

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

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

Part 1. Provider details

Provider name	DBS
Date of site visit	07/05/2024
Date of report	12/06/2024

Section A. Overall recommendations

Principal programme	Title	Bachelor of Arts (Honours) in Sustainability Management
	Award	Major
	Credit	180
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Section B. Expert Panel

Name	Role	Affiliation
Dermot Finan	Chair	Registrar Emeritus, IT Sligo
Dr David Horan	Subject Matter Expert	Trinity College Dublin
Anne McGlynn	Subject Matter Expert	Insurance Institute of Ireland
Maura O'Callaghan	Industry Representative	Proctor & Gamble
Dr Joseph Fitzgerald	Report Writer	TU Dublin
Emily Ganly	Learner Representative	Dublin City University

Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Dublin Business School	1800	20

Proposed Enrolment	
Date of first intake	September 2024
Maximum number of annual intakes	2
Maximum total number of learners per intake	450 p/t; 450 f/t
Intake Schedule (e.g. September, January)	September; January
Programme duration (months from start to completion)	36 months
Panel Commentary on proposed enrolment:	
<p>The numbers provided are standard for DBS. However, during the panel visit, they noted that they do not expect to have numbers near the maximum of this range. They anticipate enrolment of approximately 200 students per year.</p>	

Target learner groups
<p>This BA (Hons) in Sustainability Management is designed for learners in Ireland and internationally who aim to become sustainability change leaders in their future companies or organisations and wish to acquire a broader and deeper understanding of sustainable development and sustainability management, particularly as it applies to business and management contexts.</p> <p>The BA (Hons) in Sustainability Management is aimed at learners with the following entry qualifications:</p> <ul style="list-style-type: none"> Leaving certificate applicants must apply through the CAO system and have achieved 2 H5s + 4 O6/H7s, to include Mathematics and English or another language. Using the old pre-2017 grading scheme, applicants must have obtained a minimum of grade C3 in 2 higher level subjects and a minimum of grade D3 in 4 Ordinary Level subjects (to include Maths, English and a language). A full FETAC/QQI award at Level 5 on the NFQ and which includes a Distinction grade in at least three modules. Mature Learners who do not meet the minimum entry requirements will be assessed on the basis of age, work experience, general education standard, motivation and commitment to the programme for which they are applying. Mature learners are those who are 23 years of age by January 1st of the year of admission. <p>This BA (Hons) in Sustainability Management programme provides a comprehensive understanding of sustainability concepts, environmental stewardship, social equity, and economic viability. Throughout the programme, learners will develop a strong sense of business acumen with a sustainability lens, enabling them to strategically evaluate sustainability opportunities and</p>

challenges, identify innovative and sustainable solutions, and make informed decisions in a business context. They will gain insight into various sub-fields of sustainability, such as environmental policies and sustainability legislation, social impact assessment, sustainable business strategies, and corporate social responsibility.

This programme will nurture graduates who can think critically, work collaboratively, and lead sustainability initiatives. They will be well-prepared to pursue diverse career paths in sustainability consulting, environmental management, sustainable supply chain management, policy analysis, or corporate sustainability roles. Additionally, graduates will be equipped to pursue further postgraduate studies at Level 9, deepening their interest in specific areas of sustainability or pursuing research-oriented careers. The programme lays a strong foundation for continuous learning and professional development in the dynamic field of sustainability.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time; Part-time; Blended

The teaching and learning modalities
Classroom/Face to Face
Online

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 Sustainability Management programme (180 ECTS) is a comprehensive undergraduate degree programme that aims to provide learners with the knowledge, skills, and mindset necessary to address global sustainability challenges, as well as creating and maintaining sustainable operations in the public, commercial and not-for-profit sectors.

This programme takes an interdisciplinary approach, incorporating elements from social sciences, economics, environmental science, and policy studies to provide a holistic understanding of sustainability. The curriculum, designed with a total of 21 modules including core business and management modules, and a range of dedicated sustainability modules such as ‘Sustainability 101’, ‘SDGs Literacy’, ‘Sustainable Marketing Practices’, ‘Social Sustainability’, ‘Supply Chain Sustainability’, ‘Environmental Protection and Eco-social policies’, ‘Leadership in Sustainable Enterprises’ and ‘Applied Sustainability Project’. The curriculum emphasises the integration of theory and practice, enabling learners to apply sustainability concepts to real-world scenarios. Throughout the programme, learners are provided with opportunities to participate in fieldwork, internships, and case studies, allowing them to gain practical experience and develop critical thinking and problem-solving skills.

This programme also emphasises the development of transferable skills, including effective communication, teamwork, project management, and analytical thinking. These skills are essential for graduates to navigate complex sustainability challenges and work collaboratively in multidisciplinary teams.

Summary of specifications for teaching staff	WTE

<p>Lecturing staff will have a minimum of a Level 9 Masters in the following areas:</p> <ul style="list-style-type: none"> ● Sustainability Management ● Business ● Human Resource Management ● Law ● Accounting and/or Finance ● Management ● Marketing ● Digital Marketing ● Economics ● ICT <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>	<p>573 contact hours in Year 1</p> <p>576/500 = 1.15</p> <p>1.15 x 1.64 = 1.89</p>
Administration & Support Staff such as Library, Admissions, Student Experience, Finance etc. Experience and qualifications relevant to the role.	0.64
The Academic Director for this programme will have a minimum of a NFQ Level 9 Postgraduate Diploma or Masters qualification in Business, Supply Chain, Technology, IT, or a related field or related areas along with programme management/ academic leadership experience.	0.1
The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.	0.1
The Programme Level Manager provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. The key responsibility of the Programme Level Manager is the management and delivery of the programme(s) for which they hold responsibility. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise. Keeping up to date with teaching and learning developments and being alert to best practice. Providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries from learners.	0.1

Learning Activity	Ratio of learners to teaching staff
Lecture classroom-based sessions	1:150
Workshops	1:25
Practical lab sessions	1:35
Online class (broadcast live)	1:150
Online tutorial (interactive)	1:25

Asynchronous	N/A
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Panel Commentary on programme outline and staffing:

The panel is of the view that the resourcing of sustainability faculty should be greater, given the volume of sustainability material on this programme.

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

Section D. Other noteworthy features of the application

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

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.¹</p>		
	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.

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

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

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

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

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The panel queried why DBS went for a BA rather than BSc qualification. DBS confirmed that they felt that the BA was a better reflection of the 'management' focus of the programme (rather than the scientific element of sustainability, which this programme does not focus on).</p> <p>The panel asked why the provider opted for a 3-year programme rather than a 4-year programme. DBS stated that consideration for a 4 year programme would have likely seen as work placement component be a major feature of the additional year. However, feedback that they received suggested that students would rather have several 'industry engagements' (guest speakers etc.) rather than a dedicated work placement component. DBS said its preference is to immerse its learners in experiential learning. It also noted that many of its student body are international students, for whom work experience elements (unpaid) are not attractive options. The panel noted that the programme document does mention internship opportunities and that this needs to be clarified as there are no internships available on the programme.</p> <p>Condition 1: The provider should remove mention of 'internships' from the programme document to avoid confusion for prospective learners.</p>

² Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

³ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

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

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁴
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence⁵ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant⁶.
 - (vi) The programme meets genuine education and training needs.⁷
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>From its inception, the DBS team was keen that all modules on the programme be linked to the SDGs as a starting point. DBS also conducted a comprehensive comparative analysis of other similar programmes, as well as considered how this proposed programme would sit alongside current programmes.</p> <p>DBS outlined what they considered the core elements of the programme by design: Fundamental skills of business embedded into the programme; alignment to SDGs of all modules; interconnecting sustainability across modules; integrating this programme with current business programmes.</p> <p>The panel queried about the scope of external industry stakeholders that were engaged, as the programme documentation suggested that this</p>

⁴ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁵ This might be predictive or indirect.

⁶ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁷ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		<p>was limited. DBS outlined external stakeholder engagement and that the feedback that this generated confirmed an industry need for a specific programme on Sustainability, as well as a need for sustainability to be embedded within existing programmes. DBS also noted that the actual engagement with industry was broader than the documentation details. DBS has an industry advisory board, who were also consulted on this proposed programme, as well as many informal engagements with industry through part-time faculty (who typically are also employed in industry). DBS also held a mock panel, which consisted of industry personnel, who provided further industry feedback.</p> <p>DBS confirmed that this programme is mapped to the QQI Business Award standards (as well as being mapped to the UN SDGs).</p> <p>The panel queried how sustainability fits within the overarching structure of DBS's programme offering. DBS confirmed that they currently have a (non-framework) Sustainability Diploma, and also currently have Sustainability currently embedded in many modules (e.g. Sustainable Marketing Practice). DBS also hosts a sustainability conference each year and within its teaching & learning strategy as an area they wish to develop. DBS notes that this is a natural extension of these current activities.</p> <p>The panel queried how the proposed programme is interdisciplinary given that it does not consider the scientific element of sustainability. DBS notes that the interdisciplinary nature of this proposed programme is within business disciplines rather than across business and scientific disciplines.</p>
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Criterion 4. The programme’s access, transfer and progression arrangements are satisfactory

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁸.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>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 (CEFR⁹) in order to enable learners to reach the required standard for the QQI award.</p> <p>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).</p> <p>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.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The panel questioned DBS on how many students will be enrolled initially. The provider foresees an intake of up to 200 students per annum should the programme be approved.</p> <p>The panel queried how the 3-intake model will work in practice. DBS noted that current programmes typically have two intakes (September and January), which allows for Jan intake students to be taught during the ‘summer semester’ and then join the September intake in year 2. However, they also have a three-semester model that includes an April intake. The panel further queried this April intake and how this would work. DBS confirmed that an April intake would be a standalone intake.*</p> <p>The panel asked about career/progression options for graduates of this proposed programme. The provider notes that graduates of this programme will be equipped for a variety of roles (which are detailed in the programme document). The provider also noted that there are</p>

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

- Progression and transfer routes
- Entry arrangements
- Information provision

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

		<p>academic progression options available to possible graduates – internal graduate programmes are outlined in the programme document, though graduates would not be precluded from progressing onto postgraduate programmes in other Universities (should they meet the requirements of those universities). The panel further queried as to what job prospects (as progression) would be for graduates, as the panel struggled to see the connection between the curriculum and the graduate options outlined in the programme document. Specifically, the panel was unsure if the programme would equip graduates to be ESG or sustainability officers, given the programme content.</p> <p>Condition 2: The provider should clarify the graduate opportunities from this programme to ensure that they are a better fit for the programme content.</p> <p>The panel asked how does blended learning model combines with the target learner, particularly with the regulatory requirements for international students to be in-person for a stated number of hours per week. The provider did accept that there may be a need to increase the percentage of face-to-face provision for full-time students in the programme documentation.</p> <p>The panel asked about procedures by DBS for non-standard applications. DBS detailed the College’s admission process and its RPL process, which covers such applicants. These processes are also applied to international applicants.</p> <p>The panel asked if the programme will be offered transnationally. DBS confirmed that there is no transnational provision for this programme, though the College itself is approved for transnational provision.</p> <p>The panel queried about transfer applicants. DBS’s admissions process also covers this, and assesses for advanced entry. This entails mapping of previous education with the programme someone may be looking to transfer onto.</p>
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**Subsequent to the panel meeting, the College determined that the April-intake would be withdrawn from its application, for potential consideration in a subsequent review cycle once numbers and uptake had been established to determine the suitability of this offering.*

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 principles¹⁰.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹¹

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The panel queried why finance is introduced so late in the programme (Green Finance as a module is in year 3). DBS noted that financial topics are touched on in other modules, but that in their experience business students struggle within finance modules, which influenced their decision to delay its introduction as a ‘full module’ (DBS argued that it is at this point that the students have reached maturity and are thus better able to deal with financial modules).</p> <p>The panel noted that the regulatory nature of sustainability does demand quantitative skills and asked where such skills may be developed in this programme. The programme team noted that there are quantitative components embedded in some modules, but that this programme is not focused on such quantitative components.</p> <p>The panel asked about the scope of economics and finance modules on the programme and whether it was sufficient. The lecturer for the Green Finance module noted that the amount of content within the module is very comprehensive and is sufficient for the programme as a whole. DBS also noted that the Business Context module in year 1 does also provide some basic introduction to finance within the module.</p>

¹⁰ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹¹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

		<p>The panel asked about the new regulations that have come in within sustainability (CSDDD) and how/where these regulations will be covered within the programme in terms of compliance requirements. This is touched on in the Green Finance module, but not comprehensively. The lecturer for Environmental Protection noted the importance of this new legislation and would be happy for this to be incorporated into this module. The panel noted that the programme does cover regulations in parts, but that it must be incorporated within the MIMLOs of a module(s).</p> <p>Condition 3: The provider should review the MIMLOs of the Green Finance module and the Environmental Protection & Eco-Social Policies module to ensure sufficient alignment to emerging areas of sustainability regulation and compliance.</p> <p>The panel noted that the SDG module is mainly just descriptive of the SDGs and that there should be books on the 'data dividend' in the reading list for this module.</p> <p>The panel asked about the module on 'Social Sustainability', its fit within this programme and whether this module should be renamed 'Sustainable Business' as it would better reflect the programme content as a whole. The programme team noted that the module intention is to give a grounding on sustainability related issues. However, the panel was of the view that such a grounding is covered elsewhere in the curriculum.</p> <p>The panel queried how the Leadership in Sustainable Enterprises fits within the overall programme, as it seems to be critical to the programme. The lecturer explained that this module focuses on assessing leaders within sustainability in terms of best practice. The panel asked the lecturer if the programme is intended to develop 'leaders' rather than sustainability officers (for example). DBS confirmed that the intention of the module is to instil this leadership mindset in graduates.</p> <p>Condition 4: The provider should review the curriculum and make the following changes:</p> <ul style="list-style-type: none"> • Include a module on Business & Society • Include a module on Sustainability Regulation & Compliance • Re-write the Social Sustainability module to separate Social Entrepreneurship from CSR, and re-focus the module as 'Sustainable Business' • The Sustainable Development content in the curriculum should be reviewed and updated to avoid out of date content on modules <p>The panel queried the Applied Sustainability Project stream of modules across the 3 academic years, and specifically how these modules differ. DBS confirmed that these will be distinct modules that are all self-contained, with the students being in different groups for each module. The year 3 Applied Project is a capstone project of 5,000 words. It is the view of the panel that it is unclear as to how the Applied Sustainability Project modules in years 1, 2 and 3 differ.</p>
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		Condition 5: The provider should re-write the Applied Sustainability Project modules to ensure coherence across the modules and to minimise repetition of content. This re-write should incorporate quantitative skills to support the Applied Projects of students.
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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 staff¹² (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 development¹³ opportunities¹⁴.</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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The panel queried about the level of existing sustainability knowledge within DBS as an institute. DBS outlined how they have sought to instil a foundation of sustainability across its offering and its staff. This has been something that they have been developing over a number of years by integrating sustainability into existing modules, guest speakers, as well as its own sustainability conference.</p> <p>The panel noted that there may be an over-reliance on a single lecturer to deliver a number of the sustainability-specific modules. Also, the panel asked what measures are in place to develop greater expertise within this area. DBS outlined measures it has in place to recruit/replace an individual should it occur through a gap analysis. DBS noted that a number of faculty have incorporated sustainability within their current teaching that have allowed them to start specialising in this area. DBS also a CPD initiative and budget in place for this, as well as a research budget, which supports faculty to develop their expertise in this area. However, the panel was of the view that the subject matter expertise needs to be deeper and broader.</p>

¹² Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹³ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁴ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

		Condition 6: The provider should seek to expand the resourcing of the sustainability modules on the programme and to incorporate more formalised subject matter expertise in this area.
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Criterion 7. There are sufficient physical resources to implement the programme as planned

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

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<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.</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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>DBS confirmed that the programme will be delivered through a full-time, part-time and blended delivery model. The programme will blend theoretical and practical elements into each module, and DBS tends to adopt a highly applied orientation to its module content delivery.</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, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The panel queried the nature of the blended learning model and what balance will there be in terms of online and face-to-face delivery. DBS noted that they are considering to review this and to weigh the delivery towards more face-to-face contact hours. Currently DBS is considering a 2/3 to 1/3 split towards face-to-face teaching for full-time cohorts. The part-time cohort split is still being reviewed by DBS.</p> <p>Condition 7: The provider should clarify the blended delivery model to specify the split (in percentage terms) between face-to-face and online delivery for both the full-time and part-time version of this programme.</p>

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

Criterion 10. There are sound assessment strategies

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

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Partially	<p>The panel queried the overarching assessment strategy for the programme. DBS noted that that all assessments are classified broadly as 'continuous assessment', which are balanced between individual and group assessments (the overall split is 35-65 in favour of group assessment), with many modules having both an individual and group component. DBS also argued that group work can be a way to reduce the 'risk' of use of AI in an assessment, and that this makes the assessment more authentic. The panel noted that in the latter part of the programme that group assessments account for a much greater percentage of the assessment (assessments split 27-73% in favour of group assessments in final year). The panel further noted that this puts a lot of onus on the group dynamic for the final grade awarded. DBS noted that in some modules there can be an individual component to the group grade (e.g. Strategic Management module in final year).</p> <p>Condition 8: The provider should review assessment strategy at the programme level to reduce the volume of group work in the final year of the programme.</p>

¹⁶ See the section on transitional arrangements.

¹⁷ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁸ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

¹⁹ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

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

<p>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.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²⁰.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²¹ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>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).</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The panel asked about the information provided for potential learners, before they start or register on a programme. DBS detailed the open-evenings, school visits etc. that they make, as well as information provided when students register and during induction.</p> <p>The panel queried the complaints mechanisms in place. DBS detailed that there are many avenues in which students can make complaints – this could be informal ways such as through lecturers or programme co-ordinators, or passed onto their class rep. DBS also has formal mechanisms, where complaints can be made and/or addressed to academic management in the College. DBS also issues scheduled surveys through Moodle, where students can capture any feedback or complaints.</p> <p>The panel asked if learners are given sessions on career options as they come close to graduation. DBS noted they have career coaches who visit students in the latter year of programmes. This starts in 2nd year (DBS typically has 3 year programmes) and detail supports they provide and information about their careers hub, which is a repository of internship/job opportunities.</p>

²⁰ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²¹ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Criterion 12. The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.
- b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.
- e) Quality assurance²² is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	<p>The panel asked for a general overview of how the proposed programme would be managed. DBS has a structure of Academic Director, Assistant Academic Director and a dedicated programme co-ordinator. DBS also has a formal reporting mechanism through its overarching QA, with a programme committee feeding into a programme board, as well as regular team meetings of management and coordinators. Each programme also has a class rep (per year), all of whom receive NStEP training and partake in an undergraduate class rep meeting, which happens multiple times per year.</p> <p>The panel queried how DBS deals with potential issues in areas such as exam results. DBS have an Academic Support Community. This encompasses student-led activities, faculty-led activities and a data analytics component where DBS uses data analytics (such as Moodle logins etc.) for early intervention and to target supports for students who are most vulnerable to failing or not progressing. The panel commended DBS for these activities.</p> <p>The panel queried the extent of resourcing of management for this programme (the document notes it is 0.1 time for the Academic Director). DBS noted the range of supports that are available from management</p>

²² See also QQI’s Policy on Monitoring (QQI, 2014)

Part 3. Overall recommendation to QQI

3.1 Principal programme:

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

Reasons for the overall recommendation

DBS presented an interesting rationale for this programme, which the panel agreed was timely and relevant to the market. The documentation is 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. However, the panel is of the view that a number of areas need to be addressed to fulfil the validation criteria.

Commendations

1. Demonstrated impact, relevance and applied nature of the programme.
2. Dynamic and passionate team delivering and supporting the programme

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

1. The provider should remove mention of 'internships' from the programme document to avoid confusion for prospective learners
2. The provider should clarify the graduate opportunities from this programme to ensure that they are a better fit for the programme content.
3. The provider should review the MIMLOs of the Green Finance module and the Environmental Protection & Eco-Social Policies module to ensure sufficient alignment to emerging areas of sustainability regulation and compliance.
4. The provider should review the curriculum and make the following changes:
 - a. Include a module on Business & Society
 - b. Include a module on Sustainability Regulation & Compliance
 - c. Re-write the Social Sustainability module to separate Social Entrepreneurship from CSR, and re-focus the module as 'Sustainable Business'
 - d. The Sustainable Development content in the curriculum should be reviewed and updated to avoid out of date content on modules
5. The provider should re-write the Applied Sustainability Project modules to ensure coherence across the modules and to minimise repetition of content. This re-write should incorporate quantitative skills to support the Applied Projects of students.

6. The provider should seek to expand the resourcing of the sustainability modules on the programme and to incorporate more formalised subject matter expertise in this area.
7. The provider should clarify the blended delivery model to specify the split (in percentage terms) between face-to-face and online delivery for both the full-time and part-time version of this programme.
8. The provider should review assessment strategy at the programme level to reduce the volume of group work in the final year of the programme.

Summary of recommended special conditions of validation

The eight conditions are outlined above.

Summary of recommendations to the provider

n/a

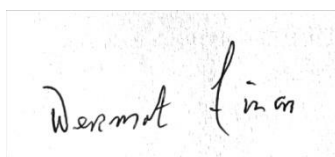
Declarations of Evaluators' Interests

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

Panel chairperson: Dermot Finan

Date: 10th June 2024

Signed:

A rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and reads "Dermot Finan".

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

Year 1 Full-time

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Sustainability Management											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		Full-time											
Teaching and learning modalities		In-class Face-to-Face (66%), Live Online (Synchronous) (34%)											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²		Stage EQF Level²			Stage Credit (ECTS)	Date Effective	ISCED Subject code	
Major	8	6	1		6		5			60	January 2025	0413	
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %
Business Context and Organisation		1 and 2	M	6	10 ECTS	250	72	50	128		100%		
Marketing Essentials		1 and 2	M	6	10 ECTS	250	72	50	128		100%		
Economics and the World of Business		1 and 2	M	6	10 ECTS	250	72	50	128		100%		-
Sustainability 101		1 and 2	M	6	10 ECTS	250	72	50	128		100%		-
SDGs Literacy		1 and 2	M	6	10 ECTS	250	72	50	128		100%		
Applied Sustainability Project 1		1 and 2	M	6	10 ECTS	250	72	50	128		100%		-
Special Regulations (Up to 280 characters)													

Year 2 Full-time

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Sustainability Management												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Full-time												
Teaching and learning modalities		In-class Face-to-Face (75%), Live Online (Synchronous) (25%)												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²		Stage EQF Level²			Stage Credit (ECTS)	Date Effective	ISCED Subject code		
Major	8	6	2		7		5			60	January 2025	0413		
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
HET Credits														
Management		1 and 2	M	7	10 ECTS	250	64	50	136		100%			
Project Feasibility		1	M	7	5 ECTS	125	32	50	43		100%			
Business Ethics and Research Practice		2	M	7	5 ECTS	125	32	50	43		100%			-
Digital Business Solutions		1 and 2	M	7	10 ECTS	250	64	50	136		100%			
Sustainable Marketing Practices		1	M	7	5 ECTS	125	32	50	43		100%			
Sustainable Business		1	M	7	5 ECTS	125	32	50	43		100%			-
International Economics		2	M	7	5 ECTS	125	32	50	43		100%			
Sustainability Regulation and Compliance		2	M	7	5 ECTS	125	32	50	43		100%			
Applied Sustainability Project 2		1 and 2	M	7	10 ECTS	250	64	50	136		100%			
Special Regulations (Up to 280 characters)			Prerequisite - students must have completed Applied Sustainability Project 1 in order to commence Applied Sustainability Project 2											

Year 3 Full-time

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Sustainability Management												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Full-time												
Teaching and learning modalities		In-class Face-to-Face (80%), Live Online (Synchronous) (20%)												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Award Stage	8	6	60	January 2025	0413						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
HET Credits														
Green Finance		1 and 2	M	8	10 ECTS	250	60	50	140		100%			
Strategic Management		1 and 2	M	8	10 ECTS	250	60	50	140		100%			
Human Resource Management		1 and 2	M	8	10 ECTS	250	60	50	140		100%			-
Leadership in Sustainable Enterprises		1	M	8	5 ECTS	125	30	50	45		100%			-
Supply Chain Sustainability		1	M	8	5 ECTS	125	30	50	45		100%			
Environmental Protection and Eco-Social Policies		2	M	8	5 ECTS	125	30	50	45		100%			-
Business and Society		2	M	8	5 ECTS	125	30	50	45		100%			
Applied Sustainability Project 3		1 and 2	M	8	10 ECTS	250	60	50	140		100%			
Special Regulations (Up to 280 characters)			Prerequisite - students must have completed Applied Sustainability Project 2 in order to commence Applied Sustainability Project 3											

Stage 1 Part-time

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Sustainability Management												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-time												
Teaching and learning modalities		In-class Face-to-Face (approx. 17%), Live Online (Synchronous) (approx.83%)												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	1	6	5	60	January 2025	0413						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
					HET Credits									
Business Context and Organisation		1 and 2	M	6	10 ECTS	250	36	50	164		100%			
Marketing Essentials		1 and 2	M	6	10 ECTS	250	36	50	164		100%			
Economics and the World of Business		1 and 2	M	6	10 ECTS	250	36	50	164		100%			-
Sustainability 101		1 and 2	M	6	10 ECTS	250	36	50	164		100%			-
SDGs Literacy		1 and 2	M	6	10 ECTS	250	36	50	164		100%			
Applied Sustainability Project 1		1 and 2	M	6	10 ECTS	250	36	50	164		100%			
Special Regulations (Up to 280 characters)			N/A											

Stage 2 Part-time

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Sustainability Management											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		Part-time											
Teaching and learning modalities		In-class Face-to-Face (approx. 18%), Live Online (Synchronous) (approx.82%)											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²		Stage EQF Level²			Stage Credit (ECTS)	Date Effective	ISCED Subject code	
Major	8	6	2		7		5			60	January 2025	0413	
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %
Management		1 and 2	M	7	10 ECTS	250	32	50	168		100%		
Project Feasibility		1	M	7	5 ECTS	125	18	50	57		100%		-
Business Ethics and Research Practice		2	M	7	5 ECTS	125	18	50	57		100%		
Digital Business Solutions		1 and 2	M	7	10 ECTS	250	32	50	168		100%		
Sustainable Marketing Practices		1	M	7	5 ECTS	125	18	50	57		100%		
Sustainable Business		1	M	7	5 ECTS	125	18	50	57		100%		
International Economics		2	M	7	5 ECTS	125	18	50	57		100%		
Sustainability Regulation & Compliance		2	M	7	5 ECTS	125	18	50	57		100%		
Applied Sustainability Project 2		1 and 2	M	7	10 ECTS	250	32	50	168		100%		-
Special Regulations (Up to 280 characters)				Prerequisite - students must have completed Applied Sustainability Project 1 in order to commence Applied Sustainability Project 2									

Stage 3 Part-time

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Sustainability Management											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		Part-time											
Teaching and learning modalities		In-class Face-to-Face (approx. 19%), Live Online (Synchronous) (approx. 81%)											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²		Stage EQF Level²			Stage Credit (ECTS)	Date Effective	ISCED Subject code	
Major	8	6	Award		8		6			60	January 2025	0413	
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Green Finance	1 and 2	M	8	10 ECTS	250	30	50	170		100%			
Strategic Management	1 and 2	M	8	10 ECTS	250	30	50	170		100%			
Human Resource Management	1 and 2	M	8	10 ECTS	250	30	50	170		100%			-
Leadership in Sustainable Enterprises	1	M	8	5 ECTS	125	18	50	57		100%			
Supply Chain Sustainability	1	M	8	5 ECTS	125	18	50	57		100%			
Environmental Protection and Eco-Social Policies	2	M	8	5 ECTS	125	18	50	57		100%			
Business and Society	2	M	8	5 ECTS	125	18	50	57		100%			
Applied Sustainability Project 3	1 and 2	M	8	10 ECTS	250	30	50	170		100%			
Special Regulations (Up to 280 characters)			Prerequisite - students must have completed Applied Sustainability Project 2 in order to commence Applied Sustainability Project 3										