

**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

Part 1. Provider details

Provider name	IBAT College
Date of site visit	25 th Sep 2020
Date of report	12 th October 2020

Section A. Overall recommendations

Principal programme	Title	Bachelor of Business
	Award	Bachelor of Business
	Credit	180
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 1	Title	Higher Certificate in Business
	Award	Higher Certificate in Business (Exit)
	Credit	120
	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
Dr Annie Doona	Chair	Freelance Consultant
Mary Jennings	Secretary	Communications Consultant
Caroline O'Reilly	Subject Matter Expert	Cork Institute of Technology
Seamus Fitzpatrick	Subject Matter Expert	Griffith College
Marcus Strimbu	Learner Representative	Dublin Business School
Roisin Woods	Industry Representative	IBEC

Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
IBAT College	50	25

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	20 Sept 2021	3 Years	1	12	50
Part-Time	20 Sept 2021	4 Years	1	10	25
Intake Schedule e.g. January September		September – Full time & Part time			

Panel Commentary on proposed enrolment:

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

Who it is for: The proposed Bachelor of Business programme is targeted at school leavers and mature learners wishing to undertake further study in business. Those in employment seeking advancement or a career change can take the programme part time.

What it is for: The programme is designed to provide a structured business and management education that provides a solid foundation for employment and advancement within a variety of business environments.

What is involved for Learners: Learners will study a variety of business modules which will provide the future framework for the continued professional development of the graduate. The learners will focus on applied business themes which include management and organisation, (including, marketing, accounting, finance, HR, entrepreneurship operations, strategy), regulatory environment, ICT and economics. This will develop relevant graduate knowledge and integration of concepts across a variety of areas within business.

The programme is delivered over three academic years in full time and four and a half years in the part-time mode.

Progression through the programme will ensure learners become increasingly self-confident and capable of managing their own learning experiences. Graduates will have developed self-confidence and ability to work in diverse environments and communicate effectively in variety of contexts in order to prepare them for work within a business support and/or junior management role.

The programme was designed as a coherent programme with skills for self-development and employment embedded and measured throughout the programme.

Proposed modules, per stage, are:

Stage 1: Principles of Business and Management, Introduction to Accounting, HRM and the Intercultural Workplace, Marketing Fundamentals and Applications, IT Fundamentals and Skills, Business Mathematics and Academic Skills Development.

Stage 2: Operations and Supply Chain Management, Cost and Management Accounting, Consumer Behaviour, Market Research, Principles of Law, Business Information Systems, Technology Innovation, Statistics for Business, Economics For Business and Effective Communications for Business.

Award Stage: Applied Project Management, International Business, Financial Management, Talent Resourcing and Development, Employee Relations, Integrated Marketing Communications and Advertising, Digital Marketing, Employment and Business Law, Business Intelligence, Innovation and Entrepreneurship, Business and Personal Ethics.

Digital Skills Learning and Assessment on the programme will require the course participants to engage with technology and develop their digital skills.

The Programme is applied in nature and assessment requires learners to effectively mimic what will occur in the workplace. Learners will be required to use a range of digital skills and demonstrate their ability to use spreadsheets and word processing tools in producing their answers just as they would use these tools in the workplace.

Learners will also receive formal tuition on the regulatory and ethical aspects of the new digital age which will include topics such as data protection and cyber security.

Transversal Skills and Management and Leadership Skills

The areas of transversal skills, management, leadership skills development are covered in the programme and examinable syllabus e.g. adopting communications method to different situations (Effective Communications for Business), cultural awareness and how they impact on work place relations (HRM and the International Workplace), developing a talent resourcing and development plan (Talent Resourcing and Development).

In addition to the above, career focused application workshops will be delivered by industry personnel in the area of the Future of Work and emerging career progression opportunities in business and management.

What it leads to: Graduates can move into a variety of roles within the sector. Possible roles for graduates from this programme include HR generalist, business support, business administration, sales support, marketing assistant, business analyst, business development officer, self-employed in entrepreneurship, financial support officer, accounting support officer.

Graduates can also apply for one-year add-on Honours Bachelor degree programmes

In summary, the course provides a solid grounding in fundamental business concepts, ideas, practices and methodologies and leads to a level 7 award recognised worldwide.

Target learner groups

This programme is designed for:

- Prospective learners intending to pursue a career in business or management,

- Those intending to start their own business
- Those wishing to pursue a general higher education programme to develop real-world skills, in a supportive academic environment.

This programme should be attractive to:

- School leavers
- Those graduating from FET programmes
- Mature students
- Those returning to the workforce after a period of absence or unemployment
- International learners
- Those living in Ireland holding a non Irish qualification

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full time: 18 hours per week Part time: 10 hours per week

The teaching and learning modalities

Lectures
Tutorials
Group Work
Self-Directed Learning
Workshops
Tutorials

Summary of specifications for teaching staff

Role	Profile	WTE
Lecturer	A lecturer for any module is normally required to have a qualification above the level at which they are being appointed to teach, the minimum academic criteria are set at: • An honours degree (2.2 or higher) in a relevant Level 8 programme (NFQ), or equivalent in a discipline relevant to modern business practice • Three years' relevant post-qualification experience. • Excellent communication and presentation skills. Desirable: • A qualification in teaching and learning. • Relevant teaching, course design, and/or research experience. • Supervision of projects at undergraduate level and possibly postgraduate level.	18

Programme Director	Doctoral Qualification 20+ years in Higher Education Senior Lecturer experience	1
Academic Director	Doctoral qualification 30+ years Higher Education experience, Recognised Bologna expert, particularly regarding transnational education	1
Librarian	All 4 librarians hold a Master's Degree. Head Librarian has over 20+ years' experience	4
Registrar	Doctoral qualification 25+ years' experience (16 in higher education)	1
Prog. Admin manager	Master's Degree holder 5+ years education experience	1

Learning Activity	Ratio of learners to teaching staff
Classroom Delivery (face-to-face) Maximum: There will be a maximum of 50 learners to one lecturer in a classroom lecture.	1:50
Practical Classes (e.g. IT Laboratories) Maximum: There will be a maximum of 25 learners to one lecturer in a practical class e.g. in an IT laboratory.	1:25
Tutorials	1:25

Panel Commentary on programme outline and staffing:

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

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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)

Part 2. Evaluation against the validation criteria

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

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.¹		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

As an established provider of higher education programmes IBAT has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of this programme. It was noted that IBAT has in place procedures for access, transfer and progression. IBAT has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI.

IBAT has provided a copy of the letter to be submitted to QQI with the application for the validation of the programmes. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

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 or 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

Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Partially, subject to condition outlined	
Higher Certificate in Business	Partially, subject to condition outlined	

In general, the panel was satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought.

The panel was informed that learners who successfully complete Level 6 and who do not progress to Level 7, may be awarded the Higher Certificate in Business. In discussion with staff at the review meeting, it was stated that IBAT does not promote the Higher Certificate in Business award to learners prior to enrolment in the programme. It was further stated that IBAT actively supports learners to progress to Level 7 and this is the focus of the programme. However, IBAT indicated that

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.

some learners, for a variety of reasons, are not in a position to progress beyond Level 6 and that, in these cases, provided they have reached the required standard, are awarded the Higher Certificate in Business.

The panel is not satisfied that, prior to enrolment, there is sufficient clarity for the learner on the pathways that may be available to achieve the embedded or exit award of the Higher Certificate in Business. The panel did discuss this with the staff at the review session and recommends that this aspect of the programme be clarified. See also Criterion 4 for further comment in relation to progression.

Recommendation

It is recommended that IBAT clarify the opportunities available to learners to achieve a Higher Certificate in Business prior to enrolment.

It was noted that a first intake for the programme is proposed for February 2021. IBAT informed the panel that Stage 1 is linear in format and that a second semester is run over the summer months. The programme then continues in the autumn term of 2021. IBAT informed the panel that there were 3 weeks between the end of one term and the beginning of the next. It was the view of the panel that this timeline did not provide adequate time for learners who may have to re-sit exams. If they could not re-sit in this short timeframe, then it was likely they would have to wait a further term to progress their studies. This was discussed at some length during the review, but the panel was unable to obtain clarity on the opportunities and timeframe for a February intake to re-sit exams and to progress onto the next stage in a timely manner.

Condition

It is a condition that a clear timeline is produced in relation to a February intake, with particular regard to re-sits and progression on to the next stage.

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.		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	See recommendation in relation to part-time offering.
Higher Certificate in Business	Yes	

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.

it was noted that IBAT has good links with industry and that it was evident that consultation had taken place with companies across a variety of sectors and that views expressed had been taken on board. Similarly, it was noted that on-going consultation had taken place with External Examiners, graduates and with staff internally in IBAT and that the dialogue had informed the development of the programme.

The panel is satisfied that the Bachelor of Business and embedded award offered on a full-time basis meets a particular gap in the market identified by IBAT. This gap exists largely as an internal market, targeted at IBAT's own cohort of learners, a majority of whom are international students coming to Ireland to learn English. It was stated by the IBAT management team that this addition allowed them to expand their portfolio of programmes in an incremental way. It is also targeted at school leavers through the CAO system. Mature students or those in employment tend to enrol in the part-time programme. In discussion with IBAT at the review meeting, the panel noted that, in general, the evolving trend is to offer a Bachelor of Business at Level 8, since the entry criteria are largely similar to the Level 7 programme under evaluation. The Level 8 award is an honours degree and provides opportunities for further progression. It was noted that those successfully completing the Level 7 programme could progress to Level 8, although this may involve unnecessary duplication in the modules taken— see Criterion 5 for further discussion on this point.

It was stated by IBAT that, following consultation with industry representatives, with graduates of the programme and other stakeholders, that the programme at Level 7 provided graduates with opportunities for entry level jobs in a wide variety of sectors as it offered them a solid foundation in business theory and practice, which was valued by employers.

However, the panel is not satisfied that evidence exists of demand for this programme running part-time over 4.5 years. The demand for part-time comes largely from mature learners and those in employment wishing to get a foundation in business studies. It was noted, for instance, that the Level 8 programme offered in business studies was of 4 years duration, part-time and is likely to be more attractive to this cohort, many of whom would be eligible to apply. The panel is of the view that running two similar programmes at the same time may affect the attractiveness and sustainability of one or both programmes, particularly in the light of the disparity in the duration as outlined and that this should be reviewed as per the recommendation below.

Recommendation

It is recommended that IBAT condense the duration of the part-time programme over 4 years.

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 satisfied⁸.
- 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 (CEFR)⁹ in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Partially, subject to condition as set out	
Higher Certificate in Business	Partially, subject to condition as set out	

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)

The panel is not satisfied that the programme's transfer and progression arrangements are sufficiently clear. The panel found that there was considerable overlap in the modules for the Level 7 programme under review and the Level 8 programme in Business also offered by IBAT. These include, for example an overlap in the modules on Financial Management, Innovation, Entrepreneurship and HR Management. IBAT stated that, while the titles might be similar, the content was covered in a more in-depth way in Level 8 in many instances, citing the approach to the teaching of Excel as an example. It was not sufficiently clear to the panel that the differences were adequately articulated and that this would cause confusion to learners wishing to progress/transfer to Level 8. This needed to be addressed by IBAT.

Condition

It is a condition that IBAT provide evidence of a mapping of the module overlap in all stages of the Bachelor of Business and the BA (Hons) in Business in order to avoid unnecessary duplication in module content for the proposed programme.

The panel found that while permitting transfer from BBus to the BA (Hons) at the end of years 1 and 2 provided progression opportunities for many, it could also lead to a diminished educational experience for the remaining cohort and present viability challenges for IBAT as there are small numbers on the programme in any one year. Consideration needs to be given to this area in developing recruitment and retention strategies.

Recommendation

It is recommended that IBAT give serious consideration to the issue of transfer and progression when developing recruitment and retention strategies for the proposed programme.

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 <i>programme</i> 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		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

The panel is satisfied that the curriculum is well structured with clear stages outlined to ensure that the learners get a foundation in the core aspects of business. It noted the involvement of the teaching staff in the shaping of the curriculum in a collaborative manner. It further noted that the curriculum had been informed by consultations with industry, with External Examiners and with learners and graduates of the programme. See also criteria 3 above for further comment on this topic.

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

The panel was informed that while IBAT has a small core staff, it employs part-time staff, many of whom involved in business and it was stated that this group, along with guest lecturers, bring issues that are current and relevant to business today to bear on the curriculum.

Whilst the panel was satisfied that work-related issues were covered in the curriculum, it was noted that students were not afforded the opportunity for an external work placement. The panel is sympathetic to the operational issues associated with work placement, but is of the view that work placement is a valuable component of a business programme.

Recommendation

It is recommended that IBAT give consideration to the introduction of a work placement in the future.

The panel found that, overall, the module descriptors were clear in relation to the content. The panel noted however that there are no pre-requisites set out in the descriptors for the modules delivered in the final year. The panel is of the view that any pre-requisites should be clear to learners taking the final year.

Recommendation

It is recommended that IBAT give consideration to the inclusion of pre-requisites within module descriptors for the final year, as appropriate.

Comments on Modules

The panel considered that, overall, the modules were well structured and clear. The comments set out below are for consideration by IBAT as they may enhance or strengthen already good content.

Principles of Business and Management: broaden reading list to include content to support Operations Management and Leadership. Online resources for the various topics could also be strengthened.

Academic Skills Development: This module might be delivered in block format at the start setting learners up for success given the modules aims and rationale. The linking of assignment work in this module to other modules on the programme will be important for the student's skills development across the programme.

Effective Communications for Retail Business: Amend documentation to include correct number of hours covered and the breakdown of what is covered in the hours (indicates 30 hours currently). Suggest a more up to date reading list.

Introduction to Accounting: Suggest reviewing the indicative content to ensure that it is at the right level for the stage.

Marketing Fundamentals and Applications: Consider including MIMLOs that deal with emerging technologies within marketing and identifying the difference between traditional marketing and digital marketing strategies

IT Fundamentals and Skills: Suggest delivering this very practical module close to the start of Stage 1 to provide great insight on using Microsoft tools so learners are equipped with skills required for assessments. Students may benefit from some theoretical context of IT in Society and Business to appreciate the value and benefit of application being delivered. Consider adding a learning outcome to include some introductory IS theory.

Consumer Behaviour: Consider including content on how Customer Experience impacts behaviour and lifetime value. Review the learning outcomes of this 5-credit module at Level 6 to ensure it is at the appropriate level. Module indicative content appears quite excessive for a 5 credit Level 6 module

Business Information Systems: Consider including the topic of integrating technologies and how to align business technologies so that there is a single source of data.

Economics for Business: Learning outcomes need to be more specific as they are too broad in nature. Indicative module content appears to top heavy in micro and should have a greater balance between micro and macro.

Principles of Law: Review verbs used in learning outcomes so that they are level appropriate.

Talent Resourcing & Development: Review description and action word in learning outcomes 4 & 5. Ensure content and resources support the achievement of the learning outcome to support MIMLO5.

Business & Personal Ethics: Ensure reading list is up to date.

Applied Project Management: Ensure reading list is up to date. Ensure the module looks at the influence that new technology has on project management – such as real-time, cloud computing and how to integrate legacy and new systems.

Digital Marketing: Ensure the content includes review of organic and paid digital strategies. Consideration to be given to social commerce - integrating website catalogue with social platforms.

Business Intelligence: Consider learners undertaking a project rather than a final exam. Ensure that learners have an adequate knowledge of analytics software that is appropriate to the level of the module.

Innovation & Entrepreneurship: Ensure that the assessment lines up with the learning outcomes. Review the title of the module to capture the idea that there is a capstone project as part of it. Ensure that the assessment lines up with the learning outcomes. MIMLO4: “Present and defend an innovative plan for a new product or service...” “there is no reference to coming up with a new product idea or service. Consider giving students credit for teamwork linked to generating a new idea at the start. The assignment linked to personal reflection could happen post the Business Model Canvas (BMC) at which point learners will be better able to assess their own traits having been through an experience linked to generating a new idea and developing the concept via the BMC.

International Business: Consider exam as form of assessment so learners demonstrate they can apply knowledge at Stage 3. Review verbs used in learning outcomes so that they are level

appropriate. Strengthen online resources to capture some of the wide range of online supports available to Business working to access and operate in International Markets.

Employment and Company Law: Review verbs used in learning outcomes so that they are level 7 appropriate.

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

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). 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. 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. 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. 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.		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

The panel is satisfied that there was sufficient, qualified staff to implement the programme. CVs of the programme staff were supplied in the documentation.

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.

It was stated that while there is a small core staff in IBAT, there are sufficient part-time staff, many of them are practitioners in the business who bring real-life experience to bear on the teaching and learning.

In discussion with staff, the panel noted that they had been actively involved in the development of the programme and there was evidence of good collaboration between them in relation to the teaching, learning and assessment strategies.

The panel was informed that IBAT had provided staff with additional training and support in order to offer more of the programme online during the current restrictions caused by the COVID-19 pandemic. It was noted that although IBAT is not certified by QQI to offer online or blended learning, it was permitted to do so under emergency provisions currently in force.

It was noted that the system for staff performance appraisal was outlined on p222 of the validated QA Handbook. The panel is satisfied with this approach.

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.		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

It should be noted that as the review was conducted online so the panel was not afforded the opportunity for a physical site visit, but is satisfied with the resources as outlined in the documentation are adequate.

The panel was informed that IBAT plan to take a small number, once the programme is validated, in the first intake planned for February 2021. It is likely, the panel was told, that the cohort will be mostly international students, although with travel and visa restrictions, the exact number remains to be seen. The panel noted that IBAT's main drive was to enrol learners via the Irish CAO from

September 2021. The panel is satisfied that this incremental approach is appropriate and that the resources are in place to meet anticipated demand.

The panel reviewed the overall content provided on the Moodle platform and found that it was very informative and easy to navigate. The panel is satisfied that this matched what was outlined in the documentation.

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.		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

The panel was satisfied that the learning environment is consistent with the needs of the learners. The panel was informed that IBAT had undertaken extensive Covid related preparations, particularly in relation to arrangements for safe social distancing, within the college campus. IBAT stated that, as the numbers on the programme are small, it would be possible to provide a safe environment for learners. The panel was informed that, in the event that classes may need to move online in the light of public health concerns, IBAT had contingency plans in place to facilitate learners as much as possible with safe access to facilities.

The panel did note some discrepancies in the PT sample timetables with allocated timetabled hours for some 5 credit modules the same as 10 credit modules. IBAT confirmed that this was an administrative oversight and made a commitment to submit correct timetables. The panel is satisfied with this explanation.

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, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

In general, the panel is satisfied that there are sound teaching and learning strategies in place to deliver the programme as proposed. The curriculum is well structured, with clear progression from one stage to the next – see Criterion 5 for further comment on this point.

It was stated that the clear strategy for the programme is to provide learners with a solid foundation in the basic business disciplines and the panel is satisfied that is reflected in the documentation provided and this approach was confirmed and further elaborated by the teaching staff in conversation with the panel at the review.

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 <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>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		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

The panel noted that the assessment strategy is kept under review. It was evident that teaching staff are aware of the dangers of overassessment and have taken steps to ensure that the level of assessment is appropriate to the stage and level of the programme. In discussion with the teaching staff, it was evident that attention is paid to the number of assignments and the timetable for submission of these to ensure that learners have sufficient time to complete them and that they enhance the overall learning. There was evidence of good coordination between teaching staff on

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).

this matter and some guidelines on, for example, marking schemes were in place and used in practice.

The panel found however, that whilst IBAT does have assessment strategies and policies in place, the programme would benefit from more formal and consistent assessment rubrics coordinated across the lecturing team. These would apply to individual as well as group assessment strategies. In addition, the introduction of Grading Rubric's will standardise each tutor's approach to assessments, and if used correctly will increase validity and reliability of the grades allocated.

The panel considered that IBAT should review the balance of assessment type within a stage and semester and that efforts should be made to ensure a fair balance of individual and team-based projects/assignments particularly in the final semester of year three.

Recommendation

It is recommended that IBAT consider the introduction of a formal and detailed assessment rubrics to be used across the programme in the interests of transparency for students.

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 disabilities²⁰.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*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.
- j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Partially, subject to condition set.	
Higher Certificate in Business	Partially, subject to condition set.	

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

In general, the panel is satisfied that learners are well informed, guided and cared for. The Student Handbook is comprehensive, with good information that is very accessible. The panel was informed that IBAT has made a counselling service available to learners who may need support with coping skills or who may feel isolated.

With a small cohort of learners, it was stated that any learners who may require additional help are identified quickly and provided with additional assistance as required. This includes part-time learners who are on campus mostly in the evening time or on Saturdays.

There was evidence of good coordination on a day-to-day basis between the administrative staff, academic staff and the management to deal with issues or complaints raised by learners and it was evident that there is effort made to resolve issues quickly in an informal way.

In a review of the documentation, the panel noted that there was evidence of mechanisms to obtain learner feedback on a wide variety of issues including academic matters, administration, complaints, appeals and student welfare. These included learner surveys, dialogue with class representatives, which, it was stated were carried out regularly, the information analysed and acted on promptly. In conversation with the Student Affairs Coordinator and Programme Administration Manager as well as the senior management team, it was clear that there was engagement with the students on these issues. The panel found however that there was insufficient evidence that there is a formal process in place at specific times in the academic year for obtaining, analysing and acting on learner feedback that is working in practice and it is a condition that IBAT review the implementation of the policies it has developed to ensure that processes are understood and being adhered to by all staff.

Condition

It is a condition that IBAT ensure that formal processes for collecting learner feedback are in place and are being adhered to by all staff. There should be clear processes in place for the timely review of feedback and the implementation of continuous improvement activities by IBAT management.

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.		
Programme	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business	Yes	
Higher Certificate in Business	Yes	

The panel was satisfied that there are effective structures in place for the governance and management of the programme under review in IBAT. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning. It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines. It was further noted that IBAT has recently undergone a successful re—engagement process with QQI.

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

Part 3. Overall recommendation to QQI

3.1 Principal programme: Bachelor of Business

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 special conditions (3) as outlined.	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

1. The programme meets the QQI Criteria, subject to special conditions

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

1. It is a condition that a clear timeline is produced in relation to a February intake, with particular regard to re-sits and progression on the next stage.
2. It is a condition that IBAT provide evidence of a mapping of the module overlap in all stages of the Bachelor of Business and the BA (Hons) in Business in order to avoid unnecessary duplication in module content for the proposed programme.
3. It is a condition that IBAT ensure that formal processes for collecting learner feedback are in place and are being adhered to by all staff. There should be clear processes in place for the timely review of feedback and the implementation of continuous improvement activities by IBAT management.

Summary of recommendations to the provider

1. It is recommended that IBAT clarify the opportunities available to learners to achieve a Higher Certificate in Business prior to enrolment.
2. It is recommended that IBAT condense the duration of the part-time programme over 4 years.
3. It is recommended that IBAT give serious consideration to the issue of transfer and progression when developing recruitment and retention strategies for the proposed programme.
4. It is recommended that IBAT give consideration to the introduction of a work placement in the future.
5. It is recommended that IBAT give consideration to the inclusion of pre-requisites within module descriptors for the final, as appropriate.
6. It is recommended that IBAT consider the introduction of a formal and detailed assessment rubrics to be used across the programme in the interests of transparency for students.

Embedded programme: Higher Certificate in Business

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 conditions (3) as outlined.	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

1. The programme meets the QQI Criteria, subject to special conditions.

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

1. It is a condition that a clear timeline is produced in relation to a February intake, with particular regard to re-sits and progression on the next stage.
2. It is a condition that IBAT provide evidence of a mapping of the module overlap in all stages of the Bachelor of Business and the BA (Hons) in Business in order to avoid unnecessary duplication in module content for the proposed programme.
3. It is a condition that IBAT ensure that formal processes for collecting learner feedback are in place and are being adhered to by all staff. There should be clear processes in place for the timely review of feedback and the implementation of continuous improvement activities by IBAT management.

Summary of recommendations to the provider

1. It is recommended that IBAT clarify the opportunities available to learners to achieve a Higher Certificate in Business prior to enrolment.
2. It is recommended that IBAT condense the duration of the part-time programme over 4 years.
3. It is recommended that IBAT give serious consideration to the issue of transfer and progression when developing recruitment and retention strategies for the proposed programme.
4. It is recommended that IBAT give consideration to the introduction of a work placement in the future.
5. It is recommended that IBAT give consideration to the inclusion of pre-requisites within module descriptors for the final, as appropriate.
6. It is recommended that IBAT consider the introduction of a formal and detailed assessment rubrics to be used across the programme in the interests of transparency for students.

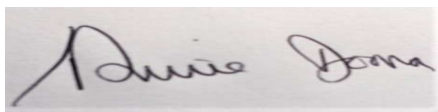
Declarations of Evaluators' Interests

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

Panel chairperson: Dr Annie Doona

Date: 12th October 2020

Signed:

A handwritten signature in black ink, appearing to read 'Annie Doona', is shown on a light-colored background.

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

10 Proposed Programme Schedules

10.1 Proposed Programme Schedule: Bachelor of Business – Full-Time – Stage 1

Name of Provider:			IBAT College Dublin											
Programme Title			Bachelor of Business											
Award Title			Bachelor of Business											
Stage Exit Award Title														
Modes of Delivery (FT/PT):			Full Time											
Teaching and learning modalities			Lectures, Tutorials, Guest Lectures, Case Studies, Practicals, Blended e-learning, Group Work, Research, Information Literacy Classes, Reflection, Support Classes											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level		Stage EQF Level		Stage Credit (ECTS)	Date Effective	ISCED Subject code			
Major	7	6	1		6		5		60	September 2021	0413			
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
					Credit Units									
			Status (mandatory or elective)	NFQ Level where specified	ECTS Credits	Total Hours	Class (or equiv) Contact	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %
Principles of Business & Management		1 & 2	M	6	10	250	72	-	178	-	50%	-	-	50%
Introduction to Accounting		1 & 2	M	6	10	250	72	-	178	-	50%	-	-	50%
HRM and the Inter-Cultural Workplace		1 & 2	M	6	10	250	72	-	178	-	50%	-	-	50%
Marketing Fundamentals & Applications		1 & 2	M	6	10	250	72	-	178	-	50%	-	-	50%
IT Fundamentals & Skills		1 & 2	M	6	10	250	72	-	178	-	100%	-	-	-
Business Mathematics		1	M	6	5	125	36	-	89	-	40%	-	-	60%
Academic Skills Development		2	M	6	5	125	36	-	89	-	100%	-	-	-
Special Regulations (Up to 280 characters)														

10.2 Proposed Programme Schedule: Bachelor of Business – Full-Time – Stage 2

Name of Provider:			IBAT College Dublin											
Programme Title			Bachelor of Business											
Award Title			Bachelor of Business											
Stage Exit Award Title			Higher Certificate in Business											
Modes of Delivery (FT/PT):			Full Time											
Teaching and learning modalities			Lectures, Tutorials, Guest Lectures, Case Studies, Practicals, Blended e-learning, Group Work, Research, Information Literacy Classes, Reflection, Support Classes											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level		Stage EQF Level		Stage Credit (ECTS)		Date Effective		ISCED Subject code	
Major	7	6	2		6		5		60		September 2021		0413	
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
					Credit Units									
			Status (mandatory or elective)	NFQ Level where specified	ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of learning effort	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration
Operations & Supply Chain Management		1	M	6	5	125	36	-	89	-	100%	-	-	-
Cost & Management Accounting		1 & 2	M	6	10	250	72	-	178	-	50%	-	-	50%
Consumer Behaviour		1	M	6	5	125	36	-	89	-	100%	-	-	-
Business Information Systems		1	M	6	5	125	36	-	89	-	50%	-	-	50%
Statistics For Business		1	M	6	5	125	36	-	89	-	50%	-	-	50%
Effective Communications for Business		2	M	6	5	125	36	-	89	-	100%	-	-	-
Economics For Business		1 & 2	M	6	10	250	72	-	178	-	50%	-	-	50%
Market Research		2	M	6	5	125	36	-	89	-	100%	-	-	-
Principles of Law		2	M	6	5	125	36	-	89	-	30%	-	-	70%
Technology Innovation		2	M	6	5	125	36	-	89	-	100%	-	-	-
Special Regulations (Up to 280 characters)														

10.3 Proposed Programme Schedule: Bachelor of Business – Full-Time – Award Stage

Name of Provider:			IBAT College Dublin												
Programme Title			Bachelor of Business												
Award Title			Bachelor of Business												
Stage Exit Award Title															
Modes of Delivery (FT/PT):			Full Time												
Teaching and learning modalities			Lectures, Tutorials, Guest Lectures, Case Studies, Practicals, Blended e-learning, Group Work, Research, Information Literacy Classes, Reflection, Support Classes												
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level		Stage EQF Level		Stage Credit (ECTS)		Date Effective		ISCED Subject code		
Major	7	6	Award Stage		7		6		60		September 2021		0413		
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
					Credit Units										
			Status (mandatory or elective)	NFQ Level where specified	ECTS	Total Hours	Class (or equivalency) Contact	Directed e-learning	Hours of Independent Learning	Work-based	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %	
International Business		1	M	7	5	125	36	-	89	-	50%	-	-	50%	
Financial Management		1	M	7	5	125	36	-	89	-	30%	-	-	70%	
Talent Resourcing & Development		1	M	7	5	125	36	-	89	-	50%	-	-	50%	
Integrated Marketing Communications & Advertising		1	M	7	5	125	36	-	89	-	50%	-	-	50%	
Employment & Company Law		1	M	7	5	125	36	-	89	-	40%	-	-	60%	
Business & Personal Ethics		1	M	7	5	125	36	-	89	-	100%	-	-	-	
Applied Project Management		2	M	7	5	125	36	-	89	-	100%	-	-	-	
Employee Relations		2	M	7	5	125	36	-	89	-	50%	-	-	50%	
Digital Marketing		2	M	7	5	125	36	-	89	-	100%	-	-	-	
Business Intelligence		2	M	7	5	125	36	-	89	-	100%	-	-	-	
Innovation & Entrepreneurship		2	M	7	10	250	36	-	178	-	100%	-	-	-	
Special Regulations (Up to 280 characters)															

Proposed Programme Schedule: Bachelor of Business – Part-Time – Year 1

Name of Provider:			IBAT College Dublin											
Programme Title			Bachelor of Business											
Award Title			Bachelor of Business											
Stage Exit Award Title														
Modes of Delivery (FT/PT):			Part Time											
Teaching and learning modalities			Lectures, Tutorials, Guest Lectures, Case Studies, Practicals, Blended e-learning, Group Work, Research, Information Literacy Classes, Reflection, Support Classes											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level	Stage EQF Level		Stage Credit (ECTS)	Date Effective	ISCED Subject code				
Major	7	6	Stage 1		6	5		40	September 2021	0413				
Module Title (numbers in brackets indicate the Stage the module is in)		Semester number (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status (mandatory or elective)	NFQ Level where specified	Credit Units	Total Hours	Hours of independent Learning	Directed e-learning	Class (or equival) Contact Hours	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %
					ECTS Credits									
Academic Skills Development (1)		Semester 1	M	6	5	125	30	-	95	-	100%	-	-	-
Business Mathematics (1)		Semester 1	M	6	5	125	30	-	95	-	40%	-	-	60%
IT Fundamentals & Skills (1)		Semester 1	M	6	10	250	60	-	190	-	100%	-	-	-
HRM and the Inter-Cultural Workplace (1)		Semester 2	M	6	10	250	60	-	190	-	50%	-	-	50%
Marketing Fundamentals & Applications (1)		Semester 2	M	6	10	250	60	-	190	-	50%	-	-	50%
Special Regulations (Up to 280 characters)														

Proposed Programme Schedule: Bachelor of Business – Part-Time – Year 2

Name of Provider:			IBAT College Dublin												
Programme Title			Bachelor of Business												
Award Title			Bachelor of Business												
Stage Exit Award Title															
Modes of Delivery (FT/PT):			Part Time												
Teaching and learning modalities			Lectures, Tutorials, Guest Lectures, Case Studies, Practicals, Blended e-learning, Group Work, Research, Information Literacy Classes, Reflection, Support Classes												
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level	Stage EQF Level			Stage Credit (ECTS)	Date Effective	ISCED Subject code				
Major	7	6	Stages 1 & 2		6	5			50	September 2021	0413				
Module Title (numbers in brackets indicate the Stage the module is in)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status (mandatory or elective)	NFQ Level where specified	Credit Units	Total Hours	Class (or equiv) contact	Directed e-learning	Hours of Independent Learning	Work-based	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %	
					ECTS										
Principles of Business & Management (1)		Semester 1	M	6	10	250	60	-	190	-	50%	-	-	50%	
Introduction to Accounting (1)		Semester 1	M	6	10	250	60	-	190	-	50%	-	-	50%	
Operations & Supply Chain Management (2)		Semester 2	M	6	5	125	30	-	95	-	100%	-	-	-	
Cost & Management Accounting (2)		Semester 2	M	6	10	250	60	-	190	-	50%	-	-	50%	
Economics for Business (2)		Semester 2	M	6	10	250	60	-	190	-	50%	-	-	50%	
Consumer Behaviour (2)		Semester 2	M	6	5	125	30	-	95	-	100%	-	-	-	
Special Regulations (Up to 280 characters)															

Proposed Programme Schedule: Bachelor of Business – Part-Time – Year 3

Name of Provider:			IBAT College Dublin												
Programme Title			Bachelor of Business												
Award Title			Bachelor of Business												
Stage Exit Award Title			Higher Certificate in Business												
Modes of Delivery (FT/PT):			Part Time												
Teaching and learning modalities			Lectures, Tutorials, Guest Lectures, Case Studies, Practicals, Blended e-learning, Group Work, Research, Information Literacy Classes, Reflection, Support Classes												
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level	Stage EQF Level			Stage Credit (ECTS)	Date Effective	ISCED Subject code				
Major	7	6	Stages 2 & Award		6	5			50	September 2021	0413				
Module Title (numbers in brackets indicate the Stage the module is in)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
					Credit Units										
			Status (mandatory or elective)	NFQ Level where specified	ECTS	Total Hours	Class (or equiv) contact	Directed e-learning	Hours of Independent Learning	Work-based	C.A. %	Supervised Project %	Independent practical demonstrat	Proctored practical exam %	Proctored written exam %
Effective Communications for Business (2)		Semester 1	M	6	5	125	30	-	95	-	100%	-	-	-	
Statistics for Business (2)		Semester 1	M	6	5	125	30	-	95	-	50%	-	-	50%	
Business Information Systems (2)		Semester 1	M	6	5	125	30	-	95	-	50%	-	-	50%	
Market Research (2)		Semester 1	M	6	5	125	30	-	95	-	100%	-	-	-	
Principles of Law (2)		Semester 1	M	6	5	125	30	-	95	-	30%	-	-	70%	
Technology Innovation (2)		Semester 1	M	6	5	125	30	-	95	-	100%	-	-	-	
International Business (Award)		Semester 2	M	7	5	125	30	-	95	-	50%	-	-	50%	
Financial Management (Award)		Semester 2	M	7	5	125	30	-	95	-	30%	-	-	70%	
Talent Resourcing & Development (Award)		Semester 2	M	7	5	125	30	-	95	-	50%	-	-	50%	
Integrated Marketing Communications & Advertising (Award)		Semester 2	M	7	5	125	30	-	95	-	50%	-	-	50%	
Special Regulations (Up to 280 characters)															

Proposed Programme Schedule: Bachelor of Business – Part-Time – Year 4

Name of Provider:			IBAT College Dublin											
Programme Title			Bachelor of Business											
Award Title			Bachelor of Business											
Stage Exit Award Title														
Modes of Delivery (FT/PT):			Part Time											
Teaching and learning modalities			Lectures, Tutorials, Guest Lectures, Case Studies, Practicals, Blended e-learning, Group Work, Research, Information Literacy Classes, Reflection, Support Classes											
Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level		Stage EQF Level		Stage Credit (ECTS)	Date Effective	ISCED Subject code			
Major	7	6	Award Stage		7		6		40	September 2021	0413			
Module Title (numbers in brackets indicate the Stage the module is in)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
					Credit Units									
			Status (mandatory or elective)	NFQ Level where specified	ECTS	Total Hours	Class (or equivalent) contact hours	Directed e-learning	Independent Learning	Hours of effort	Work-based learning	C.A. %	Supervised Project %	Practical demonstration %
Employment & Company Law (Award)		1	M	7	5	125	30	-	95	-	40%	-	-	60%
Business & Personal Ethics (Award)		1	M	7	5	125	30	-	95	-	100%	-	-	-
Applied Project Management (Award)		1	M	7	5	125	30	-	95	-	100%	-	-	-
Employee Relations (Award)		1	M	7	5	125	30	-	95	-	50%	-	-	50%
Digital Marketing (Award)		2	M	7	5	125	30	-	95	-	100%	-	-	-
Business Intelligence (Award)		2	M	7	5	125	30	-	95	-	100%	-	-	-
Innovation & Entrepreneurship (Award)		2	M	7	10	250	60	-	190	-	100%	-	-	-
Special Regulations (Up to 280 characters)														