

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

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

Part 1A

Provider name	Dublin Business School
Date of site visit	12 December 2022
Date of report	24 February 2023
Previous Validation	September 2021

This report reflects the findings of an evaluation panel in respect of the differential validation of two programmes previously validated. The focus of the differential validation has been on the new context of provision, i.e. the collaborative and transnational arrangements being proposed.

This report is an updated version of the original and identifies the differential aspects associated with collaborated transnational provision of a programme already validated for delivery in DBS' Dublin campus. The report of the original panel is available on the [QQI website](#).

Overall recommendations – original evaluation

Principal programme	Title	Master of Science in Digital Marketing and Analytics
	Award	Master of Science in Digital Marketing and Analytics
	Credit	90
Recommendation		Satisfactory subject to proposed conditions ¹

Embedded programme	Title	Postgraduate Diploma in Digital Marketing and Analytics
	Award	Postgraduate Diploma in Digital Marketing and Analytics
	Credit	60
	Exit award only	Yes
Recommendation		Satisfactory subject to proposed conditions ²

¹ Note that conditions of validation identified in this report were subsequently addressed by DBS to the satisfaction of the panel

² Note that conditions of validation identified in this report were subsequently addressed by DBS to the satisfaction of the panel

Overall recommendations – differential evaluation of transnational collaborative version

Principal programme	Title	Master of Science in Digital Marketing and Analytics
	Award	Master of Science in Digital Marketing and Analytics
	Credit	90
Recommendation		Satisfactory subject to proposed conditions

Embedded programme	Title	Postgraduate Diploma in Digital Marketing and Analytics
	Award	Postgraduate Diploma in Digital Marketing and Analytics
	Credit	60
	Exit award only	Yes
Recommendation		Satisfactory subject to proposed conditions

Panel – differential evaluation

Name	Role	Principal occupation
Dr. Tara Ryan	Chair / Secretary	Registrar, Irish Management Institute
Eva Juhl	Quality Assurance Expert (including contexts of collaborative and transnational provision)	Institutional Review Facilitator, Munster Technological University, Cork
Dr. Cathy Peck	QA Expert	Independent Education Consultant
Mr. Stephen McManus	QA Expert	Independent Consultant. Former Registrar, DKIT
Aimi Amirah Muhammad Khalid	Student	Student in DBS Malaysia programme

Part 1 B

Principal Programme: Master of Science in Digital Marketing and Analytics

Names of centres where the programmes are to be provided	Intakes per annum	Maximum number of learners (per centre)	Minimum number of learners
University of New York, Prague	2 f/t + 2 p/t	120 per intake	5 per intake

Enrolment interval (normally 5 years)	Date of first intake	September 2023
	Date of last intake	August 2028
Maximum number of annual intakes	2 p/t and 2 f/t intakes of 120:	
Maximum total number of learners per intake (over all centres)	120	
Programme duration (<u>months</u> from start to completion)	Full-time 12 months Part-time 18 months	

Target learner groups

The Master of Science in Digital Marketing and Analytics is aimed at learners with any of the following entry qualifications:

- An Irish National Framework of Qualifications (NFQ) Level 8 primary undergraduate honours Bachelor's degree with a minimum second class second division classification (2.2) in a cognate area (marketing, business, finance, IT with a component of marketing or related discipline);

OR

- A European Framework of Qualifications (EFQ) Level 6 Bachelor's degree with a minimum of GPA 3.0 (or equivalent) in a cognate area (marketing, business, finance, IT with a component of marketing or related discipline), or equivalent;

OR

- An equivalent professional qualification, such as MMII

English requirements

International applicants whose first language is not English and who have not previously undertaken a degree taught in English must provide evidence of proficiency in English language equivalent to B2+ or above on the Common European Framework of Reference for Languages (CEFR). This must be evidenced through a recognised English Language test such as IELTS, Cambridge Certificate, or DBS English Assessment. Test certificates should be dated within the last two years to be considered valid.

The programme is aimed at graduates aspiring to advance their skills by gaining in-depth digital marketing and analytics knowledge with the specific goal of playing an active role in the digital marketing, content marketing, communications, or analytics function in their organisation. Typical candidates include those who wish to upskill or reskill due to changes in employment, those already engaged in traditional marketing who require digital marketing upskill or career expansion, and those who have already found themselves in a digital marketing role in their company and

wish to acquire a formal qualification for future sustainability in their career. Individuals will, upon completion of this programme, be able to enter the marketing sector and hold a general or expanded role in the digital marketing function of their organisation.

Approved countries for provision	Czech Republic – pending Czech national approval
Delivery mode: Full-time/Part-time	Full-time and part-time
The teaching and learning modalities	<ol style="list-style-type: none"> 1. Classroom lectures 2. Case-based learning 3. Practical skills sessions 4. Workshops 5. Tutorials 6. Individual and group work 7. Online synchronous and asynchronous

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 Master of Science in Digital Marketing and Analytics is a one year full-time or eighteen-month part-time programme of eight taught modules, four 10 ECTS modules, four 5 ECTS modules, and an elective 30 ECTS dissertation/applied research project/placement capstone module. Learners may also exit with a Postgraduate Diploma in Science in Digital Marketing and Analytics having successfully achieved 60 ECTS if they are unable to complete the full Master of Science in Digital Marketing and Analytics.

Programme Structure

Semester one: Total 30 ECTS

- Four mandatory modules
 - Web Marketing Management and Metrics (5 ECTS)
 - Digital Design and Development (10 ECTS)
 - Strategic Thinking in the Digital Age (10 ECTS)
 - Research Methods 1 (5 ECTS)

Semester two: Total 30 ECTS

- Four mandatory modules
 - Data and Digital Marketing Analytics (10 ECTS)
 - Digital Advertising and Online Marketing Communications (10 ECTS)
 - Business Intelligence and Visualisation (5 ECTS)
 - Research Methods 2 (5 ECTS)

Semester three: Total 30 ECTS

- Dissertation/Applied Research Project/Placement Capstone

Graduates of the Master of Science in Digital Marketing and Analytics will understand the core principles of digital marketing, be equipped to utilise data and visualisation tools, apply the appropriate marketing models, and inform business decision making in an ethical context. Moreover, they will develop advanced critical thinking, writing and research skills through the

completion of the Research Methods modules along with the completion of a Capstone Module (choice of Dissertation or Applied Research Project or Placement).

<p>Summary of <u>specifications</u> for teaching staff</p>	<p>Lecturers delivering this programme will hold a minimum of a Level 9 Postgraduate Diploma or Masters degree in Digital Marketing, Marketing, Business, Computing, Information Technology, Data Analytics, or a related area. Holders of Level 8 honours Bachelor’s degrees in a relevant discipline, who are exceptionally qualified by virtue of significant senior industry experience, will also be considered.</p>
<p>Summary of specifications for the ratio of learners to teaching-staff</p>	<p>1/50 Classroom sessions 1/25 Workshops 1/35 Practical sessions 1:50 Online class (broadcast live) 1:25 Online tutorial (interactive)</p>

Programmes being replaced by the Master of Science in Digital Marketing and Analytics

Not Applicable

Embedded programme: Postgraduate Diploma in Digital Marketing and Analytics

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
This programme will not be offered independently of the principal programme. It is to be an exit award only		

Part 1C Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Not Applicable – DBS is already approved for transnational and collaborative provision – Malaysia and Munich.

Part 2A Evaluation against the validation criteria

As this is a differential validation of a recently (June 2021) revalidated programme, the overall findings of the original panel against each criterion will be restated in summary form. Where there are different findings arising from the differential validation, they will be stated underneath.

Criterion 1

The provider is eligible to apply for validation of the programme	
<ul style="list-style-type: none"> a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. 	
Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Postgraduate Diploma in Digital Marketing and Analytics

The Postgraduate Diploma in Digital Marketing and Analytics is considered by the panel to be a suitable embedded award.

Master of Science in Digital Marketing and Analytics

The content and level of the programme is assessed by the panel to be leading to the specific QQI award as applied for.

The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

There are no additional considerations relevant to the differential validation under this criterion.

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.

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

Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

There are no additional considerations relevant to the differential validation under this criterion.

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.

Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

UNYP provides a number of undergraduate programmes in related fields meaning that there is a stream of potential students already within UNYP. It is noted that the student numbers have been lower in recent years, but given the market research which indicates there is a need for persons with digital marketing and analytical skills in the labour market, and the post pandemic recovery, the Colleges' view that there is learner demand is reasonable.

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 satisfied¹⁰.
- 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 (CEFR¹¹) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core intended programme learning outcomes, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
	Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes partially meet this criterion.

Differential Validation Findings:

The panel considered the educational standards and needs of the target audience in undertaking their studies. The panel asked the College to explain how the established standards were appropriate and were at a level to enable the students to have a reasonable opportunity to successfully complete the programme. It was noted that the majority of potential learners would probably be graduates of other English-medium UNYP programmes, or international students intending to study through the medium of English. While the standard stipulated is similar to standards in some other Irish institutions, there are international comparators where the standards are higher considering demands of Level 9 learning. The panel also noted that while most participants may be international students, the programme may also be attractive to some local Czech students, and as a Prague located College, there should be additional recognition of that local context in the information provided to local applicants. It is recommended that:

- consideration be given to setting a higher entry standard for English language, and as indicated in initial programme validation that the precise IELTS requirement also be explicitly stated
- entry requirements for Czech graduates be stated referring to the standard Czech education system also

Criterion 5

The programme's curriculum is well structured and fit for purpose	
<p>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.</p> <p>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.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended programme learning outcomes. The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.</p> <p>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.</p>	
Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

There are no additional considerations relevant to the differential validation under this criterion.

Criterion 6

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

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

Satisfactory (yes, no, partially)	Comment
	Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

Appropriately qualified staff are available to teach and support the programme in UNYP. The panel recommended that it would assist in deepening relationships and also strengthen the similarities of experience across locations that the staff from UNYP be invited to visit Dublin and provide lectures there and vice versa.

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
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

The panel confirmed that the physical resourcing of the programme at UNYP had been appropriately considered and that they were in place.

Criterion 8

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

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

Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

There are no additional considerations relevant to the differential validation under this criterion.

Criterion 9

There are sound teaching and learning strategies

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

Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Partially	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes partially meet this criterion. ³

Differential Validation Findings:

There are no additional considerations relevant to the differential validation under this criterion.

³ Condition subsequently addressed by DBS to the satisfaction of the panel

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](#) 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.
- 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 module.
- 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.

Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

The panel and the Colleges' staff discussed the management of assessment across the two locations. It was noted that this can be a challenging enterprise given the differences in assessment culture in different countries as well as different institutions. It was noted that training was being provided to UNYP staff on the marks and standards and grading protocols in place in DBS. In light of the extension of the provision of the programme across two locations in two different countries, the panel suggests that extra mechanisms be put in place to ensure both consistency of and maintenance of the awards standards.

Specifically, it is recommended that

- A second external examiner be appointed to assist in the examining process – this is not to infer that the locations are divided by examiner, but that each has a role for the full programme considering both instances

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.

Satisfactory (yes, no, partially)	Comment
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

The panel was satisfied that learners in Prague would have access to all online, synchronous and asynchronous learning supports available to all DBS students, and that they would have equivalent on site services.

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
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, complement of supported physical resources.
- e) Quality assurance aspects highlighted by the validation criteria.
- f) The programme-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
Master of Science in Digital Marketing and Analytics Postgraduate Diploma in Digital Marketing and Analytics	
Yes	The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.

Differential Validation Findings:

In discussions with the DBS team it was not evident that there was sufficient clarity on how a programme, provided in multiple locations, is managed to ensure that there consistent equivalence of learning experience. There also seemed to be a little confusion about the precise responsibilities pertaining to certain roles. It is particularly important that this is very clear to all parties including students to ensure that communications are clear and programme standards are explicitly managed.

The panel advises that DBS revise its programme management and quality assurance arrangements including the consortium agreement and document them in full to:

- Ensure that there is clear understanding by all parties that there is one programme with a number of instances and that all standard DBS programme management quality assurance procedures need to be implemented in full, in particular membership of the programme board by all persons teaching on the programme in both locations, student representatives from both locations

- Describe explicitly the equivalent roles in each location with their specific job descriptions, and complement this with an organogram for the management of the programme – look at both individual roles and also groups, e.g. Academic Director, Programme Team and responsibilities such as exemptions, mitigations, deferrals, etc.
- Define clearly what minor and major changes are and the clear boundaries beyond which a teacher/lecturer does not have discretion to make local changes without using the standard QA mechanisms for said minor/major changes - all parties should be able to make proposals in this regard through the standard process
- Review the complaints procedures and to ensure that they are not contradictory and that they provide for appropriate escalation ensuring they can be easily understood by everyone, especially students
- Ensure that quality assurance responsibilities and oversight responsibilities are clear and appropriate

And further the panel recommends that

- there be joint programme team meetings during the first year of the operation of the programme, and as needed thereafter.

Part 2B Overall recommendations to QQI following evaluation for differential validation

Principal programme: Master of Science in Digital Marketing and Analytics

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed 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.

Embedded programme: Postgraduate Diploma in Digital Marketing and Analytics

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

Reasons for the overall recommendation

The panel was satisfied that DBS entered a collaborative arrangement with UNYP following the conclusion of a reasonable due diligence exercise, and that a good relationship has been established which has the potential to support the successful provision of the programmes. While a variety of documentary tools, including the formal agreement are in place, elements of them are not sufficiently robust to ensure that there is a consistently equivalent standard in the programme and learner experience in all locations without some key amendments.

Summary of recommended special conditions of validation

That DBS revise its programme management and quality assurance arrangements including the consortium agreement and document them in full to:

1. Ensure that there is clear understanding by all parties that there is one programme with a number of instances and that all standard DBS programme management quality assurance procedures need to be implemented in full, in particular membership of the programme board by all persons teaching on the programme in both locations, student representatives from both locations
2. Describe explicitly the equivalent roles in each location with their specific job descriptions, and complement this with an organogram for the management of the programme – look at both individual roles and also groups, e.g. Academic Director, Programme Team and responsibilities such as exemptions, mitigations, deferrals, etc.
3. Define clearly what minor and major changes are and the clear boundaries beyond which a teacher/lecturer does not have discretion to make local changes without using the standard QA mechanisms for said minor/major changes - all parties should be able to make proposals in this regard through the standard process
4. Review the complaints procedures and to ensure that they are not contradictory and that they provide for appropriate escalation ensuring they can be easily understood by everyone, especially students
5. Ensure that quality assurance responsibilities and oversight responsibilities are clear and appropriate.

Summary of recommendations to the provider

- That consideration be given to setting a higher entry standard for English language.
- That entry requirements for Czech graduates be stated referring to the standard Czech education system also.
- That a second external examiner be appointed to assist in the examining process – this is not to infer that the locations are divided by examiner, but that each has a role for the full programme considering both instances.
- That the staff from UNYP be invited to visit Dublin and provide lectures there and vice versa
- That there be joint programme team meetings during the first year of the operation of the programme, and as needed thereafter.

Declarations of Evaluators' Interests

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

Panel chairperson: Dr Tara Ryan

Date: 24 February 2023

Signed:

A handwritten signature in black ink that reads "Tara A. Ryan." The signature is written in a cursive style with a period at the end.

Addendum

Disclaimer

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