	X	X	X	X	X	X	X	X	X	X	
QERM	X			X			X			X			X	B.2.5.5 - as required, before each Academic Board
Programme Approval SubCommittee														As required
Board of Studies			X						X					
Programme Boards	X			X					X				X	
Admissions Committee			X						X					
AASC	X	X	X	X	X	X	X	X	X	X	X	X	X	As required (monthly to bi-monthly Reviews)
Learning, Teaching & Assessment Committee	X	X	X	X	X	X	X	X	X	X	X	X	X	
IT Steering Committee														Quarterly as required by needs of current activities
Library Committee			X						X					Before BoS
Research Committee														Bi-monthly (every two months)
Exam Boards	X			(x)	(x)	X			(x)	X	(x)		X	As required (x)
Appeals, AI, Complaints, VIVA	(x)				(x)	(x)			(x)	(x)			(x)	As required (generally these periods)
Class Rep Meetings		X				X				(x)				Jan/ Apr intakes only (x)

Figure 3: Annual Calendar of DBS Governance and Committees

## 1.3 Terms of Reference for Governance Boards and Committees

The following section details the remit of the various key governance boards and committees.

### 1.3.1 Terms of Reference for the Board of Directors

<b>Board of Directors</b>	
<b>Membership</b>	Chair (Kaplan representative); DBS Head of Institution; Senior Manager (Kaplan Representative); Secretary (Kaplan Representative), independent member.
<b>Frequency of Meetings</b>	x 4 per year
<b>Function</b>	The Board of Directors reviews the activities of the Academic Board and the Executive Board to safeguard the strategic interests of the institution and ensure DBS functions effectively and legally, in accordance with the vision and mission statement of the organisation.
<b>Operation</b>	<p>The main operations of the Board of Directors include:</p> <ul style="list-style-type: none"> <li>• Defining the character and mission of the College</li> <li>• Ensuring alignment of DBS strategic plans with those of Kaplan Inc.</li> <li>• Oversight and ratification of all activities of the institution</li> <li>• Financial stewardship</li> <li>• Oversight of risk management for the organisation</li> <li>• Responsibility to report malpractice to the relevant regulatory bodies</li> </ul>
<b>Authority/Decision-Making Power</b>	<p>The Board of Directors approves decisions made by other entities in the College. N.B. The Academic Board is the supreme academic authority of DBS, and ultimate guardian of the academic integrity and quality of its higher education awards. The Academic Board has responsibility for overseeing all aspects of academic governance to ensure compliance with external and internal academic regulations, policy and quality assurance standards.</p> <p>In the performance of its functions, the Academic Board shall have regard to the resources available to the College and, where a decision has a significant risk implication for DBS, the Academic Board will submit to the Board of Directors for approval.</p>

### 1.3.2 Terms of Reference for the Academic Board

Academic Board	
<b>Membership</b>	Independent Chair, Executive Dean, Registrar, Head of Academic Operations, Head of Academic Programmes, Head of Faculty and School Operations, Head of Quality Enhancement and Innovation in Teaching and Learning, Head of Student Experience, Course Directors, Head of Academic Information and Resource Centre, President of Students' Union, Vice President of Students' Union, elected members from academic faculty (x 6), School Administrative Officer (Secretary).
<b>Frequency of Meetings</b>	x 4 per year: September, December, March, June
<b>Function</b>	The Academic Board is the supreme academic authority of DBS and ultimate guardian of the academic integrity and quality of its higher education awards.
<b>Operations</b>	<p>The main operations of the Academic Board include:</p> <ul style="list-style-type: none"> <li>• Approval of the annual academic plan encompassing all elements pertaining to               <ul style="list-style-type: none"> <li>○ Programme management and development</li> <li>○ School operations (including staffing)</li> <li>○ Teaching and Learning</li> <li>○ Research</li> <li>○ Quality Assurance and Enhancement</li> <li>○ Transnational Delivery</li> </ul> </li> <li>• Approval of policies, standards, processes and procedures associated with academic management and governance at DBS, including the following areas               <ul style="list-style-type: none"> <li>○ Programme validation and review</li> <li>○ Learner admission and progression</li> <li>○ Teaching, learning and assessment</li> <li>○ Staff development and academic research</li> <li>○ Academic resources</li> </ul> </li> <li>• Ratification of               <ul style="list-style-type: none"> <li>○ Changes to academic quality, regulations or standards</li> <li>○ New programmes and amendments to programmes</li> <li>○ Academic staff appointments, including external examiners</li> <li>○ Assessment results marking the end of an academic stage</li> </ul> </li> <li>• Oversight of liaison arrangements with the validating bodies, including approval of relevant submissions and reports. The primary validating body is Quality &amp;</li> </ul>

	<p>Qualifications Ireland (QQI). Awarding bodies with whom DBS has a substantial accreditation relationship may be invited to be members of the board</p> <ul style="list-style-type: none"> <li>• Oversight of liaison arrangements with professional bodies about matters concerning recognition of DBS programmes, including approval of relevant submissions and reports</li> </ul> <p>Some of the functions of the Academic Board may be delegated to sub-committees appointed by and accountable to the Board.</p>
<b>Authority/Decision-Making Power</b>	<p>The Academic Board approves decisions made by other entities in the College.</p> <p>The Academic Board is the supreme academic authority of DBS and ultimate guardian of the academic integrity and quality of its higher education awards.</p> <p>The Academic Board has responsibility for overseeing all aspects of academic governance to ensure compliance with external and internal academic regulations, policy and quality assurance standards. In the performance of its functions, the Academic Board shall have regard to the resources available to the College and, where a decision has a significant risk implication for DBS, the Academic Board will submit to the Board of Directors for approval.</p>
<b>Contact</b>	Registrar

### 1.3.3 Terms of Reference for the Executive Board<sup>2</sup>

<b>Executive Board</b>	
<b>Membership</b>	Executive Dean (Chair), Director of Marketing and Admissions, Head of Academic Operations, Head of Academic Programmes, Head of Faculty and School Operations, Head of Finance, Head of IT, Head of Quality Enhancement and Innovation in Teaching and Learning, Head of Student Experience, HR Manager, Registrar.
<b>Frequency of Meetings</b>	Monthly
<b>Function</b>	Responsibility for the character, mission, values and strategic development of the College, to ensure the effective operation and quality delivery of academic programmes alongside commercial viability.
<b>Operations</b>	<p>The main operations of the Executive Board include:</p> <ul style="list-style-type: none"> <li>• Identification and development of interim- and long-term strategic goals for the College, and submission to the Board for approval</li> <li>• Leading on implementation of projects to achieve strategic goals</li> <li>• Overseeing the operational management of the College relating to all aspects of the learner journey, including: <ul style="list-style-type: none"> <li>○ Recruitment</li> <li>○ Admissions</li> <li>○ Induction</li> <li>○ Learner support, welfare, pastoral care</li> <li>○ Teaching and learning</li> <li>○ Assessment</li> <li>○ Graduation</li> <li>○ Identified risks and challenges</li> </ul> </li> <li>• Overseeing quality assurance of all aspects of the learner experience in tandem with the activities of the Academic Board and its sub-committees</li> <li>• Ensuring financial security of the College to maintain quality provision and protection of learners</li> <li>• Ensuring appropriate resourcing with respect to staffing, facilities and any other resources</li> <li>• Addressing any other matters referred by other authorities within the College, with particular regard to the Quality Enhancement and Risk Management Committee</li> </ul>
<b>Authority/Decision-Making Power</b>	The Executive Board is a decision-making body. It is required to report governance matters and risk directly to the Board of Directors.
<b>Contact</b>	Executive Dean

<sup>2</sup> The Executive Board is referred to internally as the Senior Leadership Team.

### 1.3.4 Terms of Reference for Quality Enhancement and Risk Management Committee

<b>Quality Enhancement and Risk Management Committee</b>	
<b>Membership</b>	Registrar (Chair), Assistant Registrar, Assessment and Regulations Manager, Head of Quality Enhancement and Innovation in Teaching and Learning, other attendees by invitation of the Chair, as required by the agenda, Quality Assurance Officer (Secretary).
<b>Frequency of Meetings</b>	x 2 per year and additional meetings as required
<b>Function</b>	Monitoring, review and updating of existing Quality Assurance policies and procedures and identification and assessment of risk as it relates to programme development, delivery and review.
<b>Operations</b>	<p>The main operations of the Quality Enhancement and Risk Management Committee are to:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of existing Quality Assurance policies and procedures</li> <li>• Approve updates to Quality Assurance policies and procedures, within its scope, i.e. where changes are minor in nature, or constitute enhancements or reasonable additions to existing policies that do not change the principle and essence of a policy, for ratification by Academic Board</li> <li>• Referral of proposed updates to Quality Assurance procedures to QQI where updates are beyond the scope of the Committee</li> <li>• Identification of risks concerning all aspects of Quality Assurance relating to programme delivery</li> <li>• Proposal of solutions or steps to mitigate risk, for approval by the Executive Board/Academic Board as appropriate</li> </ul>
<b>Authority/Decision-Making Power</b>	The Quality Enhancement and Risk Management Committee has decision making-powers relating to refinement and updates to QA policies and procedures, for approval by Academic Board. Major changes to QA policies and procedures are referred to QQI. Significant risks are escalated to Executive Board/Academic Board.
<b>Contact</b>	Quality Assurance Officer

### 1.3.5 Terms of Reference for the Programme Approval Sub-Committee

<b>Programme Approval Sub-Committee (PASC)</b>	
<b>Membership</b>	<p>A minimum of two nominated members from Academic Board, a nominated member of Faculty, Registrar/Assistant Registrar, Quality Assurance Officer (Secretary).</p> <p>No members of the PASC can have been involved in the proposal or development of the programme.</p>
<b>Frequency of Meetings</b>	Convened as required
<b>Function</b>	To rigorously evaluate proposals for new programmes for suitability against QQI criteria and any other relevant professional or industry standards prior to submission for validation.
<b>Operations</b>	<p>The Programme Approval Sub-Committee carries out a series of reviews for any new programme:</p> <ul style="list-style-type: none"> <li>• <b>Initial Review of a Proposal</b> for new programme prior to development based on: <ul style="list-style-type: none"> <li>○ Demand/need for the programme</li> <li>○ Alignment of the proposed programme with the College's vision and mission</li> <li>○ Timeline for development of the new programme</li> <li>○ Financial implications of developing the new programme</li> </ul> </li> <li>• <b>Internal Review of Programme Documentation</b> for approval to go to external evaluation (mock panel)</li> <li>• <b>Review of the Report of the Mock Panel and Response</b>, for final approval or rejection, subject to detailed consideration of: <ul style="list-style-type: none"> <li>○ Relevance and demand for the programme</li> <li>○ Appropriateness of type of award sought</li> <li>○ Compatibility with other programmes offered, including opportunities for access, transfer and progression</li> <li>○ Construct of the programme, including sound academic principles and standards</li> <li>○ Structure of the curriculum and appropriateness of Learning Outcomes and Assessment</li> <li>○ Staffing and physical resources</li> </ul> </li> </ul>
<b>Authority/Decision-Making Power</b>	The Programme Approval Sub-Committee has the authority to recommend programmes to the Academic Board, via the Registrar, for submission to QQI.
<b>Contact</b>	Assistant Registrar

### 1.3.6 Terms of Reference for the Board of Studies

<b>Board of Studies</b>	
<b>Membership</b>	Head of Academic Programmes (Chair), Chair of Learning, Teaching and Assessment Committee, Chair of Research Committee, Head of Faculty and School Operations, Registrar, Course Directors, Library representative, other attendees by invitation of the Chair as required by the agenda, School Administrative Officer (Secretary).
<b>Frequency of Meetings</b>	x 2 per year: November and May
<b>Function</b>	To ensure academic quality across all programmes and appropriate implementation of the five-year strategic plan in programme delivery.
<b>Operations</b>	<p>The main operations of the Board of Studies are to:</p> <ul style="list-style-type: none"> <li>• Monitor programmes and suites of programmes to ensure consistency of approach in teaching, learning and assessment across the Schools</li> <li>• Review and approve updates to teaching, learning and assessment for programmes or modules, within its scope, referred from Programme Boards</li> <li>• Agree implementation of new initiatives in teaching, learning and research identified by the Teaching, Learning and Assessment Committee, Research Committee and programme teams, for deployment through Programme Boards</li> <li>• Prepare and submit Annual Summary Report to the Academic Board</li> </ul>
<b>Authority/ Decision-Making Power</b>	The Board of Studies approves programme changes (within scope) and implementation of learning, teaching, assessment and research strategies.
<b>Contact</b>	School Administrative Officer

### 1.3.7 Terms of Reference for Programme Boards

Programme Boards	
<b>Membership</b>	Course Directors, Faculty, Library representative, learner representatives.
<b>Frequency of Meetings</b>	x 3 per year: September, December, May
<b>Function</b>	Detailed review and reporting on individual programmes of study and implementation of learning, teaching and research initiatives at programme level.
<b>Operations</b>	<p>The main operations of the Programme Board is to:</p> <ul style="list-style-type: none"> <li>• Facilitate consistent and comprehensive annual monitoring and reporting regarding delivery of programme, including: <ul style="list-style-type: none"> <li>○ Enrolment data</li> <li>○ Responsiveness to learners, including review of meetings with Class Representatives</li> <li>○ Responsiveness to External Examiners</li> <li>○ Learner support</li> <li>○ Learning and teaching</li> <li>○ Assessment</li> <li>○ Learner retention and progression</li> <li>○ Learner outcomes</li> </ul> </li> <li>• Approve routine operational changes to the delivery and support of the programme, in accordance with DBS overarching policies and procedures</li> <li>• Table proposed changes, within scope, to learning, teaching and assessment for a programme or modules, for approval by Board of Studies</li> <li>• Communication of and plan deployment of new initiatives in teaching, learning and assessment approved through Board of Studies</li> <li>• Develop an interim and annual programme reports for submission to Board of Studies as part of the Schools Annual Report</li> </ul>
<b>Authority/Decision-Making Power</b>	Programme Boards are not a decision-making body. Proposed changes emerging from Programme Boards are referred to Boards of Studies for approval.
<b>Contact</b>	Course Director

### 1.3.8 Terms of Reference for the Admissions Committee

Admissions Committee	
<b>Membership</b>	Registrar (Chair), Director of Marketing and Admissions, Admissions Manager, Head of Academic Programmes, Course Directors by invitation of the Chair as required.
<b>Frequency of Meetings</b>	x 2 per year: November and May
<b>Function</b>	Monitoring of admissions data to ensure compliance with standards, process and procedures for access, transfer and progression of learners, and to evaluate new or alternative qualifications for entry.
<b>Operations</b>	<p>The main operations of the Admissions Committee are to:</p> <ul style="list-style-type: none"> <li>• Monitor and develop, as appropriate, the College’s admissions policy in relation to selection procedure</li> <li>• Monitor the College’s advanced stage admissions and transfer policy and develop methods for otherwise facilitating learners from other institutions transferring onto undergraduate and postgraduate programmes at DBS, with due regard to their academic standards and the maintenance of quality.</li> <li>• Evaluate new or alternative qualifications as a basis for determining admission to DBS, while having regard to the College’s admissions policy and the standards and procedures in other institutions, while supporting the access, transfer and progression procedures as defined by the Quality and Qualifications</li> <li>• At each cycle, review admissions data provided by the Director of Marketing and Admissions, including information on standard and non-standard admissions, admissions with advanced standing, and admission of mature learners</li> <li>• Agree Annual Admissions Report compiled by the Chair for submission the Academic Board</li> </ul>
<b>Authority/ Decision-Making Power</b>	The Admissions Committee is a decision-making body.
<b>Contact</b>	Registrar

### 1.3.9 Terms of Reference for Academic Appointments Sub-Committee (AASC)

<b>Academic Appointments Sub-Committee (AASC)</b>	
<b>Membership</b>	Registrar (Chair), Head of Quality Enhancement & Innovation in Teaching & Learning, Head of Academic Programmes, Assistant Registrar, QA Officer (Secretary). [Quorate – 4 members] <i>Information as required is provided from Faculty Managers to support academic appointments and Course Directors to support External Examiner Appointments.</i>
<b>Frequency of Meetings</b>	Convened as required for new nominations Convened monthly for Review meetings.
<b>Function</b>	Review qualifications and professional experience of proposed academic staff appointments, including lecturers, tutors and external examiners, and approve as appropriate where found suitable.
<b>Operations</b>	The main operations of the Academic Appointments Sub-Committee are to: <ul style="list-style-type: none"> <li>• Review CVs and Candidate Nomination Forms provided by the School for approval or rejection, for ratification by Academic Board</li> <li>• Where required, set conditions of approval, which may include but are not limited to: <ul style="list-style-type: none"> <li>○ Appointment of a teaching mentor to provide appropriate academic guidance and mentoring for one full academic year and evaluate if further mentoring is required thereafter</li> <li>○ Appointment of an Assessment Mentor – as above for assessment, acts as a second marker and is in addition to the normal assessment moderation process</li> <li>○ Specific. This is a category for staff with specific qualifications and/or specific industrial experience to teach on modules where that particular expertise is required. Those appointed under this condition in some cases may not have an academic qualification equivalent to the course on which they are teaching.</li> </ul> </li> </ul>
<b>Authority/ Decision-Making Power</b>	The Academic Appointments Sub-Committee (AASC) approves candidates recommended through the standard HR processes.
<b>Contact</b>	Quality Assurance Officer
<b>Notes</b>	The AASC is convened promptly in response to presentation by the School of an application for a prospective Faculty member or an External Examiner, and may be convened online or via e-mail.

If a prospective member of teaching staff, the nominee will already have been deemed the preferred candidate following a recruitment process conducted in line with DBS HR policies and procedures. The AASC reviews information supplied on CVs or Nomination Forms. Verification of this data, such as verification of qualifications via transcripts and/or parchments and verification of teaching experience via reference etc. is an executive function and remains the responsibility of the School.

If endorsed by the AASC the Academic Appointments Record or External Examiner Register is updated for the Academic Board where staff are formally ratified. An AASC certificate is issued and sent to the Faculty Manager, and the Head of Faculty and School Operations; this must be received by HR before a formal appointment can be made.

*<sup>1</sup> A tutor is a practitioner who may not have the requisite formal qualifications at the appropriate level. A tutor may contribute to a module, deliver lectures, workshops, tutorials etc. but cannot be a Module Leader. The Module Leader works with the tutor to ensure teaching material is of the required academic standard. The Module Leader is ultimately responsible for the module.*

### 1.3.10 Terms of Reference for the Learning, Teaching and Assessment Committee

<b>Learning, Teaching and Assessment Committee</b>	
<b>Membership</b>	Head of Quality Enhancement and Innovation in Teaching and Learning (Chair), Course Director nominees (x 6), Product Manager of Professional Programmes, Student Experience nominee, Library nominee, Computer Services nominee, Facilities nominee, Careers nominee, Academic Operations nominee and a learner representative.
<b>Frequency of Meetings</b>	Monthly
<b>Function</b>	To support and develop innovative learning and teaching practices, linked to assessment of programme and module outcomes.
<b>Operations</b>	<p>The main operations of the Teaching, Learning and Assessment Committee are to:</p> <ul style="list-style-type: none"> <li>• Oversee the preparation, review and enhancement of academic support documents such as assessment and marking rubrics, in a response to a need identified by the academic teams</li> <li>• Facilitate best practice in pedagogy at DBS by raising awareness of current learning initiatives</li> <li>• Promote staff development in pedagogy</li> <li>• Promote academic integrity through role modelling best practice</li> <li>• Implement and monitor learning support activities in DBS</li> <li>• Organise four learning and teaching symposiums/workshops in the academic year</li> </ul>
<b>Authority/ Decision-Making Power</b>	The Learning, Teaching and Assessment Committee refers strategies and changes to the Quality Enhancement and Risk Committee, and the Board of Studies for approval.
<b>Contact</b>	Head of Quality Enhancement and Innovation in Teaching and Learning

### 1.3.11 Terms for Reference for the IT Steering Committee

<b>IT Steering Committee</b>	
<b>Membership</b>	Executive Dean, Director of Marketing and Admissions, Head of IT (DBS), CTO (Kaplan UK&I)
<b>Frequency of Meetings</b>	Quarterly
<b>Function</b>	To support and develop innovative learning and teaching practices, linked to assessment of programme and module outcomes.
<b>Operations</b>	<p>The main operations of the IT Steering Committee are to:</p> <ul style="list-style-type: none"> <li>• Prioritise the whole IT portfolio in terms of the relative importance of major initiatives and their sequencing of projects</li> <li>• Approve the commencement of major IT initiatives (pre-business case)</li> <li>• Agree in principal (pre-financial approvals) the annual levels of investment in IT</li> <li>• Arbitrate on significant conflict of resources/budget</li> <li>• Own the IT Strategy and ensure it is reviewed and updated annually</li> <li>• Ensure that business strategy and IT strategy and plans are linked and co-dependent through: <ul style="list-style-type: none"> <li>○ Alignment with the annual business planning process</li> <li>○ Advance insight into business initiatives that may require significant IT resources</li> </ul> </li> <li>• Ensure that project risks are mitigated in terms of (a) approach (b) resources/budget (c) quality</li> <li>• Ensure that sufficient measurement is in place to monitor programme objectives</li> <li>• Ensure that IT market trends and opportunities are assessed and acted upon</li> <li>• Own and support the full adoption of a set of IT Guiding Principles, i.e. desirable behaviours that guide IT decision-makers</li> </ul>
<b>Authority/ Decision-Making Power</b>	The IT Steering Committee is a decision-making body.
<b>Contact</b>	Executive Dean

### 1.3.12 Terms of Reference for the Library Committee

Library Committee	
<b>Membership</b>	Head of Academic Information and Resource Centre (Chair), Deputy Librarian (Secretary), other Library personnel as required, Head of Student Experience, Faculty representatives, learner representatives.
<b>Frequency of Meetings</b>	X2 per year prior to Board of Studies
<b>Function</b>	Support innovative learning and teaching, linked to assessment of programme and module outcomes.
<b>Operations</b>	<p>The main operations of the Library Committee are to:</p> <ul style="list-style-type: none"> <li>• Solicit feedback from academic staff and learners to inform and/or review the Library's strategic planning process, library policies and enhancements to Library services</li> <li>• Act as a platform for disseminating information in relation to library developments to both academic staff and learners</li> <li>• Act as a mechanism for quality assurance in relation to library operations and developments</li> <li>• Minutes of the Committee are forwarded onto other quality assurance fora in the College including the Boards of Studies and Academic Board.</li> </ul>
<b>Authority/Decision-Making Power</b>	The Library Committee is a decision-making body. Changes impacting individual programme delivery are referred to Board of Studies for approval.
<b>Contact</b>	Deputy Librarian

### 1.3.13 Terms of Reference for the Research Committee

Research Committee	
<b>Membership</b>	Chair of the Committee as appointed from research active staff, Head of Academic Programmes, Head of Quality Enhancement and Innovation in Teaching and Learning, Dissertation Coordinator, Ethics Committee nominee, Learning, Teaching and Assessment Committee nominee, Faculty Manager-nominated research-active faculty (x 3), Research Librarian.
<b>Frequency of Meetings</b>	Bi-monthly
<b>Function</b>	Promote a research-ethos in the College and support those carrying out research in support of the College's research strategy.
<b>Operations</b>	<p>The main operations of the Research Committee are to:</p> <ul style="list-style-type: none"> <li>• Promote and support research activity within the School</li> <li>• Develop an institutional research plan</li> <li>• Monitor research activity</li> <li>• Consider applications for staff development in relation to conference attendance and short courses</li> <li>• Oversee the allocation of Research Scholarships (scholarships available to DBS faculty which provide the equivalent of 37.5 paid teaching hours specifically for the purpose of research)</li> <li>• Organise an annual Research Seminar</li> <li>• Identify and disseminate information regarding funding opportunities</li> <li>• Monitor the activities of the Ethics Committee and ensure that the procedures for Ethical Approval are current</li> <li>• Liaise and co-ordinate with the Library research support functions where relevant (e.g. archival of financially supported research activity outputs and conference attendance reports)</li> </ul>
<b>Authority/Decision-Making Power</b>	The Research Committee is a decision-making body. The Research Committee refers strategies and changes to Board of Studies for approval.
<b>Contact</b>	Head of Quality Enhancement and Innovation in Teaching and Learning
	<p><b>Ethical Approval</b></p> <p>All research is subject to ethical approval. To obtain ethical approval for a project the researcher should familiarise themselves with the guidelines and then complete a Research Ethics Application Form.</p>

### 1.3.14 Terms of Reference for the Academic Operations Meeting

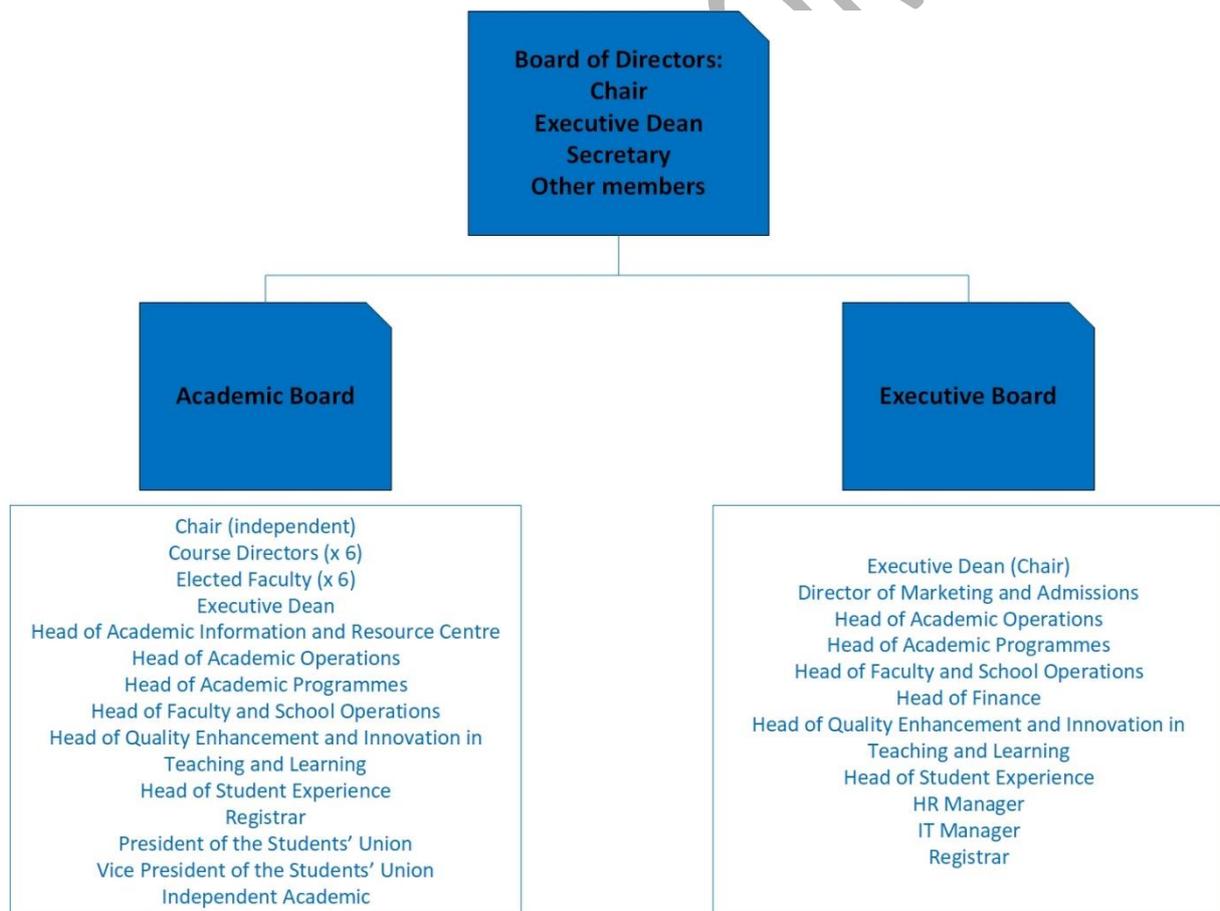
Academic Operations	
<b>Membership</b>	Head of Academic Operations (Chair), Academic Systems Manager, Course Directors (x 6), Facilities Manager, Data and Analytics Manager, Student Retention Officer, Faculty Managers (x 3), Financial Controller, HR Generalist, IT Manager, Admissions Manager, Marketing Manager, Learning Technologist, Assessment and Regulations Manager, Head of Academic Information and Resource Centre, other operational staff as required.
<b>Frequency of Meetings</b>	Fortnightly
<b>Function</b>	To ensure that all operational matters across the College are progressed in a clear, integrated way so as the ongoing operational activity and actions in all Departments are completed on time and to a high quality.
<b>Operations</b>	<p>The main considerations of the Academic Operations Meeting include:</p> <ul style="list-style-type: none"> <li>• Upcoming events: <ul style="list-style-type: none"> <li>○ New intakes</li> <li>○ Exams</li> <li>○ Exam paper submissions/collections</li> <li>○ Events</li> <li>○ Board meetings: Exam, Academic, Board of Studies</li> <li>○ Class rep meeting</li> <li>○ Programme review and validation actions</li> <li>○ Facilities matters</li> </ul> </li> <li>• Projects</li> <li>• Staff changes</li> <li>• Updates from Senior Leadership Team</li> <li>• New to DBS: <ul style="list-style-type: none"> <li>• Programmes</li> <li>• Policies and procedures</li> <li>• Other matters</li> </ul> </li> <li>• Main risks/red flags for the month ahead</li> <li>• AOB, as required</li> </ul>
<b>Authority/Decision-Making Power</b>	<p>The group will discuss and agree actions regarding the operational matters that are relevant in the short term, typically over the following month.</p> <p>The Operations Meeting is not a forum for debate of policy or strategy matters though it may identify items that require a policy or strategy discussion in a different forum.</p>
<b>Contact</b>	Head of Academic Operations

## 1.4 DBS Leadership Structure and Roles

### 1.4.1 Overview of DBS Leadership

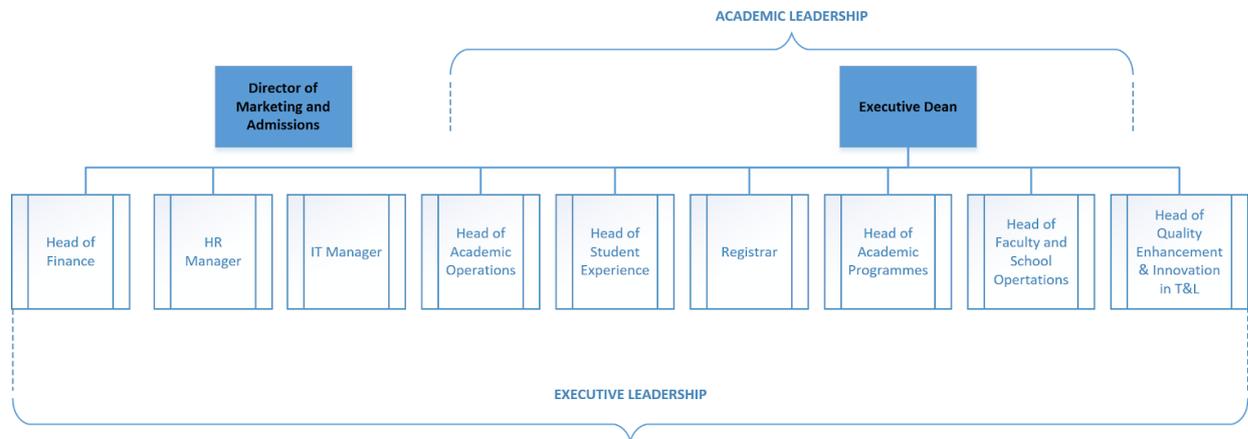
The leadership of DBS is based on an executive management model designed to achieve the following:

- Academic leadership, development and continuing enhancement
- Staff management, motivation, development and retention
- High standards of teaching, learning and assessment
- Effective development and implementation of academic policies, standards and procedures
- Efficient and effective operational management of the College and its programme development, delivery and enhancement
- Effective commercial management of the institution.



**Figure 4: DBS Leadership**

The Executive Leadership and Academic Management structure is based on a functional model related to learning and ancillary services offered to learners in DBS.



**Figure 5: Executive and Academic Leadership Roles**

### 1.4.2 Executive Dean

The Executive Dean, as the Head of Institution, has responsibility for promoting and protecting the educational character and mission of the organisation; appointing, leading and directing staff; determining academic activities in association with the Board, the maintenance of student discipline and the management of budget and resources. The post is assisted in carrying out these functions by the Registrar, and other senior leaders. The Executive Dean is a member of the Board of Directors and the Academic Board, and Chair of the Executive Board.

### 1.4.3 Director of Marketing and Admissions

The Director of Marketing and Admissions has responsibility for strategy and management for the recruitment of new students to DBS and for their admission to a programme. This is a key role in the senior leadership of DBS and its purpose is to:

- Develop a student recruitment plan for all programmes.
- Ensure the academic brand and purpose of DBS are embedded across the organisation and communicated internally and externally.
- Manage the student recruitment channels in line with good governance practice.
- Ensure all students meet the entry requirements for the programme to which they wish to be admitted.

- Communicate all relevant programme and institution information to all applicants and admitted students, ensuring that all rights, responsibilities and obligations of both the students, and the institution to the students, are clearly known.

#### 1.4.4 Head of Academic Programmes

The Head of Academic Programmes is responsible for the leadership, development and management of all academic programmes. The purpose of the role is to:

- Ensure all programmes are delivered in accordance with their approved validation criteria, e.g. the Approved Programme Schedule and Programme Document.
- Set and monitor academic performance targets for each programme, including retention, progression and learner satisfaction.
- Manage the academic oversight, management and approval processes in accordance with the quality assurance and enhancement policies of the College and the requirements of accrediting and recognition bodies.
- Monitor and annually review all programmes and their modules through Board of Studies.
- Annually review the viability of programmes, both educationally and commercially.
- Lead the development of new academic propositions and programmes including liaising with Marketing on new programme initiatives.
- Strengthen links between education and research, supporting Faculty to pursue scholarly activities.
- Enhance the reputation of DBS and promote its programmes and DBS as an institution.

#### 1.4.5 Registrar

The Registrar is a member of the senior management, the Academic Board, and the Admissions Committee, and reports to the Executive Dean. The purpose of the role is to:

- Provide academic leadership in safeguarding and promoting the academic integrity and academic standards of DBS.
- Formulate academic policies, standards, processes and procedures in accordance with best practice in third level education and coordinate their continuing review and enhancement.
- Ensure that the College is operating in accordance with academic regulations.

- Ensure academic quality and standards and the academic integrity of programmes.
- Manage the relationship with accrediting bodies, e.g. QQI.

#### 1.4.6 Head of Faculty and School Operations

The Head of Faculty and School Operations is responsible for academic staff leadership, management and development in the School and on the professional programme delivery. The purpose of the role is to:

- Create and retain an expert full-time and part-time Faculty that meets the education delivery needs of the College.
- Ensure all classes are staffed by the most appropriate Faculty members well in advance of the start of a programme.
- Ensure all academic Faculty members are totally prepared and undertake all necessary actions to enable the uninterrupted delivery of the academic cycle for the learner and the operations of the Schools.
- Create the annual School operations budget and monitor and report on expenditure against budget.
- Maximise utilisation of all resources of the School.
- Cultivate an *esprit de corps* amongst the academic Faculty and between Faculty and other staff such that the learner experience is best delivered.
- Maximise the number of continuing learners in the College.

#### 1.4.7 Head of Academic Operations

The Head of Academic Operations has responsibility for the Academic Affairs department which provides administrative support to the School. Specifically, the Head of Academic Operations has overall responsibility for the creation and management of learner records, the learner registration process, learner attendance, timetabling of programmes and all programme coordination and administration.

The department comprises the Academic Systems Team and the Programme Coordination team. Collectively the department is responsible for the provision of an effective administration support service to facilitate learner recruitment, management and support, programme development, validation, management and delivery, learner registration, assessment, progression and graduation.

The department also provides a first point of contact service to learners for programme related matters.

#### 1.4.8 Head of Quality Enhancement and Innovation in Teaching and Learning

The Head of Quality Enhancement and Innovation in Teaching and Learning leads the evolution of teaching delivery through the adoption of digital technology and the introduction of innovation to the learning environment. The purpose of the role is to:

- Lead the planning, monitoring and evaluation of developments and progress on learning and teaching enhancement through the preparation of a detailed Strategy for Learning and Teaching Enhancement (SLATE) and an annually updated action plan.
- Work with sector bodies in both Ireland and Europe to identify and incorporate innovative learning and teaching best practice into the DBS SLATE
- Lead a programme of innovative change in the methods of learning and teaching at DBS, incorporating digital technologies and flexible delivery styles into the culture and practice of teaching to enhance the learning experience for all students and improve academic and employment outcomes.
- Strengthen links between education, research and industry, enabling lecturers to pursue scholarly activities in line with the College strategy of employer-led programmes and delivery, and enabling students to benefit from practiced-based projects.
- Oversee the quality of delivery of teaching.
- Lead the establishment and periodic review of the assessment strategy for the School.

#### 1.4.9 Head of Student Experience

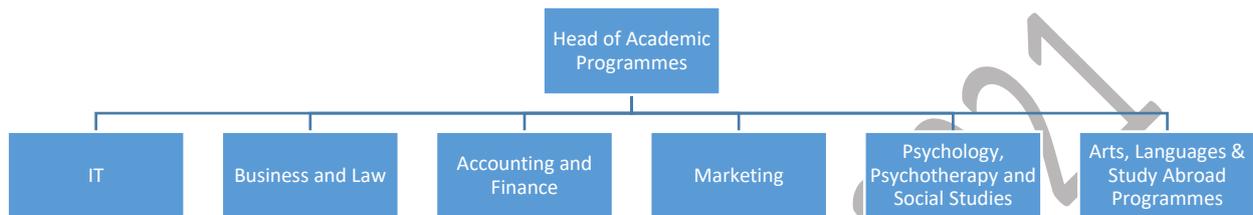
The Head of Student Experience has responsibility for leading and managing the Careers and Student Services Department, which work to enhance the experience of learners by providing a range of support services in a learner-friendly, accessible way.

The Head of Student Experience is responsible for leading the development of the strategy and annual plan for the provision of a Careers and Student Services and also leads the overall operation of the Department specifically relating to learner experience, learner wellbeing and welfare, College-life activities, learning supports, accommodation, work placement, careers advice and employability supports.

## 1.5 Faculty Roles

### 1.5.1 Course Directors

Course Directors (CDs) have ownership of a suite of programmes in a specific discipline and are responsible for the overall delivery and development of those programmes. Course Directors report to the Head of Academic Programmes.



**Figure 6: Course Directors**

The key responsibility of the CD is the management and delivery of the programme(s) for which they hold responsibility. This includes:

- Management and development of a defined set of programmes.
- Management and support of learners on those programmes, mentoring learners and providing guidance and support on both academic and non-academic matters related to learner life.
- Coordinating the Programme Team to ensure the subjects are taught and assessed in accordance with the Approved Programme Schedule.
- Review of programme documentation to ensure teaching schemes, module guides reading lists, assignments and exam papers, are relevant, current and appropriate to the level.
- Along with staff in Academic Operations, ensuring all learners on the programme are enrolled on the appropriate modules, and all module related material is accessible to them.
- Ensuring all exam papers for modules on their programme(s) are written, moderated and submitted to the Exams Team in accordance with deadlines set out in the Academic Calendar.
- Ensuring that continuous assessment is balanced across the academic year, by coordinating the continuous assessment for all programme Faculty.
- Ensuring exam results for modules on their programme(s) are input to the Student Information System and that all examinations-related documentation is returned to the Exams Office in accordance with deadlines set out in the Academic Calendar.
- Communicating with learners on all programme-related matters, liaising with the Class Representatives and participating in the Class Representative Meetings.
- Chairing Programme Boards.

- Reporting to the appropriate Board of Studies, or equivalent board, on all programme-related matters such as learner numbers, attendance and performance indicators.
- Preparing and managing the programme action plan based on feedback from External Examiners, learner feedback and ongoing review against the requirements of the QAH.
- Leading the Programme Team in the continuous review and improvement of the programme.
- Leading the periodic Programme Review process relating to their programmes, ensuring that all team members are fully briefed and able to assist in the PR process.
- Developing and implementing transition plans for programmes upon completion of a Programme Review process.
- Leading on the validation process for new programmes assigned to them by the Head of Faculty and School Operations in consultation with Head of Academic Programmes
- Working with learners who fail assessment to enable them to take the next available sitting so as to maximise the opportunity the learner has to successfully achieve a positive outcome.
- Monitoring the market for equivalent or competitive programmes on offer at other colleges.
- Working with Faculty Managers, the Head of Academic Programmes and the Executive Dean to assess the viability of programmes and to take the necessary decisions as a consequence.
- Working with and supporting the Faculty Managers in staff planning for their programmes.

### 1.5.2 Lecturer/Teaching Faculty

The primary role of a lecturer is to lecture and assess learners.

#### **Before Teaching Commences**

- Prepare the Module Guide using the current Module Guide Template and submit to the CD prior to the start of the semester.
- Ensure a copy of the Module Guide is available for the class on the Moodle page from the first teaching week.
- Ensure an up-to-date reading list is available with the Module Guide and has been sent to the appropriate librarian.
- Prepare teaching material, and ensure that learning materials are made available to learners.

#### **During Teaching**

- Monitor attendance by checking the completeness of the class lists and ensuring that accurate attendance records are maintained on the Student Information System.
- Attend and participate in the appropriate Programme Team meetings.
- Attend and participate in the appropriate Programme Boards and Board of Studies meetings as required.

- Attend and participate in the appropriate Class Representative Meetings.
- Support learners in a pastoral role, where appropriate.
- When requested by learners, append comments to Personal Mitigating Circumstances (PMC) Forms.

#### **Assessment**

- Liaise with the CD regarding submission dates for assessments, so as to avoid periods of assessment overload for learners.
- Ensure that the delivery and assessment of the module are aligned to the learning outcomes of the programme.
- Ensure the module descriptor details are up-to-date on the Student Information System and liaise with the CD to verify that this is the case. Ensure the effective delivery of the module and where appropriate, support, advise and coordinate with others on the module teaching team.
- Submit draft assignments and examination papers, including marking schemes of both the first sitting and the retake sitting to the Examinations Office by the published deadline in the Academic Calendar.

#### **Post Assessment**

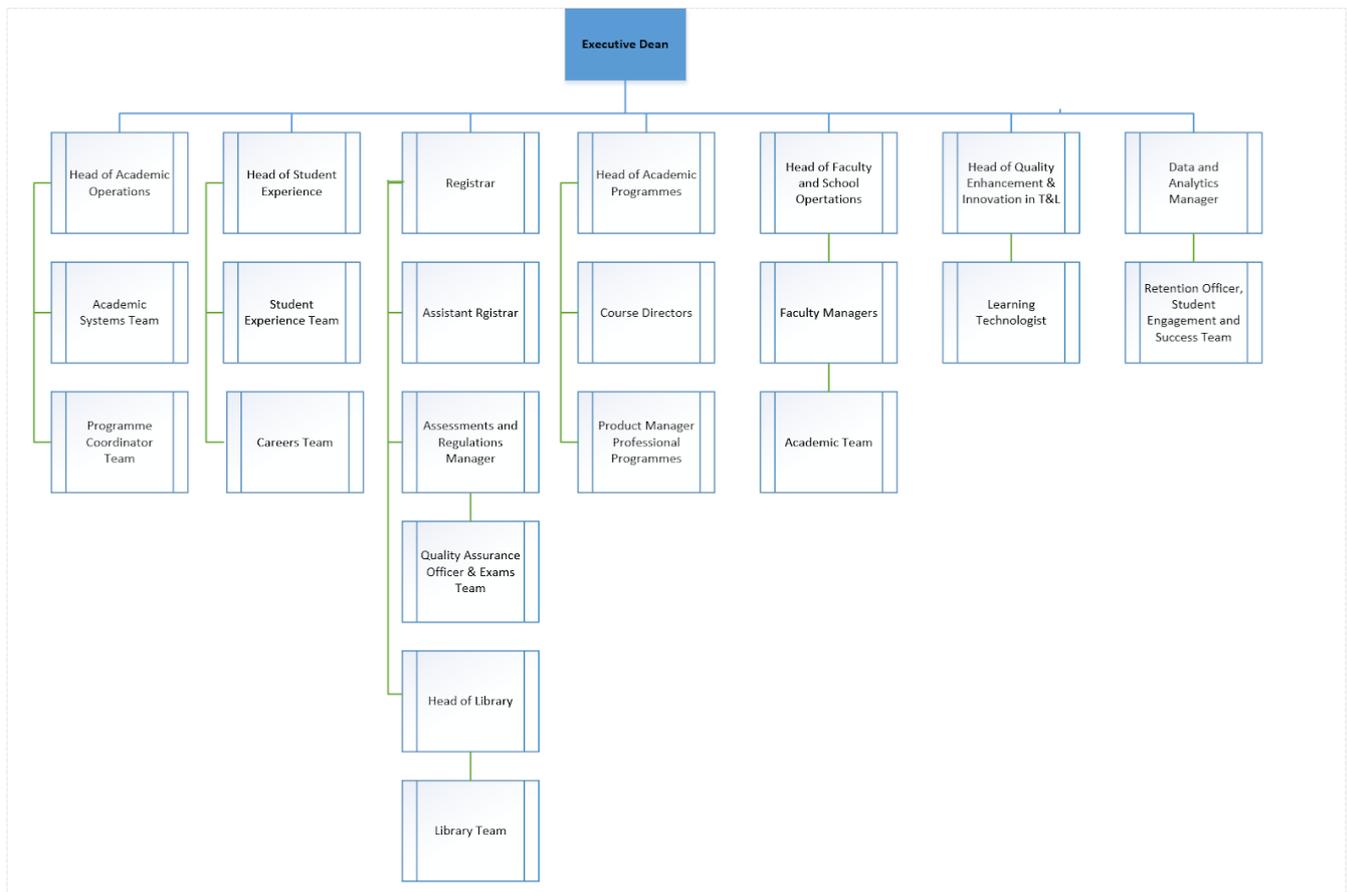
- Ensure, via a moderation process, that the module team mark all assignments and examination scripts to a consistent standard.
- Ensure all assessment marks are uploaded onto the Student Information System in good time.
- Ensure all CA marks are posted uploaded to Moodle.
- Ensure all scripts and assignments are submitted to the Examinations Office in the required format, to meet the published deadline in the Academic Calendar.
- Attend the internal and external Examination Board where the module is considered, present the marks and be present throughout the Examination Board's proceedings.
- If essential duties prevent attendance at the Examination Board - report absence to the CD or Faculty Manager in advance and arrange for a fully-briefed representative to act as substitute at the Examination Board.
- Be present to counsel learners on release of results.
- Respond to feedback from the External Examiner – action any minor changes, and make the CD aware of any major requirements.

#### **On Completion of Module Assessment**

- Review module content to meet School, subject and professional body requirements.

## 1.6 Management and Support Roles

In addition to the leadership team, there are a number of key management and supporting roles within the organisation.



**Figure 7: Management and Support Roles**

### 1.6.1 Admissions Manager

The Admissions Manager oversees the admissions process, to ensure that all applications are properly assessed and in accordance with the admissions procedures. The Admissions Department holds all relevant admissions data and is responsible for supplying current and accurate information regarding admissions and policies or legislation relevant to the admissions process.

### 1.6.2 Student Retention Officer

The purpose of the Student Retention Officer role is to increase student retention and ensure a planned and coordinated approach is taken to retain students on programme each year and to maximise the numbers who progress to the next stage on their programme.

### 1.6.3 Data Analytics and Reporting Manager

This post uses the wealth of data on student activity stored on the student information system to produce data reports and analyse activity as an input to supports for students, decisions on programmes and monitoring academic performance. The post works closely with Course Directors and senior leaders to provide relevant, timely data and information on the College overall, programmes or individual students. The post also has responsibility for the collection of data and analysis of research on student satisfaction and feedback for lecturers and others impacting on teaching, learning and the student experience.

### 1.6.4 Academic Systems Manager

The Academic Systems Manager (ASM) is responsible for the management of the Student Management System, the timetabling and attendance systems, and the integration of the Moodle VLE with the other College systems. The Academic Systems Team is responsible for ensuring that learners are correctly registered and progressed and auditing and reporting regularly to ensure accuracy of data in the system. The ASM undertakes on-going review of the approved programmes in the Student Management System, with the QA Officer and Registrar's Office, and ensures the curriculum set up for the new programmes is completed for all new programmes, including the creation of programme and module codes. The ASM is also responsible for the timetabling of all classes and booking the associated rooms, undertaking regular assessments of the overall timetabling area to ensure the best use of facilities, that staffing of programmes is complete, timetables are up to date with any changes and maintenance of accessibility and clarity of the timetables. The ASM also contributes to defining the best practise of day to day Moodle use, working across the schools to ensure consistent application and roll-out of Moodle by staff and identifying enhancements and improvements to the system.

### 1.6.5 Programme Coordinators

Programme Coordinators provide administrative support to learners and ensure all learners are provided with full details of their programme of study. They are first point of contact for learners on a range of issues such as programme queries, deferrals, and personal mitigating circumstances (PMCs) that may affect their learning. Programme Coordinators are responsible for day-to-day management of learner information and data.

### 1.6.6 Head of Academic Information and Resource Centre

The Library plays a key role in supporting learners to achieve their potential. The Head of Academic Information and Resource Centre has ultimate responsibility for the management and operation of the library service and the support services it provides to the Schools. The Head of Academic Information and Resource Centre plays a lead role in the development and enhancement of the academic programmes and research profile of DBS.

### 1.6.7 Assessment and Regulations Manager

The Assessment and Regulations Manager, reporting to the Registrar and supported by the QA Officer, has responsibility for assessment and examinations, academic regulations, learner discipline and conduct, academic records and liaison with accrediting bodies. The Assessment and Regulations Manager has responsibility for the maintenance and enhancement of academic quality assurance and standards in the College in conjunction with the Registrar.

The Assessment and Regulations Manager has ultimate responsibility for delivery and oversight of:

- Coordination of learner assessment; organisation of examinations and Examination Boards; recording, processing and communication of results; communication and liaison with collaborative partners and accrediting bodies.
- Academic regulations, in particular regulations governing learner attainment, progression and graduation and teaching, learning and assessment; updating regulations as required and monitoring compliance with the requirements of accrediting bodies and the terms of programme approval.
- Academic records, including responsibility for maintenance of academic files and records and responsibility for the reliability and integrity of all academic records.

### 1.6.8 Assistant Registrar

The Assistant Registrar supports the Registrar and Registry staff in the management of documentation and interactions with Quality & Qualifications Ireland, any other programme validation bodies and professional accreditation bodies applicable to individual or suites of programmes.

### 1.6.9 Quality Assurance Officer

The Quality Assurance Officer (QAO) takes a lead in the development, implementation, monitoring and review of QA procedures. The QAO is responsible for ensuring the administration and accurate and appropriate recording and storage of QA records and associated documentation, including a record of all approved Programme Schedules and dates in which they are due for their next review. The QAO coordinates and oversees the process for learners with Personal Mitigating Circumstances (PMC), learner appeals or complaints and Academic Impropriety, ensuring correct processes are implemented in this regard in line with the DBS Quality Assurance protocols. The QAO also manages administration associated with New Programme Validations and Programmatic Reviews.

### 1.6.10 Exams Officers

Exams Officers work with the Assessment and Regulations Manager in managing and administering all aspects of exams, including timetabling, organising rooms, booking invigilators, receipt and checking of exam papers and associated documentation, running exam events, management of scripts and provision of all information to External Examiners. Exams Officers audit upload of grades by lecturers and generate marks sheets for exam boards.

### 1.6.11 Faculty Managers

The Faculty Managers (FM) are key members of the academic management team in DBS who assist the Head of Faculty and School Operations in the management of the academic full-time and part-time staff. Each Faculty Manager has direct line-management responsibility for a large number of staff, ensuring that programmes are staffed correctly, staff performance is measured and reviewed, annual budgets are prepared, costs are controlled, and reporting on academic performance to internal governance and quality boards.

The role encompasses responsibility for:

- Staff planning of all modules and programmes across the full academic year, including summer courses and short modules.
- Managing staffing issues and requirements arising from planned or unplanned absences.
- Managing the recording and administration of academic staff absences, and taking action with individual staff members as necessary.
- Working with Academic Operations on development of the annual academic timetable.

- Planning and coordinating the recruitment, development and management of staff in line with HR policies and practices. This includes having academic staff applications processed by the internal AASC of the Academic Board.
- Reviewing the performance, managing and developing academic staff, including performance improvement plans where appropriate.
- Ensuring the application and implementation by academic staff of the QA and compliance guidelines and policies.
- Ensuring the implementation by academic staff of teaching and learning improvement initiatives.
- Identifying actions and following through with academic staff on feedback from stakeholders, including staff, learners, employers, funders and others.
- Reporting to the appropriate internal Boards on all academic staffing related matters.
- Preparation of the annual School budget.
- Interfacing with the Marketing and Admissions Department to ensure full coordination of all activity between both areas.
- Coordinating regular Faculty staff meetings.

While FMs have overall responsibility for academic staff management, operational responsibility for academic management and support of learners at programme level is the responsibility of Course Directors.

#### 1.6.12 Product Manager – Professional School

Professional Programmes is a post that works across the different educational disciplines in DBS including Business, ICT, Humanities, Law, Arts, Psychotherapy, Psychology and Social Studies. The Product Manager has responsibility for maintaining and developing the suite of professional programmes ensuring that professional programmes are compliant in terms of the agreed development and delivery requirements as well as reporting on the performance of professional programmes including viability, analysis and forecasting. The Product Manager - Professional Programmes works closely with faculty and QA colleagues to ensure each programme has defined content, is quality assured, is attractive to the market, is of high academic quality, and operates efficiently and effectively within the DBS academic delivery environment.

### 1.6.13 School Administrative Officer

The School Administrative Officer provides administrative support to the Schools. The School Administrative Officer coordinates graduation ceremonies, registration and induction and is Secretary to Boards of Studies, Faculty Meetings, and Academic Board. The School Administrative Officer also acts as administrator of the Formal Complaint Process for learners.

### 1.6.14 Learning Technologist

The Learning Technologist acts as an enabler for teaching and student support staff to increase and improve their use of digital technologies both in and out of the classroom. The role includes setting up College-wide educational technology systems, providing training and best practice scenarios and facilitating the creation of learning content for use in both online, blended and face-to-face classes.

## 1.7 Staff Communications

In addition to the governance committees described, there are additional communication channels within DBS.

### 1.7.1 Faculty Meetings

Three times per year the Head of Faculty and School Operations holds a meeting of all Faculty and support staff. The purpose of this meeting is to inform staff of operational developments arising and consult with them on any matters requiring their input or impacting upon them. Typically, these meetings are held immediately before the start of the academic year in September and during each Reading Week.

### 1.7.2 Staff Engagement Group

DBS operate a Staff Engagement Group where staff meet with senior leaders from DBS. Any matter of concern to DBS staff or managers can be raised at the meeting, identified in advance through the circulated agenda. Staff are welcome to attend the meeting and management is represented by the HR Manager and one or more of the other senior leaders.

### 1.7.3 Staff Intranet

Each department has a section within the staff intranet, which details the roles and responsibilities of the department, and the staff members and contact details.

## 1.8 Other Parties Involved in Education and Training

Building strong and enduring peer relationships with the wider national and international training community is of critical importance to DBS. The adoption of best practice is of equal importance and DBS is a member of the Higher Education Colleges Association (HECA) (<http://www.heca.ie/>) and the National Forum for Enhancement of Teaching and Learning in Higher Education (<https://www.teachingandlearning.ie/>).

International best practice is informed by DBS's relationship with Kaplan UK and Kaplan International.

DBS faculty and management regularly attend and/or present at national and international conferences.

In addition, the DBS Library publishes two peer reviewed journals, *Studies in Arts and Humanities (SAH)* and the *DBS Business Review*, which contain scholarly articles from within the international community and that are managed/ overseen by a team of editors from institutions across Ireland and the UK.

DBS also engages with professional bodies which in many cases accredit or endorse QQI validated programmes. These include:

- ACCA
- ICM
- PSI
- APPI
- IAHIP
- Library Association of Ireland

DBS is in good standing with these professional bodies. At all times, for QQI accredited programmes, QQI validation policies and criteria take precedence.

Policies and procedures for proposal, validation and monitoring of transnational, collaborative and joint award programmes are laid out in Part C Section 3 of the QAH.

[END OF PART A SECTION 1]

Version as of AQR 2021