Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	Higher Diploma in Arts in Psychology

Independent Panel Members

Name	Role on Panel	Affiliation
Hugh McBride	Chair	Senior Lecturer Business Studies, Atlantic Technological University (ATU), Mayo Campus.
Nicole O'Neill	Report writer	Education Innovation Manager at TU Dublin
Dr Keith Schofield	Academic (international)	Deputy Dean International in Aston University, UK
Dr Aine McKenna	Academic	Programme Leader, BSc (Hons) in Health and Social Care, Chevron College
Dr Cathy Jones	Industry and Academic Representative	Chartered Psychologist, private practice and Psychology lecturer, TUS MidWest
Ms Sinead Lynch	Learner Representative	PhD Candidate, Institute of Education, DCU

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

Part 1.   Introduction

This process applies to the level 8 Higher Diploma (HDip) in Arts in Psychology offered by DBS, which is due for programme review within the 2023/24 Academic Year in preparation for submission of an updated Programme Document to the QQI to facilitate delivery of the revalidated programme from 1 September 2024. This is consistent with the QQI requirement for periodic monitoring and review and conforms with recent QQI policies.

Part 2.   Evaluation Process

2.1   Documents Supplied to the Panel

	Document Type	Document Name
1.	Review Panel Report	Higher Diploma in Psychology Review Panel Report
2.	Module and Assessment Document	Higher Diploma in Psychology Module and Assessment Document
3.	Programme Origins and Development	Higher Diploma in Psychology Programme Origins and Development
4.	Stakeholder Involvement	Higher Diploma in Psychology Stakeholder Involvement
5.	Industry Research	Higher Diploma in Psychology Industry Research
6.	Suggested Electives and Career Options	Higher Diploma in Psychology Suggested Electives and Career Options
7.	Indicative Timetables	Higher Diploma in Psychology Indicative Timetables
8.	Programme Team CVs	Higher Diploma in Psychology Programme Team CVs
9.	Research Manual	Psychology Research Manual
10.	Transition Arrangements	Higher Diploma in Psychology Transition Arrangements
11.	Programme Handbook	Higher Diploma in Psychology Programme Handbook
12.	Education and Training Needs	Higher Diploma in Psychology Education and Training Needs
13.	Supporting Documents	Various Documents to provide supporting evidence to the Review Documents

2.2   Provider's Representatives Met

	Person	Role / Job Title
1.	Lori Johnston	Academic Dean
2.	Rosie Reid	Academic Director
3.	Darragh Breathnach	Registrar & Director of Campus Operations · ·,
4.	Shane Mooney	Head of Student Experience ·
5.	Janine Jackson	Faculty Manager
6.	Pauline Hyland	Assistant Academic Director ·
7.	Ciara Devine	Programme Level Manager
8.	Emma Balfe	Head of Teaching Delivery and Content Production
9.	Grant Goodwin	Assistant Registrar ·
10.	Amy Hayes	Programmes Manager,
11.	Sarah Sharkey	Student Engagement Officer
12.	Marina Nunes,	Reader Services Manager
13.	Francesca Knight	Head of Academic Operations

14.	Joseph Lavelle	Lecturer
15.	Michael Nolan	Lab Technician
16.	Seamus Harvey	Lecturer
17.	Keith O'Donnell	Lecturer
18.	Conor McCloskey	Lecturer
19.	Kevin Lynch	Lecturer
20.	Alison Stapleton	Lecturer

2.3   Description of evaluation process

The panel was provided with Programme Review Document as detailed above in section 2.1 via a shared google drive. Panel members each completed the initial feedback form and returned that in advance of the Review meetings to the Panel Chair. The panel members attended a planning meeting on Monday 22nd April and a had a series of meetings with representatives of DBS as outlined in the below agenda:

Tuesday 23rd April 2024	
Time	**Item**
09:00-10.00	**Panel Private Meeting**
10.00-10.45	**1. Evaluation of Programme Proposed for Revalidation against QQI validation criteria** *Introduction to DBS* *Criterion 1. The provider is eligible to apply for validation of the programmes(s)*
	2. Evaluation of the Programme Review Process and Report (a) the fitness for purpose of the programme (including its objectives, intended learning outcomes, organisation, teaching, learning and assessment strategies, staffing, resources and management) in light of experience; (b) the actual achievement by the programme of its stated objectives; (c) the profile of learners who were enrolled and its suitability for the programme; (d) the performance of enrolled learners (grades, attrition, completion, benchmarking) and how the provider has responded to this; (e) the quality of the learning environment and the learning opportunities afforded to learners by the programme; (f) the suitability of the learner workload in light of experience (whether it is excessive or inadequate); (g) the effectiveness of procedures for the assessment of learners including summative and formative assessment of learners and external examining procedures; (h) the quality assurance arrangements that are specific to the programme; (i) the proposed modifications to the programme.
10.45-11.00	**Private Panel Meeting / Break**
11.00-11.30	**3. Evaluation of Programme Proposed for Revalidation against QQI validation criteria** - **Programme Management, Resourcing and Supports for Learners and Facilities Discussion (in place of tour)** *– includes short intro to VLE and facilities for remote learner access* *Criterion 6: There are sufficient qualified and capable programme staff available to implement the programme as planned* *Criterion 7: There are sufficient physical resources available to implement the programme as planned* *Criterion 8: The learning environment is consistent with the needs of the programme learners*

Tuesday 23rd April 2024	
Time	**Item**
	Criterion 11: Learners enrolled on the programme are well informed and cared for *Criterion 12: The programme is well managed*
11.30-11.45	**Private Panel Meeting / Break**
11.45-12.45	**4a. Evaluation of Programme Proposed for Revalidation against QQI validation criteria** *__Higher Diploma in Arts in Psychology__* - **Programme Rationale and overall structure** *Criterion 2: Programme objectives and outcomes are clear and consistent with QQI awards sought.* *Criterion 3: Programme concept, implementation strategy and interpretation of QQI award standards are well informed and soundly based* *Criterion 4: Access Transfer & Progression arrangements are satisfactory* **Curriculum, Learning Teaching & Assessment** *Criterion 5: Written curriculum is well structured and fit for purpose* *Criterion 9: There are sound learning and teaching strategies* *Criterion 10: There are sound assessment strategies*
12.45-13.30	**Lunch & Private Panel Meeting**
13.30-14.30	**4b. Evaluation of Programme Proposed for Revalidation against QQI validation criteria** *__BA (Hons) in Psychology__* - **Programme Rationale and overall structure** *Criterion 2: Programme objectives and outcomes are clear and consistent with QQI awards sought.* *Criterion 3: Programme concept, implementation strategy and interpretation of QQI award standards are well informed and soundly based* *Criterion 4: Access Transfer & Progression arrangements are satisfactory* **Curriculum, Learning Teaching & Assessment** *Criterion 5: Written curriculum is well structured and fit for purpose* *Criterion 9: There are sound learning and teaching strategies* *Criterion 10: There are sound assessment strategies*
14.30-14.45	**Private Panel Meeting / Break**
14.45–15:15	**Panel Meeting with Student and Graduate Representatives**
15:15-15:50	**Private Panel Meeting / Break**
15.50-16.00	**Feedback to Senior DBS Staff**

Part 3.   Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence. References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management

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

Commentary:

The review was comprehensive and did inform the re-design of the programme.

Recommendations:

N/A

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Section B.   Provider Information and Programme Context

Commentary:

The panel would have liked more details on some of the supports, policies and procedures to be included in the Review Documentation.

Recommendations:

PPR1)   The panel recommends that further emphasis is given to alumni engagement in the review process and more details provided on the career destinations of graduates. The panel notes that this information would assist in identifying the transferable skills developed during the programme.

PPR2)   DBS should provide confirmation of the additional external examiners who have been appointed to the programme.

The documentation provided for the review should be enhanced to include:

PPR3)   Clearer quantitative statistics on the Student Life Cyle should be provided including completion rates for each cohort, profile of the entrants on the programme and graduate destinations.

PPR4)   The programme document should include a table that specifies the teaching activities: lecturers, labs and tutorials and class sizes for each.

PPR5)   Further details should be provided on the supports provided to students, including the processes in place to identify and support students who are at risk of attrition, the role of the Academic Support Community and the Language and Academic Writing supports available to students and on how students are provided with encouragement to students to avail of these services.

PPR6)   A table should be included in the programme documentation that provides a clear outline of the assessment breakdown across the programme. Further consideration should be given to the assessment strategy on the programme and the choice of assessments that will enable students best to learn on the programme, in particular consideration should be given to the role of the time bound

and proctored examinations in the programme and consider whether a different approach would be more beneficial for the programme.

PPR7)   Details should be provided in the programme review report in relation to the consideration when formulating the assessment strategy of the programme, of the challenges posed by GenAI to assuring academic integrity.

PPR8)   Further details should also be provided on the programme's approach to the implementation of UDL, Generative AI and Authentic Assessments across the and consider the use of integrated assessments across the programme.

PPR9)   Provide more information in the programme document in relation to the transferable skills developed in the programme and the variety of career opportunities open to students on completion of the programme.

PPR10) The panel also notes the system in place to annually recruit and train auxiliary staff to supervise student dissertations. Details on the training and supports for auxiliary supervisors should be included in the documentation.

PPR11) More explicitly state where the promotion of Ethics, Ethical Theory and Ethical Reasoning is included in the module learning outcomes and contents.

PPR12) Details of the current policy on lecturer recording should be included in the programme documents.

PPR13) Details should be provided in the programme documentation on the advanced entry routes that are available to students.

PPR14) Update the 5 year programme plan, to relate more closely to this specific programme.

PPR15) Review the programme documents with a view to amending editorial inconsistencies.

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Section C.   Baseline qualitative and quantitative information

Programme Data Overview

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

Commentary:

The panel observed that there are lower-than-expected retention rates on the programmes and that in particular an attrition issue was identified post Covid. The panel noted that monitoring of students at risk of attrition does take place and that targeted support is provided to those students. The panel noted that the College changed software systems, and therefore there were gaps in data that DBS were able to provide.

The panel discussed with the programme team the reasons behind the Grade Classification Profile for the programme. The panel noted that DBS has recently commenced analysis of Grade Inflation for the National QQI Grade Inflation Project.

Recommendations:

PPR3)   Clearer quantitative statistics on the Student Life Cyle should be provided, which include completion rates for each cohort, profile of the entrants on the programme and graduate destinations.

PPR5)   Further details should be provided on the supports provided to students who are identified at risk of attrition.

Programme Delivery and Teaching & Learning Strategies

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.

Commentary:

The panel noted that there are processes in place to monitor student attendance and performance. The panel also noted the role of the Student Engagement unit and the interventions that are in place to support students. The panel was also informed about the role of Academic Support Community and how the student support services have been integrated to support students.

Recommendations:

PPR5): In the Programme Review documentation, further details should be provided on the supports provided to students, including the processes in place to identify and support students who are at risk of attrition. Further details should be provided on the role of the Academic Support Community and further details should be provided on the Language and Academic Writing supports available to students and on how students are encouraged to avail of these services.

Section D.   Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

The panel noted the consultation with students in advance of the review and that the issues raised by class representatives were taken into consideration for the review.

Recommendations:

PPR1) The panel recommends that further emphasis is given to alumni engagement in the review process and that more details on the career destinations of graduates are provided. The panel notes that this information would assist in identifying the transferable skills developed during the programme.

Evaluation of the programme by Staff

Commentary:

The panel noted the positive and open attitude of the staff with whom it met and how this facilitated a robust discussion of issues raised.

Recommendations:

N/A

External Examiner Feedback

Commentary:

The panel noted the external examiner reports that informed the review of the programme and noted that DBS had recently increased the number of external examiners appointed on the programme.

Recommendations:

PPR2: DBS should provide confirmation of the additional external examiners who have been appointed to the programme.

Section E.   Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The documentation provided on the Quality Assurance processes in place was comprehensive.

Recommendations:

N/A

Quality Assurance Systems and Processes

Commentary:

The documentation provided on the Quality Assurance processes in place was comprehensive.

Recommendations:

N/A

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

Commentary:

N/A

Recommendations:

N/A

Section F.   Summary Analysis of the programme

Commentary:

The approach taken to the review was comprehensive and did inform the re-design of the programme. The programme is distinctive, relevant and accords with the PSI requirements.

Recommendations:

N/A

Section G.   Revision of the programme

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

Commentary:

The panel supports the proposed changes to the programme and notes that the proposed changes will have a positive impact on the assessment schedule for the programme. The amalgamation of *Experimental Psychology* and *Ethical Research Methods and Design* into a single 10 credit module (*Psychological Research Methods)* will yield a similar result.

Recommendations:

PPR16:   Ensure that the existing students on the programme are in agreement with the proposed transition arrangements for the programme and they have signed that they understand the new changes to modules and sequencing.

Part 4.   Overall Findings

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

Section A.   Commentary on review process:

The panel was impressed with the comprehensive approach taken to the review process and with the high level of documentation provided to the panel.

Section B.   Recommendations on review process:

PPR1)   The panel recommends that further emphasis is given to alumni engagement in the review process and more details provided on the career destinations of graduates. The panel notes that this information would assist in identifying the transferable skills developed during the programme.

PPR2)   DBS should provide confirmation of the additional external examiners who have been appointed to the programme.

The documentation provided for the review should be enhanced to include:

PPR3)   Clearer quantitative statistics on the Student Life Cyle should be provided including completion rates for each cohort, profile of the entrants on the programme and graduate destinations.

PPR4)   The programme document should include a table that specifies the teaching activities: lecturers, labs and tutorials and class sizes for each.

PPR5)   Further details should be provided on the supports provided to students, including the processes in place to identify and support students who are at risk of attrition, the role of the Academic Support Community and the Language and Academic Writing supports available to students and on how students are provided with encouragement to students to avail of these services.

PPR6)   A table should be included in the programme documentation that provides a clear outline of the assessment breakdown across the programme. Further consideration should be given to the assessment strategy on the programme and the choice of assessments that will enable students best to learn on the programme, in particular consideration should be given to the role of the time bound and proctored examinations in the programme and consider whether a different approach would be more beneficial for the programme.

PPR7)   Details should be provided in the programme review report in relation to the consideration when formulating the assessment strategy of the programme, of the challenges posed by GenAI to assuring academic integrity.

PPR8)   Further details should also be provided on the programme's approach to the implementation of UDL, Generative AI and Authentic Assessments across the and consider the use of integrated assessments across the programme.

PPR9)   Provide more information in the programme document in relation to the transferable skills developed in the programme and the variety of career opportunities open to students on completion of the programme.

PPR10) The panel also notes the system in place to annually recruit and train auxiliary staff to supervise student dissertations. Details on the training and supports for auxiliary supervisors should be included in the documentation.

PPR11) More explicitly state where the promotion of Ethics, Ethical Theory and Ethical Reasoning is included in the module learning outcomes and contents.

PPR12) Details of the current policy on lecturer recording should be included in the programme documents.

PPR13) Details should be provided in the programme documentation on the advanced entry routes that are available to students.

PPR14) Update the 5 year programme plan, to relate more closely to this specific programme.

PPR15) Review the programme documents with a view to amending editorial inconsistencies.

Section C.   Commentary on programme revisions:

The panel is supportive of the proposed programme revisions which have been made after stakeholder engagement including consideration of PSI criteria.

Section D.   Recommendations on programme revisions:

PPR16: Ensure that the existing students on the programme are in agreement with the proposed transition arrangements for the programme and they have signed that they understand the new changes to modules and sequencing.

Signed: H. Mc Bride
Panel Chairperson

Date: 21/05/2024

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

Part 1.   Provider details

Provider name	Dublin Business School
Date of site visit	23/04/2024
Date of report	21/05/2024

Section A.   Overall recommendations

Principal programme	**Title**	Higher Diploma in Arts in Psychology
	Award	Higher Diploma in Arts in Psychology
	Credit	90
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Embedded programme 1	**Title**	N/A
	Award	N/A
	Credit	N/A
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	N/A
Embedded programme 2	**Title**	N/A
	Award	N/A
	Credit	N/A
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	N/A

Section B.   Expert Panel

Name	Role	Affiliation
Hugh McBride	Chair	Senior Lecturer Business Studies, Atlantic Technological University (ATU), Mayo Campus.
Nicole O'Neill	Report writer	Education Innovation Manager at TU Dublin
Dr Keith Schofield	Academic (international)	Deputy Dean International in Aston University, UK
Dr Aine McKenna	Academic	Programme Leader, BSc (Hons) in Health and Social Care, Chevron College
Dr Cathy Jones	Industry and Academic Representative	Chartered Psychologist, private practice and Psychology lecturer, TUS MidWest
Ms Sinead Lynch	Learner Representative	PhD Candidate, Institute of Education, DCU

Section C.   Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners *(per centre)*	Minimum number of learners
DBS Aungier Street	300	8

Proposed Enrolment	
Date of first intake	September 2024
Maximum number of annual intakes	2
Maximum total number of learners per intake	75
Programme duration *(months from start to completion)*	24

Panel Commentary on proposed enrolment:

Target learner groups
Learners who have already attained a first qualification in a non-cognate area (2.1 or above), wish to pursue a career as a professional psychologist.

Day and evening delivery learners that may already work in caring professions and are seeking career progression through the attainment of the qualification.

Mature learners (23+), both day and evening delivery. |

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

The teaching and learning modalities
In-person and Synchronous On-line

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 Higher Diploma in Arts in Psychology programme is designed to provide an understanding of human thought and behaviour through the application of psychology to a wide range of areas. The programme combines the pedagogical depth of core disciplines in psychology with knowledge of other relevant perspectives of behaviour, practical skills, and 'soft' skills training in, for example, communication, teamwork, planning and reflection.

The programme prepares, develops and facilitates independent learners who wish to enter professional training in psychology, pursue postgraduate studies, and/or to become more employable for a variety of positions in the public or private sector. Graduates of this programme will be eligible to apply for Graduate Membership of the relevant professional society, PSI. |

| Summary of specifications for teaching staff	WTE
Staff should be qualified to at least Masters level or conducting a PhD or have completed a PhD in the field of Psychology. In addition, staff delivering the specific modules should have knowledge or experience of the subject specialism.	0.8

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:75
Online Lectures	1:75
Workshops	1:25
Practical Sessions	1:25
Research Project	1: 25

Panel Commentary on programme outline and staffing:

The panel noted DBS need to recruit an additional Lab Technician to support the programme, the panel strongly recommends that this post is advertised and recruited as soon as possible. This will be important for PSI re-accreditation and to enhance student support.

Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last enrolment date**
PG24169	Higher Diploma in Arts in Psychology	August 2024

Section D.   Other noteworthy features of the application

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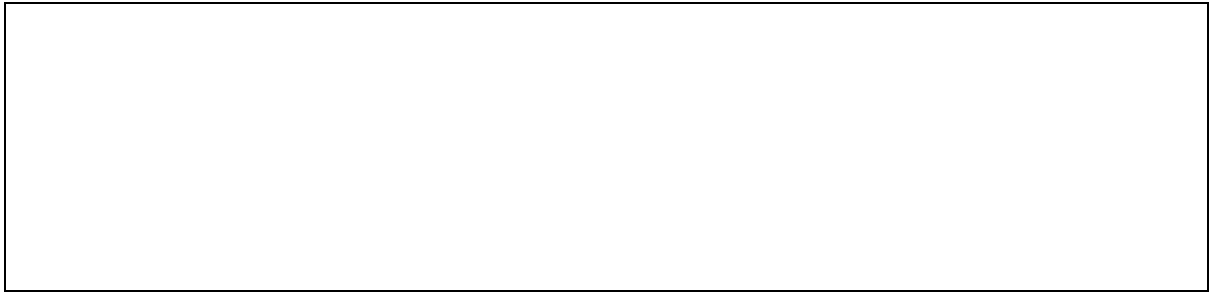
Criterion 1.   **The provider is eligible to apply for validation of the programme**

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]

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel was provided with a letter confirming DBS's compliance with this criterion.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

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

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

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

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel was satisfied that the programme documentation submitted clearly demonstrated the achievement of this criterion and the panel supports the re-sequencing of the minimum intended programme learning outcomes and rewording of MIPLO 6. "Apply Psychological principles to promote personal development and evaluate preferred career paths based on accurate self-assessment of abilities, achievement and motivation". The HDip in Psychology spotlights collaboration as an essential MIPLO and identifies it as a key graduate attribute. This is consistent with the requirements of working in the field of psychology where professionals are required to perform complex teamwork. In accordance with this, the teaching and assessment of collaborative learning and teamworking is evident within the programme across all stages of the degree. It is however judged that there are weaknesses in the assessment strategy relating to the validity of the assessment of this MIPLO (See Child and Shaw, 2016). Therefore the panel recommends (RV1) that the rubrics for assessing collaboration are re-designed to ensure students capacity to engage in productive social interactions are included in

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[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.

		the criteria and that appropriate weighting is assigned to the assessment of effective collaborative skills.
		Productive social interactions are considered a core condition for effective collaboration (Andrews & Rapp, 2015; Mende et al., 2021). Productive social interactions involve students building on information contributed by a co-student to generate new knowledge which is not provided in the instructional material. Thus, collaborating students perform interactive activities when they generate new knowledge based on their learning from a co-learner and they achieve a deeper understanding than when learning alone. **References** Andrews, J. J., & Rapp, D. N. (2015). Benefits, costs, and challenges of collaboration for learning and memory. *Translational Issues in Psychological Science, 1*(2), 182–191. https://doi.org/10.1037/tps0000025 Child, S. and Shaw, S. (2016). Collaboration in the 21st century: Implications for assessment. *Research Matters: A Cambridge Assessment publication*, *22*, 17-22. https://www.cambridgeassessment.org.uk/Images/374626-collaboration-in-the-21st-century-implications-for-assessment.pdf Mende, S., Proske, A., & Narciss, S. (2021). Individual preparation for collaborative learning: Systematic review and synthesis. *Educational Psychologist*, *56*(1), 29–53. https://doi.org/10.1080/00461520.2020.1828086
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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 evidence[5] of learner demand for the programme.
  (v) There is evidence of employment opportunities for graduates where relevant[6].
  (vi) The programme meets genuine education and training needs.[7]

c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.

d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.

e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The documentation presented to the panel provided clear rationale for the programme and provided details of the programmes accreditation status with the PSI. The panel recommends (RV2) that further emphasis is given to alumni engagement in the review process and more details provided on the career destinations of graduates. The panel notes that this information would assist in identifying the transferable skills developed during the programme.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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[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.

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

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[8].

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 (CEFRL[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.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The Panel was provided with documentation on the Access, Transfer and Progression arrangements for the Programme and the panel is satisfied that these are appropriate.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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[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)

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

a)	The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
b)	In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
c)	Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
d)	The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
e)	The programme is structured and scheduled realistically based on sound educational and training principles[10].
f)	The curriculum is comprehensively and systematically documented.
g)	The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
h)	The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
i)	Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.
j)	The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[11]

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel endorses the nature and scope of the proposed changes to the written curriculum arising from the review, which included the addition of new modules, merging of existing modules, changes to module titles, revision of module learning outcomes and content. The panel agrees with DBS that these changes will strengthen the programme alignment with PSI requirements, and accord with stakeholder feedback.

The panel agree with the PSI view on the importance of ethics and recommend (RV3) that the programme documentation more clearly specify where ethical theory and ethical reasoning is incorporated within the curriculum.

The panel recommends (RV4) that DBS consider whether separate module descriptors are necessary to reflect the differences in content, teaching and assessment for the modules which were designed by "dual-design" to be delivered both face-to-face to full-time students and online to part-time students. |
| **Embedded Programme 1** | N/A | |

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[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

Embedded Programme 2	N/A	25

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 staff[12] (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 development[13] opportunities[14].

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
Principal Programme	Yes	The panel noted that the College has plans to recruit additional lecturing staff for the programme. The panel noted DBS need to recruit an additional Lab Technician to support the programme, the panel strongly recommends (RV5) that this post is advertised and recruited as soon as possible. This will be important for PSI re-accreditation and to enhance student support. The panel also notes the system in place to annually recruit and train auxiliary staff to supervise student dissertations. The panel recommends (RV6) that details on the training and supports for auxiliary supervisors should be included in the documentation.
Embedded Programme 1	N/A	

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[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.

Embedded Programme 2	N/A	

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

a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).

b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
   (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
   (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
   (iii) printed and electronic material (including software) for teaching, learning and assessment
   (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
   (v) technical support
   (vi) administrative support
   (vii) company placements/internships – if applicable

c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).

d) There is a five-year plan for the programme. It should address
   (i) Planned intake (first five years) and
   (ii) The total costs and income over the five years based on the planned intake.

e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel notes that DBS have sufficient physical resources to support the programme with the allocation of additional teaching space being made available at Castle House for September 2024.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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
Principal Programme	Yes	DBS provided evidence to confirm that the learning environment is consistent with the needs of the programme learners.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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.	

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel noted the planned change to the ratio of face to face to online learning, which includes the incorporation of some new online modules: • *Human Performance* • *Psychological Disorders* • *Research Project* The panel recommends (RV7) that strategies could be developed to support on-line delivery within the programme, which includes a plan for asynchronous support for students who are unable to attend live sessions. The panel recommends that (RV8) details of the current and planned approach to recording lectures should be included in the programme document, including clarifying whether any GDPR issues arise. However, recording of live sessions by itself may not be of sufficient quality. The panel discussed with the DBS the use of Tutorials on the programme and recommends (RV9) that the intended use of small-group Tutorials be clarified in the revised programme documents.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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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**

<table>
<tr><td colspan="3">
<ol type="a">
All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards[16]
The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
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]
The programme includes formative assessment to support learning.
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]
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.
There are sound procedures for the moderation of summative assessment results.
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]

</td></tr>
<tr><td></td><td>**Satisfactory? (yes, no, partially)**</td><td>**Comment**</td></tr>
<tr>
<td>**Principal Programme**</td>
<td>Yes</td>
<td>The panel was provided with sample the assessment briefs and discussed the assessment approach with the students with whom it met. The panel recommends (RV10) that DBS Improve the consistency of information provided to students in assessment briefs, related grading rubrics and provide clear details on how feedback will be given to students.

The panel discussed with DBS the balance of assessment between CA and formal exams and whether the proposed balance is appropriate in the context of PSI requirements and the challenges posed by GenAI to assuring academic integrity, especially considering the use of the essay-based assignments as an assessment instrument. The panel are satisfied from the discussion that these concerns have been considered and addressed by the programme team in formulating the assessment strategy and instrument design, but that this is not clearly stated in the programme document. The panel recommends (RV11) that the programme team amend the programme document accordingly.
The panel recommends (RV12) that DBS consider the use of cross-modular assessments, including to reflect the synergistic approach to presentation referenced in section 6.7 of the programme document.</td>
</tr>
</table>

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[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).

		The panel discussed with both DBS and the students and graduates it met with the use of proctored examinations. The students were supportive of the use of proctored examinations. The panel recommends (RV13) that DBS explore further the suitability of proctored examinations within the programme, including consideration of the restoration of the practice of holding exams onsite.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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[20].
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).

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel was informed about the comprehensive student supports that are in place in DBS. The panel recommends (RV14) that DBS consider further the different needs of the different programme cohorts and tailor the availability of supports to better meet the needs of each cohort (e.g. support availability for part-time students). The panel recommends (RV15) that the recordings made of student support sessions, e.g induction should be automatically made available on Moodle. As stated under Criterion 10, the panel recommends (RV10) that consideration be given to improving the consistency of information provided to students in assessment briefs related to grading rubrics, and to providing clarity on how feedback will be given to students.
Embedded Programme 1	N/A	

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[20] For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).
[21] See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Embedded Programme 2	N/A	34

Criterion 12. **The programme is well managed**

a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.

b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.

c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.

d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.

e) Quality assurance[22] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.

f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.

g) The programme operation and management arrangements are coherently documented and suitable.

h) There are sound procedures for interface with QQI certification.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	The panel was informed of programme management processes and procedures that are in place to ensure the smooth running of the programme and are satisfied that these are appropriate.
Embedded Programme 1	N/A	
Embedded Programme 2	N/A	

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

Part 2.   Overall recommendation to QQI

2.1   Principal programme:

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

Reasons for the overall recommendation
1. The programme is well thought out and comprehensively documented.

Commendations
1. The co-ordinated approach provided to students through the Academic Support Community
2. Staff open and engaged approach to the review process and made the process very constructive.

Special Conditions of Validation (directive and with timescale for compliance)
1. N/A

Summary of recommended special conditions of validation

N/A

Summary of recommendations to the provider

RV1)   That the rubrics for assessing collaboration are re-designed to ensure students capacity to engage in productive social interactions are included in the criteria and that appropriate weighting is assigned to the assessment of effective collaborative skills.

RV2)   That further emphasis is given to alumni engagement in the review process and more details provided on the career destinations of graduates.

RV3)   That the programme documentation more clearly specify where ethical theory and ethical reasoning is incorporated within the curriculum.

RV4)   That DBS consider whether separate module descriptors are necessary for the "dual-design" modules.

RV5)   That DBS recruit an additional Lab Technician to support the programme as soon as possible.

RV6)   That details on the training and supports for auxiliary supervisors be included in the programme documentation.

RV7)   That strategies be developed to support on-line delivery, which includes a plan for asynchronous support for students who are unable to attend live sessions.

RV8)   That details of the current and planned approach to recording lectures be included in the programme document, including clarifying whether any GDPR issues arise.

RV9)   That the intended use of small-group Tutorials be clarified in the programme document.

RV10)   That the consistency of information provided to students in assessment briefs related to grading rubrics be improved, and that clarity be provided on how feedback will be given to students.

RV11)   That the programme document be amended to clearly state the appropriateness of the balance of assessment between CA and formal exams in the context of PSI requirements and the challenges posed by GenAI to assuring academic integrity.

RV12)   That DBS consider the use of cross-modular assessments.

RV13)   That DBS consider the suitability of proctored examinations.

RV14)   That the availability of supports be tailored to better meet the different needs of each of the different programme cohorts.

RV15)   That the student support sessions (for e.g., induction) be recorded and made available on Moodle.

In relation to Programme Review

Recommendations:

PPR1)	The panel recommends that further emphasis is given to alumni engagement in the review process and more details provided on the career destinations of graduates. The panel notes that this information would assist in identifying the transferable skills developed during the programme.

PPR2)	DBS should provide confirmation of the additional external examiners who have been appointed to the programme.

The documentation provided for the review should be enhanced to include:

PPR3)	Clearer quantitative statistics on the Student Life Cyle should be provided including completion rates for each cohort, profile of the entrants on the programme and graduate destinations.

PPR4)	The programme document should include a table that specifies the teaching activities: lecturers, labs and tutorials and class sizes for each.

PPR5)	Further details should be provided on the supports provided to students, including the processes in place to identify and support students who are at risk of attrition, the role of the Academic Support Community and the Language and Academic Writing supports available to students and on how students are provided with encouragement to students to avail of these services.

PPR6)	A table should be included in the programme documentation that provides a clear outline of the assessment breakdown across the programme. Further consideration should be given to the assessment strategy on the programme and the choice of assessments that will enable students best to learn on the programme, in particular consideration should be given to the role of the time bound and proctored examinations in the programme and consider whether a different approach would be more beneficial for the programme.

PPR7)	Details should be provided in the programme review report in relation to the consideration when formulating the assessment strategy of the programme, of the challenges posed by GenAI to assuring academic integrity.

PPR8)	Further details should also be provided on the programme's approach to the implementation of UDL, Generative AI and Authentic Assessments across the and consider the use of integrated assessments across the programme.

PPR9)	Provide more information in the programme document in relation to the transferable skills developed in the programme and the variety of career opportunities open to students on completion of the programme.

PPR10)	The panel also notes the system in place to annually recruit and train auxiliary staff to supervise student dissertations. Details on the training and supports for auxiliary supervisors should be included in the documentation.

PPR11)	More explicitly state where the promotion of Ethics, Ethical Theory and Ethical Reasoning is included in the module learning outcomes and contents.

PPR12)	Details of the current policy on lecturer recording should be included in the programme documents.

PPR13)	Details should be provided in the programme documentation on the advanced entry routes that are available to students.

PPR14) Update the 5 year programme plan, to relate more closely to this specific programme.

PPR15) Review the programme documents with a view to amending editorial inconsistencies.

PPR16) Ensure that the existing students on the programme are in agreement with the proposed transition arrangements for the programme and they have signed that they understand the new changes to modules and sequencing.

Declarations of Evaluators' Interests

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

Panel chairperson: H. Mc Bride   Date: 21/05/2024

Signed: _H. Mc Bride_

2.2   Disclaimer

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

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

Part 3. Proposed programme schedules

3.1 1B.3a Proposed Programme Schedule(s) – Full Time Year 1 (Day)

Name of Provider:	Dublin Business School				
Programme Title *(Principal)*	Higher Diploma in Arts in Psychology	**QQI Award Title**	Higher Diploma in Arts	**ECTS**	90
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*	N/A	**Stage ECTS**	40

Programme Delivery Mode - ✓one as appropriate.	On-site Face-to-Face	Blended		Online	Workplace Learning
		✓			

Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face	Synchronous Hybrid	Synchronous Online	Asynchronous	Work Based
	✓		✓		

Assessment Techniques Utilised in Stage – ✓one or more as appropriate.	Continuous Assessment	Proctored Exam – in person	Proctored Exam – online	Project	Practical Skills Demonstration	Work based
	✓					

Modules in this stage (add rows as required)

Module Title	Total Student Effort Module (hours)									Assessment – Allocation of Marks *(from the module assessment strategy)*						
	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous online	Directed-Learning, etc)	Independent Learning (Asynchronous,	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %*	Project %	Practical Skills Demonstration	Work Based %
History and Schools in Psychology	1.1	M	5	125	24			101		100					
Foundations in Developmental & Social Psychology	1.1	M	5	125	24			101		50		50			
Cognitive Psychology	1.2	M	5	125	24			101		50		50			
Behaviour Analysis	1.2	M	5	125	24			101		50		50			
Research Technique & Analysis	1.1-1.2	M	10	250	48			202		100					
Ethical Research Methods and Design	1.1-1.2	M	10	250	48			202		100					

*NB: semester notation = Year.Semester

* Proctored exam may be offered either in person or online. In either case it will be an open-book exam with appropriate arrangements for ensuring that the proctoring protects this structure.

3.2 1B.3b Proposed Programme Schedule(s) – Full Time Year 2 (Day)

Name of Provider:	Dublin Business School				
Programme Title *(Principal)*	Higher Diploma in Arts in Psychology	**QQI Award Title**	Higher Diploma in Arts	**ECTS**	90
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*	NA	**Stage ECTS**	50

Programme Delivery Mode - ✓*one as appropriate.*	**Face to Face**	**Blended**		**Online**	**Workplace Learning**
		✓			

Teaching and Learning Modalities – ✓ *one or more as appropriate.*	**In-person face-to-face**	**Synchronous Hybrid**	**Synchronous Online**	**Asynchronous**	**Work Based**
	✓		✓		

Assessment Techniques Utilised in Stage – ✓*one or more as appropriate.*	**Continuous Assessment**	**Proctored Exam – in person**	**Proctored Exam – online**	**Project**	**Practical Skills Demonstration**	**Work based**
	✓			✓		

Modules in this stage (add rows as required)

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous online*	Independent Learning (Asynchronous, Directed-Learning, etc)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %**	Project %	Practical Skills Demonstration	Work Based %
Personality and Individual Differences	2.1	M	5	125	24		101		50		50			
Human Performance	2.1	M	5	125		24	101		50		50			
Biopsychology	2.1	M	5	125	24		101		50		50			
Advanced Developmental & Social Psychology	2.2	M	5	125	24		101		50		50			
Psychological Disorders	2.2	M	5	125		24	101		50		50			
Health Psychology	2.2	M	5	125	24		101		50		50			
Research Project	2.1-2.2	M	20	500		70	430		30			70		

*NB: semester notation = Year.Semester

*The hours for synchronous sessions should be read as "up to" with the proviso that full contact hours will be delivered. Any hours not covered by synchronous sessions will be covered by in person face-to-face contact hours.

** Proctored exam may be offered either in person or online. In either case it will be an open-book exam with appropriate arrangements for ensuring that the proctoring protects this structure.

Name of Provider:	Dublin Business School				
Programme Title *(Principal)*	Higher Diploma in Arts in Psychology	**QQI Award Title**	Higher Diploma in Arts	**ECTS**	90
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*	N/A	**Stage ECTS**	40

Programme Delivery Mode - ✓*one as appropriate.*	**On-site Face-to-Face**		**Blended** ✓		**Online**	**Workplace Learning**

Teaching and Learning Modalities – ✓*one or more as appropriate.*	**On-site Face-to-Face** ✓		**Synchronous Hybrid**	**Synchronous Online** ✓	**Asynchronous**	**Work Based**

Assessment Techniques Utilised in Stage – ✓ *one or more as appropriate.*	**Continuous Assessment** ✓	**Proctored Exam – in person**	**Proctored Exam – online**	**Project**	**Practical Skills Demonstration**	**Work based**

Modules in this stage (add rows as required)																

	Total Student Effort Module (hours)									**Assessment – Allocation of Marks** *(from the module assessment strategy)*						
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous online	Directed-Learning, etc) (Asynchronous,	Independent Learning	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %*	Project %	Practical Skills Demonstration	Work Based %
History and Schools in Psychology	1.1	M	5	125	18			107		100					
Foundations in Developmental & Social Psychology	1.1	M	5	125	18			107		50		50			
Cognitive Psychology	1.2	M	5	125	18			107		50		50			
Behaviour Analysis	1.2	M	5	125	18			107		50		50			
Research Technique & Analysis	1.1-1.2	M	10	250	36			214		100					
Ethical Research Methods and Design	1.1-1.2	M	10	250	36			214		100					

NB: semester notation = Year.Semester

* Proctored exam may be offered either in person or online. In either case it will be an open-book exam with appropriate arrangements for ensuring that the proctoring protects this structure.

Name of Provider:	Dublin Business School					
Programme Title *(Principal)*	Higher Diploma in Arts in Psychology		**QQI Award Title**	Higher Diploma in Arts	**ECTS**	90
Stage (1,2,3, Award etc)	Award	**Exit Award Title** *(if relevant)*	NA		**Stage ECTS**	50

Programme Delivery Mode - ✓*one as appropriate.*	Face to Face	Blended		Online	Workplace Learning
		✔			

Teaching and Learning Modalities – ✓ *one or more as appropriate.*	In-person face-to-face	Synchronous Hybrid	Synchronous Online	Asynchronous	Work Based
	✔		✔		

Assessment Techniques Utilised in Stage – ✓*one or more as appropriate.*	Continuous Assessment	Proctored Exam – in person	Proctored Exam – online	Project	Practical Skills Demonstration	Work based
	✔			✔		

Modules in this stage (add rows as required)

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous online*	Independent Learning (Asynchronous, Directed-Learning, etc	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %**	Project %	Practical Skills Demonstration %	Work Based %
Personality and Individual Differences	2.1	M	5	125	18		107		50		50			
Human Performance	2.1	M	5	125		18	107		50		50			
Biopsychology	2.1	M	5	125	18		107		50		50			
Advanced Developmental & Social Psychology	2.2	M	5	125	18		107		50		50			
Psychological Disorders	2.2	M	5	125		18	107		50		50			
Health Psychology	2.2	M	5	125	18		107		50		50			
Research Project	2.1-2.2	M	20	500		36	464		30			70		

Header note: "Total Student Effort Module (hours)" spans Semester through Work Based columns; "Assessment – Allocation of Marks (from the module assessment strategy)" spans Continuous Assessment % through Work Based %.

*NB: semester notation = Year.Semester

*The hours for synchronous sessions should be read as "up to" with the proviso that full contact hours will be delivered. Any hours not covered by synchronous sessions will be covered by in person face-to-face contact hours.

** Proctored exam may be offered either in person or online. In either case it will be an open-book exam with appropriate arrangements for ensuring that the proctoring protects this structure.