



**Dearbhú Cáilíochta
agus Cáilíochtaí Éireann**
Quality and
Qualifications Ireland

Independent Panel Report on a Provider's Programme Review

| | |
|------------------------------|------------------------|
| Provider | Dublin Business School |
| Programme(s) Reviewed | BA (hons) in Business |

Independent Panel Members

| Name | Role on Panel | Affiliation |
|-------------------------------|----------------------|-------------------------------|
| Dermot Finan | Chair | IT Sligo (Retired) |
| Dr Joseph Fitzgerald | Report Writer | TU Dublin |
| Jacqui Tracey | Academic Rep | Griffith College, Dublin |
| Lorraine Murphy | Academic Rep | ATU Sligo |
| Gillian Saieva | Industry Rep | Bennett & Bell Associates Ltd |
| Séamus Ó Maoláin Ó Catháin | Learner Rep | Maynooth University |

All members of the independent panel declared their independence of Dublin Business School and that they have no conflict of interest

Part 1. Introduction

This programme review will be undertaken in accordance with DBS's internal quality assurance processes, which are informed by QQI's Core Statutory Quality Assurance (QA) Guidelines (pp 11-12) and Programme Review Manual 2022.

This review of this programme was undertaken by the DBS's School of Business. Many of the current teaching staff have been involved in the delivery of the programme for a number of years, so they had the benefit of clear understanding of the programme description, learning outcomes and understanding of the benefits for students of the programme structure.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

| | Document Type | Document Name |
|----|-------------------------|---|
| 1. | Programme Review Report | BA (Hons) in Business_Programme Review Report |
| 2. | Programme Document | BA (Hons) in Business_Programme Document |
| 3. | Programme Modules | BA (Hons) in Business_Programme Modules |
| 4. | Sample Assessments | BA (Hons) in Business_Sample Assessments |
| 5. | Programme CVs | BA (Hons) in Business_Programme CVs |
| 6. | Programme Handbook | BA (Hons) in Business_Programme Handbook |

2.2 Provider's Representatives Met

| | Person | Role / Job Title |
|-----|-------------------------|--|
| 1. | Lori Johnston | Academic Dean |
| 2. | Dr. Rita Day | Academic Director |
| 3. | Tanya Zubrzycki | Assistant Academic Director |
| 4. | Shane Mooney | Head of Student Experience |
| 5. | Darragh Breathnach | Registrar & Director of Campus Operations |
| 6. | Emma Balfe | Head of Teaching Delivery and Content Production |
| 7. | Grant Goodwin | Assistant Registrar |
| 8. | Nicholas Kelly | Faculty Manager |
| 9. | Sarah Sharkey | Student Engagement Officer |
| 10. | Tanya Balfe | Admissions Manager |
| 11. | Niamh Cullen | Assistant Academic Director |
| 12. | Various Faculty Members | Lecturer |

2.3 Description of evaluation process

Due to the unprecedented shifts in the nature of educational delivery post-Covid arising from

technological developments (including the emergence of artificial intelligence and remote working/learning), the challenges to ensuring that we meet the increasingly diverse expectations of the learner are significant. Faculty have been at the coalface of these issues and so regular engagement takes place to discuss the many issues associated with these developments on an ongoing basis. The programme review process has been multifaceted in its approach.

Firstly, the existing Academic Team, including the Academic Director and the Assistant Academic Director are in regular consultation with faculty to discuss the nature of the programme and to question how the current programme can be modified and updated to reflect the complex and diverse changes in the world of business and marketing. With this in mind, Programme Team meetings form an integral part of this process and are conducted several times a year. These allow lecturers to explain the dynamics which are unfolding in the teaching environment and to question and debate how changes can be made accordingly, in all aspects of the design, delivery and assessment of the programme.

Secondly, DBS engages regularly with industry practitioners and business professionals for many reasons. The importance of developing relationships and links with those within the industry is becoming a significant priority for the learner. The Industry Advisory Board is an active forum which fosters discussion and debate between DBS academic staff and several industry professionals, some of whom are actively engaged in senior business roles within the industry. These meetings, which occur 3-4 times per year, are an important mechanism for discussing how to create links between learners and industry.

Thirdly, the academic management team has ensured that the perspectives of learners are taken into account by designing a qualitative learner survey and engaging with feedback from the class rep meetings. The results within this document are referenced when making overall decisions concerning the needs of the contemporary business learner.

Finally, the Academic programme team is in continual contact with internal stakeholders to ensure that the programme design aligns with the various functions within the organisation. This includes regular and ongoing discussions with the DBS Teaching and Learning Unit. This unit has become a vital part of decision-making for programme revalidations and curriculum development, assessment trends and responses to issues around generative AI, and how best to consider responses to such developments.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence.

References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management

Section A. Context and Terms of Reference for the Programme Review

Commentary:

The Independent Evaluation Panel has been convened to evaluate the programmatic review conducted by DBS in respect of the BA (hons) in Business, and to make a recommendation on the suitability of the revised programmes for revalidation.

The revised programme will continue to lead to a BA (hons) at level 8 on the National Framework of Qualification (NFQ). It will be offered on a full-time and part-time basis.

The provider's own programmatic review found some proposed modifications, which the Panel was generally satisfied were appropriate.

Recommendations:

n/a

Section B. Provider Information and Programme Context

Commentary:

Comprehensive information provided on the provider and where these programmes resides within the provider's operations, specifically its Business Faculty. DBS was also very clear as to how the programme is situated within its organisational and governance structures.

DBS detailed the programme objectives and MIPLOs, which the panel agreed was appropriate for the programme.

Recommendations:

n/a

Section C. Baseline qualitative and quantitative information

Programme Data Overview

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations

Commentary:

The programme review report details the number of applicants annually to the programme, which is particularly high for applications onto year 1 of the F/T programme. DBS confirmed that this was due to its inclusion on the CAO. The number of applicants increased notably for the f/t programme in 2021/22, but is declining slightly for the P/T programme.

Enrolment numbers have been >100 for the years given in the report. This is a combined number for f/t cohorts starting in September and January, as well as the p/t cohort. Enrolments onto the Munich campus, where the programme is also delivered, are still quite low relative to the Dublin cohort.

Section 3.1.4.3 details the percentage of students on this programme achieving each grade classification, and compares this with data available from the HEA of Irish HEIs. The most notable trend in this data was the significantly high proportion of students getting a 1st Class Honours on this programme, which was far in excess of the national average. The panel notes its high concern for the percentage of first class honours being attained on this programme, and would encourage DBS to consider its internal procedures to ensure absolute confidence in the percentage attaining this grade.

DBS records data for its graduate destinations and takes part in the HEA Graduate Outcomes Survey. DBS also keeps detailed records of attendance, and can break this down by attendance per module.

Recommendations:

To review internal processes/procedures in light of the very high percentage of students attaining a first class honours on this programme.

Programme Delivery and Teaching & Learning Strategies

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios,

Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.

Commentary:

The evaluation of the programme delivery and T&L strategies incorporated feedback from learners and graduates. The programme is delivered in two locations – DBS’s main campus in Dublin and in Munich through the EU Business School, both of which have been considered in this review.

DBS noted that it had previously adopted a Hyflex approach to delivery, but has now made a conscious decision to move away from this approach. This decision was based on feedback from staff and learners, who felt the approach was disruptive and not conducive to an optimal learning environment. A Hybrid approach has been deemed preferable to this approach.

DBS currently works with Mercer Mettl to facilitate online, proctored exams, instead of in-person exams. The panel did have a discussion of ensuring academic integrity in this area during its meetings with DBS staff. These staff confirmed the features of Mercer Mettl and the measures in place to support academic integrity (e.g. use of a webcam during exams to verify student identity, and some degree of browser lockdown and monitoring). Though the panel was re-assured by this, it did note of the importance of continued monitoring of this area to continually ensure academic integrity is maintained.

Recommendations:

Continue to monitor the use of online, proctored exams to ensure academic integrity.

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

Feedback from learners and graduates was evident throughout the programme review and not just confined to section 4 of the report. The evaluation presented high level evaluation of the programme. In general, this was positive in nature and focused on areas of assessment strategy and the provision of streams on the programme. There is clear evidence in the report of learner feedback being incorporated into the review process.

Recommendations:

n/a

Evaluation of the programme by Staff

Commentary:

Programme staff provide regular feedback through the formal mechanisms in place (programme boards, exam boards etc.). Though the discussion in section 4.2 is limited, the report in general shows the active contribution of programme staff. This was reinforced during the panel's meetings, during which the teaching demonstrated a strong level of coordination, with many faculty noting where their module contributes to another or how another module builds on theirs.

Recommendations:

n/a

External Examiner Feedback

Commentary:

External Examiner feedback has been broadly positive. Where some issues were highlighted, there was evidence of the provider addressing this. However, the panel did find it curious that

the issue of the high percentage of first class honours was not noted by the external examiners.

Recommendations:

n/a

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The provider has robust QA policies in place at an institutional and programme level. These policies are clear, fair and transparent. The report details these and provides links to DBS's QA policies in these areas.

Recommendations:

n/a

Quality Assurance Systems and Processes

Commentary:

The report is clear in how this programme fits within DBS's overarching QA system, but also the programme specific QA. The key policies relevant for this programme are clearly outlined.

Recommendations:

n/a

Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)

Commentary:

The provision for transnational delivery appear to be robust and fit for purpose.

Recommendations:

n/a

Section F. Summary Analysis of the programme

Commentary:

The programme review summary analysis is coherent with the analysis undertaken as part of the programme review and other sections presented in the report.

Recommendations:

n/a

Section G. Revision of the programme

In this section the panel will respond to any proposals made by the provider in respect of changes to the programme arising from the review. The revised programme's readiness for validation will be reported on in more detail in the Independent Evaluation Report for Validation.

Commentary:

Section 7 outlines the main changes suggested for the programme. The panel is broadly supportive of these changes

Recommendations:

n/a

Part 4. Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

Section A. Commentary on review process:

The review process undertaken by the provider was extensive, comprehensive and completed with the clear goal of improving the programme.

Section B. Recommendations on review process:

The volume of material produced by the provider is commendable, and clearly indicative of the thoroughness of the review process undertaken. However, the scale of the material provided might have been structured to differentiate between core material and supplemental evidence to enable the Panel's effective engagement within the short time timeframe of the review/revalidation event. Though the process is clearly robust and inclusive, the workload it presents to panels is significant.

The focus should be on retaining the robustness of the system, but reducing the administrative burden on both the provider and panels.

Section C. Commentary on programme revisions:

The panel is satisfied with the programme revisions put forward

Section D. Recommendations on programme revisions:

The panel supports the proposed programme revisions, and has noted two areas that DBS should continue to monitor in the future (detailed in Section C above).

Signed: Dermot Finan
Panel Chairperson:

Date: 13 03 2025 _____



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

Part 1. Provider details

| | |
|---------------------------|------------------------|
| Provider name | Dublin Business School |
| Date of site visit | 12/11/2024 |
| Date of report | 13/12/2024 |

Section E. Overall recommendations

| | | |
|--|---|---|
| Principal programme¹ | Title | Bachelor of Arts (Honours) in Business |
| | Award | Major |
| | Credit | 180 |
| | Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i> | Satisfactory subject to proposed conditions |

¹ Replace throughout with actual programme title.

Section F. Expert Panel

| Name | Role | Affiliation |
|-------------------------------|---------------|-------------------------------|
| Dermot Finan | Chair | IT Sligo (Retired) |
| Dr Joseph Fitzgerald | Report Writer | TU Dublin |
| Jacqui Tracey | Academic Rep | Griffith College, Dublin |
| Lorraine Murphy | Academic Rep | ATU Sligo |
| Gillian Saieva | Industry Rep | Bennett & Bell Associates Ltd |
| Séamus Ó Maoláin Ó Catháin | Learner Rep | Maynooth University |

Section G. Principal Programme

| Names of centre(s) where the programme(s) is to be provided | Maximum number of learners (FT) | Maximum number of learners (PT) |
|---|---------------------------------|---------------------------------|
| Dublin Business School EU Business School, Munich | 600 (Absolute Max) | 300 (Absolute Max) |

| Proposed Duration and Enrolment | | | | | |
|--|-------------------|---------------------|-------------------|------------------------------------|---------|
| | First Intake Date | Duration | Intakes per Annum | Enrolment i.e. learners per Intake | |
| | | | Maximum | Minimum | Maximum |
| Full-Time | Sept 2025 | 3 years | 4* | 10 | 150 |
| Part-Time | Sept 2025 | 4 years | 2 | 10 | 150 |
| Intake Schedule e.g. January September | | September & January | | | |

Panel Commentary on proposed enrolment:

The numbers provided are standard for DBS. As the programme has been in operation for a number of years, DBS already has significant resources in place and commits to further resources should the maximum numbers be attained across all intakes.

*the maximum number of annual intakes is inclusive of the provider's campuses in Dublin and Munich.

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 BA (Hons) in Business is a three year full-time or four year part-time programme (180 ECTS). In this honours bachelor degree programme, learners study common subjects in stage one, followed by considerable flexibility in stage two and stage three subject choice. This allows learners in stage two and three to orientate their studies towards preferred subjects or to choose

disciplines in which they have demonstrated strength in stages one and two. This knowledge is then synthesised in a final year capstone project. The programme is designed with an interdisciplinary focus. This is reflective of the opportunities and challenges that await graduates and the changing needs of today's business environment. Modules comprise of formative and summative assessment and individual work, group work, and presentations. This programme is aimed at both domestic and international learners who seek an underpinning in key business theories, concepts and business processes, strategies and skills. The programme ensures learners acquire an integrated, balanced, and dynamic business education, enabling the development of business knowledge, including previously acquired knowledge and experience. The programme engenders an awareness of the importance of transferable and cross enterprise skills required of competitive organisations and which stimulate sustainable and diverse careers in business. The programme is designed to produce graduates of a Level 8 honours undergraduate degree who aspire to enter the business world and work towards management roles. Graduates will be eligible for junior management roles or higher administrative roles within a specific subfield of business complementing their previous experience and learning. The BA (Hons) in Business also permits entry to further higher education institutions or to a number of Level 9 DBS business programmes such as the MSc in Management Practice, MSc in Marketing, MSc in Digital Marketing, MSc in Supply Chain Management or DBS's Master of Business Administration. The full-time programme features nine specialised pathways: General Business, Human Resource Management, Law, Management, Project Management, Psychology, Global Business, Supply Chain Management, and Information Systems. Meanwhile, the part-time programme offers four pathways: General Business, Management, Human Resource Management, and Supply Chain Management.

Target learner groups

The BA (Hons) in Business programme is aimed at learners seeking a comprehensive and practical business education to launch or advance their careers. It targets school leavers with an interest in business fundamentals, professionals aiming for managerial roles, and learners looking for a career change who are looking to acquire essential business skills. The programme is ideal for those who are motivated to understand core business principles, enhance their strategic thinking, and develop specialised knowledge in areas such as management, human resource management, project management, information systems, law, psychology, supply chain management, and global business. It also appeals to individuals who wish to build a solid foundation for further academic pursuits or those preparing to enter dynamic business environments with a competitive edge.

Approved countries for provision

Ireland; Germany

Delivery mode: Full-time/Part-time

Full-Time; Part-Time

The teaching and learning modalities

- Face to Face

- Online
- Blended

| Summary of specifications for teaching staff | | |
|---|--|------------|
| Role | Profile | WTE |
| Lecturer | <p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters in the following areas:</p> <ul style="list-style-type: none"> • Marketing • Accounting • Economics • Finance • Business • IT <p>Individuals with Level 8 honours bachelor degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.</p> | 2.3 |
| | | |
| | | |
| | | |

| Learning Activity | Ratio of learners to teaching staff |
|--------------------------|--|
| Classroom sessions | 1:150 |
| Online lectures | 1:150 |
| Workshops | 1:25 |
| Practical Sessions | 1:25 |

Panel Commentary on programme outline and staffing:

Panel is satisfied with the staffing resourcing in place and the commitment by DBS in this area.

| Programmes being replaced (applicable to applications for revalidation) | | |
|---|--|---------------------|
| Code | Title | Last enrolment date |
| PG24239 | BA (hons) in Business | Sept. 2024 |
| PG24869 | BA (hons) in Business [Global Business stream] | Sept. 2024 |
| PG24551 | BA (hons) in Business [transnational provision - EUBS] | Sept. 2024 |

Section H. Other noteworthy features of the application

n/a

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

n/a

Part 2. Evaluation against the validation criteria

This includes QQI's 12 validation core criteria. When making a judgement on achievement of a core criterion, the panel should use the sub-criteria as guidance. Non-achievement of relevant and significant sub-criteria will mean non-achievement of the core criterion. The panel will apply its expertise and experience in determining 'relevance' and 'significance' of sub-criteria to a particular programme.

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

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

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

| <p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>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.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.</p> | | |
|--|---|--|
| Programme | Satisfactory? (yes, no, partially) | Comment |
| Principal Programme | Yes | DBS will deliver this programme under its approved Quality Assurance Policies and Procedures. DBS meets the pre-requisites under Section 44 (7) of the 2012 Act to apply for validation of the programme. This was confirmed to the panel during the site visit. |

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

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

| Programme | Satisfactory? (yes, no, partially) | Comment |
|---------------------|---------------------------------------|--|
| Principal Programme | Yes | <p>The panel discussed with the provider how the programme has operated and how the planned revalidated programme retains much of the previous programme objectives and outcomes. There is a change in a stream (the removal of a Cloud Computing stream and the introduction of a Supply Chain stream). However, this does not change the fundamental award being sought by this programme [BA (hons) in Business].</p> <p>The panel is satisfied that programme objectives and outcomes are thus still fit for purpose and appropriate for this programme.</p> |

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

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

| Programme | Satisfactory? (yes, no, partially) | Comment |
|---------------------|---------------------------------------|---|
| Principal Programme | Yes | <p>The programme documentation outlines the various feedback channels in place to obtain stakeholder feedback. Stakeholder engagement was evident with DBS learners, graduates, faculty and employers to attain a rounded perspective and evaluation of the programme.</p> <p>A rationale for continued provision of the programme has been provided and the Panel is satisfied that DBS has demonstrated sufficient demand for the programme.</p> <p>The panel did have a chance to interact with a staff member from the Munich campus where this programme is also run. The panel noted for these discussions that the current numbers on the programme in the Munich campus are quite low, which makes it difficult to run the full suite of streams that are typically offered to full-time students.</p> <p>Recommendation: The panel recommends that the Academic Council of DBS should continue to keep the offering of the programme on the Munich campus under review to ensure there is clear</p> |

| | | |
|--|--|---|
| | | and sufficient evidence of learner demand. |
|--|--|---|

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

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR²) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

| Programme | Satisfactory? (yes, no, partially) | Comment |
|---------------------|---------------------------------------|---|
| Principal Programme | Yes | <p>Access Transfer and Progression criteria and arrangements for progression are outlined in Section 4 of the programme documentation and these procedures are consistent with QQI's policy and criteria.</p> <p>DBS has also detailed progression options to and from this programme. During the panel discussions, DBS clearly outlined the target learner for both the full-time and part-time iteration of the programme, which the panel was satisfied was clear, comprehensive and appropriate.</p> <p>The panel is satisfied that DBS's access, transfer and progression arrangements for this programme and clear, transparent and fit for purpose.</p> |

² http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

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

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

| Programme | Satisfactory? (yes, no, partially) | Comment |
|---------------------|--|---|
| Principal Programme | | <p>The panel discussed the removal of the Cloud Computing stream (previously offered on the programme), and the decision to introduce a Supply Chain stream. The provider outlined how the Cloud Computing stream was persistently experiencing low uptake in terms of students numbers. They also outlined how they were seeing an increase in demand generally for Supply Chain programme (both internally and cited external trends in demand).</p> <p>The panel notes the large number of streams offered on the programme (9 streams for the full-time programme; 4 streams for the part-time programme). Although the panel commends the provider for the extensive provision of student choice, it does urge the provider to consider the long-term viability of offering so many streams when the student numbers on some are quite low (from discussions with faculty and students, a number of streams had <10 students).</p> <p>Recommendation:</p> <p>The panel recommends that DBS explore the long-term viability of the breadth of streams currently offered to ensure the long-term viability of the programme offering.</p> |

| | | |
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| | | <p>The panel had a lengthy discussion of the programme's curriculum with the programme's faculty.</p> <ul style="list-style-type: none"> - Business Context and Organisation: Panel queried the scale of this module and how achievable it is. DBS noted that this is pitched as a 'taster' module, to give the learner an overview and holistic view of business. However, the module leader agreed that the documentation does not explicitly state the 'taster' positioning of this module - Foundational Academic Skills: AI is in the assessment but this is not in the syllabus – need to ensure coherency. Panel was very complementary of the practical nature of this module. - Capstone Project: the panel queried the lecture structure of this module. The module leader explained how in semester 1 of year 3 there is a syllabus that is delivered where the group presents a Project plan. Each group gets assigned a supervisor. The module leader tries to align students around topics and use this as a means to form groups. The panel queried how does DBS handle group issues, especially given that this is a capstone that contributes so much for the overall award. The module leader detailed resolution practices in place at DBS. - Principles of Business Law: The panel queried the delivery model for this module. The lecturer noted that it is on average 2.5 hrs per week (this splits between 3 hrs in sem 1 and 2 hrs in sem 2) – the panel queried if this is split between lectures and tutorials. In the 3 hr semester, the lecturer confirms that this is the case. The panel noted that it might be preferable to have a written exam given the module content. The panel queried how does the flipped classroom work in practice. The lecturer acknowledged that this is a challenge and in practice it sometimes doesn't work - Employee Relations & the Law: panel noted that a written exam is preferable, which is the practice here - Corporate Law & Governance: the panel queried as to why the only assessment is now an individual project of 2,500 words, and noted that a written exam should be considered in addition to this assessment to ensure all LOs are met - Advanced Business & Commercial Law: same note on the assessment for Corporate Law & Governance |
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| | | <p>- Human Resource Development: the panel suggested that DBS should try to ensure that the assessment should be more contemporary and future oriented, as well as the curriculum (e.g. managing a hybrid team etc.)</p> <p>Recommendation</p> <p>The panel recommends that DBS consider reviewing assessment of various 'theory heavy' modules in general across the programme, to include a mix of continuous assessment and final, in-person exams to achieve learning outcomes in these modules, taking into account the current challenges presented with AI on this type of module</p> <p>The panel queried the size of the Psychology and HRM streams. DBS confirmed that the Psychology stream has approx. 9-10 students at the moment on the full-time cohort; 6 in the part-time Psychology stream. The panel noted that there may be some scope for consolidation of the psychology and HR streams.</p> <p>Recommendation</p> <p>The panel recommends that DBS consider combining the psychology stream with the HR stream as the former may well complement the latter.</p> <p>The panel also noted generally that some of the reading lists are quite dated – e.g. a 2012 book on 'Ireland's Green Opportunity'.</p> <p>Recommendation:</p> <p>The panel recommends that DBS review the core texts throughout the syllabus to ensure they are all up-to-date</p> |
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Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

| <p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>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.</p> <p>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 opportunities.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>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.</p> | | |
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| Programme | Satisfactory? (yes, no, partially) | Comment |
| Principal Programme | Yes | <p>The panel met with the programme team during the site visit. Most of this team have taught on this programme for a number of years. All of the faculty that the panel met were well qualified (supported by the accommodated CVs) and demonstrated in-depth module content knowledge. DBS confirmed that it has a complement of academic staff already in place to deliver this programme.</p> <p>The panel queried the typical staff-to-student ratios and the processes in place to ensure staff are suitably qualified and receive necessary training. DBS confirmed official staff-to-learner ratio is 1:150, but in reality it is smaller than this – approximately 1:100 for core modules and smaller for stream modules. Staff qualification levels are ensured through DBS’s recruitment processes. Staff training is provided for faculty when they first come onto this programme. The panel were satisfied with the staff arrangements in place at DBS.</p> |

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

| <p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>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:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>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).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p> | | |
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| Programme | Satisfactory? (yes, no, partially) | Comment |
| Principal Programme | Yes | <p>The panel discussed the physical resources that DBS currently has in place. DBS detailed the number and variety of classrooms it has available at its disposal across its campus. DBS also detailed the broad array of support it provides through its library services. These include both ‘traditional’ library services as well as Academic Writing and Study Skills supports. They also provide a number of other resources, such as exam support, pastoral support, student welfare support etc.</p> <p>Library services regularly highlight the resources available to learners and there is a facility available to learners where they can request resources that the provider does not currently have available.</p> <p>The programme document details the resources that the provider has in place, which the panel were satisfied were sufficient for the successful delivery of this programme.</p> |

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

| <p>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.</p> <p>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.</p> <p>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.</p> | | |
|--|---|--|
| Programme | Satisfactory? (yes, no, partially) | Comment |
| Principal Programme | Yes | <p>DBS confirmed that the programme will be delivered through a full-time and part-time delivery model. In keeping with DBS's ethos, the programme will blend theoretical and practical elements into each module, and each module is highly applied to the workplace context.</p> <p>DBS already has sufficient classroom capacity for this programme, and it uses Moodle as its Virtual Learning Environment. The panel are content that the learning environment (both physical and virtual) that DBS has in place are sufficient for learners on this programme.</p> |

Criterion 9. There are sound teaching and learning strategies

| <p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p> | | |
|--|---|---|
| Programme | Satisfactory? (yes, no, partially) | Comment |
| Principal Programme | Yes | <p>There are a variety of teaching and learning methodologies adopted for this programme, though the predominant strategy is an applied learning approach. The programme team outlined how they seek to ensure the academic content is relatable to ‘real-world scenarios’, and how many faculty can use their industry experience to help them apply the academic content.</p> <p>The panel queried the rationale for the difference in contact hours between p/t and f/t. DBS argued that because p/t learners are generally more mature than f/t learners, this allows the programme team to move faster through content. The panel noted there is no definitive answer as to what would be the best approach, and cited many different examples in their experience. The panel was satisfied that the learning provision provided by DBS was fit for purpose for both full-time and part-time students.</p> |

Criterion 10. **There are sound assessment strategies**

| <p>a) All assessment is undertaken consistently</p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.</p> <p>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.</p> <p>d) The programme includes formative assessment to support learning.</p> <p>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.</p> <p>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.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>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.</p> | | |
|--|---------------------------------------|--|
| Programme | Satisfactory? (yes, no, partially) | Comment |
| Principal Programme | Partially | <p>The panel noted that the assessment strategy is very ‘heavy’ in year 1. Almost the heaviest amount of assessment is in year 1. DBS noted that they try to have a number of ‘smaller’ assessments early in year 1 as a way to monitor students during this pivotal transition time in higher education. The panel noted that this is important but also that the overall assessment strategy is still skewed, and arguably in the wrong direction.</p> <p>Condition:</p> <p>It is a condition of validation that DBS realign its assessment strategy to provide greater consistency across the programme, and to better reflect progression between year 1, 2 and 3.</p> <p>The panel queried the rationale for the decision from DBS to adopt online proctored exams. DBS outlined that they have decided to go to online exams rather than in-person exams as a general policy for this programme. DBS uses a platform to proctor the exams. DBS feels that this form of exam offers the student more flexibility in terms of where they can be and take the exam. DBS faculty also noted that their assessment strategy needed to change in light of the move towards online exams (as opposed to in-person exams).</p> |

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| | <p>The panel queried what supports are in place for students when taking an online exam. DBS noted that the requirements taking the exam is outlined prior to the exam, and DBS has IT support available to students to contact during an exam (email and phone number). The proctored software also facilitates recording of dropped WIFI etc. Ultimately, if a student could not take exam due to such reasons, they would be recorded as a NA1.</p> <p>Though the panel was broadly satisfied with the rigour of this assessment approach and the platform adopted by DBS, it did note that written, in-person exams were the standard in certain discipline areas.</p> <p>Recommendation:</p> <p>The panel recommends that DBS consider 'in-person' written exams as opposed to 'online' exams to avoid possible Academic Integrity pitfalls outlined during the panel discussions</p> <p>During the panel's interactions with students/alumni of the programme, it was their view that group work is a large component of the final year assessments. When the panel queried this with DBS, they noted that when viewed in its totality, group work is not an overwhelming component of the assessment load on a given year. However, the programme document does show that common modules in final year do weigh heavily towards group work. It is the view of the panel that this can pose issues in an award year.</p> <p>Condition:</p> <p>It is a condition of validation that DBS reviews its overall assessment strategy to better balance group and individual assessments in the final year of the programme.</p> |
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Criterion 11. Learners enrolled on the programme are well informed, guided and cared for

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

| Programme | Satisfactory? (yes, no, partially) | Comment |
|---------------------|---------------------------------------|--|
| Principal Programme | Yes | <p>The panel met with only a small number of learners whose experience of the programme and faculty was positive. However in future It would be preferable if a panel could meet with a larger and more representative group of learners.</p> <p>It was noted that when class groups were larger, that this helped the learning experience.</p> <p>The panel queried if going through a student welfare officer is seen as a barrier to using the counselling service. All student counselling is facilitated through a 3rd party (MyMind). Students need to go to the welfare officer to attain access (codes) to use MyMind. DBS did not feel that this approach was a barrier as the MyMind service is very well used.</p> |

Criterion 12. The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.
- b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.
- e) Quality assurance is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

| Programme | Satisfactory? (yes, no, partially) | Comment |
|---------------------|--|---|
| Principal Programme | Yes | The panel asked DBS to detail its programme management structure and how it relates to this programme. DBS detailed its overarching QA structure and how this allows for strong management of its programmes (this is detailed in the programme document). DBS also explained that each programme has an Academic Director, an Assistant Academic Director, and a dedicated programme coordinator, who can provide assistance with many ‘day-to-day’ queries of students. The panel were satisfied with the programme management arrangements in place and that these allow for quality management of this programme. |

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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

Reasons for the overall recommendation

DBS presented a thorough rationale for the revalidation of this programme. The documentation is thorough, comprehensive and detailed. During the provider meetings, DBS presented as highly functional, organised and committed to providing a quality programme. Its QA structure was comprehensive and demonstrates an ability to successfully operate this programme. The panel views the conditions of validation it has determined as a minor tweaks to the programme that will be of benefit to the learners on this programme.

Commendations

1. The focus on applying theory to practice that was evident throughout the syllabus
2. The inclusion of the Fundamentals of Academic Skills module for its practical focus and support it offers for students entering a degree programme
3. The overall quality of the documentation provided
4. The enthusiasm and professionalism that was evident from DBS's staff

Special Conditions of Validation (directive and with timescale for compliance)

1. It is a condition of validation that DBS realign its assessment strategy to provide greater consistency across the programme, and to better reflect progression between year 1, 2 and 3.
2. It is a condition of validation that DBS reviews its overall assessment strategy to better balance group and individual assessments in the final year of the programme.

Summary of recommended special conditions of validation

1. It is a condition of validation that DBS realign its assessment strategy to provide greater consistency across the programme, and to better reflect progression between year 1, 2 and 3.
2. It is a condition of validation that DBS reviews its overall assessment strategy to better balance group and individual assessments in the final year of the programme.

Summary of recommendations to the provider

The panel recommends that the Academic Council of DBS should continue to keep the offering of the programme on the Munich campus under review to ensure there is clear and sufficient evidence of learner demand.

The panel recommends that DBS explore the long-term viability of the breadth of streams currently offered to ensure the long-term viability of the programme offering.

The panel recommends that DBS consider reviewing assessment of various 'theory heavy' modules in general across the programme, to include a mix of continuous assessment and final, in-person exams to achieve learning outcomes in these modules, taking into account the current challenges presented with AI on this type of module

The panel recommends that DBS consider combining the psychology stream with the HR stream as the former may well complement the latter.

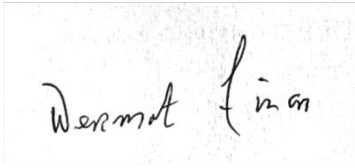
The panel recommends that DBS consider 'in-person' written exams as opposed to 'online' exams to avoid possible Academic Integrity pitfalls outlined during the panel discussions

Declarations of Evaluators' Interests

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

Panel chairperson: Dermot Finan

Date: 13 March 2025

A rectangular box containing a handwritten signature in black ink. The signature appears to read "Dermot Finn".

Signed:

13 March 2025

3.2 Disclaimer

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

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

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

Full Time Schedules

| 1B.3a Proposed Programme Schedule – Dublin – Full Time – Stage 1 | | | | | | | | | | | | | | |
|---|----------|-------------------------------|---------------------------------------|----------------------------|-----------|-------------------------|---|----------------------------|---|--------------------------------|----------------------------|------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | |
| Programme Title <i>(Principal)</i> | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | 180 | |
| Stage (1,2,3, Award etc) | | 1 | Exit Award Title <i>(if relevant)</i> | | | N/A | | | | | Stage ECTS | 60 | | |
| Programme Delivery Mode - <i>✓one as appropriate.</i> | | On-site Face-to-Face | | | Blended | | | Online | | Apprenticeship | | | | |
| | | | | | ✓ | | | | | | | | | |
| Teaching and Learning Modalities – <i>✓one or more as appropriate.</i> | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | |
| | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | |
| Assessment Techniques Utilised in Stage – <i>✓one or more as appropriate.</i> | | Continuous Assessment | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | ✓ | | ✓ | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | Assessment – Allocation of Marks <i>(from the module assessment strategy)</i> | | | | | |
| Module Title | Semester | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam* – in person % | Proctored Exam* – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Maths and Statistics for Business | 1-2 | M | 10 | 250 | 48 | 24 | 178 | | 40% | | 60% | | | |
| Business Context and Organisation | 1-2 | M | 10 | 250 | 48 | 24 | 178 | | 50% | | 50% | | | |
| Marketing Essentials | 1-2 | M | 10 | 250 | 48 | 24 | 178 | | 70% | | 30% | | | |
| IT Essentials | 1-2 | M | 10 | 250 | 48 | 24 | 178 | | 60% | | 40% | | | |
| Economic Perspectives | 1-2 | M | 10 | 250 | 48 | 24 | 178 | | 40% | | 40% | 20% | | |
| Foundational Academic Skills | 1 | M | 5 | 125 | 24 | 12 | 89 | | 100% | | | | | |
| Introduction to Business Finance | 2 | M | 5 | 125 | 24 | 12 | 89 | | 100% | | | | | |

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| Special Regulations: | |
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*NB: Exams may be deployed either in person or online, but are proctored in every instance.

| 1B.3b Proposed Programme Schedule – Dublin – Full Time – Stage 2 | | | | | | | | | | | | | | |
|--|----------|-------------------------------|----------------|--------------------------------|-----------|-------------------------|---|----------------------------|--|--------------------------------|----------------------------|----------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | ECTS | | 180 | |
| Stage (1,2,3, Award etc) | | 2 | | Exit Award Title (if relevant) | | N/A | | Stage ECTS | | 60 | | | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | | Blended | | | Online | | | Apprenticeship | | |
| | | | | | | ✓ | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | |
| | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam* – in person % | Proctored Exam* – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Management | 1-2 | M | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Financial Management | 1-2 | M | 10 | 250 | 48 | 16 | 186 | | 30% | | 70% | | | |
| Digital Business Solutions | 1-2 | M | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Business Ethics and Research Practice | 1 | M | 5 | 125 | 24 | 8 | 93 | | 100% | | | | | |
| International Economics | 2 | M | 5 | 125 | 24 | 8 | 93 | | 100% | | | | | |
| Business Psychology | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Social Psychology | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Principles of Business Law | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Employee Relations and the Law | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 50% | | 50% | | | |
| Organisational Behaviour for Managers | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 50% | | 50% | | | |
| Adaptive Leadership in Sustainable Enterprises | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Project Planning and Control | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Project Feasibility | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |

| | | | | | | | | | | | | | | |
|--|---|---|----|-----|----|----|-----|--|------|--|-----|--|--|--|
| Database Design and Development for Business | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Business Programming | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 50% | | 50% | | | |
| Geopolitics | 1 | E | 5 | 125 | 24 | 8 | 93 | | 100% | | | | | |
| Global Finance | 2 | E | 5 | 125 | 24 | 8 | 93 | | 100% | | | | | |
| Intercultural Management | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Introduction to Supply Chain Management | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 50% | | 50% | | | |
| Procurement Strategies | 1-2 | E | 10 | 250 | 48 | 16 | 186 | | 100% | | | | | |
| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 7 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 7 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Adaptive Leadership in Sustainable Enterprises / Project Feasibility • Project management pathway: Project Planning and Control / Project Feasibility • Human resource management pathway: Employee Relations and the Law / Organisational Behaviour for Managers • Psychology pathway: Business Psychology / Social Psychology • Law pathway: Principles of Business Law / Employee Relations and the Law • Supply Chain Management pathway: Introduction to Supply Chain Management / Procurement Strategies • Information systems pathway: Database Design and Development for Business / Business Programming • Global Business pathway: Geopolitics / Global Finance / Intercultural Management | | | | | | | | | | | | | |

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

| 1B.3c Proposed Programme Schedule – Dublin – Full Time – Stage 3 | | | | | | | | | | | | | | |
|--|----------|-------------------------------|--------------------------------|----------------------------|-----------|-------------------------|---|----------------------------|--|--------------------------------|----------------------------|------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | ECTS | | 180 | |
| Stage (1,2,3, Award etc) | | Award | Exit Award Title (if relevant) | | | N/A | | | | Stage ECTS | | 60 | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | | Blended | | | Online | | Apprenticeship | | | |
| | | | | | | ✓ | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | |
| | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam* – in person % | Proctored Exam* – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Strategic Management | 1-2 | M | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Global Business | 1-2 | M | 10 | 250 | 48 | 12 | 190 | | 50% | 50% | | | | |
| Human Resource Management | 1-2 | M | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Capstone Project | 1-2 | M | 10 | 250 | 18 | | 232 | | 100% | | | | | |
| Organisational Psychology | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Personality and Individual Differences | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Human Resource Development | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 50% | 50% | | | | |
| Contemporary Performance Management | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 50% | 50% | | | | |
| Corporate Law and Governance | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Advanced Business and Commercial Law | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Project Planning Techniques | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 40% | | 60% | | | |
| Project Management and Evaluation | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Data Management and Analytics | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |

| | | | | | | | | | | | | | | |
|---|--|---|----|-----|----|----|-----|--|------|--|-----|--|--|--|
| Creativity, Innovation and Entrepreneurship | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Visual Analytics for Business Intelligence | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 60% | | 40% | | | |
| Business Systems Analysis | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Environment and Society | 1 | E | 5 | 125 | 18 | 12 | 95 | | 100% | | | | | |
| Global Issues | 2 | E | 5 | 125 | 18 | 12 | 95 | | 100% | | | | | |
| International Marketing | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 50% | | 50% | | | |
| Supply Chain Sustainability | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Applied Project in Global Supply Chain Management | 1-2 | E | 10 | 250 | 48 | 12 | 190 | | 100% | | | | | |
| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 8 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 8 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Data Management and Analytics / Creativity, Innovation and Entrepreneurship • Project management pathway: Project Planning Techniques / Project Management and Evaluation • Human resource management pathway: Human Resource Development / Contemporary Performance Management • Psychology pathway: Organisational Psychology / Personality and Individual Differences • Law pathway: Corporate Law and Governance / Advanced Business and Commercial Law • Supply Chain Management pathway: Supply Chain Sustainability / Applied Project in Global Supply Chain Management • Information systems pathway: Visual Analytics for Business Intelligence / Business Systems Analysis • Global Business pathway: Environment and Society / Global Issues / International Marketing | | | | | | | | | | | | | |

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

| 1B.3d Proposed Programme Schedule – EUBS – Full Time – Stage 1 | | | | | | | | | | | | | | |
|--|----------|-------------------------------|--------------------------------|----------------------------|-----------|-------------------------|---|----------------------------|--|--------------------------------|----------------------------|------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | 180 | |
| Stage (1,2,3, Award etc) | | 1 | Exit Award Title (if relevant) | | | N/A | | | | Stage ECTS | | 60 | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | | Blended | | | Online | | Apprenticeship | | | |
| | | ✓ | | | | [✓**] | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | Independent | | Work Based | | | |
| | | ✓ | | [✓] | | [✓] | | | ✓ | | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | ✓ | | ✓ | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam* – in person % | Proctored Exam* – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Maths and Statistics for Business | 1-2 | M | 10 | 250 | 72 | | 178 | | 40% | | 60% | | | |
| Business Context and Organisation | 1-2 | M | 10 | 250 | 72 | | 178 | | 50% | | 50% | | | |
| Marketing Essentials | 1-2 | M | 10 | 250 | 72 | | 178 | | 70% | | 30% | | | |
| IT Essentials | 1-2 | M | 10 | 250 | 72 | | 178 | | 60% | | 40% | | | |
| Economic Perspectives | 1-2 | M | 10 | 250 | 72 | | 178 | | 40% | | 40% | 20% | | |
| Foundational Academic Skills | 1 | M | 5 | 125 | 36 | | 89 | | 100% | | | | | |
| Introduction to Business Finance | 2 | M | 5 | 125 | 36 | | 89 | | 100% | | | | | |
| Special Regulations: | | | | | | | | | | | | | | |

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

**Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

| 1B.3e Proposed Programme Schedule – EUBS – Full Time – Stage 2 | | | | | | | | | | | | | | |
|--|----------|-------------------------------|--------------------------------|----------------------------|-----------|-------------------------|---|--|-------------------------|--------------------------------|----------------------------|----------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | 180 | |
| Stage (1,2,3, Award etc) | | 2 | Exit Award Title (if relevant) | | | N/A | | Stage ECTS | | 60 | | | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | | Blended | | | Online | | | Apprenticeship | | |
| | | ✓ | | | | [✓**] | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | |
| | | ✓ | | [✓] | | [✓] | | | | ✓ | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | | |
| Module Title | Semester | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam* – in person % | Proctored Exam* – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Management | 1-2 | M | 10 | 250 | 64 | | 186 | | 100% | | | | | |
| Financial Management | 1-2 | M | 10 | 250 | 64 | | 186 | | 30% | | 70% | | | |
| Digital Business Solutions | 1-2 | M | 10 | 250 | 64 | | 186 | | 100% | | | | | |
| Business Ethics and Research Practice | 1 | M | 5 | 125 | 32 | | 93 | | 100% | | | | | |
| International Economics | 2 | M | 5 | 125 | 32 | | 93 | | 100% | | | | | |
| Business Psychology | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | | |
| Social Psychology | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | | |
| Principles of Business Law | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | | |
| Employee Relations and the Law | 1-2 | E | 10 | 250 | 64 | | 186 | | 50% | | 50% | | | |
| Organisational Behaviour for Managers | 1-2 | E | 10 | 250 | 64 | | 186 | | 50% | | 50% | | | |
| Adaptive Leadership in Sustainable Enterprises | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | | |
| Project Planning and Control | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | | |
| Project Feasibility | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | | |

| | | | | | | | | | | | | | |
|--|---|---|----|-----|----|--|-----|--|------|--|-----|--|--|
| Database Design and Development for Business | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | |
| Business Programming | 1-2 | E | 10 | 250 | 64 | | 186 | | 50% | | 50% | | |
| Geopolitics | 1 | E | 5 | 125 | 32 | | 93 | | 100% | | | | |
| Global Finance | 2 | E | 5 | 125 | 32 | | 93 | | 100% | | | | |
| Intercultural Management | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | |
| Introduction to Supply Chain Management | 1-2 | E | 10 | 250 | 64 | | 186 | | 50% | | 50% | | |
| Procurement Strategies | 1-2 | E | 10 | 250 | 64 | | 186 | | 100% | | | | |
| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 7 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 7 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Adaptive Leadership in Sustainable Enterprises / Project Feasibility • Project management pathway: Project Planning and Control / Project Feasibility • Human resource management pathway: Employee Relations and the Law / Organisational Behaviour for Managers • Psychology pathway: Business Psychology / Social Psychology • Law pathway: Principles of Business Law / Employee Relations and the Law • Supply Chain Management pathway: Introduction to Supply Chain Management / Procurement Strategies • Information systems pathway: Database Design and Development for Business / Business Programming • Global Business pathway: Geopolitics / Global Finance / Intercultural Management | | | | | | | | | | | | |

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

**Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

| 1B.3f Proposed Programme Schedule – EUBS – Full Time – Stage 3 | | | | | | | | | | | | | | |
|--|----------|-------------------------------|--------------------------------|----------------------------|-----------|-------------------------|---|----------------------------|--|--------------------------------|----------------------------|------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | ECTS | | 180 | |
| Stage (1,2,3, Award etc) | | Award | Exit Award Title (if relevant) | | | N/A | | | | Stage ECTS | | 60 | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | | Blended | | | Online | | Apprenticeship | | | |
| | | ✓ | | | | [✓**] | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | |
| | | ✓ | | [✓] | | [✓] | | | | ✓ | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam* – in person % | Proctored Exam* – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Strategic Management | 1-2 | M | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Global Business | 1-2 | M | 10 | 250 | 60 | | 190 | | 50% | | 50% | | | |
| Human Resource Management | 1-2 | M | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Capstone Project | 1-2 | M | 10 | 250 | 18 | | 232 | | 100% | | | | | |
| Organisational Psychology | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Personality and Individual Differences | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Human Resource Development | 1-2 | E | 10 | 250 | 60 | | 190 | | 50% | | 50% | | | |
| Contemporary Performance Management | 1-2 | E | 10 | 250 | 60 | | 190 | | 50% | | 50% | | | |
| Corporate Law and Governance | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Advanced Business and Commercial Law | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Project Planning Techniques | 1-2 | E | 10 | 250 | 60 | | 190 | | 40% | | | 60% | | |
| Project Management and Evaluation | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Data Management and Analytics | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |

| | | | | | | | | | | | | | | |
|---|--|---|----|-----|----|--|-----|--|------|--|-----|--|--|--|
| Creativity, Innovation and Entrepreneurship | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Visual Analytics for Business Intelligence | 1-2 | E | 10 | 250 | 60 | | 190 | | 60% | | 40% | | | |
| Business Systems Analysis | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Environment and Society | 1 | E | 5 | 125 | 30 | | 95 | | 100% | | | | | |
| Global Issues | 2 | E | 5 | 125 | 30 | | 95 | | 100% | | | | | |
| International Marketing | 1-2 | E | 10 | 250 | 60 | | 190 | | 50% | | 50% | | | |
| Supply Chain Sustainability | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Applied Project in Global Supply Chain Management | 1-2 | E | 10 | 250 | 60 | | 190 | | 100% | | | | | |
| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 8 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 8 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Data Management and Analytics / Creativity, Innovation and Entrepreneurship • Project management pathway: Project Planning Techniques / Project Management and Evaluation • Human resource management pathway: Human Resource Development / Contemporary Performance Management • Psychology pathway: Organisational Psychology / Personality and Individual Differences • Law pathway: Corporate Law and Governance / Advanced Business and Commercial Law • Supply Chain Management pathway: Supply Chain Sustainability / Applied Project in Global Supply Chain Management • Information systems pathway: Visual Analytics for Business Intelligence / Business Systems Analysis • Global Business pathway: Environment and Society / Global Issues / International Marketing | | | | | | | | | | | | | |

*NB: Exams may be deployed either in person or online, but are proctored in every instance.

**Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

Part Time (Dublin - Blended)

| 1B.3g Proposed Programme Schedule – Dublin – Part Time (Blended) – Stage 1 | | | | | | | | | | | | | | | |
|--|----------|------------------------|--------------------------------|--------------------|----------------------------|--------------------|-------------|---|------------|--|--------------------------------|-----------------------------|--------------------------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | | 180 | |
| Stage (1,2,3, Award etc) | | 1 | Exit Award Title (if relevant) | | | N/A | | | | Stage ECTS | | 60 | | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | |
| | | | | | ✓ | | | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | | |
| | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | | Proctored Exam – in person | | | Proctored Exam – online | | | Project | | Practical Skills Demonstration | | Work based |
| | | ✓ | | | | | | ✓ | | | ✓ | | | | |
| Modules in this stage | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Year* | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam** – in person % | Proctored Exam** – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Maths and Statistics for Business | 1-2 | 2 | M | 10 | 250 | 12 | 24 | 178 | | 40% | | 60% | | | |
| Business Context and Organisation | 1-2 | 1 | M | 10 | 250 | 12 | 24 | 178 | | 50% | | 50% | | | |
| Marketing Essentials | 1-2 | 1 | M | 10 | 250 | 12 | 24 | 178 | | 70% | | 30% | | | |
| IT Essentials | 1-2 | 2 | M | 10 | 250 | 12 | 24 | 178 | | 60% | | 40% | | | |
| Economic Perspectives | 1-2 | 1 | M | 10 | 250 | 12 | 24 | 178 | | 40% | | 40% | 20% | | |
| Foundational Academic Skills | 1 | 1 | M | 5 | 125 | 6 | 12 | 89 | | 100% | | | | | |
| Introduction to Business Finance | 2 | 1 | M | 5 | 125 | 6 | 12 | 89 | | 100% | | | | | |
| Special Regulations: | | | | | | | | | | | | | | | |

*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.

| 1B.3h Proposed Programme Schedule – Dublin – Part Time (Blended) – Stage 2 | | | | | | | | | | | | | | | | |
|--|----------|------------------------|-------------------------------|--------------------------------|----------------------------|-----------------|-------------|---|------------|--|--------------------------------|-----------------------------|--------------------------------|----------------------------------|--------------|--|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | | 180 | | |
| Stage (1,2,3, Award etc) | | 2 | | Exit Award Title (if relevant) | | | | N/A | | | | Stage ECTS | | 60 | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | | |
| | | | | | ✓ | | | | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | | Synchronous Hybrid | | | Synchronous Online | | | Asynchronous | | Independent | | Work Based | |
| | | ✓ | | | ✓ | | | ✓ | | | | | ✓ | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | | Proctored Exam – in person | | | Proctored Exam – online | | | Project | | Practical Skills Demonstration | | Work based | |
| | | ✓ | | | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | | |
| Module Title | Semester | Year | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam** – in person % | Proctored Exam** – online % | Project % | Practical Skills Demonstration % | Work Based % | |
| Management | 1-2 | 2 | M | 10 | 250 | 12 | 24 | 214 | | 100% | | | | | | |
| Financial Management | 1-2 | 2 | M | 10 | 250 | 12 | 24 | 214 | | 30% | | 70% | | | | |
| Digital Business Solutions | 1-2 | 3 | M | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | | |
| Business Ethics and Research Practice | 1 | 3 | M | 5 | 125 | 3 | 15 | 110 | | 100% | | | | | | |
| International Economics | 2 | 3 | M | 5 | 125 | 3 | 15 | 110 | | 100% | | | | | | |
| Employee Relations and the Law | 1-2 | 3 | E | 10 | 250 | 9 | 27 | 214 | | 50% | | 50% | | | | |
| Organisational Behaviour for Managers | 1-2 | 3 | E | 10 | 250 | 9 | 27 | 214 | | 50% | | 50% | | | | |
| Adaptive Leadership in Sustainable Enterprises | 1-2 | 3 | E | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | | |
| Project Feasibility | 1-2 | 3 | E | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | | |
| Introduction to Supply Chain Management | 1-2 | 3 | E | 10 | 250 | 9 | 27 | 214 | | 50% | | 50% | | | | |
| Procurement Strategies | 1-2 | 3 | E | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | | |

| | |
|-----------------------------|---|
| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 7 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 7 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Adaptive Leadership in Sustainable Enterprises / Project Feasibility • Human resource management pathway: Employee Relations and the Law / Organisational Behaviour for Managers • Supply Chain Management pathway: Introduction to Supply Chain Management / Procurement Strategies <p>The Project Management, Psychology, Law, Information Systems, and Global Business pathways are not offered at Part Time.</p> |
|-----------------------------|---|

*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.

| 1B.3i Proposed Programme Schedule – Dublin – Part Time (Blended) – Stage 3 | | | | | | | | | | | | | | | |
|--|----------|------------------------|--------------------------------|--------------------|----------------------------|--------------------|-------------------------|---|------------|--|---------------------------------|------------------------------|------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | ECTS | | 180 | | |
| Stage (1,2,3, Award etc) | | Award | Exit Award Title (if relevant) | | | | N/A | | | Stage ECTS | | 60 | | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | |
| | | | | | ✓ | | | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | | |
| | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Year | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam ** – in person % | Proctored Exam ** – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Strategic Management | 1-2 | 4 | M | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | |
| Global Business | 1-2 | 3 | M | 10 | 250 | 9 | 27 | 214 | | 50% | | 50% | | | |
| Human Resource Management | 1-2 | 4 | M | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | |
| Capstone Project | 1-2 | 4 | M | 10 | 250 | | 18 | 232 | | 100% | | | | | |
| Human Resource Development | 1-2 | 4 | E | 10 | 250 | 9 | 27 | 214 | | 50% | | 50% | | | |
| Contemporary Performance Management | 1-2 | 4 | E | 10 | 250 | 9 | 27 | 214 | | 50% | | 50% | | | |
| Data Management and Analytics | 1-2 | 4 | E | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | |
| Creativity, Innovation and Entrepreneurship | 1-2 | 4 | E | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | |
| Supply Chain Sustainability | 1-2 | 4 | E | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | |
| Applied Project in Global Supply Chain Management | 1-2 | 4 | E | 10 | 250 | 9 | 27 | 214 | | 100% | | | | | |

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| <p>Special Regulations:</p> | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 8 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 8 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Data Management and Analytics / Creativity, Innovation and Entrepreneurship • Human resource management pathway: Human Resource Development / Contemporary Performance Management • Supply Chain Management pathway: Supply Chain Sustainability / Applied Project in Global Supply Chain Management <p>The Project Management, Psychology, Law, Information Systems, and Global Business pathways are not offered at Part Time.</p> |
|------------------------------------|---|

*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.

Part Time (EUBS)

| 1B.3j Proposed Programme Schedule – EUBS – Part Time – Stage 1 | | | | | | | | | | | | | | | |
|--|----------|------------------------|--------------------------------|----------------------------|-------------|-------------------------|-----------------|------------------------------------|----------------------------|--|---------------------------------|------------------------------|-----------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | | 180 |
| Stage (1,2,3, Award etc) | | 1 | Exit Award Title (if relevant) | | | N/A | | | | | Stage ECTS | | 60 | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | |
| | | ✓ | | | [✓***] | | | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | | |
| | | ✓ | | [✓] | | [✓] | | | | ✓ | | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | | |
| | | ✓ | | | | ✓ | | ✓ | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Year* | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-) | Work Based | Continuous Assessment % | Proctored Exam ** – in person % | Proctored Exam ** – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Maths and Statistics for Business | 1-2 | 2 | M | 10 | 250 | 36 | | 178 | | 40% | | 60% | | | |
| Business Context and Organisation | 1-2 | 1 | M | 10 | 250 | 36 | | 178 | | 50% | | 50% | | | |
| Marketing Essentials | 1-2 | 1 | M | 10 | 250 | 36 | | 178 | | 70% | | 30% | | | |
| IT Essentials | 1-2 | 2 | M | 10 | 250 | 36 | | 178 | | 60% | | 40% | | | |
| Economic Perspectives | 1-2 | 1 | M | 10 | 250 | 36 | | 178 | | 40% | | 40% | 20% | | |
| Foundational Academic Skills | 1 | 1 | M | 5 | 125 | 18 | | 89 | | 100% | | | | | |
| Introduction to Business Finance | 2 | 1 | M | 5 | 125 | 18 | | 89 | | 100% | | | | | |
| Special Regulations: | | | | | | | | | | | | | | | |

*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.

***Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

| 1B.3k Proposed Programme Schedule – EUBS – Part Time – Stage 2 | | | | | | | | | | | | | | | | |
|--|----------|------------------------|-------------------------------|--------------------------------|----------------------------|-----------------|-------------|---|------------|---|--------------------------------|-----------------------------|--------------------------------|----------------------------------|--------------|--|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | ECTS | | 180 | | | |
| Stage (1,2,3, Award etc) | | 2 | | Exit Award Title (if relevant) | | N/A | | | | | Stage ECTS | | 60 | | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | | |
| | | ✓ | | | [✓***] | | | | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | | Synchronous Hybrid | | | Synchronous Online | | | Asynchronous | | Independent | | Work Based | |
| | | ✓ | | | [✓] | | | [✓] | | | | | ✓ | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | | Proctored Exam – in person | | | Proctored Exam – online | | | Project | | Practical Skills Demonstration | | Work based | |
| | | ✓ | | | | | | ✓ | | | | | | | | |
| Modules in this stage (add rows as required) | | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks <i>(from the module assessment strategy)</i> | | | | | | |
| Module Title | Semester | Year | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam** – in person % | Proctored Exam** – online % | Project % | Practical Skills Demonstration % | Work Based % | |
| Management | 1-2 | 2 | M | 10 | 250 | 36 | | 214 | | 100% | | | | | | |
| Financial Management | 1-2 | 2 | M | 10 | 250 | 36 | | 214 | | 30% | | 70% | | | | |
| Digital Business Solutions | 1-2 | 3 | M | 10 | 250 | 36 | | 214 | | 100% | | | | | | |
| Business Ethics and Research Practice | 1 | 3 | M | 5 | 125 | 18 | | 110 | | 100% | | | | | | |
| International Economics | 2 | 3 | M | 5 | 125 | 18 | | 110 | | 100% | | | | | | |
| Employee Relations and the Law | 1-2 | 3 | E | 10 | 250 | 36 | | 214 | | 50% | | 50% | | | | |
| Organisational Behaviour for Managers | 1-2 | 3 | E | 10 | 250 | 36 | | 214 | | 50% | | 50% | | | | |
| Adaptive Leadership in Sustainable Enterprises | 1-2 | 3 | E | 10 | 250 | 36 | | 214 | | 100% | | | | | | |
| Project Feasibility | 1-2 | 3 | E | 10 | 250 | 36 | | 214 | | 100% | | | | | | |
| Introduction to Supply Chain Management | 1-2 | 3 | E | 10 | 250 | 36 | | 214 | | 50% | | 50% | | | | |
| Procurement Strategies | 1-2 | 3 | E | 10 | 250 | 36 | | 214 | | 100% | | | | | | |

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| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 7 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 7 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Adaptive Leadership in Sustainable Enterprises / Project Feasibility • Human resource management pathway: Employee Relations and the Law / Organisational Behaviour for Managers • Supply Chain Management pathway: Introduction to Supply Chain Management / Procurement Strategies <p>The Project Management, Psychology, Law, Information Systems, and Global Business pathways are not offered at Part Time.</p> |
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*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.

***Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

| 1B.3I Proposed Programme Schedule – EUBS – Part Time – Stage 3 | | | | | | | | | | | | | | | |
|--|----------|------------------------|-------------------------------|--------------------------------|----------------------------|-----------------|-------------------------|---|--------------|--|--------------------------------|-----------------------------|------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | | 180 | |
| Stage (1,2,3, Award etc) | | Award | | Exit Award Title (if relevant) | | | | N/A | | | | Stage ECTS | | 60 | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | |
| | | ✓ | | | [✓***] | | | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | Synchronous Hybrid | | | Synchronous Online | | Asynchronous | | Independent | | Work Based | | |
| | | ✓ | | [✓] | | | [✓] | | | | ✓ | | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | | Proctored Exam – in person | | Proctored Exam – online | | Project | | Practical Skills Demonstration | | Work based | | |
| | | ✓ | | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Year | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam** – in person % | Proctored Exam** – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Strategic Management | 1-2 | 4 | M | 10 | 250 | 36 | | 214 | | 100% | | | | | |
| Global Business | 1-2 | 3 | M | 10 | 250 | 36 | | 214 | | 50% | | 50% | | | |
| Human Resource Management | 1-2 | 4 | M | 10 | 250 | 36 | | 214 | | 100% | | | | | |
| Capstone Project | 1-2 | 4 | M | 10 | 250 | 18 | | 232 | | 100% | | | | | |
| Human Resource Development | 1-2 | 4 | E | 10 | 250 | 36 | | 214 | | 50% | | 50% | | | |
| Contemporary Performance Management | 1-2 | 4 | E | 10 | 250 | 36 | | 214 | | 50% | | 50% | | | |
| Data Management and Analytics | 1-2 | 4 | E | 10 | 250 | 36 | | 214 | | 100% | | | | | |
| Creativity, Innovation and Entrepreneurship | 1-2 | 4 | E | 10 | 250 | 36 | | 214 | | 100% | | | | | |
| Supply Chain Sustainability | 1-2 | 4 | E | 10 | 250 | 36 | | 214 | | 100% | | | | | |
| Applied Project in Global Supply Chain Management | 1-2 | 4 | E | 10 | 250 | 36 | | 214 | | 100% | | | | | |

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| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 8 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 8 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Data Management and Analytics / Creativity, Innovation and Entrepreneurship • Human resource management pathway: Human Resource Development / Contemporary Performance Management • Supply Chain Management pathway: Supply Chain Sustainability / Applied Project in Global Supply Chain Management <p>The Project Management, Psychology, Law, Information Systems, and Global Business pathways are not offered at Part Time.</p> |
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*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.

***Delivery may be offered on a Blended mode (with Online Synchronous) in line with Dublin-based delivery, where suitable for a cohort.

Part Time (Fully Online) – NOTE: these schedules reflect an intent for future delivery, but will not be offered until formally approved under an extension of scope

| 1B.3m Proposed Programme Schedule – Dublin – Part Time (Fully Online) – Stage 1 | | | | | | | | | | | | | | | |
|---|----------|-------|-------------------------------|---------------------------------------|-------------|-----------------------------------|-------------|---|--------------------------------|--|--------------------------------|-----------------------------|-----------|---------------------------------------|-------------------|
| Name of Provider: | | | Dublin Business School | | | | | | | | | | | | |
| Programme Title (Principal) | | | BA (Hons) in Business | | | QQI Award Title | | | Bachelor of Arts (Honours) | | | ECTS | | 180 | |
| Stage (1,2,3, Award etc) | | | 1 | Exit Award Title (if relevant) | | | N/A | | | Stage ECTS | | 60 | | | |
| Programme Delivery Mode - ✓one as appropriate. | | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | |
| | | | | | | | | | ✓ | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | | On-site Face-to-Face | | | Synchronous Hybrid | | | Synchronous Online | | | Asynchronous | | Independent | Work Based |
| | | | | | | ✓ | | | ✓ | | | | | ✓ | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | | Continuous Assessment | | | Proctored Exam – in person | | | Proctored Exam – online | | | Project | | Practical Skills Demonstration | Work based |
| | | | ✓ | | | | | | ✓ | | | ✓ | | | |
| Modules in this stage | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Year* | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam** – in person % | Proctored Exam** – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Maths and Statistics for Business | 1-2 | 2 | M | 10 | 250 | | 36 | 178 | | 40% | | 60% | | | |
| Business Context and Organisation | 1-2 | 1 | M | 10 | 250 | | 36 | 178 | | 50% | | 50% | | | |
| Marketing Essentials | 1-2 | 1 | M | 10 | 250 | | 36 | 178 | | 70% | | 30% | | | |
| IT Essentials | 1-2 | 2 | M | 10 | 250 | | 36 | 178 | | 60% | | 40% | | | |
| Economic Perspectives | 1-2 | 1 | M | 10 | 250 | | 36 | 178 | | 40% | | 40% | 20% | | |
| Foundational Academic Skills | 1 | 1 | M | 5 | 125 | | 18 | 89 | | 100% | | | | | |
| Introduction to Business Finance | 2 | 1 | M | 5 | 125 | | 18 | 89 | | 100% | | | | | |
| Special Regulations: | | | | | | | | | | | | | | | |

*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.

| 1B.3n Proposed Programme Schedule – Dublin – Part Time (Fully Online) – Stage 2 | | | | | | | | | | | | | | | | | |
|---|----------|------|-------------------------------|----------------|--------------------------------|----------------------------|-------------|---|----------------------------|--|--------------------------------|-----------------------------|-----------|----------------------------------|--------------|------------|--|
| Name of Provider: | | | Dublin Business School | | | | | | | | | | | | | | |
| Programme Title (Principal) | | | BA (Hons) in Business | | | QQI Award Title | | | Bachelor of Arts (Honours) | | | ECTS | | 180 | | | |
| Stage (1,2,3, Award etc) | | | 2 | | Exit Award Title (if relevant) | | | N/A | | | Stage ECTS | | 60 | | | | |
| Programme Delivery Mode - ✓one as appropriate. | | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | | |
| | | | | | | | | | ✓ | | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | | On-site Face-to-Face | | | Synchronous Hybrid | | | Synchronous Online | | | Asynchronous | | Independent | | Work Based | |
| | | | | | | ✓ | | | ✓ | | | | | ✓ | | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | | Continuous Assessment | | | Proctored Exam – in person | | | Proctored Exam – online | | | Project | | Practical Skills Demonstration | | Work based | |
| | | | ✓ | | | | | | ✓ | | | | | | | | |
| Modules in this stage | | | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | | | |
| Module Title | Semester | Year | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-learning, Other) | Work Based | Continuous Assessment % | Proctored Exam** – in person % | Proctored Exam** – online % | Project % | Practical Skills Demonstration % | Work Based % | | |
| Management | 1-2 | 2 | M | 10 | 250 | | 36 | 214 | | 100% | | | | | | | |
| Financial Management | 1-2 | 2 | M | 10 | 250 | | 36 | 214 | | 30% | | 70% | | | | | |
| Digital Business Solutions | 1-2 | 3 | M | 10 | 250 | | 36 | 214 | | 100% | | | | | | | |
| Business Ethics and Research Practice | 1 | 3 | M | 5 | 125 | | 18 | 110 | | 100% | | | | | | | |
| International Economics | 2 | 3 | M | 5 | 125 | | 18 | 110 | | 100% | | | | | | | |
| Employee Relations and the Law | 1-2 | 3 | E | 10 | 250 | | 36 | 214 | | 50% | | 50% | | | | | |
| Organisational Behaviour for Managers | 1-2 | 3 | E | 10 | 250 | | 36 | 214 | | 50% | | 50% | | | | | |
| Adaptive Leadership in Sustainable Enterprises | 1-2 | 3 | E | 10 | 250 | | 36 | 214 | | 100% | | | | | | | |
| Project Feasibility | 1-2 | 3 | E | 10 | 250 | | 36 | 214 | | 100% | | | | | | | |
| Introduction to Supply Chain Management | 1-2 | 3 | E | 10 | 250 | | 36 | 214 | | 50% | | 50% | | | | | |
| Procurement Strategies | 1-2 | 3 | E | 10 | 250 | | 36 | 214 | | 100% | | | | | | | |

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| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 7 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 7 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Adaptive Leadership in Sustainable Enterprises / Project Feasibility • Human resource management pathway: Employee Relations and the Law / Organisational Behaviour for Managers • Supply Chain Management pathway: Introduction to Supply Chain Management / Procurement Strategies <p>The Project Management, Psychology, Law, Information Systems, and Global Business pathways are not offered at Part Time.</p> |
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**For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.*

***NB: Exams may be deployed either in person or online, but are proctored in every instance.*

| 1B.3o Proposed Programme Schedule – Dublin – Part Time (Fully Online) – Stage 3 | | | | | | | | | | | | | | | |
|---|----------|------------------------|--------------------------------|----------------|----------------------------|-----------------|-------------------------|------------------------------------|------------|--|--------------------------------|--------------------------------|-------------|----------------------------------|--------------|
| Name of Provider: | | Dublin Business School | | | | | | | | | | | | | |
| Programme Title (Principal) | | BA (Hons) in Business | | | | QQI Award Title | | Bachelor of Arts (Honours) | | | | ECTS | | 180 | |
| Stage (1,2,3, Award etc) | | Award | Exit Award Title (if relevant) | | | N/A | | | | Stage ECTS | | 60 | | | |
| Programme Delivery Mode - ✓one as appropriate. | | On-site Face-to-Face | | | Blended | | | Online | | | Apprenticeship | | | | |
| | | | | | | | | ✓ | | | | | | | |
| Teaching and Learning Modalities – ✓one or more as appropriate. | | On-site Face-to-Face | | | Synchronous Hybrid | | | Synchronous Online | | | Asynchronous | | Independent | | Work Based |
| | | | | | ✓ | | | ✓ | | | | | ✓ | | |
| Assessment Techniques Utilised in Stage – ✓one or more as appropriate. | | Continuous Assessment | | | Proctored Exam – in person | | Proctored Exam – online | | | Project | | Practical Skills Demonstration | | Work based | |
| | | ✓ | | | | | ✓ | | | | | | | | |
| Modules in this stage (add rows as required) | | | | | | | | | | | | | | | |
| Total Student Effort Module (hours) | | | | | | | | | | Assessment – Allocation of Marks (from the module assessment strategy) | | | | | |
| Module Title | Semester | Year | Mandatory (M) or Elective (E) | Credits (ECTS) | Total Hours | In person | Synchronous | Independent Learning (Directed E-) | Work Based | Continuous Assessment % | Proctored Exam** – in person % | Proctored Exam** – online % | Project % | Practical Skills Demonstration % | Work Based % |
| Strategic Management | 1-2 | 4 | M | 10 | 250 | | 36 | 214 | | 100% | | | | | |
| Global Business | 1-2 | 3 | M | 10 | 250 | | 36 | 214 | | 50% | | 50% | | | |
| Human Resource Management | 1-2 | 4 | M | 10 | 250 | | 36 | 214 | | 100% | | | | | |
| Capstone Project | 1-2 | 4 | M | 10 | 250 | | 18 | 232 | | 100% | | | | | |
| Human Resource Development | 1-2 | 4 | E | 10 | 250 | | 36 | 214 | | 50% | | 50% | | | |
| Contemporary Performance Management | 1-2 | 4 | E | 10 | 250 | | 36 | 214 | | 50% | | 50% | | | |
| Data Management and Analytics | 1-2 | 4 | E | 10 | 250 | | 36 | 214 | | 100% | | | | | |
| Creativity, Innovation and Entrepreneurship | 1-2 | 4 | E | 10 | 250 | | 36 | 214 | | 100% | | | | | |
| Supply Chain Sustainability | 1-2 | 4 | E | 10 | 250 | | 36 | 214 | | 100% | | | | | |
| Applied Project in Global Supply Chain Management | 1-2 | 4 | E | 10 | 250 | | 36 | 214 | | 100% | | | | | |

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| Special Regulations: | <p>Learners on the general pathway must choose two or three electives (constituting 20 credits) at Level 8 but cannot choose more than one elective from the same specialised pathway. Learners on a specialised pathway must take both/all Level 8 elective modules from that pathway.</p> <p>The electives on the specialised pathways at Level 7 are:</p> <ul style="list-style-type: none"> • Management pathway: Data Management and Analytics / Creativity, Innovation and Entrepreneurship • Human resource management pathway: Human Resource Development / Contemporary Performance Management • Supply Chain Management pathway: Supply Chain Sustainability / Applied Project in Global Supply Chain Management <p>The Project Management, Psychology, Law, Information Systems, and Global Business pathways are not offered at Part Time.</p> |
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*For Part Time, while the Stage breakdown corresponds to the Full Time module breakdown, the modules are delivered across additional years.

**NB: Exams may be deployed either in person or online, but are proctored in every instance.